

# Business and Leadership Academy-

**New College Experience**

**(BALANCE) “Early College”**

**Charter High School**

*“People grow as leaders by the practice of leading.”*

*“**Leadership**, **Equality**, **Opportunity**”*

## **Public School Choice 2.0**

## **Request For Proposal**

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## Part 1: Executive Summary

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

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

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

### **Our Goals:**

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

**Our Beliefs:** BALANCE "Early College" Charter HS's philosophy is based on the core beliefs that:

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

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

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

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

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

Students' income backgrounds range from low to medium-low income. There are a high percentage of students who are economically disadvantaged and participate in the free/reduced price breakfast and lunch program, with 93% of the students participating in the federal school meal program. BALANCE "Early College" Charter HS will continue to serve a student population made up of 99.3% Hispanic/Latino & 0.7% Other (Filipino, Alaskan, Caucasian, Pacific Islander, and African American) which is reflective of our local community. In adhering to our school mission, BALANCE "Early College" Charter HS recognizes the importance of parental participation and involvement in their children's education and local school. Many of our students' parents are non-English speaking and we will continue to use the traditional methods of bilingual school home/ community communication. Our team already works in this community, some members are actually from this community, and many are active in the community already. Team leader Donald Neal, is a member of the Sylmar Neighborhood Council, and a member of the Mission College Foundation Advisory Board, for example. In order to expand our outreach efforts to inform parents and encourage increased participation, BALANCE "Early College" Charter HS will develop an Outreach Committee to actively engage the community on an on-going basis. The neighborhood has a rich history of community activism and engagement. BALANCE "Early College" Charter HS teachers, administrators, and classified personnel are currently serving students with similar student populations and community demographics as the feeder schools. BALANCE "Early College" Charter HS looks forward to continuing to stretch beyond the walls of our classrooms to engage families and existing community institutions and leaders.

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

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

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

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

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

**Educational Goals:** All students at BALANCE “Early College” Charter HS will develop a core knowledge base in all subjects and demonstrate growth as follows. The quantifiable achievement goals are:

- 650+ school score on API, within two years
- On CST achieve the state's average +10% for each grade level (9-11) percent proficient (ELA 42%- 9th grade, 41%-10th grade, 41%-11th grade (see appendix for math, science, and social science)
- Achieve the state's goal +10% for all subgroups
- Beat LAUSD graduation rate by 10% within five years
- English Learners to exceed state's goals +10%
- CAHSEE- increase percentage of 10th graders passing on 1st attempt to district goal +10%
- Increased enrollment in Advanced Placement courses to 10% and passage rates on AP tests
- Increased success on state college Early Preparation (EPA) tests
- Researching graduates' career and college paths to discover paths of preparation and reassess our themes and units to better prepare students.

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

Operational Goals and Metrics:	Year 1	Year 2	Year3	Year 4	Year 5
Teacher Retention	81%	85%	90%	92%	94%
Parent Volunteer Hours	4,000 hrs	4,500 hrs	5,000 hrs	5,500 hrs	6,000 hrs
Student Attendance Rate	92.0%	93%	94%	95%	96%
Fiscal Solvency	Yes	Yes	Yes	Yes	Yes
Funding Partnerships	0	1	2	2	3
Student Computer Ratio	15:1	10:1	7:1	5:1	1:1
18 MCD Indicators	100%	100%	100%	100%	100%
NCLB Compliant Staff	100%	100%	100%	100%	100%
NCLB Reporting	100%	100%	100%	100%	100%

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

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



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

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

Opportunities for leadership development and community involvement for all stake-holders will be provided at BALANCE “Early College” Charter HS School through active participation in the BALANCE “Early College” Charter HS Governing Board, the School Site Council (SSC), Community/Parent Advisory Council, and the Outreach Committee. The School Site Council will meet regularly to review school-wide student performance data, oversee and update the implementation of the Single Plan for Student Achievement, and review budget expenditures to ensure personnel and budgetary resources are allocated to support the school’s vision and mission. To make the most informed decisions regarding student achievement, School Site Council members will be required to possess relevant qualifications or be trained in the following:

- Interdisciplinary and thematic planning
- Effective communication skills
- How to work as a/with a mentor
- Service learning projects
- Personalization of the learning environment
- Response to Instruction and Intervention (Rtl<sup>2</sup>)
- School Site Council orientation to policies
- Professional Learning Communities
- “Culture of Leadership” framework
- Technology literate
- Summative and formative data analysis

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

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

**1) To compete head to head against the private charter operators and private schools operating within a 3-5 mile radius of the school, namely:**

- a) Vaughn Next Century Learning Center, which is an “Early College” HS, and headed by Yvonne Chen (who is on the state board of education).**
- b) Alliance Charter School, being built across the street from Mission College as an “Early College” HS, headed by Judy Burton (former district B Supt.), and has Ted Mitchell, Pres. of State Board of ED, on their board.**
- c) Community Charter “Early College” HS, a PUC school headed by Judy Elliot.**
- d) Discovery Prep HS, an “Early College” HS.**
- e) Delphi Academy, a K-12 HS on Foothill Blvd., private school associated with the L.Ron Hubbard and the scientologists.**
- f) Alemany HS, a private catholic HS.**

- 175 g) 1<sup>st</sup> Lutheran HS, a private Lutheran HS.  
176 h) Los Angeles Lutheran HS, a private Lutheran HS.  
177 2) As a charter school we would have the same “charter” status as the schools we compete  
178 against, thereby taking away their edge as being perceived as “better” by parents.  
179 3) Governance by a board, so we would have oversight by many eyes.  
180 4) We stay with the LAUSD and UTLA, and the many benefits associated with doing so.  
181 5) The autonomy (budget, governance, curriculum, policies) needed to compete against the  
182 above formidable competitors.  
183 6) The charter school model was chosen because, under NCLB if we have a professor teach a  
184 class on our campus, who does not have secondary credential, he is not considered highly  
185 qualified and we must then have a secondary credentialed teacher sit in on the class. Under  
186 per pupil funding rules, only Charter rules allow a college professor to teach our classes  
187 without a secondary credentialed teacher sitting in.

188  
189 *The Principal is responsible and accountable for the school’s Academic performance and the Business/  
190 Operations Manager is responsible and accountable for Financial and Operational performance.*  
191

192 **g. Fiscal Plan:**

- 193 **BALANCE** “Early College” Charter HS is seeking budgetary flexibility and autonomy of per-pupil  
194 budgeting. This autonomy will allow the school to leverage the maximum amount of resources to  
195 support the vision and mission of the school in the following ways:  
196 1) additional common planning time for teachers to analyze data, refine instructional practice through  
197 lesson study and peer coaching/observation;  
198 2) planning and preparing research projects connected to thematic units of study;  
199 3) planning service learning and project-based learning tasks;  
200 4) provide additional health and human services support for students and families; and  
201 5) reducing the current District teacher-to-student ratio per classroom to further personalize the  
202 learning environment and maximize teacher-student contact.  
203 6) planning and paying for “Early College” attendance at the college, and bringing college professors  
204 and classes onto our campus to teach college courses on site.  
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## 2. Curriculum and Instruction (15 pages + attachment)

**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 possess upon matriculation that will prepare them to be successful adults in the 21<sup>st</sup> Century.*

We will prepare our students for the 21<sup>st</sup> century through digital literacy and community based service learning. BALANCE's leadership infused curriculum will enable our students to compete in the current knowledge-based business environment. Our personalized curriculum will challenge each student to reach his/her highest potential as it meets their unique learning needs. Our instructional philosophy is to develop leaders who use their diverse abilities and talents to contribute meaningfully to their community. The scope and sequence of the curriculum for BALANCE "Early College" Charter HS is aligned with both the California State Framework and California Content Standards. Emphasizing interdisciplinary and thematic teaching, BALANCE will provide a rigorous standards based curriculum reflecting the mission and vision of BALANCE's "Early College" Charter HS School. Research conducted by Bolak, Bialach, & Dunphy (2005), demonstrates that an interdisciplinary and thematic model to curriculum organization facilitates student acquisition of an integrated knowledge base, demonstrates coherent connections among different content areas, and allows transfer of learning from one context to another.

BALANCE will infuse a writing component into all classes. An interdisciplinary, writing-based approach to instruction will provide students with diverse writing experiences to help them develop core content understanding (Van Nostrand, 1980). By accessing the writing process (drafting, writing, editing, and publishing) across the curriculum, students will develop the critical thinking skills that will enable them to perform as leaders. Incorporating their academic work into a digital portfolio throughout their 4 years of high school, students will be able to demonstrate their preparation for the demands of the 21<sup>st</sup> century.

The educational plan for BALANCE "Early College" Charter HS will recognize and acknowledge that learning best occurs when students are immersed in and interact with a high-quality, standards based curriculum delivered by teachers using research-based pedagogies and methodologies.

- **Interdisciplinary Learning Teams:** Teachers will plan and organize the school's curricula to link universal themes across all core content areas. Teachers will develop standards-based interdisciplinary units in 9<sup>th</sup> through 12<sup>th</sup> grade and will discuss the use of culturally relevant and responsive pedagogy and other inquiry-based models of teaching. Connecting universal themes and concepts to content, skills, and ideas will provide students in 9<sup>th</sup> through 12<sup>th</sup> with a strong foundation in conceptual understanding and ownership of the learning process.

**For example:** *a theme might be The Depression: Math (analysis of the economics), English (Literature of the Era, writing projects based on those readings), Science (Technological development, research, and projects of the Era), History (social aspects), Business (Business climate-Wall Street collapse), Government/Economics (Government response) See Appendix, pg. 109, where we use an example of a model of the developmental process used by Lincoln HS team that we want to emulate.*

- **Professional Learning (Subject Matter) Teams:** Teachers will work toward providing a systematic and timely response to students who experience difficulty in meeting grade level standards and benchmark skills by implementing a Response to Instruction and Intervention framework (RtI<sup>2</sup>). Under the framework of Response to Instruction and Intervention (RtI<sup>2</sup>) students will be able to access a high-quality, standards based curriculum through differentiated instruction.
- **Grade Level Teams:** Teachers will work together in grade level teams to plan and organize core content curricula based on the state frameworks, content standards and thematic units.
- **Teachers will research and develop formative assessments,** and explore the use of student portfolios and to assist students in demonstrating the mastery of content standards and skills.
- **The use of student portfolios** will empower students to actively participate in their own learning through self-paced exploration of ideas and topics, and will build their confidence in the use and application of critical thinking, problem-solving, and communication skills.
- **The personalization of the learning environment** for students.
- **Community based service learning:** All students will participate in service learning projects to integrate community service with academic study to enrich learning, teach civic responsibility, and give students an opportunity to provide leadership, and strengthen the local community. **Engaging with the community** as partners is a critical strategy in the development of a community school at BALANCE “Early College” Charter HS.
- **Mentors:** Students will have adult, student, and mentors to serve as role models to help them organize their many projects.
- A curriculum map for core content areas will be developed to determine skills and focus standards for mastery and differentiated teaching strategies and instructional groupings for all learners.

#### **“Early College” Model**

“Early College” model is well-suited to meet the needs of the underserved communities of Sylmar and San Fernando. On the campus, the staff will be unified by their common interest of college access to an “Early College” environment and programs that will help to improve the student’s 4 year college readiness. The teachers and on-site and college staff members, will work to enrich the lives of students by providing access that many students from this neighborhood lack: college-preparation through relationships with local junior colleges and universities, primarily Mission College and California State University at Northridge (CSUN). Students will also have access to Los Angeles’ rich cultural opportunities through the schools’ partnerships with the business community. This support and relationships with community organizations will provide a network that will allow students to thrive and reach their full potential. Assisting first generation students gain access to college through an “Early College” model is an endeavor that is shared by the entire staff.

**Curricular Flexibility:** BALANCE will adhere to existing LAUSD curricular guidelines, pacing plans and approved state-adopted textbooks that are aligned to the California content standards. LAUSD utilizes a comprehensive process for textbook adoption, ensuring the curriculum is standards and research-based. LAUSD has resources and professional expertise dedicated to the development of instructional guides, delineating essential standards, scope and sequence, pacing guides, and model lessons. Guides can be reviewed at [http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction\\_guidelines/](http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction_guidelines/) (Scope & sequence, and syllabi for all core content areas are attached in Appendix pgs. 20-108)

BALANCE “Early College” Charter HS is applying as a charter, and although we plan to follow LAUSD’s standard curriculum, BALANCE will have the flexibility to deviate from LAUSD’s standard curriculum and assessment system as long as the plan is well defined, standards-based, A-G aligned, and

professional development is received by all affected teachers prior to implementation. As of now, we plan only to use to flexibilities in curriculum as outlined. Primarily, a Leadership class, change the sequence in Math classes to Algebra I, Algebra II, and then, Geometry.

BALANCE “Early College” Charter HS will determine if there are gaps in the curriculum provided by the district. One of our earliest priorities is to identify curriculum supports, supplemental resources, and/or implementing alternative core curricula needed to bridge gaps to support and/or accelerate student learning for college readiness.

Students will enroll in courses that meet the A-G requirements for eligibility for admission to a four-year college or universities. All students will also select an elective course each year in Fine Arts, Foreign Language, Business, Technology, Journalism, or Leadership. Intervention classes will be mandated for students not performing at grade level in math and English in lieu of an elective. These intervention classes will ensure that all students will perform at grade level in all core content classes.

#### Entrance Exam

To increase academic achievement, the education plan for math will require that incoming 9th graders and students who enroll throughout the year take a Math Placement Exam to determine the most appropriate math placement in order to meet their math needs. *(The sequence of math classes will be changed to: Algebra I – Algebra II– Geometry)*. A passing grade of C or better in Algebra II will be required for students to enroll in Physics.

#### Multiple Pathways

In accordance with our school philosophy of Business education, The BALANCE “Early College” Charter HS will be offering Multiple Pathways: (Accounting/Finance, Small Business Entrepreneurship, Business Technology) for incoming students. Students will select the one that most interests them which will provide for a more personalized educational experience than the traditional school process. The students will explore career opportunities that are aligned with the theme. Educational research studies indicate that the concept of Small Schools fosters a sense of belonging and has had positive effects in increasing students’ active participation in their education and their academic achievement. (Dana, Duke, Tucker, Belcher, Crews, Harrison-Coleman, & Higgins).

These pathways have been selected for their relevance to our theme, modern industry needs, and community interests. Students will have the option that most suits their interests and aligns with their career aspirations. They will engage in internships and job shadowing, access mentors in relevant professions, and become involved in field-specific, local university and college programs. The Multiple Pathways will allow students to explore a field of interest and build skills for their future college and professional success.

#### Business, Technology, & Leadership Courses

Students will progress through a developmental sequence of Business, Computer Technology, and Leadership courses, complete A through G coursework to qualify for university admission, and engage in substantial group and individual interdisciplinary projects during their four years in high school. The 4x8 bell schedule and academic calendar permits all students, including English learners and those with special needs or academic skill deficits, to participate in the program of their choice. Leadership, state standards and instructional strategies will be integrated within all the core courses.

### The Community School

Community Schools are centers of the community where students and their families come to learn, give and receive support, and engage productively with one another. Integrating academics, health and social services, and youth and community development, Community Schools (CommunitySchools.org) strive to improve student learning and build healthier communities. Students, teachers, families and community members work together to design and implement programs that promote college access, academic achievement and positive social development for all. Community Schools across the country are achieving significant gains in both academic achievement and social development (Dryfoos, 2001). These schools are demonstrating improvements in reading and math test scores and sustained increases in student attendance. Many report reductions in rates of substance abuse, teen pregnancy, and disruptive behavior in the classroom. In addition, community members have described marked improvements in health care and safety within their neighborhoods.

### Advisories

The seminal research of Linda Darling-Hammond identifies deep, meaningful relationships between students, teachers, and parents or caregivers as positively impacting all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006/2007). To ensure that all students graduate on time and prepared for postsecondary learning, each student will be assigned an advisory period and teacher who will remain his/her advocate until graduation. During these periods teachers will advise students on their Individual Graduation Plans and assist them with their Graduation Portfolios, and assist students with preparing for their college classes. Families will have one point person who is a partner in their child's academic success and emotional well-being.

### Teacher-Developed Curriculum: Interdisciplinary and Inquiry-Based Instruction

Student learning improves when it revolves around complex tasks, disciplined discourse, and inquiry (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). BALANCE "Early College" Charter HS teacher teams will collaborate to create interdisciplinary and inquiry-based curriculum that challenges students to synthesize their learning across multiple disciplines, especially English Language Arts, History/Social Science and the Business classes. These teams will use backwards-planning to develop standards-based educational plans that enable students to apply their learning in one academic subject to learning in other academic subjects. Students will be asked to think about the essential questions concerning humanity and apply those questions to each discipline.

*The faculty will be guided by the California Standards for the Teaching Profession (CSTP) in the delivery of instruction, and professional growth in order to meet the academic needs of all students. To prepare the faculty to implement the CSTP, the proposed Professional Development (PD) workshops will train teachers in the following effective research-based instructional practices: Specially Designed Academic Instruction in English (SDAIE) strategies, Interactive Direct Instruction, Classroom Management, Cooperative Learning, Writing Meaningful Instructional Objectives, and Thinking Maps.*

- 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 Core Curriculum**

#### **Language Arts**

English I  
English II  
English III  
English IV

#### **Mathematics**

Algebra I  
Geometry  
Algebra II  
Pre-Calculus

#### **Science**

Earth Science  
Biology  
Chemistry  
Physics

#### **Social Studies**

World History  
US History  
Government  
Economics

### **The Enrichment Curriculum**

Fine Arts (Art, Music, Drama)  
Foreign Language  
Physical Education  
Speech

Calculus  
Health  
Statistics

Technical Arts &  
Career  
Technology  
Other Business

Leadership  
World Geography  
Business Electives  
Journalism

### **BUSINESS Electives:**

**Information Processing-** All 9<sup>th</sup> or 10<sup>th</sup> in Business Technology, Business Entrepreneur, Accounting/Finance

#### **Business Technology Strand\***

**Intro to Computers-**Any 10<sup>th</sup> or 11<sup>th</sup> in Business Technology Strand

**Web Development & Production** -Any 10<sup>th</sup> or 11<sup>th</sup> in Business Technology or Bus. Entrepreneur Strand

**Computer Network Mgmt-**Any student who passed *Intro to Computers* in the Bus.Technology Strand

#### **Business Entrepreneur, Accounting/Finance Strand**

**Accounting-**10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> in Accounting/Finance, 11<sup>th</sup> or 12<sup>th</sup> in Business Entrepreneur strand

**Business Communication-**10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> in Accounting/Finance, Business Entrepreneur strand

**Business Law-**any 10<sup>th</sup>,11<sup>th</sup>, or 12<sup>th</sup> graders in Accounting/Finance, Business Entrepreneur strand

**Business Management-**Accounting/Finance, Business Entrepreneur strand 12<sup>th</sup> grade only

**Economics-** Accounting/Finance, Business Entrepreneur, Business Technology-12<sup>th</sup> grade only

**Journalism-**any 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> in Accounting/Finance, Business Entrepreneur strand

\*See appendix pg. 9 for other possible computer electives that may be available to students

**LEADERSHIP Elective:** (Scope & Sequence in Appendix pgs. 97-104) All Students will be required to take a one semester elective class on *Leadership* to graduate. In addition, all classes will weave a "culture of a leadership and excellence" into the class that involves addressing some, or all, elements of the following: Building a positive reputation, positive communication skills, being positive role models, active & productive citizenship, moral & ethical considerations, inspiring & motivating others, personal values in character development, "character counts", personal integrity, personal & moral courage, personal goal setting, respect for authority, appreciation for family & parents, compassion & empathy for others, cultural tolerance, handling peer pressure, standing up for your beliefs, conflict resolution, dealing with bullying & hazing, high expectations & self esteem, anger management, responsibilities and consequences of their personal actions, etc.

Measurable Goals from our Leadership Curriculum that we seek to attain:

- Increased student attendance
- Increased student GPA
- Increased Graduation Rates
- Increased College matriculation
- Reduced referrals for disciplinary reasons
- Increased student involvement in extracurricular activities



Curricular Component	Effectiveness with Population	Reference
Interdisciplinary Curriculum	Creates constant opportunities for cognitive resonance, which helps all learners gain confidence as they build academic background knowledge.	(Aschbacher, 1992)
Multiple Pathways Curriculum	When students see the relevance of their learning in a real-world context, motivation increases. College and career-focused learning is especially effective with at risk students.	(Kemple, 2008)
Problem-based Curriculum	Curriculum that is designed to engage students in higher-order thinking skills is engaging for both ELL and gifted students.	(Waxman & Tellez, 2002, Hertzog, 2005)
Differentiated Curriculum	Multiple texts and supplementary print resources, a variety of audio visual sources and interest centers are proved to be successful with students with special needs.	(Carol Ann Tomlinson, 2005)
Student Advisory Curriculum	Advisories create the conditions for increased personalization. Personalization leads to increased student achievement, particularly with at-risk students.	(Darling-Hammond, 2006/07) (Lee., et al., 1995) (Newmann, 1992)
Standards-based Curriculum	All academic courses are aligned with California content standards in order to provide teachers and students with guidelines for content mastery.	(California Department of Education, 1997)
Early College/concurrent Enrollment	Early college has been successful with low-income students. Dropout rates are reduced and the graduation rate for underserved youth in such programs is 92%.	(Hoffman & Webb, 2009)

### **WASC Accreditation Process**

**WASC:** The BALANCE “Early College” Charter HS teachers’ instructional units will fulfill the curricular requirements set by WASC, and will set the stage for preparing for WASC accreditation during the second year (the school cannot conduct WASC the first year because there will not be a senior class). BALANCE “Early College” Charter HS teachers will attend regularly scheduled professional learning sessions during the first year with the Los Angeles Education Partnership to prepare for accreditation.

**Examination of Proposed Curriculum:** BALANCE “Early College” Charter HS will thoroughly examine the planned educational program, course offerings, and student achievement in adherence to the Western Association of Schools and Colleges (WASC) process. BALANCE “Early College” Charter HS will focus, pending the outcomes of the WASC process, on implementing all necessary changes to accelerate student achievement. BALANCE “Early College” Charter HS will support the WASC process as they take a critical look at student achievement and the effectiveness of all instructional programs. It is our aim to guarantee that our school is an institution of learning and sound preparation for college, career, and active citizenship. The BALANCE “Early College” Charter HS leadership will actively engage all of the staff, students and parents as they assess their strengths, areas of growth, and their capacity lead our school, grow our early College culture, participate in the process, and reach out to our community. BALANCE “Early College” Charter HS will implement, the California State Standards curriculum. LAUSD has adopted the standards and mandates that all schools provide instruction



aligned with the Standards. To improve the graduation rate, the “Early College” school will insure school-wide systemic delivery of instruction incorporating the PD training to increase student academic achievement. The school will undergo the WASC Full Self-Study.

**UCOP course approval:** All academic and elective courses offered by BALANCE “Early College” Charter HS will be approved by the UC Office of the President and therefore fulfill will A-G requirements.

**College Board:** BALANCE “Early College” Charter HS is a new school going through the application process for initial WASC accreditation and will be requesting a College Board number in year 1 to fulfill the requirements of our AP program. Further, in addition to Advanced Placement courses offered during the regularly scheduled school day, dual enrollment college courses will also be available to students seeking greater challenges.

- i. **Autonomy:** *Describe how you will use curriculum and instruction autonomy to maximize student learning.*

We are an affiliated charter school, we will follow all curriculum guidelines as outlined by LAUSD. To further our vision as an “Early College” HS, we seek to create a college going environment through the use of concurrent enrollment classes. The only curricular flexibility we seek is to implement our Leadership classes, a change the sequence of classes in Math to Algebra I, Algebra II, Geometry, Math Analysis. The interdisciplinary part of the plan is well established in education.

Balance “Early College” Charter HS will collaborate with the Sylmar and San Fernando Chambers of commerce to develop job sharing, job shadowing, mentoring, service learning opportunities. BALANCE “Early College” Charter HS through the Outreach Committee (primary body responsible for developing outreach & community partnerships) and Neighborhood Engagement & Leadership Committee (primary body responsible for service learning, leadership opportunities, and implementation) will actively seek out and engage the community in a continual process to develop these opportunities for leadership service, and job experience to broaden our staff and students experience base.

As an example of how we might fulfill our mission, and implement our leadership vision, this year at Sylmar HS we were able to get our students and staff numerous volunteer opportunities for service learning credit, job experience, and leadership. We assisted Richard Alarcon with his Christmas Toy Giveaway, we also had staff and students elected to the Sylmar Neighborhood Council (Donald Neal-staff, Enrique Segura-student), we were able to get over five 55 gallon barrels of canned food donated to St.Didacus food bank during Thanksgiving, we assisted with the LAPD Officer appreciation luncheon, we assisted in the Sylmar Youth Task Force (anti-gang) Walk-a-thon, which fundraised and showcased alternative activities to gang participation, we assisted and participated in the Veteran’s day parade.

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

All curricular elements of our plan are well established in LAUSD. What we seek to change is the culture of the school. We seek to create a culture in which college graduation is the expectation, in which leadership is taught and emulated. College graduation is clearly the expectation at many private schools and private charter schools. What they have done more effectively than LAUSD is fostering the support of parents in that belief system. Parents are willing to pay good money in

support of that dream for their children. The only aspect of our plan that we cannot implement in our first year would be the Business Technology classes, as it will take money to get computers. It will also take time to qualify for our categorical funds, as we must get our Single Plan for Student Achievement, and our School Site Council in place. WASC accreditation will come the second year. All other elements are already well established in LAUSD,: early college concurrent enrollment, interdisciplinary curriculum (lesson/unit plans will have to be developed), leadership training and education, community based service learning can all be implemented in the 1<sup>st</sup> year.

#### Operations Start-up Plan

An operations plan will be crafted to support the instructional model, so a vital component will be to ensure that the operational strategies employed during the start-up phase strategically support BALANCE “Early College” Charter HS’s instructional goals. We will employ the following strategies to transition:

- Initiate an interim transition team, consisting of a cross-section of school site employees (teachers, classified staff, administrators, etc.) who are committed to the BALANCE “Early College” Charter HS vision, mission and goals. This team will help guide the planning activities to ensure that the school site has sufficient input into budget, staffing, curriculum, professional development activities. *Timeline: committee established in March 2011, running through the start of school.*
- Develop a backwards-mapped work plan on the specific operational and instructional activities required to launch before the start of school. *Timeline: March 2011, updated on a regular basis.*
- Work with the School Site Council (SSC) on budget development for the following year. *Timeline: March – May 2011 for budget development, with updates through the summer.*
- Work with the operational school site staff to identify key areas of progress (budget, curriculum, professional development, etc.) and areas requiring improvement. *Timeline: March – September 2011.*
- Continue to develop relationships with school staff, parents and other community partners. We will convene conversations with key stakeholders and be highly visible on campus to make sure that we know these stakeholders well at the start of the year. *Timeline: March 2010 and ongoing.*

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

The goal of BALANCE “Early College” Charter HS is for every student to receive quality, standards-based instruction in all content areas, and to enable all students to graduate with 30 College Credits, College Prepared, and Career Ready.

## Special Education

### Curriculum Maps

LAUSD provides curriculum maps that are defined and guided by position papers for standards-based diploma track students. Diploma track students utilize the same standards-based curriculum that general education students use. Success is assured through the layering of supports and services as needed within the Co-Teaching Full Inclusion Model. Additionally, targeted instructional intervention is provided in the school's Learning Center using evidence-based methodologies and materials, for students identified as needing this level of support. This model is called the Resource Program Model.

### Free Appropriate Public Education

BALANCE "Early College" Charter HS will provide a Free Appropriate Public Education (FAPE) in the least restrictive environment for students who have disabilities. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Services provide a range of options, which may include: accommodations, modifications, DIS (designated instructional services), co-planning, learning center, Special Day Program, Community Based Instruction, Resource Specialist Program, and Inclusion.

### Extended School Year

Eligible students may participate in: ESY (Extended School Year) for 9 – 12 offered in the summer, CAHSEE preparation & intervention programs for students at risk of not meeting grade level standards and graduation requirements after school, Development Reading and/or Math Tutorial Lab, Essential Standards Math or English, Strategic Literature 1A/B and 2A/B for students scoring BB and FBB on the CST and CAHSEE Boot Camp during the day -2 week intensive program before the March CAHSEE.

### Special Day Program (SDP)

For those students unable to benefit from a Full Inclusion Model, the next level of Least Restrictive Environment (LRE) is the instructional model referred to as Special Day Program (SDP). These classes typically have 15 students with 1 teacher and 1 paraprofessional, providing a low student-teacher ratio. Standards-based core instruction with scaffolding, accommodations and services are layered in as needed. Core Instructional standards-based materials are utilized and enhanced with supplemental materials. Differentiation of content, process, and product may be employed to assure learning and achievement. Grouping for skill development and growth assurances with frequent monitoring and assessment. Classes are often departmentalized with SDP students moving from one Special Education Core Teacher to another. Electives are scheduled with general education population.

### Community Based Instruction

CBI (Community Based Instruction) is the "Alternate Curriculum." The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and identified in the Curriculum Guide for Students with Moderate to Severe Disabilities. Those students receiving Certificates of Completion, and not on the diploma track, are considered to be on the "Alternative Curriculum." Some of the interventions used for our CBI population include mainstreaming in the regular classes, such as the elective courses. Typically the Alternative Curriculum serves students with eligibilities within the range of MR, AUT, and OHI. Students receive instruction as outlined in the Alternative Curriculum and Community Based Instruction Guide Books. Additionally, Bul-4438.0 provides protocols and oversight for the community-based program. The CBI Program enriches the Alternative Curriculum as a strategy.

#### At-Risk Students

BALANCE “Early College” Charter HS will provide professional development and technical support to implement the RTI model, including assessing the strengths/weaknesses of the general and special education instructional program; conducting a professional development needs assessment, and designing and monitoring a comprehensive intervention plan to address the unique needs of historically underperforming student sub-groups, including students with disabilities, English Learners, Standard English Learners, and at-risk populations.

BALANCE “Early College” Charter HS will continue to work to: secure funding to purchase counseling services in order to provide case management and counseling services to students and families; work with children's social workers; expedite and assist with prompt school enrollment and transfer of student records; participate in case-conference, IEP, SST, and other educational meetings; consult and train Local District and school staffs, community agencies, and DCFS social workers; assist in locating District services and community resources available to at-risk students.

Delinquent Youth: Student attendance is a top priority, and the BALANCE “Early College” Charter HS will work to ensure that programs and practices are developed to improve attendance in delinquent youth. BALANCE “Early College” Charter HS will outline a strategy in an Attendance Improvement Plan. The plan will include strategies to support training for teachers and classified staff regarding attendance; school-site attendance strategies; support teams for at-risk students, interventions for at-risk students and potential dropouts and truancy abatement.

It is the principal’s responsibility for managing the school’s resources to improve school attendance rates. BALANCE “Early College” Charter HS will work with community-based agencies (example: the Sylmar Youth Task Force, an organization that funds youth programs as an alternate to gang activities through and Moises Carillo, the Program Coordinator), law enforcement agencies, as well as the business community to provide direct support to our secondary schools.

#### Accelerated Learning

BALANCE “Early College” Charter HS will offer accelerated learning opportunities to students in different subgroups, including English Learners, Standard English Learners, GATE students, Students with Disabilities, and students in poverty. BALANCE “Early College” Charter HS will support a master program offering courses designated for Advanced Placement, Honors, and “Early College” elective courses. BALANCE “Early College” Charter HS will expand the instructional program through master scheduling support, increases in the identification and placement of students, and the hiring of qualified teachers to lead these courses.

GATE: To support our gifted learners (GATE), BALANCE “Early College” Charter HS has chosen to adopt a 2x8 block schedule that will allow the implementation of additional honors and Advanced Placement courses. BALANCE “Early College” Charter HS teachers will provide differentiated instruction to GATE (gifted) students to diversify and accelerate GATE student learning. Teachers will be trained on differentiation strategies for all learners via professional development.

Students will be identified as GATE candidates through placement exams, teacher recommendation, student and parent interview, and evaluation follow-up using test scores, academic achievement, and/or specific-area talent observed. Teachers will participate in peer lesson studies to review, create, evaluate, and improve effective instructional delivery strategies for GATE learners. These findings will be shared with the entire faculty for incorporation of the strategies in all of the core subjects.

**(AP) Advanced Placement:** BALANCE “Early College” Charter HS will make every effort to increase the number of students in Advance Placement (AP) classes. Faculty members will identify students that have the capacity to succeed in rigorous and demanding academic courses and recommend them for enrollment in AP classes. These efforts will serve to reinforce our commitment to fostering a campus-wide college-going culture. We will offer honors, and AP courses to challenge students enrolled in these courses.

Students will also be enrolled concurrently in “Early College” courses at the local community college, to explore specific areas of interest for possible careers and become more competitive for college admission. Teachers of honor students will attend professional development courses specifically for GATE students; those who teach AP courses will be expected to attend College Board workshops. (AP) Advanced Placement courses will be offered in English, History, Science, Math and Spanish Language. We will add additional AP courses and Honors courses to serve our GATE students, as budget allows.

**Meeting the Needs of EL and SEL Students:** Much of the remaining student population could be classified as Standard English Learners (SEL) insofar as these students demonstrate difficulty in *academic* English language proficiency as demonstrated by State summative assessments (e.g., CST and CAHSEE). BALANCE “Early College” Charter HS will require the collaboration of teachers, parents, and support staff in a multi-tiered approach to address the issues facing this diverse group of learners. BALANCE “Early College” Charter HS will offer ESL instruction following the district adopted pacing plan using the *High Point* text.

Students who qualify for ESL 1 and 2 will receive their ELA instruction in English with support in their primary language. BALANCE “Early College” Charter HS will offer these students all core content instruction in the primary language so when the students transition into full English language instruction they have met their A-G requirements. When the students are ready to transition to sheltered instruction, they are offered the opportunity.

#### **ESL Intervention Class**

BALANCE “Early College” Charter HS will continue to offer sheltered support in all core classes and additional support through English Language Skills (ELS), an intervention class, to the core English class for 9th and 10th graders. Students will be able to build their skills in specially designed classes such as *Read 180*, *Essential Standards-English Language Arts*, class prior to attempting to succeed in grade level courses.

### **d. Instructional Strategies**

#### **Concurrent College Enrollment**

BALANCE “Early College” HS, as a core mission will enroll students at community colleges, and provide students many opportunity to enroll in college level courses. The counselor will provide a review of student progress on the A-G college course requirements, standardized test scores, GPA, and will help students explore possible colleges which will best help them achieve their academic and career goals. BALANCE “Early College” HS will implement academic support programs to ensure that all students’ academic needs are met with a standards-based curriculum. This includes the requirements for “Early College” graduation and successful passage the California High School Exit Exam (CAHSEE). BALANCE “Early College” Charter HS provide students with multiple avenues toward meeting their A-G high school graduation requirements, passing the CAHSEE and exposing them to post-secondary education.



To encourage and support our students' future endeavors, the Counselor will provide students with college admission, financial aid preparation and assistance. Students will receive a review of their college admission requirements and admissions possibilities on a yearly basis. Summer School/ Intersession programs are tentative and may be impacted by state and district budget reductions.

**LEADERSHIP Elective:** (Scope & Sequence in Appendix pgs. 97-104) All Students will be required to take a one semester elective class on *Leadership* to graduate. In addition, all classes will weave a "culture of a leadership and excellence" into the class that involves addressing some, or all, elements of the following: Building a positive reputation, positive communication skills, being positive role models, active & productive citizenship, moral & ethical considerations, inspiring & motivating others, personal values in character development, "character counts", personal integrity, personal & moral courage, personal goal setting, respect for authority, appreciation for family & parents, compassion & empathy for others, cultural tolerance, handling peer pressure, standing up for your beliefs, conflict resolution, dealing with bullying & hazing, high expectations & self esteem, anger management, responsibilities and consequences of their personal actions, etc.

Measurable Goals from our Leadership Curriculum that we seek to attain:

- Increased student attendance
- Increased student GPA
- Increased Graduation Rates
- Increased College matriculation
- Reduced referrals for disciplinary reasons
- Increased student involvement in extracurricular activities

**Individualized Graduation Plan:** BALANCE Charter HS will conduct annual meetings to provide all students and their parents to make appropriate choices and/or changes to their Individualized Graduation Plan. The counselor will hold group meetings with all students and parents. At the beginning of each semester, the counselor will continue to meet with all of their students on a one-on-one basis and complete a graduation check. The counselor and student will review the number of credits to date and the classes they are taking, and the counselor will encourage students to attend college classes, adult school classes or Saturday classes, if necessary. BALANCE "Early College" Charter HS will continue to offer California High School Exit Exam (CAHSEE) preparation classes during the school day as well as after school.

**Response to Intervention (RTI)**

Pursuant to LAUSD Bulletin 4827.1, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-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 socio-economic status, ethnicity, background, or disabilities.

Elements of a strong RTI implementation include: high quality classroom instruction; progress monitoring; and responsive, researched-based interventions (Mellard & Johnson, 2008). Teachers at BALANCE "Early College" Charter HS will move toward a systematic and timely response to addressing the needs of all students through the Response to Instruction and Intervention (RtI<sup>2</sup>) framework. The continuous monitoring of student response to instruction is particularly relevant to an RtI<sup>2</sup> approach as a means of determining whether a student should move from one tier of intervention to the next by documenting that existing instruction and support is not sufficient.



Data collected at each tier are used to measure the efficacy of the interventions so that meaningful decisions can be made about which interventions should be maintained and further tiered. This structure ensures that instruction, academic, and behavioral /social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), Title 1 Students, and Gifted and Talented Education students (GATE).

- Tier 1 is the foundation and consists of scientific, research-based *core* instructional and behavioral methodologies that are culturally responsive and relevant. Instructional practices and supports are differentiated and aligned to grade level standards and benchmarks to support all students in the core curriculum. To monitor and evaluate student progress, Ca. Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, offices daily referrals) are used to guide and inform instruction/intervention.
- Tier 2 consists of *supplemental* instruction and interventions that are provided *in addition to an alignment with effective core instruction and behavior supports* to groups of targeted students who need additional time and intensity in instructional or support. Tier 2 is “Strategic or Supplemental Intervention”. Interventions may include intervention classes for core academic subjects—English, Math, Science and Social Studies or CAHSEE preparation. A systematic intervention plan will be developed to support all students not meeting grade level criteria. An intervention team will meet with all students and families who are at-risk, but do not have the correct credits or courses to complete school in the expected timeframe. An individual plan for addressing each student’s discrepancy will be created. This will be aligned to the Individualized Graduation Plan meetings required under AB 1802 conferences. Targeted tenth grade students with two or more fails, not passing CAHSEE at the fall semester will be enrolled in a semester developmental reading or math intervention class. Year long Algebra intervention classes will be available for all students who failed Algebra and all incoming 9<sup>th</sup> graders preparing to take algebra with a score of FBB or BB on CST’s. Courses for students who score FBB or BB in ELA CST’s will be available to provide students with additional time and support in accessing course content.
- Tier 3 consists of *intensive* instructional or behavioral interventions provided *in addition to an alignment with effective core instruction* with the goal of increasing an individual student’s rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level support *may or may not* be eligible for specially designated instruction and related services in accordance with IDEA. Tier 3, known as “Intensive Intervention” is for the 1 – 5% of students that need individualized and /or very small-group instruction that is highly focused. It is not synonymous with special education services, but is a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Data obtained is considered a key component of eligibility determinations for specific learning disabilities. *Processes for identifying the needs of these students include: Coordination of Services Team (COST), School Attendance Review Team (SART), School Attendance Review Board (SARB), Student Success Team (SST).*

**After-School Tutoring (Educare):** Additionally, BALANCE “Early College” Charter HS will offer after-school tutoring (Educare) in the four core subjects for all students including those students with disabilities and those who are English Language Learners. Individual teachers will offer their own tutoring programs. Saturday classes are also available for students for assistance in all subjects.

### 3. School Culture and Climate (4 pages + attachments)

- a. **Description of School Culture:** *Describe the culture and climate envisioned for the proposed school, 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.*

BALANCE “Early College” HS will develop a school culture where going to college is the norm, not the exception, where attending college is the expectation, where leadership is taught and modeled, where opportunities for staff, students and parents to lead in our community, are provided on a daily basis. BALANCE “Early College” HS school design is based on the Core Principles of the *Bill & Melinda Gates Foundation’s “Early College”* initiative.

#### **Bill & Melinda Gates Foundation’s “Early College” Initiative**

**Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.**

- Early college schools recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners.
- Early college schools recruit students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under credited).
- Student admission is not based solely on prior academic performance.

**Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.**

- A formal, written agreement provides for full access to college courses, facilities, and support services. (LAUSD Bulletin # 1040.1) (See Appendix pgs. 110-116 for list of eligible classes.)
- Dedicated representatives from all partner organizations meet regularly to review data, provide guidance, and make key decisions regarding planning, implementation, and sustaining the early college school.
- Faculty, staff, and community partners develop deep collaborations and participate, according to their role, in data-driven activities that advance instructional practice, curriculum development, staff development, and student support in order to build a college-going culture.
- All partners are actively engaged in developing sustainable funding for the early college school.

**Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.**

- Secondary and higher education partners have aligned high school and college requirements and curricula, and they co-develop an academic plan that incorporates opportunities for dual credit.
- The academic plan ensures that students strive for two years and complete a minimum of one year of college credit in the core disciplines.
- There are strategies and structures in place that provide students with the opportunity to complete four-year degrees, (e.g., a graduation plan, transfer or articulation agreements).

**Core Principle 4: Early college schools engage all students in a support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.**

- Early college schools develop and implement a proactive support plan that includes multiple academic and social supports to ensure students’ progression through college, articulates how

and where services are delivered, and clearly describes the roles and responsibilities of staff and partners in their implementation.

- Early college schools address barriers to students' learning and academic achievement inside and outside of school.

*Core Principle 5: Early college schools and their higher education and community partners work to create conditions and advocate for supportive policies that advance the early college movement.*

- Early college schools collect and share data with initiative partners to help demonstrate effectiveness at the local, state, and national levels.
- Early college schools work with their intermediaries to develop communications plans that further the objectives of the movement.
- Early college schools and their intermediaries work collectively to influence state and national policy, including legislation, regulations, and the allocation of funds.
- Early colleges, with their partners, are involved in preparing teachers and leaders to effectively meet the unique mission of the early college movement.

- 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?*

#### A Safe, Small, Personalized School

Small schools help ensure that no students fall through the cracks and allow students to receive the personalized attention they need to learn effectively. Students can be held accountable for all of their actions and the administrators and teachers can develop personal relationships with each student and their families. Smaller high schools are safer and decrease the security risks inherent in urban schools as potential problems can be recognized earlier and mitigated. The "Early College" model allows classes to be kept as small as possible. A goal of 25:1 student-to-faculty ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes.

A recent six-year study of 83 small schools established in New York City by the New Century High Schools Initiative correlates small school size with improved graduation, attendance, and retention rates (New Visions for Public Education, 2007). Further, Lee, Bryk, & Smith (1994) reviewed studies on small schools nationwide and found that small learning contexts have a positive impact on student achievement, teacher satisfaction, student misconduct, and dropout rates. The emphasis of academic rigor, relevance for student learning, meaningful and personalized relationships between teachers and students, and leads to demonstrable student achievement. (Wasely, 2003)

#### Multiple Pathways

In accordance with our school philosophy of Business education, The BALANCE "Early College" Charter HS will be offering Multiple Pathways: (Accounting/Finance, Small Business Entrepreneurship, Business Technology) for incoming students. Students will select the one that most interests them which will provide for a more personalized educational experience than the traditional school process.

#### Advisories

To ensure that all students graduate on time and prepared for postsecondary learning, each student will be assigned an advisory period and teacher who will remain his/her advocate until graduation. During these periods teachers will advise students on their Individual Graduation Plans and assist them with their Graduation Portfolios, and assist students with preparing for their college classes. Families will have one point person who is a partner in their child's academic success and emotional well-being.

646 **High Expectations for All Students**

647 BALANCE “Early College” Charter HS are centered on high expectations for all students and every  
648 student takes a rigorous college preparatory curriculum. All students are enrolled in classes meeting  
649 the University of California.(UC) / California State University (CSU) A-G requirements and courses are  
650 aligned with California State Content Standards. Student intervention and support programs will be  
651 offered to help students master a challenging college preparatory curriculum.

652  
653 **Mentors & College Peer Counselors:** Trained and supervised by the BALANCE “Early College” Charter  
654 HS college counselor, have a pool of adults, current and former students who will be models, will  
655 individually meet with each student to discuss A-G requirements during the Fall & Spring semesters. In  
656 professional development sessions, all faculty will be informed about College and Career  
657 opportunities in summer exploration programs, internships, etc. This will enable faculty to also  
658 answer college and career questions and guide students towards the appropriate individual, website,  
659 and/or reference guide.

660  
661 **College and Career Fairs:** Throughout the school year BALANCE “Early College” Charter HS will  
662 organize college events addressing career possibilities in their field. College t-shirt days, college fairs,  
663 and college field trips will be made part of the master calendar. We will continue to request  
664 representatives from nearby colleges to work with our College/Career Center. All school personnel  
665 will be open to questions from students about their college and/or career choice. We will use the  
666 school website, marquee, newsletters, and Connect-Ed to expand our communication with parents  
667 and the community.

668  
669 **Multicultural Fair (including Fashion Show)**

670 A student led and developed multicultural fair that celebrates the diverse culture of our school,  
671 dance, performance art, fashion, music, food, artwork, etc. These activities can be included as part of  
672 the students service learning and portfolio requirements. It would also allow students to take pride  
673 and ownership of the internal culture of our school.

674  
675 **University and Community College Partnerships:** BALANCE “Early College” Charter “Early College” HS  
676 will work to cultivate and develop relationships with area Community Colleges, UCs, CSUs, and private  
677 colleges.

- 678  
679 c. **Social and Emotional Needs:** *Describe the programs, resources and services (internal and external)*  
680 *that school will provide in order to meet the social and emotional needs of the students you serve.*  
681 *Explain how individual students will be identified and monitored on an ongoing basis at the school.*  
682 *Describe how the effectiveness of these programs will be measured. (See Appendix pg. 13)*

683 **Mental Health Services**

684 Psychiatric Social Workers (PSWs) work under the mission and guidance of School Mental Health.  
685 These professionals provide students and community with support and guidance by providing  
686 prevention, early intervention, and treatment services. These services support a positive interaction  
687 between peers, school personnel, family and community by facilitating the development and the  
688 ability to successfully deal with problems. PSWs also foster resiliency by helping students develop the  
689 capacity to spring back successfully in the face of adversity, and to develop social and academic  
690 competence. (See Appendix: Mental Health Services pg. 13)

- 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.*

**College and Career Readiness:** The culture, environment, and practices at all BALANCE “Early College” Charter HS reflect commitment to our mission statement of all students receiving an “Early College” experience: *“All students at BALANCE “Early College” Charter HS will, upon graduation, have finished their first year of college.”* BALANCE “Early College” Charter HS, including students with a history of under-achievement will learn successfully at high levels, will have earned 260 course credits and will have taken and passed the required 150 A-G college prep courses with a grade of C or better to meet UC and CSU entrance requirements. Students will also have completed a community service project. BALANCE “Early College” Charter HS students will have completed 4-years of study in preparing them for college-level course work .

Students will also have concurrently earned up to one year of college coursework (30 units) when they graduate. All A-G courses will be transferable to colleges or universities. Parents will receive notification of course transferability for all courses. Juniors will take the CSU Early Assessment section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards will be exempt from taking the CSU Placement Test and will be eligible to enroll in CSU courses as regular students before graduation. Student data from the results of college-readiness exams (i.e. PSAT, SAT I, SAT II) will be collected and analyzed to monitor student preparation for college level coursework.

**A-G for All:** BALANCE “Early College” Charter HS will develop master schedule in order to implement an A-G course sequence for all students. All students will take an A-G curriculum. BALANCE “Early College” Charter HS will provide counselor access to professional training so that they may use the Transcript Evaluation Service (TES), which was developed and is maintained by the UC Office of the President.

**Cash for College:** Our school and students will actively participate in the Cash for College Initiative sponsored by Unite LA, LAUSD, and the City of Los Angeles. Cash for College supports students and families in identifying funding sources for college, including how to complete the FAFSA.

**Multiple Pathways Program:** BALANCE “Early College” Charter HS will need to offer all students a college preparatory curriculum with strong career relevance in order to ensure they graduate college and career ready. Every student is unique and need a diversity of pathways aligned with each of their interests and abilities. The multiple pathways program will help address these challenges by combining rigorous, college prep academics with relevant career-focused curriculum, work experience (i.e., field trips, job shadows, internships, apprenticeships, mentorships), and university/industry partnerships.

**College Board:** The College Board provides PSAT testing for all 10th graders. High school counselors, English teachers, mathematics teachers, and administrative staff will utilize PSAT Score Reports to identify potential AP students. There are numerous benefits for students as well. By taking the PSAT, students receive access to My College QuickStart. My College QuickStart is an online college and career planning kit available free of charge to all students. It is based on student’s test performance and is a valuable tool in preparing students for college early in their high school experience.



- 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.*

**College Information for Families:** BALANCE “Early College” Charter HS will maintain a “college going culture” for all students by providing college information materials, including individual college-planning student portfolios. Programs regarding careers and college information will be presented to students, parents, and community members and student workshop topics will include: college and university options, college-entrance courses, financial aid, college majors linked to careers and majors in college focused on business, visits from college representatives and student field trips to colleges.

**Family and Community Engagement (Through Neighborhood Engagement & Leadership Committee)**  
BALANCE “Early College” Charter HS will bring parents and community organizations into the schools, which has been found to improve student achievement (Epstein, 2002). Schools with active and authentic parent and community engagement have an open and welcoming culture.

#### **Parent Participation**

Families are invited and expected to participate in their children’s education experience at all BALANCE “Early College” Charter HS. Family involvement in a student’s education is one of the most important ingredients to student success and BALANCE “Early College” Charter HS is committed to actively integrating parents/ guardians into all aspects of students’ school experience. In their study, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne Henderson and Karen Mapp review fifty one other studies and conclude that *“Taken as a whole, (these) studies found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.”* Henderson and Mapp’s findings can help to inspire a direction for parental involvement efforts. Here is what they report.

- “Programs and interventions that engage families in supporting their children’s learning at home are linked to improved student achievement” e.g., (Epstein, Simon & Salinas, 1997; Jordan, Snow and Porche, 2000; Starkey & Klein, 2000).
- “The more families support their children’s learning and educational progress, both in quantity and over time, the more their children tend to do well in school and continue their education” e.g., (Miedel & Reynolds, 1999; Sanders & Herting, 2000; Marcon, 1999)
- “Families of all cultural backgrounds, education, and income levels can, and often do, have a positive influence on their children’s learning” e.g., ( Ho Sui-Chu &Willms, 1996; Shaver & Walls, 1998; Clark, 1993).
- “Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement” e.g., (Invernizzi, Rosemary, Richards, & Richards, 1997; Dryfoos, 2000; Clark, 2000).



- 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.

#### School Calendar/Schedule

Our proposed school calendar is based on the school year starting three weeks earlier and ending three weeks early (August 17, 2011-June 6, 2012). The early opening of the school year will allow for more instructional time to cover curriculum. It will also allow students to almost complete the entire school year before taking the California Standards Test, Advanced Placement exams, and college entrance exams in the Spring. The fall semester will also end before the Winter break thus eliminating the need to review and re-teach lessons taught before the winter break (3 weeks) after classes resume in January.

This schedule aligns more closely with the Mission College school year and class schedules, and will allow for students to attend intersession classes. In addition to core subject areas, students will be given the opportunity to take intervention classes during the school day, after school, and on Saturdays. We will mandate Math and English intervention classes in lieu of elective classes for students who are performing far below grade level in those subjects based on assessment data. If no intervention courses are needed, students will have the opportunity to take electives. The bell schedule will also have a positive impact on classroom size by reducing student- to- teacher ratio.

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Aug.												F			M	T	W	T	F				M	T	W	T	F			M	T	W
Sept.	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F		
Oct.			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	
Nov.	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W		
Dec.	T	F			M	T	W	T	F			M	T	W	T	F	C	H	R	I	S	T	M	A	S		V	A	C	A	T	
Jan.	V	A	C	A	T	I	O	N	M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	
Feb.	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W			
Mar.	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F		
Apr.		B	R	E	A	K			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	
May	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	F			M	T	W	T	
June	F			M																												
July																																

Fall Semester 2011: August 12 - December 16 - 43 Blue days, 43 Yellow days

12/16/07=yellow day (does not follow pattern)

Fall Finals: December 12<sup>th</sup> - 16<sup>th</sup>, 2011

Spring Semester 2012: January 9<sup>th</sup> - June 4<sup>th</sup> - 48 Blue days, 48 Yellow days

Spring Finals: May 29 – June 1, 2012 (Senior Finals: May 21-May 25, 2011)

1/13/12 and 2/24/12 = Yellow days (do not follow pattern)

**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.

## **Innovations in the School Calendar & Daily Schedule in Support of Mission**

**Concurrent enrollment & “Early College”:** Mission College serves 1,800 students from many high schools in their dual enrollment program. They offer more than 110 courses in 32 disciplines, many of which are part of career pathways. Many of these courses are taught at high schools by qualified high school teachers who are hired as adjuncts of the college. The dual enrollment courses maintain the rigor of regular college courses by using the same syllabi and textbooks, and by ensuring that high school teachers hired as adjuncts meet the California Community College Minimum Qualifications to teach college-level coursework. The college provides support for a dual enrollment coordinator and collects full-time equivalent (FTE) funding for dual enrollment students.

**Early Start Calendar:** An “Early Start” school calendar will put BALANCE “Early College” Charter HS on the same calendar as most colleges. The “Early Start” calendar will allow students to continue learning through winter and summer intersession at the colleges, and works well with “Early College” model.

**Alternating Block Schedule (2 x 8):** The modified 2 by 8 schedule provides a number of advantages. Students and teachers are able to focus on a maximum of 4 classes per day instead of 6. The class periods are 90 minutes, allowing the teacher time to engage in differentiated instruction and other strategies. The benefits of the block schedule have been documented and supported by research (Chaika; Gullatt; and Lewis, et al.). The modified 2 by 8 schedule allows students to complete 17 classes (16 core plus advisory or leadership) within the regular school year as compared to 12 classes. This allows students who need remediation time to obtain help. The additional classes each semester will also allow students with more opportunities to take credit recovery, elective and enrichment classes.

Regular Day Bell Schedule	
8:00 -9:30	Period 1 or 5
9:36-11:06	Period 2 or 6
11:06-11:36	Lunch
11:42-1:12	Period 3 or 7
1:18-2:48	Period 4 or 8

Research shows that both remedial and Honor students have increased test scores when on the modified schedule (Gullatt and Lewis, et al.). Teachers will benefit from the daily 90 minute preparation period with core-course teachers teaching only three core classes each day. The 2 by 8 schedule improves personalization because teachers will have 75-90 students per day.

Professional Development Friday-Bell Schedule	
8:00-8:56	Period 1 or 5
9:02-9:58	Period 2 or 6
10:04-11:00	Period 3 or 7
11:00-11:30	Lunch
11:36-12:32	Period 4 or 8
12:38-1:18	Advisory
1:18-2:48	Prof. Develop.

**Athletic Programs and Other Extracurricular Programs:** All sports and extracurricular activities at BALANCE “Early College” Charter HS will be offered after school to provide all students the opportunity to participate in these activities and still have all the schedule freedom to be college ready upon graduation.. The modified 2 by 8 schedule that will be instituted in the school year will facilitate BALANCE participation in the extracurricular activities. Early Friday release will allow athletes to attend athletic events and miss no class time. Providing sports and extracurricular activities afterschool will also enable all students from the whole complex an opportunity to participate without scheduling conflicts.

**Community Service Activities:** Curriculum will include programs for character-building (*Character Counts*), community service, and practical internship experiences in the business world. We believe service learning will instill a sense of civic responsibility. Coordinated with a leadership program to be offered at BALANCE “Early College” Charter HS, community service activities will enable students to use newly gained skills to solve community challenges. Specifics of the program will be determined by the school, and based on community needs, student interest and partnerships with community leaders.

- 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.*

BALANCE "Early College" Charter HS will follow state requirements and Education Code #47612.5 for the number of instructional days and minutes for 180 instructional days or 55,100 minutes annually. BALANCE "Early College" Charter HS School will structure the school calendar for banking of instructional minutes throughout the school year to provide teacher teams time for collaboration and planning during the day. The bell schedule for regular, minimum, shortened and professional development banked days provides for the required number of instructional minutes in all subject areas. This is aligned with California State law and provides for one professional development banked day per week.

## Proposed Bell Schedule for Advisory Period and Consistent PD

### School Days are Aligned w/ Typical Community College Type Schedule

Monday, Wednesday	Tuesday, Thursday
8:00-9:30 Period 1 (90)	8:00-9:30 Period 5 (90)
9:30-9:36 Passing (6)	9:30 – 9:36 Passing (6)
9:36-11:06 Period 2 (90)	9:36-11:06 Period 6 (90)
11:06-11:42 Lunch (30+6)	11:06-11:42 Lunch (30+6)
11:42-1:12 Period 3 (90)	11:42-1:12 Period 7 (90)
1:12-1:18 Passing (6)	1:12-1:18 Passing (6)
1:18-2:48 Period 4 (90)	1:18-2:48 Period 8 (90)
<b>Total minutes = 378</b>	<b>Total minutes = 378</b>

### PD Aligned w/ Typical Community College Early Release on Friday\*

Alternating Fridays	Alternating Fridays
8:00-8:56 Period 1 (56)	8:00-8:56 Period 5 (56)
8:56-9:02 Passing (6)	8:56-9:02 Passing (6)
9:02-9:58 Period 2 (56)	9:02-9:58 Period 6 (56)
9:58-10:04 Passing (6)	9:58-10:04 Passing (6)
10:04-11:00 Period 3 (56)	10:04-11:00 Period 7 (56)
11:00-11:36 Lunch (30+6)	11:00-11:36 Lunch (30+6)
11:36-12:32 Period 4 (56)	11:36-12:32 Period 8 (56)
12:32-12:38 Passing (6)	12:32-12:38 Passing (6)
12:38-1:18 Advisory (40)	12:38-1:18 Advisory (40)
<u>Professional Development</u>	<u>Professional Development</u>
1:18-2:48 (90)	1:18-2:48 (90)
<b>Total minutes = 288</b>	<b>Total minutes = 288</b>

*\*This would allow athletes to leave early for athletic events on Fridays and miss no classroom time.*

#### 4. Assessments and School Wide Data (4 Pages)

- 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.*

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, BALANCE shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment (see below) will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods; gauge the School's performance in comparison to schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education (CDE).

- b. **Autonomy:** *How will the school use assessment autonomy to maximize student learning. We will use entrance level Mathematics and English assessments to determine placement of students in the appropriate grade level courses. We will use all standard LAUSD assessments, including LAUSD quarterly assessments, as they are well developed for CST preparation. To develop a more rigorous curriculum we would like curricular flexibility to replace district quarterly assessments, at some point in the future, but will take time to develop school wide assessments in all core areas. We also plan to use Graduation Portfolios as an assessment tool throughout student's HS career.*

- c. **Student Assessment Plan:** *Describe the school-wide assessment plan for the school. What formative and summative measures will determine student progress and success? Include a table that details specific 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, the rationale for their selection and intended purpose.*

Teacher teams will meet to review summative and formative student data results to learn about assessments and create a culture of data use. Data protocols will provide teachers with tools to dig into and analyze data results to identify student-centered problems. Teacher teams will analyze student assessments, and then determine if instructional practices need to change to obtain different student learning outcomes. All summative and formative assessments are aligned with the California State standards and frameworks, the core curriculum, pedagogies, methodologies, and strategies referenced in the educational plan for BALANCE "Early College" Charter HS.

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

Since we are an affiliated charter school we will be following all district guidelines for instruction, other than the Leadership classes, fashion design class, and the college classes which are already approved via MOU between LAUSD and the LA Community College system. Development of entrance level Mathematics and English assessments will be finished by the opening of school. These test will be used for placement of students in appropriate grade level classes and determination of AP readiness. Course specific exams and benchmarks will be modeled after the Professional Learning Community - "Essential Learning Tests", already in use by Sylmar HS. These will be modified or finished by the end of this school year. The Leadership curriculum is outlined in the see Appendix (pgs. 97-105). Committees will begin forming as soon as we are approved.

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# **BALANCE “EARLY COLLEGE” CHARTER HIGH SCHOOL STUDENT ASSESMENT MATRIX 2011-2012**

Assessment	Type	Grade	Frequency	& Rationale	Provider
<b>CST”s</b> English, Math Science, History	Summative	9 <sup>th</sup> -11 <sup>th</sup>	Yearly	Measurement of California State Standards in Core Subjects; NCLB Compliance	California Department Of education
<b>CAHSEE</b> English, Math, Science, History	Summative	10 <sup>th</sup> grade	Starting in 10th grade	Earning a High School Diploma In California	California Department of Education
<b>CAPA</b>	Summative	9 <sup>th</sup> -12 <sup>th</sup>	Yearly	Measurement Of Alternative Curriculum Mastery, NCLB Compliance	California Department of Education
<b>CELDT</b>	Summative		Yearly	Measurement of California English Language Skills for English Language Learners, NCLB Compliance	California Department of Education
<b>PSAT/ NMSQT</b>	Summative	9 <sup>th</sup> - 11 <sup>th</sup>	Yearly	Assessment of college readiness, Recruitment tool for AP classes	College Board
<b>Advanced Placement Exams</b>	Summative	10 <sup>th</sup> - 12 <sup>th</sup>	Yearly	Assessment of mastery of college-level curriculum	College Board
<b>SAT</b>	Summative	11 <sup>th</sup> - 12 <sup>th</sup>	Several Times - Choice of Applicant	Assessment of college readiness, needed for college admission	College Board
<b>ACT</b>	Summative	11 <sup>th</sup> - 12 <sup>th</sup>	Several Times - Choice of Applicant	Assessment of college readiness; needed for college admission	ACT
<b>LAUSD Periodic Assessments</b> English, Math Science, History	Formative	9 <sup>th</sup> - 11 <sup>th</sup>	Quarterly	Assessment of standards mastery in core subject areas	Los Angeles Unified School District
<b>Graduate Portfolio</b>	Summative	12 <sup>th</sup>	Yearly	Assessments of Standards/ Skills mastery	BALANCE “Early College” Charter High School
<b>Course-Specific Benchmarks</b>	Formative	9 <sup>th</sup> - 12 <sup>th</sup>	Quarterly	Assessment of standards mastery	BALANCE “Early College” Charter High School
<b>Course-Specific Unit Exams</b>	Formative	9 <sup>th</sup> - 12 <sup>th</sup>	Bi-Weekly	Assessment of standards mastery	BALANCE “Early College” Charter High School
<b>Small Schools Project- Based Learning Activities</b>	Formative	9 <sup>th</sup> - 12 <sup>th</sup>	Quarterly	Assessment of Standards mastery	BALANCE “Early College” Charter High School
<b>Rtl<sup>2</sup> Assessments</b>	Formative	9 <sup>th</sup> - 12 <sup>th</sup>	Bi-Weekly Assessment	Assessment of Intervention progress	BALANCE “Early College” Charter High School

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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?*

**BALANCE “Early College” Charter HS will create a foundation for data-driven decision making where SMART (Specific, Measureable, Attainable, Reflect the Mission, and Time-bound) goals for academic improvement will be established school wide and at the classroom level in the following areas:**

1. School wide AYP and API targets for English Language Arts and Mathematics
2. Grade level targets for benchmark performance on periodic content assessments an school designed formative assessments,
3. Student Attendance and Behavior
4. Individualized Education Program (IEP) goals for Students with Disabilities

These goals will be aligned to the school wide improvement goals and the goals for each student’s Personalized Learning Plan. Students will be involved with self-monitoring of their progress through their Personalized Learning Plan, and this work will be shared during student led conferences with their parents and mentors. BALANCE “Early College” Charter HS will also collect and analyze data from a wide variety of sources, including (but not limited to): CDE website, LAUSD central sources (printed reports, My Data, DSS, ISIS, Welligent, SWIS, MCD from the Special Education website), and local sources such as common assessment data for both District and school designed assessments, data from SIS (grades, attendance, CELDT scores, CST scores, etc.), and information from teachers, and counselors.

- **Statewide Testing:** As one method of measuring student progress, assessments will be conducted pursuant to 47605(c) (1) which requires BALANCE “Early College” Charter HS to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to students in non-charter schools.
- **California High School Exit Exam (CAHSEE):** The CAHSEE will be used to determine whether students are progressing in their programs of instruction, and may be used to determine whether students are ready to transition from lower to upper-division courses. The results achieved by BALANCE students on the CAHSEE will also be used as a metric for evaluation by external auditors.
- **Academic Performance Index (API):** The API will be used to compare the position of BALANCE “Early College” Charter HS with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

**Other Methods of Assessment:** BALANCE “Early College” Charter HS will continue to develop an assessment process using multiple tools emphasizing conceptual thinking and problem-solving skills. The School will assess both individual and school-wide progress with appropriate measures that address the needs of all students. Assessments will be conducted pursuant to EC60602 et. seq. The types of assessment to be used to evaluate student progress will follow state guidelines and may include:

- Norm-referenced achievement tests, including but not limited to STAR, Advance Placement Examinations, the SAT and/or ACT;
- Performance-based assessments;



- Teacher evaluation based upon clearly specified criteria for scoring student work, Including state standards-aligned tests and quizzes, assignments, and in-class participation;
- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies;
- Completion of UC and CSU A-G requirements;
- Advanced Placement subject area examinations.

#### Entrance Placement Exams

BALANCE “Early College” Charter HS will rely on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 9th graders take three placement exams (one in reading, one in math, and one in Spanish) during the summer. The reading test will be taken from *Read 180*, a standards-aligned reading acceleration program, and this test determines a student’s level so that we can determine which students are reading at a basic or far below basic level. The BALANCE “Early College” Charter HS Math Diagnostic test is used to determine Algebra readiness. A teacher-created Spanish assessment is used to determine the reading and writing level of Native Speakers. Incoming students are tested, and students who score basic or far below basic on the reading assessments are placed in a year-long *Read 180* course to support them in language arts. Students who score basic or far below basic on the math assessments may be placed in a course, *Essentials Mathematics*, to support them in their mathematics.

Average Daily Attendance (ADA): A crucial factor in determining the engagement and commitment of students to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the school, and as students cannot participate in classroom activities when they are not present, the attendance of students will be closely monitored. The BALANCE attendance accounting system will meet the requirements of the LAUSD, the Los Angeles County Office of Education (LACOE), and the California Department of Education (CDE).

#### LAUSD Report Card:

BALANCE “Early College” Charter HS will participate in the LAUSD Report Card program. Administrators will be responsible for disseminating to staff, teachers, parents and students the satisfaction surveys for the Report Card to measure their satisfaction with the school’s academic policies and programs, culture, environment, and safety. Survey results will be shared with all stakeholder groups, including community partners, and used to inform and assess how well the school is responding to the needs of students and families.

#### Students with Disabilities and Students with IEPs

Based on assessed student needs, BALANCE “Early College” Charter HS will provide and implement accommodations and modifications. BALANCE “Early College” Charter HS will recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including a range of special populations. Teachers instruct special populations using adopted standards aligned instructional materials and resources. As an internal application team, LAUSD will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. BALANCE “Early College” Charter HS shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services and implement policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for

special education only after the resources of the regular education program have been considered, and where appropriate, utilized. BALANCE “Early College” Charter HS will follow child-find procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

BALANCE “Early College” Charter HS will analyze assessment data using protocols specific to the RtI<sup>2</sup> problem solving framework to create specific, observable, and measurable hypothesis so specific, viable interventions can be formulated and implemented for targeted students. The FST will use formative assessments to monitor student response to instruction and intervention. Completing the RtI<sup>2</sup> problem solving cycle will enable the FST to identify students needing Tier 2 and Tier 3 interventions. All BALANCE “Early College” Charter HS administrators, teachers and staff members will agree to fully participate in research and evaluation projects conducted or sponsored by the Los Angeles Unified School District. BALANCE “Early College” Charter HS is committed to collaborating closely with LAUSD to share best practices and learn from each other and will participate in district surveys and evaluation activities.

**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.*

BALANCE “Early College” Charter HS Graduation Requirements			
High School Subject Areas	BALANCE Graduation Requirements	Graduation Credits Needed	BALANCE “Early College” Graduate
A. History	3 years	30	40 Credits
B. English	4 years	40	40 Credits
C. Math	3 years	30	40 Credits
D. Lab Science	2 years	20	30 Credits
E. Foreign Language	2 years	20	30 Credits
F. Arts	1 year	10	10 Credits
G. College Preparatory Elective	1 year (“A-G” courses, except lower-level Math, language other than English, and Performing Arts	10	10 Credits
Advisory	2.5 credits earned per semester	20	20 Credits
Electives/College Courses		50	50
Community Service	20 hrs Community Service each year		Community Service plus 3.0 GPA 30 College Units
TOTAL		230 Credits	260 Credits
Tests	CAHSEE		PSAT, SAT or ACT
Portfolio* <i>See below for a description</i>	Meet requirements of Graduate Portfolio		Present Portfolio to the GP panel
College Applications	Apply to minimum of 1 university		Apply to minimum of 3 universities

### Graduate Portfolio

The Graduate Portfolio is a performance expectation used to determine whether a student is ready to be successful in college with the knowledge, skills and dispositions to contribute effectively as a productive and active system citizen. Beginning in the 9th grade and continuing to the 12th grade, students will compile a portfolio gathering a purposeful collection of certified student artifacts that evidence proficient or advanced competence in the seven areas, student reflections on the strength of the artifact(s) and how it addresses the ISSN graduate profile. In their senior year, students will present their portfolio before a panel and will defend their portfolio. Students will be assisted in constructing their portfolio throughout their HS career as part of the BALANCE Advisory program.

### Graduation: Personal Graduation Plan (PGP)

Each student will have a Personal Graduation Plan (PGP) as part of the B advisory program. This aligns with our mission to have all of our students college ready upon graduation.

### BALANCE Early College HS Students Will Meet All UC/CSU A-G Requirements

Requirements	9th Grade	10th Grade	11th Grade	12th Grade
A. History	World History	U.S. History	Government	<u>Economics*</u>
B. English	English 9	English 10	<u>English 101*</u>	<u>English 103*</u>
C. Math	Algebra I or Algebra II	Algebra II or Geometry	Geometry or Math Analysis	Math Analysis or Calculus*
D. Lab Science	Earth Science	Biology	Chemistry or <u>Physics*</u>	Chemistry or <u>Physics*</u>
E. Foreign Language	Spanish I	Spanish I or Spanish For Spanish Speakers*	Spanish I or <u>Spanish II*</u>	<u>Spanish II* or Spanish III* or Spanish IV*</u>
F. Fine/Tech.Arts	<u>Drama*, Art*, or Music*</u>	<u>Drama*, Art*, or Music*</u>	<u>Technical Arts*</u>	<u>Drama*, Art* or Music*,</u>
G. College Prep	<u>Business Electives*, Computer Electives*</u>	<u>Business Electives*, Computer Electives*</u>	<u>Business Electives*, Computer Electives*</u>	<u>Business Electives*, Computer Electives*</u>
Other Electives	Advisory or Leadership**	Advisory or Leadership**	Advisory or Leadership**	Advisory or Leadership**
	PE	PE	Health	Health
<u>College Credits Earned Each Year</u>	<u>3-5 summer credits</u>	<u>3-5 credits, &amp; 3-5 summer credits</u>	<u>10 credits, &amp; 3-5 summer credits</u>	<u>10-15 credits</u>

\* concurrent enrollment classes that can be taken at the community college, earning both high school & college credit

\*\* mandatory leadership class

## 5. Professional Development (7 Pages)

- 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.*

***As a Business and Leadership Academy professional development must include some forms of leadership training.***

Establish a collaborative professional culture at that is conducive to improving teaching and learning. As shared decision making and governance is one of our core beliefs, all staff members will have the opportunity to participate in a collaborative process to ensure that new ideas, initiatives, and decisions are in the best interest of the total school program. We also recognize the importance of having all adults in a school community model behavior of high expectations for students. We will work with all of school site staff to discuss what represents excellence in their given area of work.

Establish a professional culture that is collegial, collaborative and focused on increasing student achievement. We fundamentally believe that all staff members play a critical role in the education of students. Therefore, it is critical everyone on the campus is treated professionally and feels like they are a member of the team. BALANCE “Early College” Charter HS will employ the following strategies to help build the professional culture required to rapidly accelerate student achievement:

**Shared Decision Making:** BALANCE “Early College” Charter HS will support all in the development of shared decision making structures that allow for broad based participation in key school based decisions. To enhance state and UTLA required decision-making committees, we will create of a number of advisory committees in areas such as curriculum and instruction, safety and professional development. Committees should be broad based and include representatives from administration, teachers, classified staff, parents, students and potentially community members.

**Clear Expectations for All Employees:** To have a professional culture, it is important that all employees clearly understand their job responsibilities and expectations. BALANCE “Early College” Charter HS will work to take inventory of all of the current job descriptions and responsibilities for employees on campus and ensure every employee clearly understands their role and responsibilities at the school.

**Training for All Employees:** A professional culture requires that all school site employees receive training and support. Teachers and classified employees receive very little leadership training and it has not had a positive impact on student achievement. We will support numerous opportunities for collaborative professional development in leadership for administrators and teachers. We will also offer training to classified staff members and parents. BALANCE “Early College” Charter HS will work closely with the administrators to ensure that the leadership team has: high expectations for students and teachers; knowledge of exemplary classroom instructional practices; distributed management capabilities; the ability to support teachers and lead a quality professional development program; and strong expertise in using data to improve instruction (Chenoweth, 2009; Ellison, 2006; Marzano, 2005; Sparks 2004).

**Goal Setting:** BALANCE “Early College” Charter HS will work to ensure that teams and individuals are setting clear goals for their work. These goals should be well understood by all members of the team so that all employees clearly understand each others’ roles in accelerating achievement on campus.

**Effective Communication:** BALANCE “Early College” Charter HS will work with the school site staff and principal to ensure that communication is regular and two-way. We will implement a number of processes and tools for communication including staff surveys, lunch focus groups, staff town hall meetings and an enhanced website. Additionally, we will work with administrators to develop a culture of giving real-time feedback on the campus so that all professionals are getting support to enable improvement.

**Culture Building Activities:** BALANCE “Early College” Charter HS has supported staff culture building events at many of its current schools to build collegiality. Support other culture building activities at the schools. We plan to provide opportunities for culture building activities, such as a Cultural Fair (a food fair, dress, dance [ex: Folklorio], flags, customs, etc).

### **Evaluation**

**Principal Evaluation:** Having a great school leader will be one of the most important ways to improve student achievement. Our evaluation process builds on current LAUSD tools, is consistent with the AALA collective bargaining agreement, and provides additional details that enable effective development of principals. At the end of each year, we provide our principals with feedback and articulated goals for the following school year.

### **Teacher Evaluation:**

BALANCE “Early College” Charter HS will utilize the LAUSD system and protocols for the formal evaluation of all of its teachers. However, we will ensure that the principal provides on-going feedback, assistance, and support to teachers over the course of the year. If a teacher is struggling we will support the school in providing assistance and guidance to ensure that every teacher performs at his or her maximum potential. At BALANCE “Early College” Charter HS every teacher will feel supported by our team and their school’s administrative team as teachers refine and develop their practice.

### **Feedback**

BALANCE “Early College” Charter HS will utilize the results from the LAUSD Teacher Stakeholder Survey, which the district administers annually for the purpose of populating the LAUSD School Report Card. We also have an open door policy for teachers and other school site staff to address school site concerns by working with the school’s leadership. We will strive to build collegial cultures at our schools. We take teacher concerns very seriously and attempt to resolve issues in a timely and proactive manner. As a result of feedback from teachers working during the previous school year, we will implement regularly scheduled teacher-only focus groups, teacher townhalls, and feedback sessions from the chapter chairs. The purpose of these sessions is for administrators and senior leaders to hear feedback so they can better address the needs of the school staff.



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 goal for professional development at BALANCE "Early College" Charter HS will be to develop the capacity of all teachers to work collaboratively and collectively on problems of practice specifically related to improving student learning and teacher practice. The strategies below will be a part of the professional development program at BALANCE "Early College" Charter HS:

- Teachers will learn all of the California Content Standards and how they build upon each other in successive grades.
- Teachers will be involved in the planning, implementation, and evaluation of professional development.
- Teacher teams will meet to analyze student data and student work to identify and integrate school wide, team, and individual professional development goals.
- Teachers will participate in peer coaching and peer review to share instructional strategies and practices, to encourage and promote reflection and analysis of teaching practice, and to foster collegiality and support.
- Teacher teams will engage in lesson plan study, in identified areas of improvement, based on the outcome of data analysis. The focus of each lesson plan study will be to design instruction with student learning goals in mind, structure interdisciplinary lessons to make student thinking is visible, build pedagogical knowledge based on the lesson study, and build the knowledge, skill level, and capacity of teachers.
- Community partners, such as California State University, Northridge (CSUN), Project GRAD, and Los Angeles Education Partnerships (LAEP), will collaborate with the school's leadership team to design professional development for teachers in community-based learning strategies and projects for students.

Our professional development engages school leaders and teachers in ongoing collaborative reflective practice, analysis of current relevant student performance data, and thoughtful discussion about best practices in instruction. Professional development and planning time for teachers will be driven by student data and performance driven goals and will occur as follows:

**Daily Common Planning Time:** Daily common planning time for teachers to plan lessons, work with mentors, observe other teachers.

**Weekly Professional Development:** Dismiss 2 hours early every Friday. School leaders and teachers develop professional development plans based on individual school needs that are aligned to School wide performance targets and goals.

**Utilize Data to Improve Instruction:** Principal, leadership team, and governing board will use student data to inform and improve instructional practices. Leadership elements will use data regularly to analyze trends in student performance, more effectively collaborate with teachers, assess and adjust

the curriculum, identify and replicate strong instructional practices, and maximize instructional effectiveness.

*\*Given the importance of the principal position in the transformation of schools, we will pay principal on an A-basis and extends the principal work year from 218 to 249 days. Having additional paid time to lead their school allows our leaders to be more innovative, entrepreneurial, and focused on strengthening their school's instructional program. Given that BALANCE "Early College" Charter HS will remain a part of LAUSD it will continue to adhere to Article IX-Hours and Duties, as described in the LAUSD Collective Bargaining Agreements. (In development, funding concerns)\**

**Professional Development for Classroom Teachers:** BALANCE "Early College" Charter HS believes that effective teachers are the most important factor at a school in the achievement of students. BALANCE "Early College" Charter HS is committed to working with the staff to create a true professional learning community that is primarily site based, highly collaborative, and ensures teachers have uninterrupted time to focus on professional learning, lesson planning, and trying new instructional practices (Heller, 2004, Marzano, 2001, 2003; Tomlinson, 1999; Williams, 2003).

Below are several strategies related to professional development that will be implemented in collaboration with the PD team at BALANCE "Early College" Charter HS. Final decisions related to the content and delivery of professional development sit with school site.

**Highlighting Quality Instruction:** BALANCE "Early College" Charter HS will analyze student achievement data within the leadership elements to identify the teachers that are making the greatest student achievement gains. These teachers will be asked to be role models, mentor teachers, and "positive deviants" in the school in order to accelerate the instructional improvement of their colleagues.

**Common Planning Time:** BALANCE "Early College" Charter HS will work with teachers to adjust the master schedule as necessary to allow for common prep periods for teachers to lesson plan collaboratively, and develop interdisciplinary lessons, learn from each other, and implement new curriculum (DuFour, 1998).

**Facilitate Best Practice Visits:** BALANCE "Early College" Charter HS will connect with high performing high schools that serve similar student populations so that teachers can observe and learn from the work of their peers at other schools.

**Non-lecture Socratic Group Discovery:** All teachers will be trained in "non-lecture Socratic group discovery" process of instructional delivery. We will train teachers to become facilitators of instruction and not the "sage on the stage," involving students fully in the learning process.

All teachers will be trained in the State Standards for the Teaching Profession, Culturally Responsive Pedagogy, Project Based Learning, Thematic Teaching, Observation Skills for Behavior Intervention, and English Language Development, in addition to the Principles of Learning. Teachers will also review and analyze assessment data to guide instruction and improve teaching and learning. Our teachers will also undergo training on Bloom's taxonomy, ELD and SDAIE strategies, and differentiation of instruction to meet the needs of our diverse learners. We believe that this is an on-going improvement process and we will continue to train and develop the staff.

The use of data, Curriculum-based assessments, Math data, CELDTscores, progress reports, and will be used to monitor student achievement and evaluate the Professional Development program's level of success based on demonstrated increase in student achievement. PD Committee will meet to review and analyze assessment data and classroom observations. PD Committee will then strategize, plan for, and modify professional development and grade level team meetings based on this data.

- 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.*

Per-pupil funding flexibility will allow a transition orientation for teachers moving to BALANCE "Early College" Charter HS from the many feeder schools. The induction program for new and existing teachers will include the following:

**Teacher Orientation:** An orientation to provide all teachers pertinent information on the new school's professional expectations, an overview of inquiry- based and project-based learning, effective delivery of the curriculum with pedagogies and strategies outlined in the educational plan, and to assist with the transition to a new campus.

**Mentor Teachers:** A supportive environment where new teachers will be mentored by experienced teachers. Mentor teachers will be selected by the principal and the leadership committee. The selection of mentor teachers will be based on teacher experience in serving populations similar to the school, training experience, and content area expertise. The mentor teacher will be trained on effective peer coaching in order to provide new teachers with the guidance of peer-to-peer collaboration during lesson planning, lesson design, and lesson delivery. The mentor teacher will collaborate with administrators and grade level teams in setting student achievement goals and person teacher professional development goals. Mentor teachers will be required to observe their partner teacher at least 3 times during the school year to provide feedback and targeted assistance in the new teacher's area of need. Classroom observations will allow mentor teachers to collect specific data such as student response tally, teacher-student interaction, and/or scripting of student questions and responses. Data collection will be based on previously agreed upon goals set with the new teacher.

**Classroom Observations:** New teachers will have the opportunity to observe exemplary teachers on instructional practices, differentiation, classroom management, and instructional planning. New teachers will meet with mentor teachers on a monthly basis to discuss classroom observation feedback, student data results, sample work samples, lesson planning, program implementation and personal professional development goal setting.

**Professional Development:** New teachers will participate in professional development focused on topics such as: inquiry-based and project-based learning, service learning, mentorship of students, differentiation of instruction, culturally relevant and responsive pedagogies for English learners, GATE and students with disabilities, and culturally relevant and responsive strategies.

- d. **PD Calendar Program Evaluation:** *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 school calendar, daily schedules and professional development plan are aligned with the vision, mission, and educational plan. The Professional Development calendar provides additional time for teachers that exceeds the traditional amount of time by 10-20 days (see Appendix 5.0 for professional development calendars, hours, and days).

**PD Schedule/Topics (In Appendix)**

- WASC accreditation professional learning sessions during the first year with the Los Angeles Education Partnership to prepare for accreditation.
- Specially Designed Academic Instruction in English (SDAIE) strategies, Interactive Direct Instruction, Classroom Management, Cooperative Learning, Writing Meaningful Instructional Objectives, and Thinking Maps, as part of both Interdisciplinary Team and Professional Learning Team training
- Leadership Training

**PD Calendar (In Appendix on pg.3)**

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

The effectiveness of the PD program will be measured by regular systematic data analysis of student results, monitoring of student progress towards learning and behavior goals, and analysis of feedback data from classroom observations.

BALANCE “Early College” Charter HS will review and revise PD effectiveness through assessment of student work, classroom observation summaries, and data from all sources including marks, surveys, CST, periodic assessment data, etc.. Professional Development Committee will collaboratively evaluate and monitor necessary strategic next steps for professional development in order to meet the needs of students and teachers. Designated leaders will work directly with department chairs and lead teachers to determine future steps within the PD planning process for individual groups.

Some of the department and PLC group meetings will be differentiated. Pupil Free Days will be opportunities for our school to differentiate our PD strategies to engage all teachers in meeting their personal needs for growth. Through the Stull evaluation process, these specific areas of growth will be collaboratively identified and focused upon throughout the year in a manner to support teacher development and growth.

BALANCE “Early College” Charter HS will utilize an evaluation process that will encourage participants and providers of professional development to build pathways with evidence to measure the impact of professional development on teacher classroom behavior and students learning. The process for measuring and evaluating is as follows:

### Five critical levels of professional development evaluation:

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured?	How will info be used?
1. Participants' reactions	Did they like it? Was their time well spent? Did the Material make Sense? Will it be useful?	Questionnaires administered at the end of the session. Focus groups Interviews Personal learning logs	Initial satisfaction with the experience	To improve program design and delivery.
2. Participants' learning	Did participants acquire the intended knowledge and skills?	-Paper and pencil -Simulations and demonstrations -Participant reflections	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	What was the impact on the organization? Did it all affect organizational climate and procedures? Was implementation advocated, facilitated, and supported?	-District and School records -Minutes from follow-up meetings -Questionnaires -Focus groups -Structured interviews with participants and administrators	The organization's advocacy, support, accommodation, facilitation, and recognition.	To document and improve organizational support To inform future efforts.
4. Participants' use of new knowledge and skills	Did participants effectively apply the new knowledge and skills?	-Questionnaires -Structured interviews with participants and their supervisors	Degree and quality of Document implementation of program content	To focus and improve all aspects of program design, implementation, and follow-up
5. Student learning outcomes	What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well being?	-Student records -School records -Questionnaires -Structured interviews with students, parents, teachers, and/or administrators -Participant portfolios	Student Learning outcomes Cognitive (performance and achievement) Affective (attitudes and dispositions) Portfolios	To demonstrate the overall impact of professional development

- 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 an effort to further our mission as an "Early College" HS, and based on inter-disciplinary curriculum our professional development calendar has interdisciplinary teams meeting for the purpose of developing interdisciplinary lessons. To further our mission as being community based, service learning and community outreach and parent engagement is also built into our training. To support our vision of a leadership infused curriculum, leadership training is built into our professional development.



## 6. Serving Specialized Populations (4 Pages + attachments)

- a. **Special Education:** *Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.*  
**Appendix D (Pgs. 117-140)**

BALANCE "Early College" Charter High School will be an affiliated charter school in the LAUSD for purposes of special education. BALANCE "Early College" Charter High School will continue federal, state and district-mandated educational services and support, including the Chanda Smith Modified Consent Decree, for students with disabilities and their families.

BALANCE will participate in the state quality assurance process for special education: verification reviews, coordinated compliance self-reviews, complaints, and the local plan.

BALANCE "Early College" Charter High School will continue to use the full continuum of educational placement options currently in place within the Los Angeles Unified School District for students with disabilities. Special education students will continue to be placed according to district procedures. It will be the goal of the educational program to integrate special education students into every available program, learning and social experience on campus.

### Specialized Instruction

To ensure academic achievement for special populations, teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs, homeless, gifted and talented) including the identification and referral process of students for special services. BALANCE "Early College" Charter HS will implement district policies regarding support services for special populations. BALANCE "Early College" Charter HS staff will communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

### English Language Learners

BALANCE "Early College" Charter HS will meet all applicable legal requirements for English Learners ("EL") as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. Parents shall also be kept informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, program effectiveness, and standardized testing requirements.

Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. BALANCE "Early College" Charter HS will implement policies to assure proper placement, evaluation, and communication regarding ELs, as well as the rights of students and parents. The EL program is research-based and supported by the resources of BALANCE "Early College" Charter HS. A detailed explanation for assessing and reclassification of ELL students is located in APPENDIX.

#### Students with Disabilities and Students with IEPs

Based on assessed student needs, BALANCE “Early College” Charter HS will provide and implement accommodations and modifications. BALANCE “Early College” Charter HS will recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including a range of special populations. Teachers instruct special populations using adopted standards aligned instructional materials and resources. As an internal application team, LAUSD will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. BALANCE “Early College” Charter HS shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services and implement policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. BALANCE “Early College” Charter HS will follow child-find procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

#### Special Education Curriculum Maps

LAUSD provides curriculum maps that are defined and guided by position papers for standards-based diploma track students. Diploma track students utilize the same standards-based curriculum that general education students use. Success is assured through the layering of supports and services as needed within the Co-Teaching Full Inclusion Model. Additionally, targeted instructional intervention is provided in the school’s Learning Center using evidence-based methodologies and materials, for students identified as needing this level of support. This model is called the Resource Program Model.

#### Free Appropriate Public Education

BALANCE “Early College” Charter HS will provide a Free Appropriate Public Education (FAPE) in the least restrictive environment for students who have disabilities. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Services provide a range of options, which may include: accommodations, modifications, DIS (designated instructional services), co-planning, learning center, Special Day Program, Community Based Instruction, Resource Specialist Program, and Inclusion.

#### Extended School Year

Eligible students may participate in: ESY (Extended School Year) for 9 – 12 offered in the summer, CAHSEE preparation & intervention programs for students at risk of not meeting grade level standards and graduation requirements after school, Development Reading and/or Math Tutorial Lab, Essential Standards Math or English, Strategic Literature 1A/B and 2A/B for students scoring BB and FBB on the CST and CAHSEE Boot Camp during the day -2 week intensive program before the March CAHSEE.

#### Special Day Program (SDP)

For those students unable to benefit from a Full Inclusion Model, the next level of Least Restrictive Environment (LRE) is the instructional model referred to as Special Day Program (SDP). These classes typically have 15 students with 1 teacher and 1 paraprofessional, providing a low student-teacher ratio. Standards-based core instruction with scaffolding, accommodations and services are layered in

as needed. Core Instructional standards-based materials are utilized and enhanced with supplemental materials. Differentiation of content, process, and product may be employed to assure learning and achievement. Grouping for skill development and growth assurances with frequent monitoring and assessment. Classes are often departmentalized with SDP students moving from one Special Education Core Teacher to another. Electives are scheduled with general education population.

#### Community Based Instruction

CBI (Community Based Instruction) is the "Alternate Curriculum." The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and identified in the Curriculum Guide for Students with Moderate to Severe Disabilities. Those students receiving Certificates of Completion, and not on the diploma track, are considered to be on the "Alternative Curriculum." Some of the interventions used for our CBI population include mainstreaming in the regular classes, such as the elective courses. Typically the Alternative Curriculum serves students with eligibilities within the range of MR, AUT, and OHI. Students receive instruction as outlined in the Alternative Curriculum and Community Based Instruction Guide Books. Additionally, Bul-4438.0 provides protocols and oversight for the community-based program. The CBI Program enriches the Alternative Curriculum as a strategy. For students with disabilities who are eligible for Extended School Year (ESY), BALANCE "Early College" Charter HS will provide services through the Special Education Program by special education teachers as prescribed in the Individual Education Program (IEP). BALANCE "Early College" Charter HS implement an Extended School Year program that meets Special Education Local Plan Agency (SELPA) guidelines and will be in compliance with the Individuals with Disabilities Education Improvement Act (IDEIA).

BALANCE "Early College" Charter HS will implement a comprehensive diagnostic assessment for every student upon entrance to the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented.

BALANCE "Early College" Charter HS recognizes that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs.

**See Appendix D: Special Education (Pg.117-140)**

## 7. Performance Management (2 pages + attachments)

- 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.

**Operational Goal:** BALANCE “Early College” Charter HS is submitting the proposal to operate Valley Regional HS #5 as an affiliated charter. Therefore, no need exists to demonstrate financial solvency. The Local District and BALANCE “Early College” Charter HS will work with the Division of Special Education and Support Unit-North to monitor and ensure compliance with all Modified Consent Decree Outcomes.

<b>Operational Goals and Metrics:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year3</b>	<b>Year 4</b>	<b>Year 5</b>
Teacher Retention	81%	85%	90%	92%	94%
Parent Volunteer Hours	4,000 hrs	4,500 hrs	5,000 hrs	5,500 hrs	6,000 hrs
Student Attendance Rate	92.0%	93%	94%	95%	96%
Fiscal Solvency	Yes	Yes	Yes	Yes	Yes
Funding Partnerships	0	1	2	2	3
Student Computer Ratio	15:1	10:1	7:1	5:1	1:1
18 MCD Indicators	100%	100%	100%	100%	100%
NCLB Compliant Staff	100%	100%	100%	100%	100%
NCLB Reporting	100%	100%	100%	100%	100%

### **Educational Goals:**

All students at BALANCE “Early College” Charter HS will develop a core knowledge base in all subjects

and

demonstrate growth as follows. The quantifiable achievement goals are:

- 650+ school score on API, within two years
- On CST achieve the state's average +10% for each grade level (9-11) percent proficient (ELA 42%- 9th grade, 41%-10th grade, 41%-11th grade (see appendix for math, science, and social science)
- Achieve the state's goal +10% for all subgroups
- Beat LAUSD graduation rate by 10% within five years
- Decrease dropout rate to -10% from state's average
- English Learners to exceed state's goals +10%
- CAHSEE- increase percentage of 10th graders passing on 1st attempt to district goal +10%
- Increased enrollment in Advanced Placement courses to 10% and passage rates on AP tests
- Increased success on state college Early Preparation (EPA) tests
- Researching graduates' career and college paths to discover paths of preparation and reassess our themes and units to better prepare students.

- b. **Rationale:** Discuss why the proposed school will track the mission-specific indicators selected.

## COMMUNITY INVOLVEMENT

### 8. Community Analysis and Context (3 pages + attachments)

- 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.*

**BALANCE “Early College” Charter HS** serves the northeast San Fernando Valley area communities of Sylmar, San Fernando, and North Hills. The opening of **BALANCE “Early College” Charter HS** alleviated the need for Sylmar, North Hills, and San Fernando communities’ students to attend the overcrowded Sylmar HS, Kennedy HS, and San Fernando High Schools. The population of the NE SFV communities of Sylmar, San Fernando, and North Hills is predominantly Hispanic with a sizeable English Learner population. The school is a “Zone of Free Choice” school zone, it was not assigned geographic boundaries. It has an “enrollment by application” policy, but any student living within a one mile radius of the campus is eligible to apply to attend **BALANCE “Early College” Charter HS**. We will have a capacity of approximately 500 students, and we accept approximately 125-150 ninth grade students annually.

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

- 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.(Support letters 156-160, more are being collected)*

Our team already works in this community, some team members actually live in this community, and many are active in the community already. Team leader Donald Neal, is a member of the Sylmar Neighborhood Council, a member of the Mission College Foundation Advisory Board, and teaches at Sylmar HS, for example. In order to expand our outreach efforts to inform parents and encourage increased participation, **BALANCE “Early College” Charter HS** will develop an Outreach Committee to actively engage and inform the community on an on-going basis. The neighborhood has a rich history of community activism and engagement. The Neighborhood Engagement & Leadership Committee will actively seek out job shadowing, internships, community service, and leadership opportunities. **BALANCE “Early College” Charter HS** teachers, administrators, and classified personnel are currently serving students with similar student populations and community demographics as the feeder schools. **BALANCE “Early College” Charter HS** looks forward to continuing to stretch beyond the walls of our classrooms to engage families and existing community institutions and leaders.



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

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

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

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## 9. Community Engagement Strategy (2 pages)

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

### **8 Characteristics of Community Engagement Partners:**

- See their present and future well-being as inextricably linked;
- Collaboratively plan and design mutually beneficial programs and outcomes;
- Engage in reciprocal learning;
- Respect the history, culture, knowledge, and wisdom of one another;
- Create structures that promote open communication and equity among one another;
- Have high expectations for their performance and involvement with one another;
- Value and promote diversity; and
- Regularly conduct a joint assessment of their partnership and report results.

W.K. Kellogg Foundation (1991). *Engagement in Youth & Education Programming*. Battle Creek, MI

The Intercultural Development Research Association has developed a rubric for measuring “the stage of development of engagement between schools, including institutions of higher education, and their communities.”<sup>1</sup> The rubric uses a four point scale to assess progress in achieving the W. K. Kellogg Foundation’s eight characteristics of effective partnerships and engagement. Focus groups, interviews and surveys are three strategies for evaluating community engagement. A number of organizations have developed protocols for evaluating engagement.<sup>2</sup> Community engagement plans should include procedures for obtaining continuous feedback from stakeholders to identify strengths and weaknesses, and generate ideas for new approaches.<sup>3</sup>

Among the resources and activities at the BALANCE Charter HS collaborative level will include:

**Community/Parent Advisory Group, and the Neighborhood Engagement & Leadership Committee:**

These groups will include parents, community members, and students that will support BALANCE “Early College” Charter HS. Parents and community members will be included in ongoing assessments, surveys, and interviews on campus issues including safety, quality of learning and teaching, inclusiveness, etc.

**Parent Engagement** - We believe that parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. BALANCE “Early College” Charter HS Schools understands and supports the importance of active parent involvement in the education of their children. Two-way communication between the home and the school will include an annual parent satisfaction survey. Parents will be asked to be responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it will

<sup>1</sup> Rodriguez, Rosana; McCollum, Pam; and Villarreal, Abelardo (2002). Community Engagement Review and Planning guide. San Antonio, TX: Intercultural Development Research Association.

<sup>2</sup> See for example, Aakhus, Mark (2002). Advancing Community Engagement. New Brunswick, NJ: Rutgers University Center for Organizational Development and Leadership. AEL (2000). Rural School Administrators' Resource Kit. Charleston, WV.

<sup>3</sup> AEL (2000: page 2). Community Engagement: An Inventory. In Rural School Administrators' Resource Kit. Charleston, WV.

take for their children to achieve college-readiness, and by their active voice in achieving the goals of the school.

- Parents will be actively engaged in the development of the school as members of the initial school development team and as members of the Community/Parent Advisory Group.
- Parents of participating Title 1 students will participate in an Annual BALANCE “Early College” Charter HS Title I meeting. BALANCE “Early College” Charter HS will apply for School-wide Program.
- Parents will be guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- BALANCE “Early College” Charter HS will have a Parent/Community Advisory Committee to support communication with parents.
- Parents will be provided opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents will be supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents will be encouraged participate each year as part of the school’s accountability to engage parents meaningfully in supporting the school and their children’s education.
- Each parent, their child and the school will participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of BALANCE “Early College” Charter HS.
- Each parent, the student and their teacher advisor will participate in developing an Individual Personal Learning Plan, based on student interests and needs. Parents will be asked to commit to volunteering time to support the school and to participate as parent mentors.
- BALANCE “Early College” Charter HS will seek to establish partnerships with effective parent engagement leaders such as Families-in-Schools which have a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings will be held on a regular basis with individual classroom teachers, with the student’s instructional team and with the student’s advisor.
- Individual parent-teacher conferences will be held quarterly to share and discuss the progress and needs of each individual student.
- An active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

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 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.*

**BALANCE “Early College” Charter HS will engage community partnerships to help meet its mission of community engagement. BALANCE “Early College” Charter HS will develop an organizational structure that promotes the engagement of families and community partners in the education of all our students.**

BALANCE “Early College” Charter HS will partner with the following organizations in order to meet the diverse needs of the students and families we serve include, but are not limited to:

- **Academic Partners:** LAUSD, Mission College, California State University-Northridge, Community College District Concurrent College Courses
- **Emotional & Social Support Service Providers:** Planned Parenthood
- **College-Prep Partners:** Kaplan, College Board
- **Leadership and Life Skills Organizations:** Academy of Business Leadership, Sylmar Chamber of Commerce, Sylmar Neighborhood Council, and Neighborhood Engagement & Leadership, The Adelante Leadership Summer Program, Bridges Program (Marriot Hotels)
- **After-school Partners:** Educare

**Mission College:**

- Provide college classes for the “Early College” experience as per LAUSD-CC MOU
- Provide professors to teach on-site classes.
- Provides college experiences necessary to develop a “college going” culture.

**California State University, Northridge (CSUN):**

- Assignment of pre-service teachers to the school to prepare them for future general education and special education assignments.
- Curricular trips to the CSUN campus for college awareness programs and orientations.
- Participation in Career Week events.
- Provide student mentors, tutors, and volunteers.
- Provide resources and information to parents regarding entrance requirements and community resources such as grants, scholarships, and fellowships.

**Los Angeles Education Partnership (LAEP):**

- Consultation to the Parent/Community Advisory Group and Community School Resource Center regarding the educational plan and its implementation
- Participation in the Family Care Health Initiative to increase parent knowledge of health issues to positively impact daily living habits of families and to overcome social barriers to learning.

**Sylmar Neighborhood Council:**

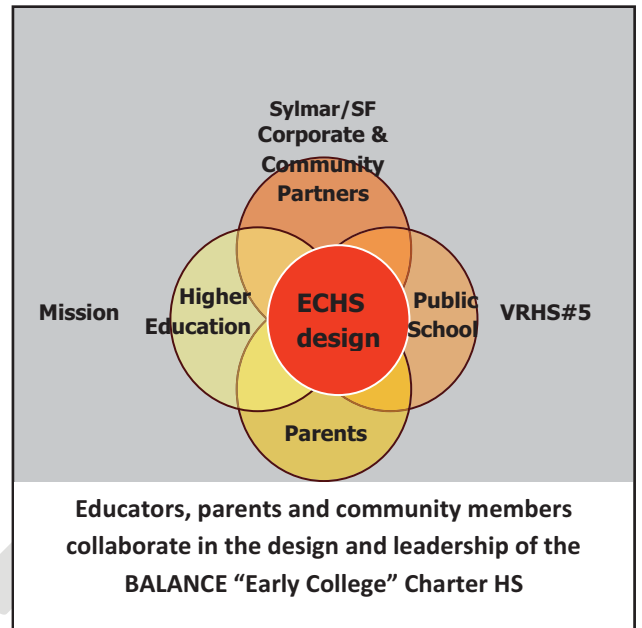
- Leadership training and opportunities.
- Service Learning (for graduation credit) opportunities.
- Community service and community activism.

**Sylmar Chamber of Commerce:**

- Personal Finance workshops for parents to receive financial education and how to transfer this knowledge about financial planning to their children.
- Job Shadowing, job Mentoring, and job internships.

**Beyond the Bell Branch, LAUSD will provide:**

- After school programs using the 40 Developmental Assets as a foundation
- After school activities from school dismissal until 6:00 p.m.



- Youth Services After-School Program will also provide academic support, enrichment, and sports/recreation activities.
- The two primary groups responsible for managing the cultivation of the partnerships will be the Outreach Committee and Neighborhood Engagement & Leadership Committee.

Early College Partnership and Stakeholder Development (Source: KnowledgeWorks Foundation, Cincinnati, OH)		
Action	Guiding Questions	Outcome
Initiate a discussion among partners regarding the Early College Initiative.	<ul style="list-style-type: none"> <li>What key issues does the Early College High School address that other initiatives/work has not?</li> <li>Are there any additional assumptions that need to be added to the list?</li> </ul>	A list of Early College High School assumptions specific to the partnership.
Assess the needs of the community.	<ul style="list-style-type: none"> <li>What data exist (Department of Labor, US Census Bureau, community organized needs assessments, etc.) that could help inform the design of the Early College High School?</li> </ul>	A statement of need that refers to existing data.
Craft a single vision of an Early College HS.	<ul style="list-style-type: none"> <li>What will our Early College look like and what is the mission?</li> <li>How can multiple visions be integrated into one coherent conceptual frame that all partners share?</li> <li>How will the school encourage students to pursue a baccalaureate degree?</li> </ul>	A coherent conceptual vision for an Early College High School.
Develop agreement on the students to be served by the Early College High School.	<ul style="list-style-type: none"> <li>What are the characteristics of the students you want to serve?</li> <li>How will you select the students?</li> <li>How will you gauge the student's potential for success?</li> </ul>	A descriptive profile of students to be served.
Define each partner's role and expectations.	<ul style="list-style-type: none"> <li>What is to be the role of each partner in the Early College High School?</li> <li>What are the specific expectations for each partner?</li> </ul>	Explicitly articulated definitions of partner roles and expectations.
Develop a process and timeline to create the plan of building an Early College HS.	<ul style="list-style-type: none"> <li>What is your planning and implementation timeline?</li> <li>Who will participate in the planning process</li> <li>What is the budget?</li> </ul>	A timeline and budget for planning and implementation.
Gain explicit support of governing boards, faculty, unions, principals, other key leadership.	<ul style="list-style-type: none"> <li>What are key concerns from each perspective?</li> <li>How will leadership stay informed of the progress and accomplishments of the Early College High School?</li> </ul>	Letters of support from governing boards, faculty, unions (if applicable), principals, and other key leadership.
Plan an ongoing community engagement process.	<ul style="list-style-type: none"> <li>What are potential questions, concerns, or aspirations the community might have regarding the Early College High School?</li> <li>How will the partnership utilize the data collected from the community to create a responsive design?</li> </ul>	<p>Identify potential questions, concerns, or aspirations of the community.</p> <p>A community engagement plan to gather data to occur at the beginning of Planning Phase 2.</p>



## School Governance, Oversight, and Leadership

### 10. School Governance and Oversight (5 pages + attachments)

- 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?

We are applying to operate our school as an "Early College" Affiliated Charter for a number of reasons.

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

BALANCE "Early College" Charter HS will consist of dependently operated, direct funded high school serving students in grades 9-11<sup>th</sup> with an enrollment of approximately 380-390 students. In its second year, BALANCE "Early College" Charter HS will enroll a new 9<sup>th</sup> grade class, serving 9<sup>th</sup>-12<sup>th</sup> graders with approximately 500 students. Our governance structure supports our vision, mission, and core values and reflects our belief that students, staff members and parents all have a voice in the collaborative process and accountability in the process of achieving our goals. BALANCE "Early College" Charter HS is governed by its School Site Council comprised of teachers, students, parents and administrators, and its School Board of Directors, comprised of the Principal, teacher, parent and community members consistent with the governance structure. *The Principal is responsible and accountable for the school's Academic performance and the Business/Operations Manager is responsible and accountable for Operational and Financial performance.*

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

**Leadership/Design\* Team (Capacity)**

1. Donald L. Neal\* (*Math & Business Teacher, Sylmar Neighborhood Council Board Member, Mission College Foundation Advisory Board Member, Sylmar Resident, Football Coach*)
2. Agnes Marsubian (*Math/Adjunct Professor@ Mission College*)
3. Margaret Lavin \* (*English/Adjunct Professor@ Mission College, Sylmar Resident*)
4. Jose Dominguez\* (*Science-Biology & Chemistry Teacher, Soccer Coach*)
5. Daniel Rios\* (*Social Studies Teacher*)
6. Gary Porges\* (*Health & PE Teacher*)
7. Jennifer Dooley (*Special Education-Resource Teacher*)
8. Maria Rangel (*College Counselor*)
9. Angie Haddad (*English/Art/Fashion Design*)
10. Clare McFarlan (*English/Art*)
11. Pam Laing (*English/Art*)
12. Arno Madathian, (*Math*)
13. Rebecca Hernandez (*Math/Resource Teacher*)
14. Raquel Veloz, (*Spanish/ESL*)

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?

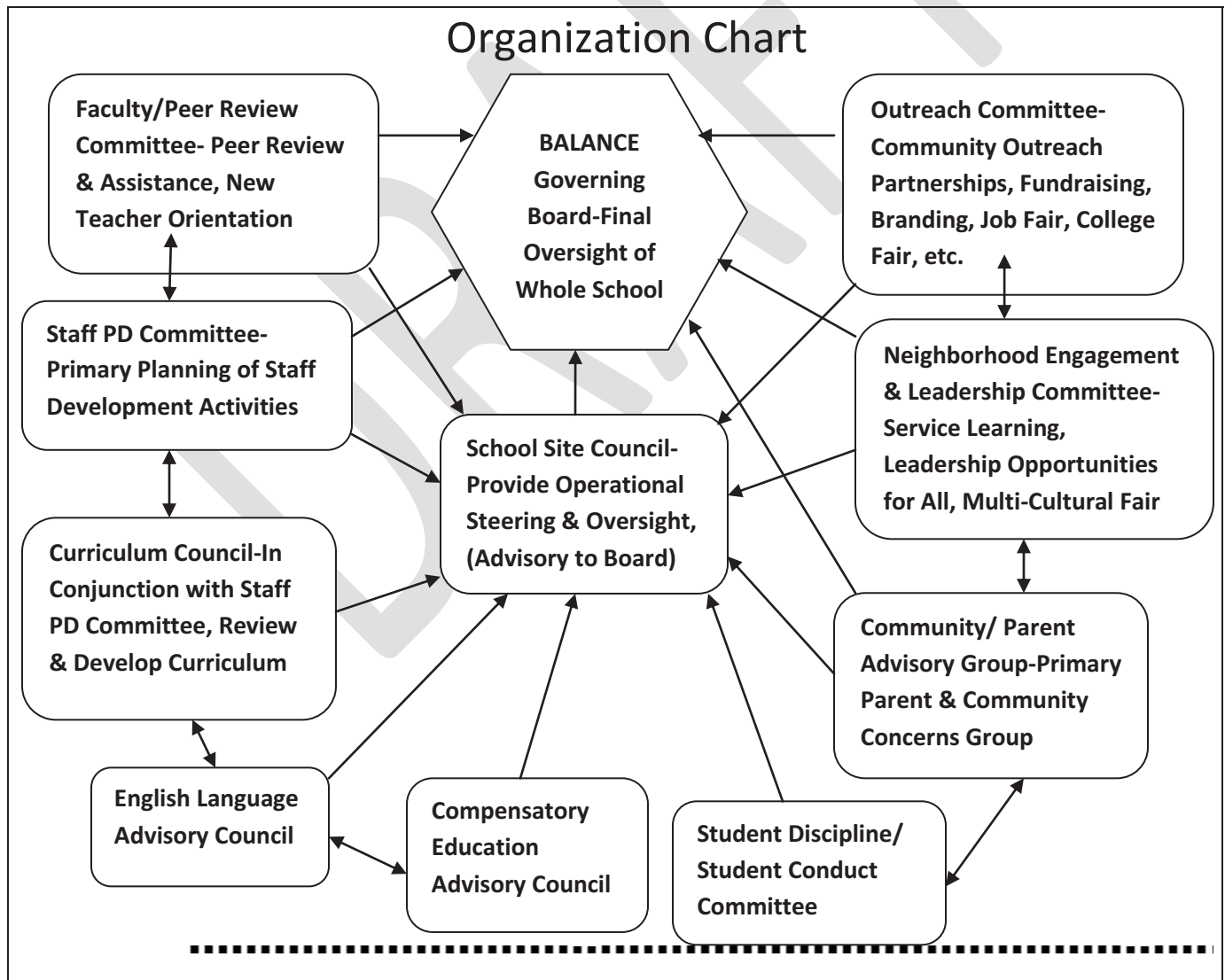
Since the BALANCE "Early College" Charter Board, the governing board, will be made up of teachers, administrators, students, parents, and support personnel, all stakeholders will be represented on the Governing Board thus creating the shared leadership necessary to fulfill our mission and vision of an Early College HS. The School Site Council (SSC) will run the day to day operational aspects of the school. The Neighborhood Engagement and Leadership program will be run by the Neighborhood Engagement and Leadership Committee. It will be the primary body responsible for coordinating and implementing the Community based service learning and Leadership opportunities. The Outreach Committee will be the body responsible for community outreach activities, securing community partners, branding, fundraising, etc. The Parent Advisory Committee will be responsible for organizing parental support, providing parental training, and advocating for parents and their concerns. (See Organizational Chart below)

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

ii. School Level Committees

The Charter Board may from time to time establish and abolish such standing or special committees as it may desire by a simple majority vote. All committee meetings shall be open to the public and the public is encouraged to attend. No standing or special committee may exercise the authority of the Board. They are advisory only. The standing committees of the Board shall include, but not be limited to:

- |                                                |                                                   |
|------------------------------------------------|---------------------------------------------------|
| 1. School Site/School Leadership Council (SSC) | 6. Curriculum Council                             |
| 2. Faculty/Peer Review Committee               | 7. Staff Development (PD) Committee               |
| 3. Student Discipline & Conduct Committee      | 8. Outreach Committee                             |
| 4. Parent Advisory Committee                   | 9. Neighborhood Engagement & Leadership Committee |
| 5.. Compensatory Education Advisory Committee  | 10. English Language Advisory Committee           |



*The Compensatory Education Advisory Committee (CEAC) is a five member advisory committee (three parents, and two teachers elected by teachers at the school) that advise on educational matters. The committee has the following responsibilities: a) Advise and make recommendations in writing to the Principal and the Governing School Council on development of an effective educational plan that raises the achievement of disadvantaged children; b) Participate in assessment of educational needs; c) Establish priorities; d) Plan the educational program and budget resources; and e) Evaluate the school and its academic effectiveness.*

*The English Language Advisory Committee (ELAC) is a five member committee: three parents of English Language Learner pupils attending the school elected by parents, and two teachers elected by teachers at the school. The committee has the responsibility to advise and make recommendations on four legally required topics: a) Advise the Governing School Council on the development of the Single Plan, especially those sections related to English Learners. Assist in the development of the school's: b) Needs assessment; c) Language Census; d) Efforts to make parents aware of the importance of regular school attendance.*

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

### **Governing Council**

#### **Section 1. Representation.**

The Board shall consist of 18 voting members: (1) the Principal; (1) the Business Manager; (1) the UTLA Chapter Chair; one (1) Education Leader from a local college or university; one (1) community/business leader from Sylmar; one (1) community/business leader from San Fernando, five (5) teachers; two (2) classified representatives (other than the principal); five (5) parents. In addition, there shall be (2) two non-voting members: one student, the student body President, and a designee of the LAUSD board member representing our district. 20 board members in total.

#### **Section 2. Alternates.**

If an elected member who is unable to attend a Board meeting, the person receiving the second highest vote in the election for that seat may serve as alternate to attend such meeting, and the alternate shall have all of the rights and duties of a regular Board member for such meeting. Those Board members who are not elected shall have alternates as follows: (1) The Principal, (1) the Business Manager, (1) the UTLA Chapter Chair, (1) the Educational Representative, the (2) Community/Business representatives, and the (1) LAUSD board member representative will designate an alternate; the (1) student body President's alternate will be the student body Vice-President.

#### **Section 3. Elections.**

All members (except the Principal, the Business Manager, the UTLA Chapter Chair, and the LAUSD board designee) shall be elected by their constituency (i.e parents elect the parents reps, teachers elect the teacher reps, classified elects the classified reps) through elections held once a year, and before June 30th. The Education reps and Community/Business reps will be appointed by the Board president. Notice of the election and a listing of candidates

running for office shall be set forth in a bulletin, newsletter or other communication distributed through the main office, and posted on a bulletin board in the main office at least fourteen (14) days prior to the election.

Elections shall be by secret ballot, with the ballots distributed within the constituency in such a manner that each person entitled to a vote will receive a ballot. Ballots will be counted by two Board members and the Business Manager, and will be available for review until the next year's election. In each constituency, the candidate receiving the highest number of votes among all candidates for that position, shall be the elected representative for that constituency. The candidate receiving the second highest number of votes among all candidates for that position, shall be the alternate representative for that constituency.

**Section 4. Term of Office.**

Each elected member shall serve for a one-year term.

**Section 5. Termination of Membership.**

Any Board member may resign by filing a written resignation with the Board. Any member may be removed by a two-thirds (2/3) vote of the total voting membership of the Board after a Board member has missed three (3) consecutive regular Board meetings. Notice of the action shall be included in the agenda of the meeting at which such action is to take place.

**Section 6. Vacancy.**

Any vacancy of an elected member shall be filled by the alternate for that constituency. Such alternates shall finish the term of the vacancy they are filling. In the event there are more vacancies, a special election shall be scheduled. The person(s) elected will finish the term of the vacancy they are filling. Alternates serving a term will comply with Section 4 conditions.

**Officers**

**Section 1. Officers.**

The officers of the Board shall be elected annually and consist of a President, a Vice President, and a Recorder, and other such officers as the Board shall deem desirable. These shall be the "Executive Officers". The make-up and/or number of members of the Executive Committee may change as deemed necessary by an annual majority vote of the Board.

**Section 2. President.**

The President (and in his absence, the Vice President) shall preside at all Board Meetings in a fair and impartial manner, striving to promote consensus of the Board. The President shall prepare the agenda and provide it to the Recorder to distribute in accordance with Article V. The President shall act as an official spokes-person for the Board to the Public and LAUSD, and approve, sign and transmit all documents requiring Board action. The President shall ensure that Board meetings be conducted in an orderly manner and shall have the power to exclude disruptive individuals from Board meetings.

**Section 3. Recorder.**

The Recorder shall be custodian of the Board records and keep the minutes of all meetings, see that all notices are duly given, keep a register of the address, telephone number and email address of each Board member and, in general, perform all duties incident to the office of secretary and other such duties that may be assigned by the President of the Board.



## 11. School Leadership

- a. **Principal Selection:** *Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school. (See Appendix pgs.68-69 for Principal and AP-SCS Job Descriptions)*

BALANCE "Early College" Charter HS Design team, in accordance with LAUSD policies and input from the Board Member and District 2 Superintendant will select a highly qualified instructional leader as the principal of BALANCE "Early College" Charter HS. The principal will be the instructional leader and responsible executing the mission and vision of the school. The candidate will go through a rigorous selection process and will have to match the following characteristics and qualifications:

- **Knowledge of Instructional Practices:** Extensive knowledge and training on standards-based instruction, inquiry and project-based learning, technology, and research-based practices.
- **Leadership:** Leads in a positive manner, demonstrates integrity, sense of purpose and fosters teamwork and positive morale. Implement the educational plan and support the vision and mission of the school. Supervise and monitor the implementation and delivery of the intended curriculum. A visionary who is on the cutting edge of educational reform and fluent with current educational theory, practices and research.
- **Collaboration:** Responds and engages with families, partnerships, and community members to mobilize resources in further developing the community school.
- **Problem solving:** Demonstrates ingenuity and/or creativity in solving problems or working towards results. Must have received extensive training on the RtI<sup>2</sup> model.
- **Follow-up and responsiveness:** Responds, initiates, changes or sets new priorities, and communicate the same to all involved; to ensure all tasks and projects are seen through to completion.
- **Extra-organizational sensitivity:** Perceives the impact and the implications of decisions on various ethnic groups' understanding of and sensitivity to various cultural and ethnic groups. Able to work with all students representative of the various sub-groups at the school such as At-Risk students, Students With Disabilities, Socio-Economically Disadvantaged, English Learners, Standard English Learners and GATE.
- **Communication:** Express ideas clearly and communicate verbally and in written context in an effective manner. Encourage continuous improvement of the delivery of instruction through ongoing feedback to all teachers and staff.
- **Decision-making:** Uses reasonable judgment on an issue under consideration resulting in a positive conclusion or solution. All decisions will be based on the analysis of student data to maintain a focus on improving student achievement.
- **Fairness-objectivity:** Directs and manages in a manner that is uninfluenced by emotion, assumption, or personal opinion.
- **Judgment:** Develops alternative courses of action and makes decision which reflects factual information; are based on logical assumptions; and take organization resources into consideration. (see Appendix for the principal job description).

Step	Description	Timeframe/Deadline
Step 1:	Advertise the position to all qualified candidates.	(February 2011)
	On this day, the applications will become available to all prospective applicants. (February 2011)	
Step 2:	Screen all applicants. An interim panel will review all applications and select the candidates to be interviewed.	(February 2011)
Step 3:	Interview candidates. Prospective candidates will be interviewed by the interim panel.	(February/March 2011)
Step 4:	Selection of principal. an interim panel will select a highly qualified principal that meets the criteria.	(February/March 2011)
Step 5:	Orientation and preparation for opening of new school	
	The Local District Superintendent will collaborate with the new principal to work in the implementation plan and preparing for opening of the new school. (March 2011)	

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

*The leadership positions beyond the principal will also include the AP-SCS to provide operational and management assistance and financial oversight and categorical Program Advisor.*

The timeline for hiring the Leadership Team candidates is listed below.

Step	Description	Timeframe/Deadline
Step 1:	Advertise the leadership team positions	On this day, the applications will become available to all prospective applicants. (March 2011)
Step 2:	Screen all applicants. The principal, and the interim panel will review all applications and select the candidates to be interviewed.	(March 2011)
Step 3:	Interview leadership team candidates. Prospective candidates will be interviewed by the principal, and the interim panel.	(March 2011)
Step 4:	Selection of leadership team.	The principal and interim panel will select highly qualified candidates for each position. (March 2011)
Step 5:	Orientation/Training of leadership team. The principals, the interim panel, will conduct training on the implementation of the school plan.	(April 2011)

- 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.*

The BALANCE Charter HS governing board will be responsible for evaluating the principal. The principal must receive a majority vote of confidence from the BALANCE board every year. If they do not receive a majority vote of the BALANCE board, they are subject to a removal process. This process would entail the naming of a Conflict Resolution Committee, whose make-up will be 1/3 parents, 1/3 teachers, and final 1/3 other (at least 1 support-clerical/cafeteria/ maintenance, the UTLA rep, and at least 1 non-parent, non-teaching community member). Changes to the final make-up of the Conflict Resolution Committee will be determined by a majority vote of the board. This committee's job would be to seek resolution to any perceived problems. To build in Principal job protections, it will take a two thirds (2/3) vote of the board two (2) years in a row to remove them. These protections allow the Principal time to foster relationships and seek corrective actions that might be causing conflict. This would also allow principal to make tough decisions for the good of the school, without the concern that a single action might cost them their job.

## 12. Staffing

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

BALANCE “Early College” Charter HS will hire a highly qualified Principal for the High School. The Principal will have discretion over staffing models within budget and so long as staffing decisions are aligned with the vision, mission and core values. BALANCE “Early College” Charter HS will use the District’s salary schedule. Classified staff at BALANCE “Early College” Charter HS will be typically hired from within the community in support of our core value of working with parents and community as partners. Teacher Assistants and Intervention teachers will be purchased to lower the teacher-to-student ratio to provide more instructional time for the at-risk students in areas of academic need. The school will provide IEP services through the bilingual APEIS, special education assistants and any itinerants that work with the student with a specific Individualized Education Program. As an LAUSD school, BALANCE “Early College” Charter HS is part of the District’s internal structure and therefore will be able to provide budget information following the release of the school’s budget from the District.

Our staffing model will vary depending on actual enrollment and budget in year 1 and 2:

Position	Yr 1 Gr 9-11 / 380 Students	Yr 2 Gr 9-12 / 500 Students
Psychologist:	1/4	(split by 4 schools)
Nurse	1/4	(split by 4 schools)
Principal	1	1
AP-SCS	1	1
Teachers	15	15
College Counselor	1	1
Office Manager (SAA)	1	1
Office Assistant	1	1
Chanda Smith Office:	1	1
Plant Manager	2	2
Asst Plant Mgr	1	1
Custodian (.27 FTE)	1	1
Campus Aide	2	2
Instructional Aide	2	2
AP-SCS to provide operational/management assistance and financial oversight.		

BALANCE “Early College” Charter HS governing board will have control over its budget so the school can make the staffing adjustments that meet the best needs of the school community. Our model is based on the belief that the school community can make the best decisions regarding what staff configuration best meets the needs of its student population. BALANCE “Early College” Charter HS governing board will have the authority to make budgetary decisions based on the school’s unique needs, including decisions on the staffing model needed by the school. We will not dictate class size requirements but provide clear recommendations and support to Partnership schools as they develop their budgets. We will reduce class size as much as possible and invest as much money as possible in teachers.

BALANCE “Early College” Charter HS’s participation in Transparent Budgeting / Per Pupil Funding in the 2011-12 will provide flexibility from norm-based positions and staffing ratios (within the constraints of the law and collective bargaining agreements). Regarding IEP services, LAUSD describes how the District continues to provide special education services based on the needs of each student. Therefore, BALANCE “Early College” Charter HS will offer all of the mandated special education services that all LAUSD students have access to services based on their needs, including interpreters, translators, special education assistants, etc.

All BALANCE “Early College” Charter HS staff will remain on the district’s salary schedule, with the district’s benefits package, according to all relevant collective bargaining agreements. Some additional compensation provided to teachers and staff who work on days outside the window of their contractual work year. LAUSD typically pays administrators and teachers for additional work outside of their contract year based on the standard LAUSD professional development rate or their X-time/Z-time rate, depending on the type of work being asked of the employee.

*Examples of the way we would implement this at our school include: paying our Principal and Business Manager additional compensation to work an A-basis (year-round) calendar and compensating our teachers for additional professional development sessions in the summer and on weekends. Except for the requirement that our Principal and Business Manager work an A-basis schedule, all additional work assignments, professional development, and extended instructional time with students are voluntary and teachers/staff members are not required to participate.*

- 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.*

#### **Recruitment of Teaching Staff**

*One of the most important factors in improving student achievement is having excellent teachers in classrooms. We believe in the capacity of school employees and our model is based on working with existing teaching staff. If we are able to keep the people we have selected from Sylmar HS, we feel we have the team in place to implement this plan. In as much as we are constrained by the UTLA contract and seniority, we shall to bring the team we have assembled from Sylmar.* The district provides the bulk of operational services to our school and BALANCE “Early College” Charter HS will supplement these services where needed. In the recruiting of teacher talent, this relationship functions as follows:

#### **Candidates**

With LAUSD’s Human Resources Division, we tap into the LAUSD teacher candidate pools. We will supplement this recruitment where necessary with outside support to ensure that schools have the best candidates possible. We will also place multiple targeted advertisements, run career fairs, have our own teacher recruitment to attract the best teaching talent to our schools.

#### **Hiring processes**

Once the candidate pool is developed, we will set up a sound hiring process and accelerate our hiring timelines in order to access talent. We will establish hiring committee representing a broad set of stakeholders and train them on running a strong process to attract talent. For example, the committee will develop interview questions and draft a promotional flyer.

1903 Hiring decisions

1904 Candidates will be hired based on the desires of the school site. We will offer a rigorous training  
1905 program to help the hiring committee (initially, an interim transition team) make sound hiring  
1906 decisions. We will recommend that teachers perform a model lesson before a hiring decision is made.

1907  
1908 Processing of candidates

1909 Because all teachers are LAUSD employees, we utilize LAUSD's hiring processes, including the  
1910 processing of teachers, fingerprinting, and other steps necessary to hire new teachers.

1911  
1912 At BALANCE "Early College" Charter HS it is expected that all teacher candidates hired believe strongly  
1913 that all students can learn at exceptional levels. Our staff will customize this description, as desired by  
1914 the school site. Each candidate will go through a rigorous selection process and must have a proven  
1915 track record of success serving students of similar demographics. Each candidate must have the  
1916 capacity to successfully perform all tasks needed to lead the school. The candidate must display a  
1917 strong ability to work collaboratively in developing a community school.

1918  
1919 *(Please note that although we are an internal applicant, we do not have access to teacher seniority*  
1920 *roster for Sylmar HS.)*

- 1921  
1922 c. **Autonomy:** *How will you use staffing autonomy to create optimal learning-centered cultures for*  
1923 *students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work*  
1924 *Agreement that teachers will be required to sign.*

1925  
1926 Teacher Selection Criteria:

1927 Teachers will meet the requirements for employment as stipulated by the California Education  
1928 Code section 47605(l) and the applicable provisions of No Child Left Behind.

1929  
1930 Primary teachers of core, college preparatory subjects (English language arts, Foreign Language,  
1931 Mathematics, Science, History, Special Education) will hold a single or multiple subject  
1932 Commission on Teacher Credentialing certificate, permit, or other document equivalent to that  
1933 which a teacher in a non-charter public school would be required to hold.

1934  
1935 Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD  
1936 certification and all teachers will be trained in the effective use of sheltered-English. These  
1937 documents will be maintained on file at LAUSD and will be available for inspection.

1938  
1939 Employment Eligibility Requirements: BALANCE "Early College" Charter HS will adhere to  
1940 California and Federal NCLB laws, regarding fingerprinting, drug testing, and prohibitions  
1941 regarding the employment of any person who has been convicted of a violent or serious felony.  
1942 Since all BALANCE employees are LAUSD employees, the district will screen all candidates to make  
1943 sure they meet all legal employment criteria:

1944  
1945 Background Check: Any candidate selected to fill a position at BALANCE "Early College" Charter HS  
1946 is required to complete a background investigation and electronically submit their fingerprints to  
1947 the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). As an internal  
1948 applicant this will be handled by LAUSD.



**Teaching Credential Verification:** All teacher candidates are required to present their original teaching credential document with the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. BALANCE "Early College" Charter HS supports the employment of university intern/district intern eligible candidates. As an internal applicant this will be handled by LAUSD.

**TB Verification:** Candidates are required to submit current TB verification. As an internal applicant this will be handled by LAUSD.

- d. **Evaluation (discuss how your evaluation process connects and/or furthers the recommendations of the District's Teacher Effectiveness Task Force):** *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.*

**Criteria for highly effective teachers includes:**

- Track record of successful teaching or teacher preparation.
- Demonstrated commitment to belief that all children can learn successfully and graduate ready for college.
- Demonstrated commitment to individual and school accountability for student academic achievement.
- Knowledge of subject field.
- Commitment to BALANCE "Early College" Charter HS core values and beliefs.
- 

**BALANCE "Early College" Charter HS as an affiliated charter HS are bound by all UTLA bargaining unit agreements and will abide by all Teacher Effectiveness Task Force recommendations that are agreed to by the bargaining units.**

### 13. FINANCES

*The Finances section should provide an overview of the projected budget for the proposed school, including additional resources that may be needed. Note that all internal applicant teams will receive funding via the District's Transparent Budgeting process, which is based on student ADA, while independent charter schools will receive funding via the charter funding formulas.*

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

The Charter Board serves as the umbrella educational planning mechanism for the BALANCE "Early College" Charter High School. As an *affiliated* charter school, BALANCE "Early College" Charter High School will remain within the financial structure of the Los Angeles Unified School District, with the district operating as the fiscal agent, and will seek the same fiscal flexibility that will be accorded to all schools within the district including access to the Integrated Financial System (IFS). Categorical funds will be received as a Block grant, with rates determined by the State Charter Office. Monies assigned for staff coordinators and differentials will also be received from the District as a block grant. The funds will be utilized based upon the school's needs and as directed by the Charter Board.

1. BALANCE "Early College" Charter High School will be governed by fiscal policies and procedures established by the District for budgeting, receiving, disbursing, spending and accounting for all such funds as are derived through the District. Furthermore, BALANCE "Early College" Charter High School will comply with and be subject to all auditing procedures of the District.

2. Receipt of its Categorical Funding as a Block Grant will allow BALANCE great flexibility in meeting the needs of our students and in focusing resources to achieve the our most critical objectives from year to year. BALANCE "Early College" Charter High School proposes to expand the Block Grant concept to the funding received from the District for stipends paid to staff to coordinate various school functions. These coordinators and differentials shall be received as a total sum to be allotted depending on school needs and BALANCE "Early College" Charter Board recommendations. BALANCE "Early College" Charter Board will identify the required positions and establish stipends based on defined duties.

3. All school facilities used by the *affiliated* BALANCE "Early College" Charter High School remain the property of the Los Angeles Unified School District and shall be insured and maintained by the district. All additions, changes and alterations to school facilities will be coordinated with LAUSD officials.

#### **Funding:**

As an internal applicant, we will receive funding via LAUSD's transparent budgeting process (based on student ADA). In addition, the school will use its categorical program monies to implement its instructional programs. The main categorical programs are the following:

Title I (~\$450 per student \* 0.9)

ELD (~\$380 per student \* 0.3)

It is also possible that we will receive additional stimulus funding though this is dependent on future decisions to be made by federal, state, and district policy makers. In order to ensure alignment with the school's mission, vision, and Single Plan under the restructuring plan, we will

rely on student ADA funding, per pupil funding and on categorical program monies. These supplemental funds will come from the Title I and English Language Development (ELD) programs.

*The implementation of the Response to Intervention (RTI<sup>2</sup>) model is based on the assumption that the school will have the money to provide a series of intervention classes with reduced class sizes and special purchased instructional materials and computers.*

- 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.*

**Plans for Fund Raising:** In addition to ADA and its categorical program allocations, BALANCE “Early College” Charter HS expects to establish business partnerships throughout the communities of Sylmar and San Fernando. Don Neal is a member of the Mission College Foundation which is a scholarship funding arm of Mission College. For example, The Mission College Foundation, along with Mission College President, Judith Valles, is currently working on branding their image and seeking donations, including donations for naming rights to new buildings being built on the Mission College campus.

- c. **Autonomy (Traditional ESBMM, PILOT, Network Partner School Only):** *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.*

BALANCE “Early College” Charter HS is seeking budgetary flexibility and autonomy of per-pupil budgeting. This autonomy will allow the school to leverage the maximum amount of resources to support the vision and mission of the school in the following ways:

- 1) additional common planning time for teachers to analyze data, refine instructional practice through lesson plan critique and peer coaching/observation;
- 2) planning and preparing research projects connected to thematic units of study;
- 3) planning service learning and project-based learning tasks;
- 4) provide additional health and human services support for students and families; and
- 5) reducing the current District teacher-to-student ratio per classroom to further personalize the learning environment and maximize teacher-student contact.
- 6) planning and paying for “Early College” attendance at the college, and bringing college professors and classes onto our campus to teach college courses on site.

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

The budget will be developed and approved by the Governing Board. The School Site Council, the Outreach Committee, and the Parent Advisory Committee will advise the board. Since all constituencies are represented by these groups, a broad cross section of stakeholders will have input into development of the budget.

e. Budget and Staffing Model, Projected

**Revenue**

State ADA per pupil allotment	\$1,872,500 (\$3,745 per pupil on 500 students)
(95% attendance rate)=	\$1,778,875
Other state and federal payments	\$587,500-Title 1 & Special Ed funds; (see Note F)
Title I (~\$450 per student * 0.9* 500) =	\$202,500
ELD (~\$380 per student * 0.3* 500) =	\$57,000
<b><u>TOTAL REVENUE</u></b>	<b><u>\$2,038,375</u></b>

*Paying our Principal and AP-SCS additional compensation to work a year-round calendar and compensating our teachers for additional professional development sessions in the summer and on weekends. Except for the requirement that our Principal and Business Manager work an A-basis schedule, all additional work assignments, professional development, and extended instructional time with students are voluntary and staff members are not required to participate.*

**Expenses (Based on Model provided by LAUSD at Transparent Budgeting Meeting)**

Teachers w/Furloughs:	\$1,175,940 (15 @ \$78,396)
Principal:	\$125,000
AP-SCS:	\$115,000
Resource specialist (1)	\$78,396 See note B (District Provided?)
School counselor (1 FTE)	\$78,396
School Administrative Asst (SAA) (1)	\$64,000
Substitutes:	\$39,150 (15 teachers @ 10 days)
Plant Manager:	\$35,535
Chanda Smith Office Tech:	\$34,614
Asst. Plant Manager:	\$28,669
Instructional aides (2 FTE)	\$26,000
Building and Grounds Workers (.27 FTE):	\$17,427
School Facilities Attendant (.49 FTE):	\$16,201
IMA (office supplies):	\$11,220
Psychologist:	\$10,354 (our share, split by 4 schools)
Nurse	\$9,499 (our share, split by 4 schools)
TPA (Supervising Aides):	\$4,590
Custodial Supplies:	\$3,839
Differentials/Longevity (Salary):	\$2,463
Testing Coordinatorship:	<u>\$1,421</u>
<b><u>TOTAL EXPENSES:</u></b>	<b><u>\$1,877,894</u></b>

**Operating and Capital Expenses (excluding college course expenses)**

Student activities and supplies: \$25,000 (500 Students @ \$50 per student)
Professional consultants \$16,000 (Contract or Management Services, if needed)
Travel and conferences \$18,000 (Principal, Leadership team conferences)
Bus expense to Mission College: \$250,000 (if necessary, but budgeted)

**College Course Expenses (We are using a model by that includes us paying these costs)**

School-year enrollment fees: \$107,800 (See Note C)

School-year book costs: \$59,070 \$55 per student per college course; (see Note D)

Summer enrollment fees: \$30,240 (See Note E)

Summer book costs: \$19,800 (360 students @ \$55)

Spanish tutors: \$12,960 24 hours a week at \$15 per hour for 36 weeks

Sub Total (Operating and College course Expenses): \$683,870

**Explanatory Notes**

A. The budgeted teacher-to-student ratio of 1:25 (20 teachers for 500 students) would ordinarily produce class sizes of 25 to 30 students. However, BALANCE "Early College" Charter HS keeps its class size at 20 students because of the additional FTEs that it gains by enrolling its students in several college courses. By using Mission College professors and courses to deliver up to three years of foreign language instruction, two years of science, two years of English, and up to two years of fine arts or other academic electives, BALANCE "Early College" Charter HS gains the equivalent of five or six FTE teaching positions. When these additional FTEs are factored into the equation, budgeted teacher-to student-ratio is closer to 1:20 (25 teachers for 500 students).

B. BALANCE "Early College" Charter HS serves special needs students in regular classes, instead of using a pull-out model. Classroom teachers are trained to provide special needs support with assistance from the resource specialist who also provides additional help to students.(District Provided?)

C. Estimated school year college enrollment fees of \$107,800 are based on these assumptions:

140-9<sup>th</sup> graders take a three-credit college Spanish I class [ $140 * 3cr * \$28 = \$11,760$ ];

130-10<sup>th</sup> graders take 6-8 college credits (Spanish II-3, English-3, or Lab Science-5)  
[ $130 * 7cr * \$28 = \$25,480$ ];

120-11<sup>th</sup> graders take 9-11 college credits (English-3, Lab Science-5, & 3<sup>rd</sup> yr of Spanish III-3 or college Business elective-3); [ $120 * 10cr * \$28 = \$33,600$ ]

110-12<sup>th</sup> graders take 9-14 college credits (English-3, Lab Science-5, Spanish III-3, and a college Business elective-3). [ $110 * 12cr * \$28 = \$36,960$ ]

Assumption: Cost of college credit = \$28.

D. College book costs of \$55 dollars per student per course are based on the following assumptions and estimates: the cost of books will range from \$110 to \$220 per semester course; the books will be current for one to two years, and BALANCE "Early College" Charter HS students will share the books for up to four semesters before the books need to be updated or replaced. For example, if half of the BALANCE "Early College" Charter HS students take a required college course during the fall semester (e.g., English 101) and the other half take it in the spring semester, then first-semester students will be able to pass their books along to second semester students. 9<sup>th</sup>-140 students\*1 class\*\$55 = \$7,700;10<sup>th</sup>-130 students\*2 classes\*\$55 = \$14,300;11<sup>th</sup> students\*3 classes\*\$55 = \$19,800;12<sup>th</sup>-110 students\*4 classes\*\$55 = \$24,200; Total: \$59,070

E. Estimated summer college enrollment fee payments are based on the following assumptions: 360 rising 130 tenth, 120 eleventh, and 110 twelfth grade students take a three-credit academic elective course each summer.

F. These revenues include special education, Title 1, and other small state allocations, such as economic impact aid, block grant, and lottery funds. The school's eligibility for Title 1 funds and other allocations targeted to high-poverty schools is based on an estimate that 85 percent of its 320 students qualify for free and reduced lunch.



a. Implementation Plan (see Appendix G )

APPENDIX G

PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Early College/ Concurrent Enrollment and College Fair	Year 1	School Site Council, Curriculum Council	Mission College College Professors	Students will be enrolled in college classes, College Fair occurs	Students Passing College Classes, Students Apply to At Least 3 Colleges
Inter-Disciplinary Studies	Year 1	Curriculum Council, Staff PD Committee	-Interdisciplinary teams, - Staff Professional Development	Plans are being develop and submitted to Curriculum Council	Curriculum Council Assures Interdisciplinary Scope and Sequence Plans in Place
Community Based Service Learning	Year 1	Neighborhood Engagement and Leadership Committee w/ Staff PD Committee	- Community partners, - Community activities	Students are accumulating hours towards service learning requirement	Community Feedback, Service Learning Hours Per Student Per Year
Business Technology Classes	Year 2	Curriculum Council, School Site Council	-Computers, Space Allocated for Business Technology classes	Computers are up and running, students are passing the classes	Curriculum Council Assures Business Technology and Academic Space in Place
Community Partnerships, Outreach, Student Recruitment, and Job Fair	Year 2	Outreach Committee	-Job Mentoring, -Job Shadowing, -Job Internships	Students are out in the community getting work experience	Community Feedback, Staff, Parent, and Student Surveys
Leadership Classes, Leadership Curriculum, Advisory Classes, Advisory Curriculum	Year 1, 2 <sup>nd</sup> semester	Curriculum Council w/ Staff PD Committee	-Money for curriculum, Text, Materials, etc. -Staff Professional Development	Leadership classes are up and running, students are enrolled	Staff, Parent, and Student Surveys
Parent Involvement	Year 1	Community/Parents Advisory Committee, Neighborhood Engagement & Leadership Committee,	-Parent Committee -Volunteer Activities -Agreement in Place for Volunteer Hours	Parents are actively involved in all campus functions	Staff, Parent, and Student Surveys
Multicultural Fair	Year 1	Neighborhood Engagement & Leadership Committee, Community/Parents Advisory Committee	-Parent Involvement -Community Partners -Staff Participation -Student Participation	The Multi-Cultural Fair occurs	Staff, Parent, and Student Surveys

b. Waivers: For Internal Applicant Teams Only

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

**"We are requesting a waiver from all collective bargaining agreement terms that would prohibit the UTLA Bargaining Unit members of the design team from being able to transfer to VRHS #5."**