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LA SERNA HIGH SCHOOL WHAT IS OASIS?

O.A.S.I.S.

(Organized Academic Support In School)

OASIS is an intense intervention program designed and administered for those students (primarily sophomores) who are most “at risk” for not graduating as reflected in a poor grade point average and being identified as “off target”, having earned insufficient credits needed to be on schedule for graduation. These students are placed in two classes which deal with academic skills development and consistent support aided by junior and senior academic mentors. These two classes are OASIS Skills and OASIS Studies.

OASIS SKILLS

This course, OASIS Skills, provides students with specific strategies necessary for their academic success. A curriculum is followed that introduces and reinforces essential skills that, when mastered, will enable students to maintain consistent academic progress throughout their high school experience. Behavioral expectations will also be discussed on a regular basis with emphasis placed upon classroom behavior, school wide discipline plan, attendance procedures, and dress code. OASIS Skills class will also be used as a vehicle to initiate and maintain regular and meaningful communication with students’ parents, drawing them into the educational process. (This course is supplemented with a second course attended by OASIS students later in the school day. In this supplemental course, students will apply the skills they have learned in OASIS Studies with the help of student academic mentors.)

OASIS STUDIES

This course is designed to improve the overall academic success of students by strengthening study skills and developing effective study habits. In this class, students work with junior and senior academic mentors to complete assigned work for specific classes. Under the direction of the OASIS Studies teacher, academic mentors will also work with assigned students to develop and maintain organizational and study skills. Mentors will facilitate regular checks of notebook materials, weekly progress reports, weekly study plans, and organization of assigned students. Mentors will also work with students on homework, quarterly assessments, as well as test and project preparation. Students and mentors will complete weekly evaluations of each others’ efforts. There will be an ongoing dialogue between academic mentors and students regarding these evaluations to ensure strong communication and a unified effort for success. This course is supplemented with an OASIS Skills class conducted earlier in the school day without academic mentors in which specific academic and behavioral strategies are taught and practiced.

In this OASIS Studies class, “teams” will be comprised of four students and two to four academic mentors who will work together to attain weekly, quarterly, and semester goals. The ultimate goal is to have students improve academically, successfully completing required work in core subjects while developing the ability to manage their personal academic success and serve as peer mentors for their fellow classmates. Their success will be determined by their:

- A. Improved academic and citizenship grades
- B. Successful completion of required (core) courses
- C. Effort and attitude

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

July, 2007

COURSE OF STUDY

Course Title: **O.A.S.I.S. SKILLS**
Department: Non Departmental
Grade Level: 9 - 12 (Emphasis on 10th grade)

O.A.S.I.S.
(Organized Academic Support In School)

OASIS is an intense intervention program designed and administered for those students (freshman, sophomores, juniors, and seniors) who are most "at risk" for not graduating as reflected in poor grade point average and being identified as "off target", having earned insufficient credits needed for graduation. These students are placed in two classes which deal with academic skills development and consistent support aided by junior and senior academic mentors. These two classes are OASIS Skills and OASIS Studies.

COURSE DESCRIPTION

This course, OASIS Skills, provides students with specific strategies necessary for their academic success. A curriculum is followed that introduces and reinforces essential skills that, when mastered, will enable students to maintain consistent academic progress throughout their high school experience. Behavioral expectations will also be discussed on a regular basis with emphasis placed upon classroom behavior, school wide discipline plan, attendance procedures, and dress code. OASIS Skills class will also be used as a vehicle to initiate and maintain regular and meaningful communication with students' parents, drawing them into the educational process. (This course is supplemented with a second course attended by OASIS students later in the school day. In this supplemental course, students will apply the skills they have learned in OASIS Studies with the help of student academic mentors.)

Length: One year

Prerequisite for Enrollment: Identification as "at risk" based upon need:
(excessive class failures, poor grade point average, "off target" for graduation due to insufficient credits earned)

- I. Communication with Parents
 - A. Parent Involvement Questionnaire
 1. follow-up telephone communication regarding parent responses
 - B. Monthly Communication Through Telephone and In Person Conferences
 - C. Quarterly Evening Workshops
 - D. Back To School Night
 - E. Open House
 - F. Required Parent Signatures on Critical Documents and Assignments
 - G. Teleparent

- II. Character Building Traits
 - A. Empathy & Perspective
 - 1. listening skills
 - 2. recognition of individual points of view
 - B. Humility
 - C. Self-Leadership
 - D. Citizenship
 - E. Understanding and Acceptance of Diversity
 - F. Courage - Facing Our Own Fears
 - G. Self-Acceptance
 - H. Trustworthiness
 - I. Goal Setting
 - J. Responsibility and Accountability
 - K. Valuing Others
 - L. Overcoming Adversity
 - M. Respect Through Integrity and Trust
 - N. Decision Making and Conflict Resolution
 - O. Self-Worth
 - P. Perseverance and Commitment to Excellence

- III. Positive Habit Development
 - A. Being Proactive
 - B. Constant Focus on Short Term and Long Term Goals
 - C. Prioritization
 - D. Developing a "Win-Win" Attitude
 - E. Understanding the Perspectives of Others
 - F. Synergy - Excelling in Group Activities
 - G. Taking Time for One's Self
 - 1. solitude and reflection
 - 2. maintaining good health (physical, mental, social, spiritual)
 - 3. need for personal time

- IV. Academic Skills
 - A. Note Taking Strategies
 - 1. graphic organizer
 - 2. Cornell Notes
 - 3. outlining
 - B. Prewriting and Editing
 - C. Test Preparation
 - D. Test Taking Strategies
 - E. MLA Standards
 - F. Research Strategies and Techniques
 - G. Study Team Participation
 - H. SQ3R and Other Textbook Study Strategies
 - I. Use of Periodicals (newspaper, magazine, and journal use)
 - J. Library Use (school and city/public libraries)
 - K. Spelling of Common Homophones
 - L. Vocabulary Development
 - M. Oral Presentation Skills
 - N. Time Management and Study Skills
 - 1. weekly plan
 - 2. designation of specific study/homework times
 - O. Journal writing
 - N. Use of Quotations in Writing Assignments

- V. Familiarity and Conformity to School and District Policies/Procedures
 - A. Weekly Guest Speakers
 - 1. principal
 - 2. assistant principal(s)
 - 3. counselor(s)
 - 4. dean
 - 5. school psychologist
 - 6. food services manager
 - 7. school facilities/maintenance supervisor
 - 8. resource officer (Whittier Police Department)
 - 9. campus security aid
 - B. School wide Discipline Plan
 - C. School wide Dress Code
 - D. Attendance Procedures
 - E. Expectations for Classroom and Campus Behavior

- VI. Classroom standards
 - A. Required Materials
 - 1. Three Ring Binder
 - 2. Dividers (6)
 - 3. Notebook Paper
 - 4. Pouch for Pens, Pencils, highlighters (inserted in Three Ring Binder)
 - 5. Black or Blue Pen(s)
 - 6. Red Ink Pen
 - 7. Pencil(s)
 - 8. Highlighter(s)
 - 9. Calculator (type determined by math teacher)
 - 10. Spiral Notebook (for journal use)
 - B. Appropriate Heading for Assignments
 - C. Promptness (no tardies)
 - D. Procedure for Weekly Progress reports
 - 1. receive on Wednesdays
 - 2. complete all information before submitting to teachers
 - a. students name
 - b. date(s)
 - c. course titles
 - d. names of teachers
 - 3. present respectfully at the beginning of class on Thursdays
 - 4. pick up at the end of class on Thursdays
 - 5. submit to OASIS Skills teacher on Fridays

- VII. Communication Skills
 - A. Use of Academic Language
 - B. Appropriate Address of Teachers (Mr. Jones, Ms. Sanchez)
 - C. Replacing “you” messages with “I” messages
 - D. Eliminating Excuses
 - 1. personal accountability
 - E. Exhibiting Interest and Respect in Language and Behavior
 - F. Appropriate Time to Raise Hand/ask Questions
 - G. Listening Skills
 - 1. eye contact and face the speaker
 - 2. no fidgeting (load/unload backpack, tap pencil/pen, etc.)

VIII. Self-Awareness

- A. Multiple Intelligences and Learning Styles
- B. "Right Brain" and "Left Brain" Learning
- C. Self-Discovery (strengths and weaknesses)
- D. Career Aptitude and Opportunity
- E. Critical Thinking
- F. Development of Self-Esteem
- G. Problem Solving

IX. Instructional Materials

- A. *The Seven Habits of Highly Effective Teens* by Sean Covey
1998, Franklin Covey Co., Fireside Publishers, New York
- B. *Character Builder Video/DVD Series*
2007, Character Ed Tools/Carnfel Productions, Irwindale, California
- C. Various Handouts and Worksheets Designed To Reinforce Skills and Habits
- D. Basic Texts Used in Core Subjects
- E. Supplemental Texts Used in Core Subjects
- F. School Supplies
 - 1. four computers with internet access for exclusive student use
 - a. for major projects and quarterly assessments
 - 2. printer and paper for exclusive student use
 - a. for major projects and quarterly assessments
 - 3. disks and CDs for student use
 - 4. three ring binders with dividers
 - 5. notebook paper
 - 6. pens, pencils, and highlighters
 - 7. index cards
 - 8. scissors, glue, markers
 - 9. butcher paper and/or large sheets of construction paper
 - 10. Whittier Daily News (once per week)
 - 11. rulers and yardsticks
- G. Weekly Academic Plan

X. Evaluation/Grading of Student Work

- A. Attendance and Participation
- B. Oral Presentations
- C. Weekly Academic Plan
- D. Weekly Progress Report
- E. Weekly Notebook/Materials Check
- F. Completion of Assigned OASIS Skills Work
 - ie. graphic organizers, Cornell notes, outlines, worksheets, etc.

Written: July, 2007
Ken LaVigne (La Serna High School)



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Placement Guidelines for Tier 2 and Tier 3 Literacy Intervention Programs in Grades 6-10

NUMBER: REF-5092

ISSUER: Judy Elliott, Chief Academic Officer
Office of Curriculum, Instruction and School Support

DATE: May 11, 2010

ROUTING

Local District Superintendents
Local District Administrators
Instructional Services
Local District Directors,
Support Unit
Local District Literacy
Coordinators
PreK-12 Counseling Coordinators
Local District Psychologists
School Site Administrators
Bridge Coordinators
Data Coordinators
Intervention Coordinators
Intervention Teachers
Principals
Assistant Principals
UTLA Chapter Chairs
School Administrative Assistants
All Schools

PURPOSE: The purpose of this Reference Guide is to provide guidance to schools regarding the provision of Tier 2 and Tier 3 intervention services for students in grades 6 – 10.

MAJOR CHANGES: Replaces MEM-4673.1 and MEM-4678.1. Tier 2 intervention guidelines are provided. Tier 2 and 3 interventions are to be used for students who demonstrate a need based on data, including students, IFEP, RFEP, PRP, and some students at ELD levels 4 or 5, and Students with Disabilities both in general education and special day programs.

BACKGROUND: The *Reading/Language Arts Framework for California Public Schools* recommends intensive, accelerated intervention for students in grades 4-12 who have not demonstrated competence in the following prerequisite reading skills and knowledge: phonemic awareness, decoding, reading fluency, vocabulary development, and comprehension strategies. To address the foundational skill deficits and accelerate student learning, teachers will use assessments to diagnose students' needs and use this data to inform their instruction. As such, the District's instructional plan is framed around a Multi-Tiered/Problem-Solving Process. Embedded in this plan is the use of the problem-solving process for providing effective core instruction (Tier 1) and the systematic provision of targeted interventions (Tier 2 and 3). Many schools are providing Tier 2 interventions (one elective period plus core English) by offering *Academic Literacy*, *English Language Skills*, *Learning Center*, or *Reading Elective*.

In addition, secondary schools currently provide intensive support through *Accelerating Academic Literacy* to all students needing Tier 3 intervention (two-period block). Both Tier 2 and Tier 3 interventions are needed at most schools. Schools should use the problem-solving process and multiple measures to determine appropriate placement for students entering middle and high school.



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Placement of Matriculating English Learners in Middle School and High School ELD (ESL/SH English) Curriculum

NUMBER: REF- 3494.2

ISSUER: Cynthia Lim, Assistant Superintendent
Planning and Assessment Division

DATE: January 30, 2009

ROUTING
Local District Administrators
Local District EL Staff
Local District Literacy Coordinators
High School Principals
Middle School Principals
AP SCS
EL Program Coordinators
Literacy Coaches

PURPOSE: The purpose of this reference guide is to outline the placement of matriculating elementary English learners (ELs) in middle school English language development (ELD) courses and the placement of matriculating middle school ELs in high school ELD courses.

MAJOR CHANGES This reference guide replaces REF-3494.1 of the same title, dated February 19, 2008. Clarification is included regarding the placement of ELs who are performing on grade level in English Language Arts (ELA). Dates and resources were made current.

INSTRUCTIONS: I. BACKGROUND

On January 24, 2002, the Board of Education adopted the Secondary Literacy Plan. The plan focuses on English language development (ELD) as a major component through the textbook adoption of *High Point*. This series is the curriculum for all secondary (6-12) English-as-a-second-language (ESL) courses with a specific textbook and periodic assessments designated for each course level. In order to place matriculating students in the appropriate middle school curriculum for the 2009-2010 academic year, ELs are assessed with the *Diagnosis and Placement Inventory (DPI)* in the spring at their elementary schools before matriculating to the middle school. ELs matriculating from the middle school are placed into the appropriate high school ESL or mainstream ELA curriculum based on the courses they have passed.

II. DATA FOR MIDDLE SCHOOL PLACEMENT

All ELs are to be provided ELD appropriate to their proficiency level. ELD in secondary schools is provided as either an ESL course or a grade-level sheltered (SH) English course using strategies and instructional practices designed to scaffold student understanding and access to grade-level ELA standards.

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Any student with disabilities is identified when enrolling to the school. Valley Region High School #5 will be using LAUSD enrollment forms. Parents will be asked whether their child is a student with exceptional needs as well as marking that item on the enrollment form. All appropriate stakeholders are provided with either a copy of the IEP or the services, goals, and accommodations needed. If student is coming from another district, a 30 day IEP will be held.</p> <p>VRHS #5 has a system in place for the special education process. This system describes how to handle new referrals to special education, assessments, timelines, completion of paperwork, setting up the meetings, notifying parents and team members, translation, Due Process, etc. All staff members are made aware of the system at the Opening Day Staff meeting. They will be given direct contact information to use when assistance is needed.</p> <p>All staff members are aware that if students are not being successful after all interventions have been attempted that the process is to arrange for a SST, and only after that level of inventions has been tried, then a referral to special education should be made.</p> <p>VRHS #5 maintains all the appropriate publications and forms, and distributes them according to district policy.</p> <p>Communication with parents and community is open and ongoing.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Valley Region High School #5 Teacher Preparation Academy will support the needs of all students through the utilization of the Response to Instruction and Intervention (RT²) framework. RTI is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction and intervention that is matched to student need and directed by student outcome data from multiple measures. Multiple measures will be used to determine the level of intervention needed by an individual student including MyData, DSS, ISIS, and SIS.</p> <p>(Tier 1) All students will receive quality core instruction (Tier 1). Teachers will provide high-quality, standards-based instruction using the curriculum with an emphasis in college preparation course work. Teachers will engage students using effective strategies and techniques. 80-85% of students receiving Tier 1 instruction will be expected to reach proficiency.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>(Tier 2) Strategic At-Risk Students: Students identified by universal screens or who fail to make grade-level benchmarks on ELA or math periodic assessments will receive Tier 2 differentiated instruction and intervention. Support for students will address targeted needs and the timely acquisition of concepts and skills. During Tier 2, teachers will work with identified students during the last 20 minutes of instruction in each class period the instruction will target standards and skills. To monitor student progress, teachers will assess students using the assessments found in CORE K-12 and/or department created formative assessments every 4 weeks. Students will be expected to reach benchmark in targeted grade-level standards after 8 weeks of Tier 2 intervention. 9th and 10th grade Long Term English Learner students may also be placed in <i>English Language Skills 3 or 4</i>, 10th grade students based on their score on the CAHSEE Diagnostic assessment may be enrolled in <i>Enhancing Literacy</i>, 11th and 12th grade students who have not passed the CAHSEE may be placed in <i>Essential Standards English</i> either during or after school.</p> <p>(Tier 3) Intensive At-Risk Students: Teachers will work with ninth and tenth grade students identified as needing intensive intervention (Tier 3) in a two-hour block of <i>Strategic Literacy</i> using the READ 180 curriculum for ELA or highly focused instruction. Student progress will be monitored closely to evaluate the effectiveness of the instruction and intervention. All 9th grade students who earned a mark of D or less in 8th grade and scored below 50% on the Math Diagnostic, or earned a mark of D or less in 8th grade and scored Below Basic or less on the 7th grade CST will be placed in a math support class. Teachers will assess students on a weekly basis using the CORE K-12 assessments and/or department created formative assessments. Teachers will work with students on the specific skills identified on the CORE K-12 assessments. In addition, VRHS #5 Teacher Preparation 11th and 12th grade students along with classroom teachers will work through <i>Beyond the Bell</i> to provide tutoring and additional instruction to students after-school and/or on Saturday in identified area(s) of need. Students identified in Tier 3 will be expected to master the benchmark grade level standards after 8 weeks of intensive intervention.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
 SERVICE PLAN FOR SPECIAL EDUCATION

Appendix D – VRHS #5
 Teacher Preparation Academy

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>All stakeholders and community partners will work collaboratively to create an environment conducive to high academic achievement for all students. They will provide a safe, caring, and respectful learning environment to ensure that students have equal access to the curriculum and achieve to their fullest potential. Teacher-student relationships will be developed and every student will have a mentor to enhance and personalize learning (<i>Culturally Responsive Classroom Management Strategies</i>, Marzano, 2003). Quality instruction of the grade level standards and student engagement will be the key to student success.</p> <p>To promote a positive behavioral and social environment teachers, will co-construct a clear set of classroom rules and social expectations with the students. Positively stated behavioral expectations will be posted in classrooms, hallways, and offices. These expectations will be explicitly taught, modeled, and reinforced. Appropriate replacement behaviors will be taught to students. Students will be caught doing the right things and be positively reinforced.</p> <p>Students will be empowered to take responsibility for their own actions and to be an integral part of maintaining a safe, positive and inviting learning environment. The campus will be safe, clean and aesthetically welcoming to students, staff and parents. Adults and students will communicate with respect and transition between classes will be smooth and efficient. To maximize classroom instruction all students will be expected to be in class on-time and to remain inside for bell-to-bell instruction. Instructional time will be sacred. There will be no disruption in the classroom from the school administrative offices. Families will be highly encouraged to make personal appointments after school hours. Classroom environments will reflect the diversity of students with the use of pictures, literature, and regalia. The arrangement of the desks will be grouped for students to work together, share materials, and engage in meaningful student interactions.</p> <p>VRHS #5 Teacher Preparation Academy will celebrate student success with academic assemblies designed to recognize students for improvement and achievement in academics and behavior. Attendance will also be recognized monthly to emphasize the importance of staying in school. Counselors and students' teacher mentors will work hand in hand to ensure all students receive the support they need to achieve high level of expectation which will be the hallmark of VRHS #5 Teacher Preparation Academy. A safe and respectful campus will be achieved through the full implementation of the Los Angeles Unified School District's Discipline Foundation Policy -</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Bulletin 3836.0</p> <p>Data will be utilized to analyze problem behaviors. The School will edit and revise any Behavior Support Plan that is not effective and will conduct FBAs or FAAs if needed. Staff will be used flexibly to meet the needs of the students.</p> <p>The following describes the 3 tiers of positive behavior support that will be implemented</p> <p>Tier 1 will include</p> <ul style="list-style-type: none"> - Effective Academic Support - Social skills teaching - Positive, proactive discipline - Teaching school behavior expectations - Active supervision and monitoring - Positive reinforcement systems - Firm, fair, and corrective discipline - Effective classroom management - Collaboration with families <p>Tier 2 will include</p> <ul style="list-style-type: none"> - Intensive social skills teaching - Self-management programs - Parent training and collaboration - School-based adult mentors - Increased academic support and practice - Alternatives to out-of-school suspension - Community and service learning

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

Appendix D – VRHS #5
 Teacher Preparation Academy

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>tier 3 will include</p> <ul style="list-style-type: none"> -Intensive academic support -Intensive social skills teaching -Individual behavior management plans -Parent training and collaboration -Multi-agency collaboration (wrap around) services -Alternatives to suspension and expulsion -Community and service learning <p>VRHS #5 Teacher Preparation Academy will serve approximately 400 students in the North East San Fernando Valley and will relieve overcrowding at Kennedy, San Fernando, and Sylmar High Schools.</p> <p>The student population is predicted to be approximately:</p> <ul style="list-style-type: none"> 89% Hispanic or Latino 3% African-American 4% white 1% Asian <ul style="list-style-type: none"> 23% English learners 69% Socio-Economically Disadvantaged (SED) 10% Gifted and Talented Education (GATE) program 11% Students with Disabilities (SWDs)

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>All stakeholders at Valley Region High School #5 will work under a shared belief that meets the needs of the whole student (physical, social/behavioral, emotional, and cognitive). Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. Students will be pulled out only when more intensive instruction is needed. There will be collaboration between general and special educators that includes co-planning and co-teaching. The RtI² framework will be utilized to assess and monitor students. The problem solving approach will identify students that are in need of specific intervention. Intervention will be offered on a 3 tier basis depending on the level of student need. The following teaching strategies will be used to meet the needs of all students:</p> <ul style="list-style-type: none"> • Use research-based curricular and intervention programs • Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension • Utilize evidence-based teaching strategies to provide all students access to the core curriculum, differentiating the instruction as needed • Provide small group and individual instruction either in the classroom or in the Learning Center • Mainstream Students with Disabilities that are in Special Day Programs into age-appropriate classrooms and ensure that school climate and culture is sensitive to their needs • Write specific, clear and appropriately individualized offers of Free and Appropriate Public Education (FAPE) for each student that is calculated to provide educational benefit • Provide a safe environment which encourages students to talk and ask questions • Use a wide variety of ways to explain a concept or assignment • Provide tutoring before, during, and after school • Allow students to show what they know in a variety of ways, such as projects, oral presentations etc. • Provide Students with Disabilities the needed accommodations or modifications per their Individualized Education Plan (IEP). <p>Tier 1 will be the core curriculum, with differentiation and supports as needed, such as some strategic assistance in the Learning Center for reteaching, pre teaching, extended time.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

Appendix D- VRHS #5
Teacher Preparation Academy

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Tier 2 will be the core curriculum (everything in Tier 1) plus more. Students can receive more targeted instruction in a smaller group setting, and be given more time. Teacher will use progress monitoring to guide their instruction and areas of intervention. The higher the level of need, the more frequent the progress monitoring needs to be.</p> <p>Tier 3 is for the small percentage of students who still require more supports and assistance. Group size is smaller. Progress monitoring is more frequent and used to drive instruction. Supplemental materials and /or a different curriculum may be used.</p> <p>The Learning Center is used to take flexible groups of students so that differentiation of instruction can occur such as pre-teaching, reteaching, chunking, teaching organizational strategies. The Learning Center is utilized for both Tier 1 and Tier 2 students.</p> <p>Valley Region High School #5 agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. VRHS #5 will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring and tracking related services provided to students during the course of their education.</p> <p>All staff members will be aware of the system and whose responsibility it is for setting up IEP meetings, generating assessment plans, notifying all participants of meeting dates and times, preparing IEP paperwork, and follow-up actions once the IEP is signed. Staff members will communicate through the Welligent email, memos, and in person. There will be an assigned room that provides privacy and allows for teleconferencing to hold IEP meetings. Every effort is made to ensure parent participation at these meetings. Oral translation and any needed accommodation will be provided for parents who request them in order for them to be meaningful participants at the IEP meetings. Timelines will be met when sending out paperwork and in convening IEP meetings.</p>

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APPENDIX D

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>IEP Goals/Pupil Progress Data Collection Sheets are distributed to all classroom teachers as a follow up procedure to monitor the progress of academic and behavioral goals. Summary of Performance (SOP) will be written by case carrier and presented with exit IEPs for graduating seniors. (REF 4132.1).</p> <p>Administration will monitor that all services are being provided to students with disabilities with the accurate time and frequency through the service providers' service logs.</p> <p>All stakeholders will be involved in the analysis of academic and social/behavioral student assessments using the Problem-Solving Process. All stakeholders will use the Problem-Solving Process used in the RTI² framework to ensure good first teaching and appropriate interventions for all students. The process will provide a systematic and timely response to students who experience difficulty in meeting academic and behavioral benchmarks. All stakeholders at Valley Region Senior High #5 will work under a shared belief that all students can learn and will have high expectations for all. Through the use of universal screening at the beginning of each year, students who are academically and/or socially/behaviorally at-risk will be identified, provided intervention, and monitored.</p> <p>If a student is still not responding, an SST will be convened to determine if all supports and strategies have been implemented. Only after the SST has documented that all supports and strategies have been implemented, given time to work, and are not producing success, and factors such as language acquisition, health, attendance, environment etc. have been ruled out, will a referral to special education be made. The SST paperwork will document what has been tried, the outcome and staff responsible.</p> <p>When a referral for special education assessment is made, students will be assessed in all areas of suspected disability. The IEP team will follow all district policies and procedures regarding identification. Monitoring of referrals by ethnicity will be tracked to ensure that no one group is being over-identified based on the school population.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0

Appendix D – VRHS #5
Teacher Preparation Academy

SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Valley Region High School # 5

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>The educational program at VRHS #5 Teacher Preparation Academy will include a Professional Learning Community (PLC) that embraces academic success for all students through the use of a Personalized Learning Experience (PLE). Students will be engaged in community service, inquiry and project-based studies using a rigorous, standards-based curriculum with an emphasis on preparing students for careers in education and college preparation.</p> <p>To personalize learning, students will be able to select their projects and partner with others interested in the same topics. Each student will have a school site mentor to assist them academically and personally. Teachers will support students by drawing on their previous knowledge, understanding how they learn best, addressing their learning style, holding high expectations for every student, and being relevant and responsive to their cultural needs.</p> <p>Teachers will work in Professional Learning communities to analyze authentic formative and summative student data, projects, and performance goals to identify student needs and use the <i>Backwards Planning</i> strategy to enhance their delivery of instruction. Teachers will implement a <i>Response to Instruction and Intervention (RI²)</i> plan of action by identifying students in need of intervention, standards that need to be reviewed, and the most effective teaching and learning strategies to use. Tiered services will be matched to student needs and based on systematic progress monitoring.</p> <p>All students will be required to enroll in at least one Advance Placement class beginning in tenth grade as well as an expanded selection of thematic electives. The Organized Academic Support In Schools (OASIS) program will be used to assist ninth grade students. These students will be "housed" and provided support in the form of mandatory tutoring. This program will provide students homework assistance, skills based instruction in English and math, continual monitoring of their work and multiple opportunities each day to meet with their mentor. After school mandatory tutoring will exist for all 9th grade students who are failing a core academic class after each 5 week marks period. The after-school tutoring class will be two hours per day twice a week. All incoming ninth grade students who struggled in eighth grade will be placed in an elective class designed to provide homework assistance, continual monitoring of their work and multiple opportunities each day to meet with their mentor.</p> <p>Students will develop an ePortfolio over the four years of study at VRHS#5 Teacher Academy. Portfolio practice, as an</p>

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		<p>educational process, is rewarding and engaging and fits the philosophy of a student centered, student owned constructionist model. The learning will stay with the students over time, produce additional metrics for assessment and evaluation of students. Senior students will present to the school community their ePortfolios during the Spring Semester as a graduation requirement. Blogs and Wikis will be used as both cultural and educational tools. Moodle will be used as a means of communication between, students, teachers, and families.</p> <p>The scope and sequence of the proposed curricula for VRHS #5 Teacher Preparation Academy is aligned with the school's vision, mission and the California content standards. VRHS #5 Teacher Preparation Academy will provide a high-quality, comprehensive, coherent, and rigorous standards-based curricula with an emphasis on preparing students for career choices in the field of education and for post-secondary success for all students. All students will be held to high expectations and will have the opportunity to take charge of their own learning through service to community, inquiry and project-based educational experiences. Teachers will use the following effective research-based strategies and techniques to provide a quality, comprehensive and rigorous standards-based curriculum for all students:</p> <ul style="list-style-type: none"> • Provide clear expectations of big ideas and concepts- Clearly state and explain grade level essential standards. • Make linkages obvious and explicit- Clearly state how key concepts relate to each other and across the curriculum. Use visual displays to teach standards and concepts such as charts, diagrams, graphic organizers, thinking maps, and mind mapping. • Connect to student's prior knowledge and interest. Ask questions, make comparisons, and relate topic to current and past events. • Provide scaffolding to give support- Use verbal and written prompts to remind students of key points, physically assist students, and provide study or note taking guides. • Use conspicuous steps and strategies- Follow specific procedures to solve problems or use a process. Use mnemonics (memory strategies) and explicitly teach students organizational structure of text. • Review for fluency and generalizations- Give students many opportunities to practice what they learn (guided and independent), provide feedback on their learning, and provide multiple reviews of concepts and skills.

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		<p>In addition, students will view learning as a lifelong process and partake in inquiry and project-based learning to help them organize their thinking and learning around projects. Students will work in teams to explore real-life problems and create projects and presentations to share what they learn.</p> <p>The following will be used to enrich learning and motivate students to learn:</p> <ul style="list-style-type: none"> • Excite. Project-based learning brings meaning and excitement to classroom • Enhance. Technology can provide scenarios and interdisciplinary connections to enhance learning. • Engage. Interactive projects, simulations, and what-if situations encourage students to ask questions and seek answers. • Experiment. Technology can provide information and tools to help students identify problems, brainstorm ideas, discuss possibilities, test ideas, and draw conclusions. • Exchange. Helps students reach out to the world through global communications. Participating in projects helps students exchange ideas, understandings, experiences, perspectives and interest. • Explore. Technology can provide experiences by visiting places around the world through video or web-based images. <p>To personalize learning for all students and motivate them to learn, teachers will engage students in the selection of projects in all content areas. Students will have the option to use technology to present their projects and/or the option of presenting via theatre, art, dance and music. Technology (such as computers, Elmos, flash drives, video cameras, iPads, iPods, Moodle, ePortfolio) will be supported in the classroom by the use of state of the art equipment that supports instruction. Students will showcase and discuss their work at Back to School Night, Open House, and ePortfolio Presentation Night. Personalized learning will prepare students with the knowledge and skills necessary to be part of a competitive, global workforce and information-based economy of the twenty-first century.</p> <p>Teachers will work together in Professional Learning Communities (PLCs) to develop interdisciplinary lessons that encompass all curricular areas. They will work collaboratively to design a school wide discipline plan using the COST Team model creating any safe school environment that maximizes time on learning, supports respectful interactions</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>among all stakeholders, adult/adult, student/student, and student/adult. The PLCs will meet at least once weekly to analyze student data, determine strengths and challenges, identify student needs, identify at-risk students and their needs, plan appropriate instruction and flexible groupings for intervention.</p> <p>VRHS #5 Teacher Preparation Academy will use research based, California state adopted & district-approved curricula, for ninth through twelfth grade, to teach the rigorous grade level standards and ensure all students graduate prepared to continue a post-secondary education by using the A-G college requirements as the graduation requirements.</p> <p>Students who are on the alternate curriculum will be taught through an instructional program that utilizes the alternate standards. This instruction will match individual student need while being age appropriate and designed to teach functional skills that provide the students with means of independence. Backwards planning will be utilized in conjunction with informal assessments and progress monitoring to determine student access of standards and curriculum. Necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction, and to determine where the Least Restrictive Environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible. The use of paraeducators will allow for multiple groups for multi-age levels, reteaching, preteaching, or other types of intervention.</p> <p>Students will be assessed using the California Alternative Performance Assessment (CAPA). The curriculum is designed to provide instruction in the Least Restrictive Environment and to maximize the development of independent life skills. Students will receive instruction in:</p> <ul style="list-style-type: none"> Functional English Functional Math Health and Safety Awareness Access to Community Resources Money management Post-secondary transitional planning (educational/vocational) On site/off site vocational training

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	<p>Students on the alternate curriculum will also have access to participate in Career and Transition Centers located at other Local District 2 High School campuses.</p> <p>Administrators at Valley Region High School # 5 will ensure that students with disabilities are receiving their supports and services by the following:</p> <ol style="list-style-type: none"> 1. Ensuring that all teachers and related service providers maintain accurate SESACs so that all services are provided and timelines are met. 2. Ensuring that all service providers maintain a schedule of when and where they provide services to students, and checking regularly to see that the service tracking logs for all service providers are entered into Welligent. 3. Ensuring that all staff working with students with disabilities are aware of the students' goals, objectives, and accommodations and supports per their IEPs. 4. Making classroom visitations daily to ensure that all students are receiving their supports and services as listed in their IEPs. 5. Making classroom visitations daily to ensure that all students with disabilities are engaged in rigorous, standards-based learning. 6. Requiring all mandated service providers complete their Welligent Tracking Log and submit a copy to the designated administrator monthly.

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<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Valley Region High School #5 is committed to empowering all students with disabilities beginning at age 14, with the skills necessary to achieve their full potential in adult living, through support and collaboration with families, schools, and the community. School counselors, mentors, teachers, and the Division Office of Transition Services (DOTS) teacher will assist students in linking their interests to necessary courses, skills, and pathway to plan for either school or employment after high school graduation or completion.</p> <p>Individual Transition Plans (ITP) will be written for all students, to guide and help them prepare for a successful and independent life after senior high school, whether it be at a four year college, a community college, vocational training, at a job, or supported living.</p> <p>Through the use of the Career Locker, on campus jobs, student interest surveys, elective and academic classes, academic and non-academic support, extra-curricular activities, college partnerships, and instruction on self-advocacy skills, the DOTS teacher on campus will assist students in planning a pathway that will help them reach their transition goals. Students on the alternate curriculum will have the opportunity to participate in classes offered at the Career and Transition Centers located on other Local District 2 high school campuses.</p> <p>Transition services are designed to help improve the academic and functional achievement of the student to facilitate successful movement from school to post school activities. These services are based on the individual need of each student and consider their interests and strengths. Instruction, related services, and community experiences are provided and the development of objectives for post senior high living and employment are written.</p>

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Federal requirement	Access to Extra-Curricular/Non academic activities:	Students with disabilities will have the same opportunities for extra-curricular activities as will their general education peers. These activities include clubs, dances, parties, festivals and various athletic programs that will help students connect socially in meaningful situations where they can build relationships and learn to share experiences with their peers and adults. The types of clubs, sports and other activities will be designed and scheduled based on student interests. Our school will be open until 6 p.m. Monday through Friday to provide students with a safe environment with enriched after school programs.
Federal requirement	Providing Extended School Year	Students with Disabilities at Valley Region High School # 5 will also be served through the Extended School Year (ESY) program. ESY will be provided to students based on the following criteria: 1) Students' regression over time on account of missing school for periods of vacation during the school year; 2) Students' inability to relearn material not attained over a period of time; 3) Students' severity of a disabling condition; 4) Students' learning critical to maintaining Individualized Education Program (IEP) skills; 5) Students' extent of regression caused by interruption in educational programming or placement; 6) Students' rate of recoupment of learning following a period of interruption. Students with Disabilities will be identified for ESY based on the aforementioned criteria, and the criteria will be specifically delineated as a need in the Individualized Education Program (IEP). Students eligible to attend ESY will do so according to the guidelines and procedures set forth by LAUSD. The budget for ESY will be provided by the Division of Special Education as is for all other LAUSD schools. As an LAUSD school, VRHS #5 will be part of the District's internal structure and therefore will seek and secure budget information from LAUSD's proposed budget.

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<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>At Valley Region High School #5:</p> <ul style="list-style-type: none"> • All students will participate in Statewide assessments (CST,CMA, CAPA, CASHEE, CELDT) • Alternatives to suspension will be utilized whenever possible • All students will spend as much time as possible in general education classrooms, and will only be pulled out when their needs cannot be met there • Every effort to meet the needs of home school students will be made. Students will only be sent to other schools when their needs cannot be met at VRHS #5 • All IEPs will be held in a timely manner whether they be annuals, triennials, initials, 30 day , or re-evaluations • Appropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP • All RSTs and DIS service providers will provide a schedule of when and where they will provide services to students on their SESAC. Administration will monitor that these services are being provided through classroom observations and Wellreport documentation • Every effort to have parents attend IEP meetings will be made. Days and times for meetings will be scheduled to accommodate parent need providing it is within the school work hours. Parent participation by phone will also be offered when parent is unable to attend. Translation and accommodations will be provided to parents, upon request, so that they can attend IEP meetings and have meaningful participation. • If written translation of the IEP is requested, the necessary forms and paperwork will be submitted as soon as possible. If oral translation is required at an IEP meeting, appropriately trained staff will interpret • Special Educators will be credentialed and highly qualified • Behavior Support Plans will be written for students who have the eligibility of ED or Autism. It is understood that the BSP can reflect any behavior to be modified and it does not have to be a negative behavior, just one that would help the student (to ask questions when they need clarification; to ask for help when needed) • Anytime a student is being assessed with the possibility of an ED eligibility, the comprehensive evaluation will contain all the necessary prior interventions, documentations, and completed checklist and will go to Case Review prior to the IEP • VRHS #5 will have trained Behavioral Intervention Case Managers (BICM) on site • Individual transition Plans (ITP) will be written for all students to assist in post secondary vocational preparation

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	<p>Student progress will be closely monitored to ensure all students are on a path to graduation with a diploma, or certificate of completion, as appropriate</p> <p>Valley Region High School # 5 agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online individualized Education Programs (IEPs), in monitoring and tracking related services provided to students during the course of their education.</p> <p>All professional development will support an instructional program that is standards-based, academically rigorous, founded upon research, and uniformly available to all students.</p> <p>Professional Development will be created based on the following principles:</p> <ul style="list-style-type: none"> • PD arises out of student, faculty, and community needs and focuses on data-proven effective instructional practices. • Curriculum and instruction that comes from professional development are appropriate and relevant to the school community. • PD focuses on building instructional practices that will reduce the drop-out rate, engage learners at all levels, and will empower teachers to develop a variety of diverse instructional methods. • Professional learning is also focused on materials and strategies designed to close the teaching-learning gaps. • Instructional change is a long, multistage process; shared expertise is the driver of instructional change; the focus is on system-wide improvement; good ideas come from talented people working together; clear expectations, and responsibility for achieving them are shared by all stakeholders. <p>In this program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines in PLCs to research and discuss best practices; and to design benchmark core assignments for</p>

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		<p>every grade level content area. Where applicable, interdisciplinary teams examine student work and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will regularly be sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of skills and content required for promotion. These teachers will share their findings during PD days with their departments and/or interdisciplinary groups.</p> <p>Beginning in the summer, the school will provide ongoing PD for the staff with an emphasis on analyzing student data to determine student needs and plan targeted instruction. Students will be dismissed early each Tuesday afternoons to allow teachers to participate in PD. The time will be between PLC and content teams within departments. The content teams will work together to develop curriculum maps, common assessments, CST test preparation questions, writing prompts and rubrics. Improving English Language Arts skills in all students especially Long Term English Learners will be a particular school focus, therefore writing prompts will be incorporated in each content area as one way to address this need. Content teams will examine student work, analyze the effectiveness of the benchmark and core assessments, and redesign activities and curriculum in response to data.</p> <p>To personalize PD for teachers, staff and administrators, the school will provide the following:</p> <ul style="list-style-type: none"> • School staff and parents will be surveyed on a regular basis to determine personal PD needs • Every 7-8 weeks, teachers will meet in PLCs to analyze student assessment results and student work samples in all content areas in order to determine future PD needs • Specialized PD will be provided to all staff on how to plan and teach California's rigorous standards with an emphasis in mathematics, science, and technology, community service, inquiry and project-based learning • The school staff and community resource coordinator will engage in PD aimed at building a cohesive team to strengthen the community school through team-building activities and community resource mapping • All teachers will participate in lesson studies in identified areas of improvement, as determined by extensive analysis of student data results and include refining teaching practices and strategies that maximize teacher-student engagement.

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		<ul style="list-style-type: none"> All teachers will be responsible for organizing, planning and providing PD in their area of expertise <p>The induction program for new and existing teachers will include the following:</p> <ul style="list-style-type: none"> An orientation to provide all teachers pertinent information on the new school's professional expectations, an overview of inquiry and project-based learning, effective delivery of the curriculum, and to assist with the transition to the new campus. A supportive and environment where new teachers will be mentored by experienced teachers. 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/or goal setting. New teachers will participate in two days of PD during the first few weeks of school and one day of training each month focused on topics such as: inquiry and project-based learning, academic rigor, backwards planning, differentiation of instruction for English learners, GATE and students with disabilities, culturally relevant and responsive strategies and research-based learning strategies. All teachers will have an opportunity to meet with the principal three times a year for the purpose of having ongoing reflective conversations regarding student data to determine targeted student needs and next steps. <p>The school calendar, daily schedules and PD plan are aligned with the school's mission and educational plan. The PD calendar provides training for school staff that exceeds the traditional amount of time by 10-20 days. 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 and data from classroom observations. Teachers will reflect on teacher instructional practices based on student performance in assessments and student work samples. The school's administration will conduct classroom visits to monitor and review implementation of key teaching and learning practices presented in the PD sessions. Teachers and administrators will collaborate in designing classroom observation forms that will reflect the school's academic,</p>

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<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>learning and engagement goals. Further methods for monitoring and ensuring accountability will be used in addition to the visits, such as reviewing lesson plans, PLC meeting summaries and acting as a participant in PLCs and grade-level or teacher-team meetings. The results of the classroom and program observations will be documented and provided to the teachers with the purpose of informing them of the effectiveness of the PD program.</p> <p>The PD plans adheres to Article IX-hours, duties and work year; Article B-professional development; and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreement.</p> <p>The Leadership Team's strategy for recruiting, hiring and developing the school's teaching staff will be to focus on the potential teacher's proven track record of success serving students of similar demographics. The teacher will be interviewed and must demonstrate their ability to provide standards-based instruction for all students. In addition, teachers must show knowledge of inquiry and project-based learning pedagogy and culturally relevant and responsive pedagogy.</p> <p>VRHS #5 Teacher Preparation Academy will adhere to Hours, Duties and Work Year, Transfers, reduction in Force/Reinstatement and Salaries as described LAUSD Collective Bargaining Agreements. In addition, the school will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements and adhere to all LAUSD policies and California State Education Code.</p> <p>Each teacher candidate must meet the following criteria:</p> <ul style="list-style-type: none"> • <i>Effective Instructor:</i> Teachers will be selected based on their unique qualities and experience in conducting standards-based lessons in all subject areas. • <i>Evidence of Collaboration:</i> Teachers will need to display their ability to work collaboratively with all stakeholders as a PLC to advance their skills, knowledge, and capacity as educators. Teachers must also demonstrate previous experience of working collaboratively with other teachers in a team-teaching environment for subject areas such as Science, History-Social Science, ELD and the Performing Arts.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • <i>Evidence of providing Differentiation of Instruction:</i> Candidates must present sample lesson plans, professional portfolio and student work samples that indicates the effective use of differentiation of instruction for English learners, students with disabilities, GATE and at-risk students. • <i>Demonstration Lesson:</i> Candidates will be observed conducting a lesson in a classroom and must provide evidence of research-based instructional strategies and culturally relevant and responsive strategies during the lesson. • <i>Highly Qualified:</i> Candidates must hold a Commission on Teacher Credentialing credential, certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold by state law. Out of state candidates will be required to meet the California credential standards within the time allocated by the State of California and the Commission on Teacher Credentialing. • <i>Community involvement:</i> The candidate must display ability to work effectively with parents, staff and partnerships in support of the Community school and the Community Resource Center. <p>The principal will visit classrooms daily on unannounced visits throughout the year to observe student learning, the delivery of instruction, and evidence of the PDs. The principal will give each teacher honest, written feedback the day of the visit and oral feedback if necessary after school or on the following day. Experienced teachers will be visited on a monthly basis. New teachers or those who are having challenges helping students achieve will be visited weekly to provide them with support and twice a year formally as part of their staff evaluation process. If after providing sufficient support and guidance such as conferences, observations, co-teaching etc., the teacher is still having difficulties, the principal will have a formal conference with the teacher including formal directives. Also, if necessary, a teacher will receive a “below standard” on his or her performance evaluation and if a new teacher is not competent, he or she will be dismissed. In addition, the principal will monitor other school staff on a regular basis, give them oral and written feedback, and if necessary conference with them to provide support and guidance.</p> <p>The principal will give teachers and other staff a confidential survey twice a year to determine school and professional needs. Data from the surveys will be shared with the SSC to address needs. The SSC will conduct a</p>

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		<p>monthly review of the weekly feedback forms from the PDs to determine their effectiveness. The administrators will review the daily classroom feedback forms to determine if instruction and student learning is improving. The principal will share a summary of the observations, without teacher names, with the entire teaching staff to show transparency.</p> <p>VRHS #5 Teacher Preparation Academy will adhere to the UTLA/LAUSD Contract Agreement ARTICLE X <i>Evaluation and Discipline</i> Section 1.0 – 15.b.</p>
	<p>Fiscal</p>	<p>LAUSD and Local District 2 will be responsible for generating all financial and budget report for VRHS #5 Teacher Preparation Academy.</p> <p>VRHS #5 Teacher Preparation Academy will actively seek grants to supplement the education program, but the instructional program will not be dependent on these additional monies.</p> <p>LAUSD and Local District 2 will be responsible for generating all financial and budget reports for Valley Region High School #5 Teacher Preparation Academy. The District's budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcome 14</p>	<p>Parent Participation</p>	<p>The VRHS #5 community has a rich history of community engagement and we look forward to stretching beyond the four walls of our classrooms to engage families and existing community institutions and leaders. The VRHS #5 Family of Schools will share a common Parent Center and work closely together to identify synergies among each school's parent programs, and synchronize common activities. Each pilot school will have separate parent councils and at the same time we will be able to leverage common resources to provide high quality services to our parents.</p> <p>All four pilot schools will share a common parent center. Our common parent center will be a place for parents and community members to hold meetings, classes, and workshops. Our family of schools will hold several "town hall type" meetings annually to engage our community in the performance of our schools. We will develop, create, as well as deliver classes of interest to our parents and community members. We will work with the parent collaborative of the LAUSD as well as outside community agencies to develop appropriate professional development activities that are aligned with the mission and vision of our school.</p> <p>Our parents will be represented by an advisory group consisting of parents, community members, and students. This group will participate in ongoing assessments, surveys, and interviews on campus issues including safety, quality of teaching and learning, and access to school-wide activities. They will act as a school-wide sounding board.</p> <p>We believe that it truly does "Take a Village to Raise a Child". Educating our students is a responsibility that must be shared by the entire community. We believe that all students can learn and reach their full potential when they are connected and nurtured by the community. Students are more likely to experience success when their home cultures are valued and they have the support of adults who recognize the need to prepare our students for success in the 21st century characterized as a global economy.</p> <p>We will encourage our community leaders and parents to partner up with our faculty to create an atmosphere where all students' needs are met and everyone is encouraged to be a "life-long" learner. We will:</p> <ul style="list-style-type: none"> Integrate parents/guardians into all aspects of their students' educational experience. We will make a variety of volunteer service opportunities available to our parents. The primary focus of these activities will be to support

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		<p>Increased academic achievement.</p> <ul style="list-style-type: none"> • Provide our parents with parenting classes as well as computer literacy classes. • Provide parents with financial aid workshops. • Provide opportunities for parents to assist in campus supervision before school, during lunch periods, during fieldtrips, college tours, school events, fundraising activities, as well as participating in community outreach activities. • Parents, depending upon their level of education, may also assist us in the tutoring of students, providing intervention opportunities, as well as checking student's homework to ensure it is completed. • <p>VRHS #5 has high expectations for all students and wants all students to succeed. To that purpose, parents of students with disabilities will be encouraged to be partners with the school, to be actively involved in their child's education and to be meaningful team members at all IEP meetings.</p>



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: English Language Skills Courses: Scheduling and Materials

NUMBER: REF-5153

ISSUER: Mary C. Campbell, Administrator
Language Acquisition Branch

DATE: June 3, 2010

PURPOSE: To assist secondary school staff with the organization of English Language Skills (ELS) classes.

<p>ROUTING Local District Superintendents Local District Administrators of Instruction Local District Principal Leaders Local District EL Staff Local District Secondary Literacy Coordinators PreK-12 Counseling Coordinators Middle School Principals High School Principals Assistant Principals, SCS School Site Counselors School Site EL Coordinators School Site Literacy Coaches</p>

MAJOR CHANGES: This Reference Guide replaces MEM-4285.0, *English Language Skills Courses: Scheduling and Materials*, dated March 30, 2008. The major changes introduced in the document are (a) ELS classes are available to 6th grade students, (b) the waiting period of one year of PRP status has been eliminated, and (c) the Language Acquisition Branch (LAB) will provide materials for implementing schools. Schools needing to purchase additional ELS material should contact LAB to determine appropriate funding.

INSTRUCTIONS:

I. BACKGROUND

ELS courses are English Language Development (ELD) academic support courses for Secondary English learners (ELs) in the Preparation for Reclassification Program (PRP). For PRP students, ELD is provided by authorized teachers in the sheltered mainstream English courses. However, some PRP students are in need of additional ELD above and beyond the ELD provided in their English/Language Arts class (ELA).

The creation of the ELS courses for academic support is a result of a historic lack of achievement for a number of our PRP students. The California Department of Education has noted the same findings in their EL Program reviews.

II. SCHEDULING STUDENTS

The ELS course must be offered to PRP students in addition to their grade-level English course when students meet specific criteria.

English Learners in PRP (Preparation for Reclassification Program) Students:



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: 2009-2010 California High School Exit Examination Preparation Program

NUMBER: REF-4861.0

ISSUER: Judy Elliott, Chief Academic Officer
Office of Curriculum, Instruction and School Support

DATE: September 21, 2009

ROUTING

All Offices
Principals
Local District Directors
ELA Coaches and Teachers
Math Coaches and Teachers

PURPOSE: The purpose of this Reference Guide is to provide an overview of the 2009-2010 California High School Exit Examination (CAHSEE) Preparation Program.

BACKGROUND: In March 2009, 59% of LAUSD 10th graders passed the CAHSEE on their first attempt. The table below shows the 10th grade CAHSEE pass/fail rate among various student groups for the March 2009 administration.

Program / Language Classification	Grade 10				
	# Tested	# Passed	# Not Passed	% Passed	% Not Passed
LAUSD - ALL	37,256	21,933	15,323	58.9	41.1
ENGLISH ONLY	11,268	6,995	4,273	62.1	37.9
LIMITED ENGLISH PROFICIENCY - LEP	8,222	1,300	6,922	15.8	84.2
RECLASSIFIED FLUENT ENGLISH PROFICIENCY - RFEP	14,665	11,221	3,444	76.5	23.5
INITIALLY FLUENT ENGLISH PROFICIENCY - IFEP	3,045	2,390	655	78.5	21.5
SPECIAL EDUCATION (All ethnicities and all language classifications)	3,947	542	3,405	13.7	86.3

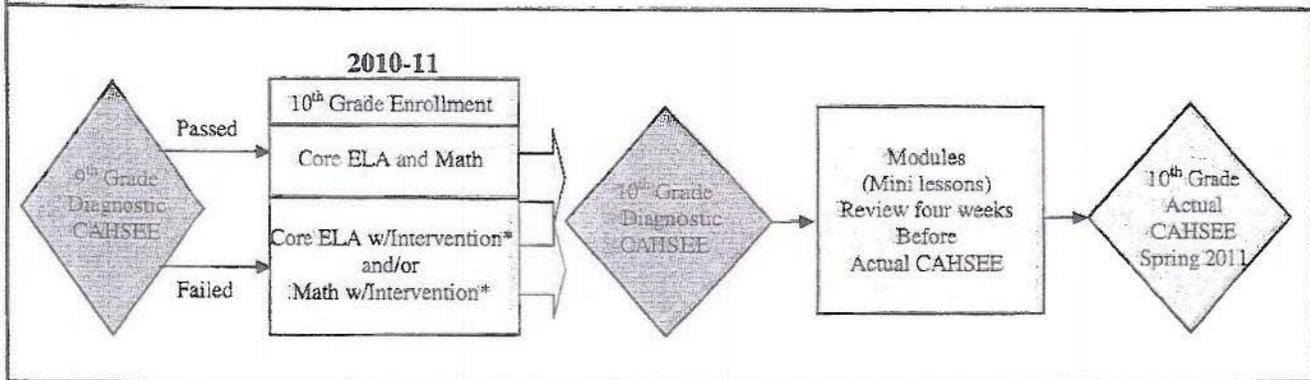
In order to design a program that accelerates the initial CAHSEE passage rates of 10th graders, five District schools recently piloted a diagnostic California High School Exit Exam with their 9th graders (Downtown Business Magnet, Maywood Academy, Narbonne, Van Nuys, and Washington Prep). The results from this testing cycle revealed that most students need additional support and/or instruction around several key concepts to pass the CAHSEE.

INSTRUCTIONS: **Overview:** During the 2009-10 school year, all high schools will administer the Diagnostic CAHSEE to all 9th grade students. The results from the diagnostic test will be used to provide intervention in the Fall 2010 semester, for 10th graders who are in danger of failing either or both portions of the CAHSEE based on the diagnostic test data and other available measures.

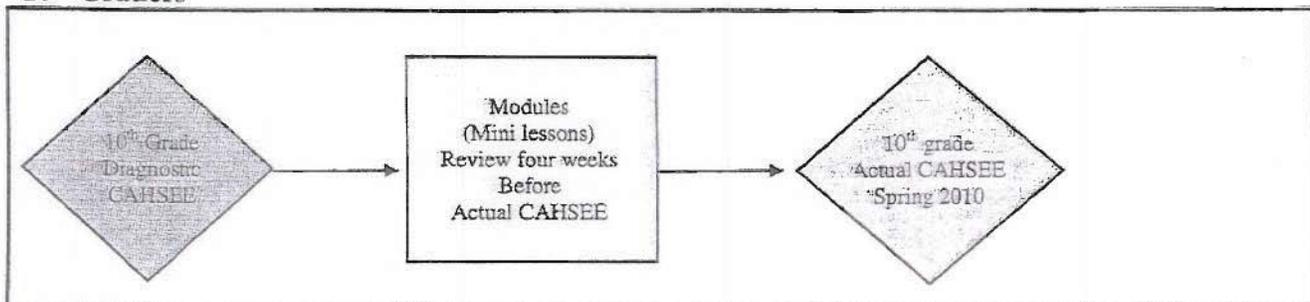


CAHSEE Preparation Program FLOWCHART
2009-10

9th Graders



10th Graders



* Interventions may differ according to the site-determined instructional support systems. For example, a separate support class (in addition to the core class) may be utilized or a CAHSEE prep course may be used. Each site will exercise the systems they have created to facilitate the academic success of all students.

**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 <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Student enrollment grades 9-11 600 students	September 2011-12	Principal SAA	- Principal and SAA selected Spring 2011 -Informational meeting for MS and HS students/parents	Fall 2011 NORM day numbers will be 600	Fall 2011 Classification Report
Student enrollment grades 9-12 800 students	September 2012-13	Principal Counselor SAA	-Articulation with feeder Middle Schools -Informational meeting for new students/parents	Fall NORM day 2012 number will be 800	Fall 2012 Classification Report
Teachers will work in Professional Learning Communities to analyze authentic formative and summative student data, projects, and performance goals to identify student needs.	August 2011	Principal Lead Teachers Department Chairpersons	1 Day of Professional Development prior to start of school	Teacher will analyze student assessment data monthly	Agendas from weekly professional development
Teachers will implement a <i>Response to Instruction and Intervention (RTI)</i> plan of action by identifying students in need of intervention,	August 2011	Principal Lead Teachers Department Chairpersons	1 Day of Professional Development prior to start of school	Teacher will analyze student progress and modify instructions as needed	-Agendas from weekly professional development -Student Marks Reports

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

PROPOSAL ELEMENT What element of your proposal program will be implemented? standards that need to be reviewed, and the most effective teaching and learning strategies to use.	TIMING In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Organized Academic Support In Schools (OASIS) 9 th grade house	September 2011	Principal 9 th Grade Teachers Counselor	X-Time Budget to pay teachers for afterschool tutoring	Number of students required to attend afterschool tutoring will decrease as school year progress	-After school tutoring attendance rosters -Students' Marks Reports
ePortfolio Senior Presentations	Spring 2013	Principal Teachers 12 th Grade Students Parents Community Members	Students will need access to computers with ePortfolio technology software	12 th grade student will successful present their learning to a group of teachers, parents, community members, peers, and school administrators	-Students' ePortfolios -12 th grade Presentation Night program
Professional Learning Community that foster lifelong learning and personalization Student/Faculty Mentor	August 2011	Principal School Faculty School Staff	1 Day of Professional Development prior to start of school	-Teacher work collaboratively in PLC -Faculty knows students by name	-School Report Card -Student/Faculty Surveys -PD Agendas
Students will be provided a college preparation curriculum and the A-	September 2011	Principal School Faculty School Staff Students	-Student roster to match faculty and students -7 th Period 1 hour daily for mentor/student meetings Counselor with experience in College Counseling	Students have at least one adult on campus to help them with academic, social, and emotional issues 100% of students are enrolled in A-G classes	-School Report Card -7 th Period class rosters -Student Surveys -Student class schedules -School Master Schedule

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
G college course requirements will be the foundation for the graduation requirements.	August 2012	Principal School Faculty School Staff Students	X-Time Budget to pay teachers to assist in writing of Self-Study for WASC	-Successful WASC accreditation team visit -Full WASC accreditation	-WASC Self-Study -WASC Team report -WASC accreditation
The Academy's instructional units will fulfill the curricular requirements set by WASC, and will set the stage for preparing for WASC accreditation during the second year of operation.	September 2012	Counselor Teachers Students	-Budget for bus transportation for all 9 th , 10 th , 11 th , 12 th grade students to visit college campus -Positive relationships and contacts with local college and universities	All student will have visited a college campus annually	-Student Surveys -Field Trip Permission Slips -12 th grade students' College Applications

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- Traditional Pilot Network Partner ESBMM
 Independent Charter Affiliated Charter

Name of School VRHS #5 Teacher Preparation Academy

Name of Applicant Group/Applicant Team LAUSD Local District 2

Lead Applicant Alma Pena-Sanchez

Title of Lead Applicant Superintendent

Mailing Address 8401 Arleta Ave, Sun Valley CA 91352

Phone Number 818-252-5400 Fax Number 818-252-5489

Email Address alma.sanchez@lausd.net

Website (if available) _____

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

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

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

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

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

6. Resident Enrollment and Attendance Boundary Compliance

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

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

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

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

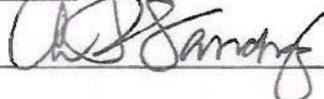
7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

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

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Alma Pena-Sanchez

Title of Lead Applicant Superintendent

Signature of Lead Applicant  Date 11-23-10

Name of Board President* _____

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with*



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Mathematics Intervention Programs for 9th Grade Students Enrolled in Algebra 1

NUMBER: MEM-5090

ISSUER: Judy Elliott, Chief Academic Officer
Office of Curriculum, Instruction and School Support

DATE: March 26, 2010

<p>ROUTING Superintendent Local District Superintendents Local District High School Directors High School Principals PreK-12 Counseling Coordinators Assistant Principals Special Counseling Services High School Mathematics Department Chairs</p>
--

PURPOSE: The purpose of this Memorandum is to provide information for schools about the 9th grade mathematics intervention program for students enrolled in the core Algebra 1 class.

MAJOR CHANGES: This is a new memorandum

BACKGROUND: Students taking Algebra 1 in the 9th grade have either been previously identified as needing remediation and programmed into Algebra Readiness in the 8th grade, or have taken Algebra 1 in 8th grade and received a grade below C. In the 2008-09 school year 54% of 9th grade students received a D or a Fail in Algebra 1A in the fall semester.

Source: LAUSD Office of Data and Accountability

The May 2009 Algebra 1 CST results for all LAUSD 9th grade students are summarized in the table below:

2009 CST Exam	# students	A	P	B	BB	FBB
Algebra 1	35,545	1%	9%	17%	41%	30%

Source: CDE website, <http://star.cde.ca.gov/>

These data suggest that students taking Algebra 1 in the 9th Grade need immediate intervention and support at the start of the school year. Research shows that students enrolled in a second Mathematics class that supports the core Algebra 1 class have improved test scores (*Nomi & Allensworth, University of Chicago, 2009*).

**VRHS #5 Teacher Preparation Academy
Proposed Bell Schedule**

Period				
1-2	8:00	-	9:45	1:45
NUT	9:45	-	10:05	:20
3-4	10:11	-	11:56	1:45
LUNCH	11:56	-	12:31	:35
5-6	12:37	-	2:22	1:45
OASIS	2:28	-	3:13	:45
DISMISSAL	3:13			

PASSING PERIODS ARE 6 MINUTES
CLASSES ROTATE EVERY DAY
PROFESSIONAL DEVELOPMENT/MINIMUM DAYS CLASSES ARE SHORTENED BUT
CONTINUE ROTATING IN BLOCKS

☐ Pupil Free Days Friday, August 12, 2011 and Friday, June 4, 2012
☐ and select Monday, July 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day



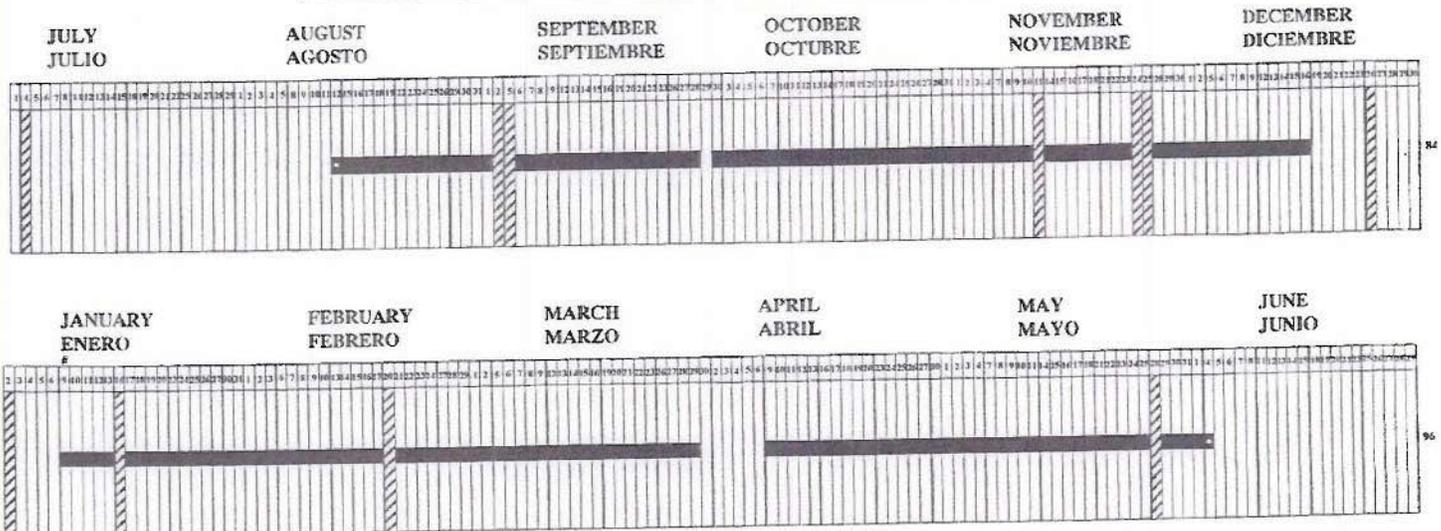
**LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**



DATE
10/18/2010

TENTATIVE

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

School Management Network



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Enrolling Students in A-G Required Courses
NUMBER: BUL-2513.1
ISSUER: Robert Collins, Chief Instructional Officer
Secondary Instruction
DATE: September 21, 2006

ROUTING
Local District Superintendents
Directors of School Services
High School
High School Principals
Options Principals
High School APSCSs
Secondary Counselors
College Counselors

POLICY: This bulletin provides guidelines for school personnel to advise and council students appropriately regarding enrolling students in A-G courses.

MAJOR CHANGES: This bulletin replaces BUL-2513.0 of the same subject, dated May 8, 2006. The major change is the addition of the Middle School courses.

GUIDELINES: The following guidelines apply.

I. INTRODUCTION

On June 14, 2005, the Board of Education approved the Resolution to create educational equity through the implementation of the A-G course sequence as part of the high school graduation requirement. The A-G Resolution establishes a graduation requirement for all students to complete an A-G, fifteen course college preparatory sequence beginning fall 2008. The Resolution also requires that students who wish to enroll in A-G courses before the required implementation date be allowed to do so before the required implementation date. The purpose of this memorandum is to provide guidelines to ensure that schools are able to meet these requirements beginning with the development of the fall 2006 master schedule and spring 2007 student programming for courses to be taken in 2007-2008.

All students are to be enrolled in the following middle and high school courses by grade:

<u>Sixth Grade</u>	<u>Seventh Grade</u>
<ul style="list-style-type: none"> • Eng/Read 6AB • World History and Geography: Ancient Civilizations AB • Mathematics 6AB • Science/Health 6AB 	<ul style="list-style-type: none"> • English 7AB • World History and Geography: Medieval to Modern Times 7AB • Mathematics 7AB • Science 7A • Health JH

LOS ANGELES UNIFIED SCHOOL DISTRICT
Inter-Office Correspondence

INFORMATIVE

TO: High School Principals **DATE:** June 22, 2009
FROM: Judy Elliott, Chief Academic Officer
SUBJECT: OPTIONS TO FULFILL GRADUATION REQUIREMENTS

PURPOSE:

The purpose of this Informative is to provide Principals with information regarding flexibility for providing students opportunities for intervention while fulfilling graduation requirements. The flexibility in graduation requirement is based on data and the belief that it is critical to provide struggling students grade level access to core subject areas during the day. Currently, the additional graduation requirements in LAUSD preclude our student's access to intervention courses to better prepare students for A-G requirements, pass the CAHSEE and successfully graduate from high school college and career ready.

BACKGROUND:

With the opening of the 2008-09 school year, all 9th grade students were required to be enrolled in A-G coursework leading to the completion of all A-G requirements by graduation. By 2016, all graduating seniors must successfully complete all A-G requirements. Repeatedly this year, data has shown that upwards to 69% of our 9th graders are not being successful in A-G classes. It is imperative we provide supplemental intervention opportunities for these students in order to reteach, preteach, and front load standards-based content for these students.

As you are well aware, high schools' master programs face severe scheduling restrictions in providing academic intervention during the day for students. There are three immediate mandates that all high schools face in creating master programs:

- 1) LAUSD Graduation Requirements (Bulletin No. 307 – Attachment A),
- 2) A-G Requirements (Attachment B), and
- 3) CST testing schedules and requirements.

The additional LAUSD Graduation Requirements (20 credits) are not A-G aligned. Additionally, CST testing schedules place restriction on when students must take certain courses.

These restrictions become problematic for many of our high schools where, according to data, there is a high need for academic intervention classes needed to be offered during the day for students performing below grade level. For example, in 4-years during a six period day, there are only 5 or 6 elective opportunities for students to complete A-G courses and take additional graduation requirements, leaving little to no opportunity for intervention courses.

It is imperative that we provide equitable access to core instructional intervention for all of our students – moving from Beyond the Bell offerings to During the Bell opportunities. We have not been able to reach all students due to scheduling restrictions. The following is a list of options to consider that provide during the bell opportunities for our students. It covers all the additional LAUSD graduation requirements that have been added as well as the state required Health units.

Life Skills

Option I

Replace the Life Skills curriculum with a structured intervention course that supports A-G. Students will be enrolled based on data gathered from CST, CAHSEE, Periodic Assessments, grades and other formative assessments used by schools. For example, if a student is Far Below Basic on the 7th grade CST (this is for 9th graders because the 8th grade CST results come too late to impact grade 9 class schedules) the student would be enrolled in an intervention course throughout the school year to provide additional needed support. The course will still be called Life Skills but the curriculum will be changed to be an intervention course specifically targeted to reteaching, preteaching, reviewing, study skills and remediating students' skills to allow them success in core content classes.

Option II

The Life Skills requirement may be met via one of the following options:

1. Advancement Via Individual Determination (AVID)
 - a. Students that enroll and successfully complete one semester of the 9th or 10th grade AVID elective have successfully completed the Life Skills course.
2. An advisement program that incorporates the following may be utilized as an option to completing the Life Skills course requirement. Many schools have an advisement program already. Others would have to create the time for this program which could be approximately 30 minutes. This program would be created and address topics such as the following:
 - a. Study Skills
 - b. Graduation Requirements
 - c. Interpersonal Skills
3. Students take Health first semester of 9th grade and 2nd semester take the Life Skills intervention class.

Health

There are four options to consider that provide more flexibility to schools.

1. The current health course may be offered at a grade level other than 9th grade.
2. For students that are challenged with a full schedule they may:
 - a. Take online. A health course has recently been approved as an online course.
 - b. Take Health if offered in summer school.

3. The Education Code of the State of California requires that five hours of HIV/AIDS training by a credentialed Health teacher sometime during grades 9 through 12. Schools would create a plan of how successful completion of this five hour option will be noted on the student record. This plan, for example, could include intentional melding of this requirement within Science and Physical Education.
4. As we move to offering a first semester CAHSEE prep course, for 10th grade students that do not pass the Practice CAHSEE, the second semester course that would be Health. We know 10th grade is the most impacted year. Hence, there will be flexibility to move Health where it best works given individual student needs.

Computer Literacy

There appears to be flexibility in the current options.

1. Students currently are allowed to complete this requirement through the following options:
 - a. Course work in middle school
 - b. Course work in high school
 - c. Certification of online course work
 - d. Portfolio
 - e. Competency Exam
 - f. Computer Literacy Criteria Checklist (Reference Guide N. REF-913)

Although not an additional LAUSD requirement, flexibility can be granted by moving 10th grade Physical Education to 11th grade if needed.

As we continue to build capacity to use student-centered data to make instructional and programmatic decisions, we need to provide options for remediation during the school day in order to provide equitable access to opportunities that will better ensure success for all students.

Should you have questions please contact Nader Delnavaz at 213-241-7504.

- c: Ray Cortines, Superintendent
Jim Morris
Matt Hill
Sharon V. Robinson
Local District Superintendents

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Local District 2
 VRHS #5 Teacher Preparation Academy

Date _____

Room Number	What is the Teacher Doing?	What are the Students Doing?	Students use of Complete Sentences	Students use of Academic Vocabulary	Evidence of Student Writing	Evidence of Project/Inquiry Based Instruction

Observations Questions/Reflections?

**VRHS #5 Teacher Preparation Academy
Professional Development Schedule 2011-12**

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

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

Goals for Professional Development: Analyze formative and summative student data, projects and performance goals in PLC and departments to determine student achievement and needs. Implement RTI plan of action by indentifying students in need of intervention, standard that need further review, and the most effective teaching and learning strategies to support student success. Develop a PLC that fosters lifelong learning and personalization.

Monthly school-wide professional development, PLC, and department topics to be determined by VRHS #5 Teacher Preparation Academy Professional Development Committee which will be created prior to the opening of school

Tentative Schedule	Topic	Facilitator
Orientation 3 days prior to the opening of school	<p><u>Getting to know student through data:</u> Review students CST, CHASEE, CELDT, mark repots, periodic assessments, IEP, 504 and GATE data</p> <p><u>Inquiry and Project Base Learning:</u> Student research and collaborate with colleagues to understand how to integrate hands-on student learning with standards-based curriculum, instruction, and assessment.</p> <p><u>Technology:</u> Integrating technology with teaching and</p>	Principal Assistant Principal Lead Teachers Department Chairs Counselors

Appendix N - VRHS #5 Teacher Preparation Academy

**VRHS #5 Teacher Preparation Academy
Professional Development Schedule 2011-12**

	<p>learning</p> <p><u>Teaching All Students:</u> Scaffolding instruction, using effective SDAIS and CRRE strategies, differentiating instruction for all students. Identifying students not working at grade-level, develop classroom management and plan for intervention.</p> <p><u>School Culture and Team Building:</u> Developing relationship with families, colleagues, and students. Introduction of student mentoring program</p>	
August 2011	School-wide Faculty PD PLC Department	Principal PLC Lead Department Chairs
September 2011	School-wide Faculty PD PLC - Data Review Department PLC	Principal PLC Lead Department Chairs PLC Lead
October 2011	School-wide Faculty PD PLC - Data Review Department PLC	Principal PLC Lead Department Chairs PLC Lead
November 2011	School-wide Faculty PD – Reflect on progress toward school vision and mission. Adapt as needed. PLC - Data Review Department PLC PLC	Principal PLC Lead Department Chairs PLC Lead PLC Lead
December 2011	School-wide Faculty PD PLC - Data Review	Principal PLC Lead
January 2012	School-wide Faculty PD PLC - Data Review Department PLC	Principal PLC Lead Department Chairs PLC Lead
February 2012	School-wide Faculty PD – Reflect on progress toward school vision and mission. Adapt as needed. PLC - Data Review Department	Principal PLC Lead Department Chairs

Appendix N - VRHS #5 Teacher Preparation Academy

**VRHS #5 Teacher Preparation Academy
Professional Development Schedule 2011-12**

	PLC	PLC Lead
March 2012	School-wide Faculty PD – 2012-13 Budget Development PLC - Data Review Department PLC	Principal PLC Lead Department Chairs PLC Lead
April 2012	School-wide Faculty PD PLC - Data Review Department	Principal PLC Lead Department Chairs
May 2012	School-wide Faculty PD - Reflect on progress toward school vision and mission. Adapt mission for 2012-13 as needed, and preparing for 12 th graders. PLC - Data Review Department PLC	Principal PLC Lead Department Chairs PLC Lead
June 2012	School-wide Faculty PD	Principal PLC Lead Department Chairs



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Advisory Committees and School Site Councils
NUMBER: BUL-4148.1
ISSUER: Judy Elliott
Chief Academic Officer
DATE: March 27, 2009

ROUTING Local District Superintendents Local District Directors of Instruction Local District School Support Directors Categorical Program Coordinators Local District Ombudspersons Principals UTLA Chapter Chairs School Administrative Assistants Chairpersons, Representatives, and Alternates of CEAC, ELAC, SSC Parent Centers

POLICY: This bulletin reflects changes in District policies and procedures in accordance with State guidelines. This document provides policy and procedures for:

- School Site Council (SSC), pgs. 1-9
- Compensatory Education Advisory Committees (CEAC), pgs. 10-16
- Local District Compensatory Education Advisory Committee (LDCEAC), pgs. 17-19
- District Advisory Committee (DAC), pgs. 20-22
- English Learner Advisory Committee (ELAC), pgs. 23-30
- Local District English Learner Advisory Committee (LDELAC), pgs. 31-33
- District English Learner Advisory Committee (DELAC), pgs. 34-37

The California Education Code requires the School Site Councils to develop a Single Plan for Student Achievement for Consolidated Application programs and School and Library Improvement programs operated at schools. The California Code requires that all schools must establish a School Site Council [Education Code 64001 (a)], with the exception of Charter Schools [Education Code 47605].

MAJOR CHANGES: This bulletin replaces BUL 4148.0 dated September 3, 2008, titled Advisory Committees and School Site Councils. This bulletin mandates that Local District and Central Committees fall under the Ralph M. Brown Act and that School Site Councils and Advisory Committees are governed by the Greene Act. This bulletin also revises the process of *Delegation of Authority* to School Site Councils by English Learner Advisory Committees.

GUIDELINES: SCHOOL SITE COUNCILS (SSC)

The SSC is the decision-making council for Consolidated Application programs operated at the school to improve student achievement.

1. Functions of the School Site Council (SSC)

Job Description
PRINCIPAL

Job Purpose:

The Principal will serve as the instructional leader, chief fiscal officer, and the chief administrator, responsible for the direction of the instructional program and the operation of VRHS #5 Teacher Preparation Academy school plant and related facilities.

Essential Functions:

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of education rules, policies procedures, restructuring and reform efforts, and negotiated contract.
3. Provides guidance, supervision and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social and academic needs of the students including Els, Special Education and GATE students.
4. Provides leadership for an facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the SPSA and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy and procedures.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health and welfare of students and personnel; including Emergency Operation Plan and mandated child abuse reporting.
9. Participates in directing school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan.
10. Maintains positive public relations and outreach contact with parents and community groups.
11. Provides effective professional development for all stakeholders to improve student achievement.
12. Evaluates the performance of certificated and classified.

Experience requirements:

8 years of successful full-time public school certificated serves, with no fewer than 3 years as a teacher. In addition to or concurrent with the 8 years, at least 2 years must have been at a middle or senior high school, grade 6-12, with no fewer than 2 years in an administrative position. Experience must include certificated serves at a minimum of two location, and at least one year in a school-based assistant principal level position.

Minimum Requirements for Principal include:

California Administrative Credential, California Teaching Credential, Master's Degree,
3.3 Multicultural Coursework, LAUSD Master Plan Components



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE: Norms to Allocate Certificated Personnel to Senior High Schools

NUMBER: BUL-1124.5

ISSUER: Yumi Takahashi, Budget Director
Budget Services & Financial Planning Division

DATE: July 22, 2010

POLICY: It is the District's policy to allocate most certificated personnel to senior high schools based on the attached "norm tables" that take into account student enrollment and other school characteristics.

ROUTING Local District Superintendents Local District Administrators and Staff School Administrators and Staff Central Office Administrators
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Special education teachers are assigned to senior high schools based on the numbers of students with special needs and their specific disabilities. A separate bulletin exists on this subject.

Magnet schools and centers have their own norm tables. A separate bulletin exists on this subject.

MAJOR CHANGES: This bulletin replaces BUL-1124.4 of the same title issued on May 22, 2009. The changes starting 2010-11 school year are as follows:

- Beginning in the 2010-11 fiscal year the District is implementing School Community Budgeting. Schools will receive budgets based on recommended staffing ratios. Schools will have the ability to change the budget to align to their unique needs. Resources that will remain non-discretionary and not included in the School Community Budgeting model are as follows:
 - Teachers
 - Principal
 - Assistant Principal, Secondary Counseling Services or equivalent administrative position

Resources included in the School Community Budgeting model for which sites could exercise flexibility:

- Assistant Principal, Secondary (Generic)
- Counselors
- Suggested counseling student counselor ratios at schools identified as PHBAO will increase from 550:1 to 690:1. Schools with enrollment fewer than 345 students will be allocated 0.5 FTE counselor.

BUL-1124.5

Budget Services & Financial Planning

Page 1 of 11

July 22, 2010

RESUME
ALMA PENA-SANCHEZ

EDUCATION:

California State University, Los Angeles

- Master of Arts Degree, Educational Administration, 1977
- Administrative Services Credential, 1977
- Bilingual Cross-Cultural Credential, 1976
- California Standard Teaching Credential, 1974
- Bachelor of Arts Degree, Spanish 1970

PROFESSIONAL EXPERIENCE:

Local District Superintendent, Local District 2

May 2008 to the present Ramon C. Cortines, General Superintendent of Schools

- Supervise schools located in the communities from Sylmar to Valley Village in East San Fernando Valley
- Coordinate the instructional services to the over 91,000 students in 127 schools from Early Childhood Centers through Continuation High Schools
- Provide the leadership, direction and management of the Superintendents' Action Plan Goals: of academic achievement, graduation rate, counseling, parent, community and school connections, and safe schools
- Provide the local district guidance for schools to work coherently with their school plan, data results, budget, goals, professional development, quality instruction, classroom monitoring, and intervention

Assistant Superintendent, Instructional Services Division

July 2005 to April 2008 Ronni Ephraim, Chief Instructional Officer Elementary Instruction

- Directly supervised and coached the central office directors and staffs of the core instructional units
- Coordinated the budgets that supported the instructional initiatives and compliance mandates
- Assisted with district formal communications related to policy, practices and curriculum implementation
- Assisted in the planning and coordination of district meetings for Directors of School Services, Administrators of Instruction, Elementary Principals and other curricular committees
- Collaborated with the Program Evaluation and Assessment Unit in designing instructional studies

Director, Language Acquisition Branch, Instructional Services Division

January 2004 to June 2005 Jim Morris, Assistant Superintendent

- Directed English learner program initiatives and Master Plan mandates and policy
- Coordinated the Title III budget and EIA/LEP funds to supplement the needs of English Learners K-12
- Facilitated the development of the English Language Development Training: ELD Practicum for K-5
- Supervised central/ local district Branch staff of over 11 coordinators, 20 specialists, and 16 experts
- Provided the leadership for the State Consolidated Program Reviews and State Audits
- Acted as a liaison to UTLA Bilingual Sub Committee and the District English Learner Advisory Committee

Director, School Services, Elementary Schools, Local District B

July 2003 to December 2004 Sue Shannon, Superintendent

- Supervised 16 elementary schools, including a Program Improvement School, a Scholastic Audit school
- Trained school stakeholder groups to plan school budgets aligned to strategic PI plans and academic goals
- Planned and coordinate Scholastic Performance Audits and State Monitoring Visits and provide the guidance
- Guided administrative teams to reflect on district initiatives, the principles of learning, and learning walks
- Assisted principals in designing comprehensive school-wide professional development Plan
- Coordinated and served on Administrative Selection Committees in schools with administrative openings

Director, School Services, K-12 Schools, Local District B

July 2000 to June 2003 Judy Burton, Superintendent

- Supervised the San Fernando School Principals (11 Elementary, 3 Middle, and High School)

- Provided leadership to 7 Elementary Intensive Schools (API below 500)
- Coordinated a Middle School Scholastic Audit which resulted in an API growth of 50 points
- Regularly visited schools to provide mentoring and coaching to principals and school staffs
- Facilitated the analysis and use of data (e.g. SOAR, SAT9 content clusters, CST, API, AYP)
- Provided guidance to school teams on Open Court, Principles of Learning and Learning Walks
- Provided leadership to six Program Improvement and eight Education Program Quality Review schools
- Facilitated the resolution of conflicts and provided intervention for administrators and parent groups

Director, Literacy Support Unit, Professional Development Branch

September 1999 to June 2000 Sue Shannon, Administrator

- Coordinated initial district-wide professional development of Open Court Reading for 41 Cohort I schools
- Designed a district-wide training on second grade rubric scoring and standards-based instruction for school
- Collaborated with district offices to design district staff development calendar for Open Court Reading Intensive Academic Support, Summer/Intersession, and Waiver-to-Basic Programs

Principal, Euclid Avenue Neighborhood and Magnet Schools, Roosevelt Cluster

August 1995 to September 1999 Emma Rodriguez, Cluster Administrator

- Supervised over 150 employees in a large inner city Title I and PHBAO elementary school with 1,200 students: 800 students in the neighborhood school and 400 in the magnet school
- Developed a school-wide academic achievement plan resulting in improved reading and math scores
- Directed the implementation of School-wide Title I, Bilingual, and School Improvement Program
- Partnered with community business representatives to implement a School Student Pride Program
- Coordinated the mainstreaming of special education students into regular education classes

Principal, Malabar Street Elementary School, Roosevelt Cluster

April 1988 to June 1995 Emma Rodriguez, Cluster Administrator

- Designed staff development with lesson study and video taping of model lessons to be used for coaching
- Implemented a Stull Evaluation process that incorporated students leading their portfolio conferences
- Coordinated monthly student awards assemblies focused on supporting school academic goals
- Supervised School a Parent Club that coordinated on-going school-wide cultural events and fundraisers

Principal, Clifford Avenue Elementary School, Administrative Region H

August 1987 to April 1988 Jesse Franco, Superintendent

- Revised the school budget to focus on support services for students (e.g., nurse and psychologist time, contracted services, curricular trips) as per consultation with stakeholders
- Trained and evaluated paraprofessionals on Spanish Reading methodologies and strategies
- Coordinated the efforts of the PTA and the School Adopter to motivate student achievement

Assistant Principal, Miles Avenue Year Round Elementary School, Administrative Region B

August 1985 to June 1987 Emma Rodriguez, Principal

- Prepared and implemented a comprehensive, structured testing plan with grade level informational sessions
- Supervised the mentor teachers in planning and implementing new teacher training modules
- Coordinated the Child Abuse SCAN team in providing informational sessions for staff

Assistant Principal, Loma Vista Year Round Elementary School, Administrative Region B

July 1984 to August 1985 Joseph Bethel, Principal

- Designed and delivered the literacy staff development for approximately 50 paraprofessionals
- Coordinated and supervised teachers in gifted identification and in writing the gifted proposal

Region Advisor, Elementary Bilingual, Administrative Region B

January 1983 to July 1984 Amelia McKenna, Director of Instruction

- Organized and scheduled meetings and training for the region's bilingual coordinators
- Planned and coordinated a region reading conference with participants from throughout the district
- Designed and presented Bilingual Education staff developments for parents, and school staffs

Bilingual Coordinator, Fishburn Ave. Elementary School, Administrative Region B
July 1982 to January 1983 Donald Fisher, Principal

- Established and began the implementation of the school's bilingual education program
- Demonstrated Spanish reading lessons and the use of center activities

Acting Assistant Principal, Fishburn Ave. Elementary School, Administrative Region B
March 1982 to July 1982 Donald Fisher, Principal

- Developed and implemented a positive student behavior plan for recess, lunch, and physical education periods with student play leaders and student/class recognition certificates
- Organized the Student Guidance Committee and created a process to monitor student referrals

Title I Coordinator, Tenth St. Year Round Elementary School, Area 5
May 1980 to March 1982 Edith Vaage, Principal

- Coordinated the Bilingual and Title I programs and prepared the categorical budgets
- Purchased, inventoried, and maintained the audio-visual equipment and materials

Elementary District Adviser, Bilingual-ESL Services Branch
January 1978 to May 1980 Ramiro Garcia, Director

- Delivered Bilingual Education methodology and policy training for schools district-wide
- Designed and presented salary point credit classes on Spanish Reading and Multicultural Education
- Served as team leader of the Program Quality Review Process in LAUSD and in adjacent districts

Title VII Bilingual Junior High Adviser, Administrative Region G
September 1977 to January 1978 Mirta Feinberg., Director

- Coordinated the Bilingual Education Title VII Project at Hollenbeck, King, Belvedere, and Virgil MS

Title VII Bilingual Elementary School Adviser, Administrative Region G
September 1976 to September 1977 Naomi Harrison, Director

- Coordinated Bilingual Project at First Street, San Fernando, Haddon, Wilton Place, and Castelar ES

Bilingual Coordinator, City Terrace Elementary School, Title VII Project, Administrative Region G
September 1975 to June 1976 Milena Winckler, Principal

- Designed a professional development plan where teachers visited other project schools
- Coordinated the implementation of the "Magic Circle", a self-concept awareness/development program

Teacher, City Terrace Elementary School, Title VII Project, Administrative Region G
September 1971 to September 1975 Milena Winckler, Principal

- Elected grade level chairperson and created yard, library and textbook schedules
- Coordinated the development of grade level Spanish reading lessons

Teacher, Brooklyn Elementary School, Administrative Region G
September 1970 to June 1971 Frieda Meyers, Principal

- Provided leadership and Spanish translation for parent education program and advisory councils

RELATED TRAININGS AND EXPERIENCES:

Institute For Learning District Professional Development
Open Court District Training
Los Angeles County Office of Education Scholastic Audit Training
State Program Quality Review Process
Title VII Bilingual Education Project
Gifted/Talented/High Achievers Program
UCLA Reading and Writing Project
Cluster USC Curriculum Project – Dr. S. Kaplan

PROFESSIONAL AFFILIATIONS:

Associated Administrators of Los Angeles
Council of Mexican American Administrators
California Association for the Gifted
Association for Supervision and Curriculum Development

JOSE L. RODRIGUEZ

EDUCATION:

Masters of Art, School Administration
California State University, Los Angeles, 1984

Administrative Services Credential
California State University, Los Angeles, 1988

Secondary Teaching Credential, Social Studies, English
California State University, Northridge, 1976

Bilingual Certificate of Competence, 1978
University of Southern California

Bachelors of Arts, Chicano Studies/Social Studies
California State University, Northridge, 1975

PROFESSIONAL EXPERIENCE:

Director, School Services, Local District 2, LAUSD 2006- present

- Collaborate with the Superintendent and the Local District Team to implement the District's Initiatives Including Institute For Learning (IFL), Learning Teams, and the Three Practices that support and improve teaching and learning.
- Collaborate with the Superintendent and the Local District Team to train school administrators in the effective use of protocols for analyzing data in order to inform instruction, and formulate strategies for addressing identified areas of need.
- Collaborate with the Superintendent and the Local District Team to implement the Response To Intervention (RTI) Framework at 20 schools in the Local District.
- Provide direct support to Administrators of schools undergoing the Western Association of Schools and Colleges Accreditation process (WASC).
- Provide professional development for school administrators on researched-based strategies, analysis of student and school data, identifying "at risk" students, and targeted instruction to meet the needs of all students.
- Provided assistance to school administrators in planning, implementing, and monitoring School Site plans for instructional improvement.
- Provide leadership training and support for school administrators in addressing the mandates of Superintendent Cortines' High Academic Achievement Action Plan.
- Provide Leadership training to school administrators to share best practices and work collaboratively at their schools site in order to improve the culture at their schools.
- Assist school administrators in improving classroom teaching and learning through regular classroom visitations and feedback.
- Provide clear and timely information to members of the community on District policy related to enrollment, discipline, school safety, and the instructional program at schools.

- Provide guidance and assistance to schools in order improve school/community relations through greater emphasis in the implementation of collaboratives that serve as a vehicle to resolve issues, including safety, use of school facilities, and exploring innovative ideas on the part of community members.

Senior High School Principal, San Fernando High School, LAUSD 2000-2006

- Improved the culture of the school through the implementation of an "open door" policy, and the involvement of representatives of all stakeholders groups in the decision-making process. San Fernando High School had a 4,500 student ADA with close to 300 employees in a Concept 6 year-round calendar.
- Provided leadership in the implementation of Project Graduation Really Achieves Dreams (GRAD), which strengthened the academic program by increasing A-G course offerings, improving the counseling program, and increasing the graduation rate.
- Improved the school/community relations through a greater emphasis in collaboration and inclusiveness of stakeholder representatives.
- Initiated the implementation of Standards-based instruction and curriculum coherence in all contents by conducting a formal Curriculum Audit, which served as the road map to improving the school's instructional program.
- Provided leadership in addressing the instructional needs of the significant sub-groups of students under the NCLB mandates. San Fernando High School was the first secondary school in the District to exit PI status in 2005.
- Provided leadership in the organization and professional development needed to conduct an effective school self-study as a first step for a successful WASC Accreditation. San Fernando High school received a 6 year term accreditation in 2004.
- Provided leadership in addressing the need for improving attendance, increasing the graduation rate, reducing discipline problems, and increasing college enrollment.
- Provided leadership in organizing the staff in undergoing the process of reform in to Smaller Learning Communities. San Fernando High School submitted Bulletin 1600 which was approved by the Board.

Middle School Principal, Dr. George Washington Carver Middle School, LAUSD 1994-2000

- Organized and facilitated the transition Middle School 6-8 grade configuration. Provided Professional development and training of teachers for a successful implementation of Inter-disciplinary teaming at each grade level.
- Provided leadership in the effective use of data to inform instruction and address the needs of all students.
- Provided the Professional Development for staff in order to address the needs of EL students as well as students in Special Education. The school became compliant with the District and State mandates at that time, i.e. Chandra Smith, Rodriguez Consent Decree, etc.
- Improved the culture of the school through the implementation of an "open door" policy, and the involvement of representatives of all stakeholders groups in the decision-making process. Carver Middle School had a 2900 student ADA in a Concept 6 year-round calendar.

- Provided leadership in organizing the school to cope with a 2.5 Million dollar Modernization Project that lasted 4 years and caused numerous changes in classroom assignments, traveling teacher, and constant adjustments to the Master Schedule.
- Provided leadership in improving attendance and reducing discipline incidents. Carver Middle School received District recognition for most improved attendance in two consecutive years.
- Improved the school/community relations through a greater emphasis in collaboration and inclusiveness of stakeholder representatives.

Assistant Principal, Secondary, Dr. George Washington Carver Middle School, LAUSD 1991-1994

- Supervised and supported the teachers in the EL and Social Studies Program in Professional Development and all matters related to instruction and department needs.
- Supervised the Discipline program and provided Professional Development to staff in order to reduce referrals to the Dean's Office and reduce School Suspensions.

Assistant Principal, Student Services, John Francis Polytechnic High School, LAUSD 1989-1991

- Provided leadership in restructuring the Attendance Process in order to improve the attendance rate of the school. The attendance rate improved by 10 points in one year.
- Supervised and supported the teachers in the Foreign Language and Social Studies Departments in Professional Development, and all matters related to instruction and department needs.

Coordinator, Testing and PHBAO Program, Sylmar High School, LAUSD 1987-89

Adviser, Bilingual/ESL Program, Senior High Schools Division, LAUSD 1983-87

Teacher, Bilingual Program Coordinator

- San Fernando High School, LAUSD 1980-82
- Olive Vista Middle School, LAUSD 1988-1980
- Porter Middle School, LAUSD 1987-1988
- Adult School Teacher, Coordinator, Kennedy/San Fernando A.S., LAUSD 1980-88

PROFESSIONAL ORGANIZATIONS:

Senior High School Principals Organization (SHSPO)

- President-elect SHPO 2005-06
- Participated in various District Committees that addressed issues related to High School Reform from 2000-06.

National Association of Secondary School Principals (NASSP)

- Member of Board of Directors from 2003-2007
- Performed fiduciary duties as Board member and participated in activities that relate to the Strategic Plan of the NASSP, which are connected to assisting schools in addressing the attributes of reform.
- Participated in the Leadership Conference in Washington D.C. four consecutive years as advocate of adequate funding for public education.
- Participated in various committees, including diversity in order to increased minority representation in the Principalship across the country.

Association of California School Administrators (ACSA)

- Member of the California Association of School administrators, 1992 – present.
- President, Region XVI; Diversity Committee member; Secondary Education Committee member; and, State ACSA Board member.
- Completed various seminars including Personnel Director and the Superintendent.

California Association of Mexican American Administrators (CAMAA)

Association of Mexican American Educators (AMAE)

Debra McIntyre Sciarrino

EDUCATION

Administrative Service Tier II, National University, Sherman Oaks, 06/05
Administrative Service, California Lutheran University, Thousand Oaks, 06/01
MS, Counseling/Guidance, California Lutheran University, Thousand Oaks, 08/99
MA, Education, Pepperdine University, Culver City, 04/93
BA, Political Science, Pepperdine University, Malibu, 06/84

CREDENTIALS

Professional Administrative Services
Pupil Personnel Service
Professional Clear Single Subject, Social Science
CLAD

PROFESSIONAL EXPERIENCE

- Administrator, Instructional Support Services, Local District 2, Sun Valley, CA** 2010- present
- Supervision of Local District and Central District Instructional Staff
 - Creation and implementation of Professional Development program for Local District 2
 - Management of LD2 Operational/Instructional Budget
 - Provide Assistance and Support to LD2 Schools
- Coordinator, ELA/History Social Science PreK-12, Local District 2, North Hollywood, CA** 2008 - 2010
- Supervision of ELA Experts, ELA Advisors, and Elementary and Secondary Coaches
 - Creation and implementation of Professional Development for Elementary and Secondary Principals, Assistant Principals, Teachers, and Coaches
 - Creation of 8th grade ELA curriculum
 - Management of LD2 Williams textbook ordering and audit process
- Assistant Principal, Madison Middle School, North Hollywood, CA** 2005 - 2008
- Supervision evaluation of instruction, STULL process, course syllabus, intervention programs, curricular trips/school excursions, guest teachers
 - Program Improvement Year 4 restructuring process
 - Professional development program
 - New Teacher professional development and BTSA
 - Management of budgets; textbook, Arts Grant SB1151, Title I, ELL
 - Weekly Bulletin and Monthly Community Newsletter
 - Back-to-School Night
- Assistant Principal, San Fernando Middle School, San Fernando, CA,** 2004- 2005
- Development of three small learning communities
 - Supervision evaluation of English teachers, intervention programs, after school tutoring
 - Daily operation of Attendance Office
 - Created attendance reward incentive program
 - Management student body activities, budget, student store, yearbook
 - Created student handbook/agenda
 - Culmination and related activities
- Dean of Activities, Westlake High School, Westlake Village, CA** 2005-2004
- Supervision evaluation of Social Science, Art teachers and clerical staff
 - Management student body activities, cheer, dance, band, choir, drama, ASB budget, and student store operations
 - Graduation and related activities
 - Supervision school publications yearbook, newspaper, literary magazine, student handbook, and weekly bulletin
 - Ninth and tenth grade discipline and attendance

- Assistant Principal, Sylmar High School, Sylmar, CA** **2001 - 2003**
- WASC Accreditation process
 - Supervision of instruction, course descriptions, developed of homework policies, STULL process, implementation of intervention programs
 - Supervision of five small learning communities
 - Professional development program
 - School wide assessments including CAT-6, CAHSEE and CELDT
 - Management of budgets; Perkins, textbook budget, ASE, Title I
 - Graduation and related senior class activities
 - Daily operation of Attendance Office
 - Developed senior attendance/graduation policy
 - Student body activities, cheer, flag, drill team, band
 - Title IX compliance
- High School Counselor, Sylmar High School, Sylmar, CA** **1999 - 2001**
- Perkins Counselor/Coordinator
 - Managed and developed Perkins budget
 - IMPACT coordinator
 - Math Science Magnet Counselor
- Secondary Teacher, Olive Vista Middle School, Sylmar, CA** **1995 - 1999**
- Dean of Students
 - LAUSD Mentor Teacher
 - Middle School Advisory Program coordinator
 - Social Science department chair
 - New Teacher professional development coordinator
 - Parent Center teacher representative
 - Planned cluster Parent Technology Training
 - Member: LSLC, ITT, PQR Team, MTA, UCLA/LEARN
 - YWCA Week Without Violence coordinator
 - 7th grade Lead Teacher
 - IMACT group leader
- Secondary Teacher, Oak Park High School, Oak Park, CA,** **1992 - 1995**
- Taught psychology, life skills, journalism, English III, keyboarding, math A, accounting, physical education
 - Student Activities Director
 - Developed course articulation agreement with Ventura County Community College District
 - Club advisor; Junior Class, CSF, Journalism
 - Member Ventura County Tech-Prep Consortium
 - Member Faculty Communication Committee, Site Council, National Blue Ribbon, California Distinguished School
- Substitute Teacher, Oak Park Unified School District, Oak Park, CA,** **1991 - 1992**
- Daily and long-term assignment grades K-12, special education, and alternative high school
- OTHER VOCATIONAL EXPERIENCES**
- Professor, University of Phoenix, Southern California Campus, CA** **2004 - present**
- Teacher Credential/Master of Arts, Education Program
- Owner, Flower Fetish, Century City, CA** **1988 - 1991**
- Owner/business manager of retail floral shop
 - Managed daily sales operation, five person staff
 - Negotiated with mall management, suppliers, growers
 - Developed marketing, advertising promotional plan
 - General accounting
- AWARDS**
- Los Angeles City Certification of Appreciation for "Efforts and Support Toward Parent Involvement"
- Los Angeles City Award of Recognition for "Outstanding Contribution to Community's Young Adults"
- Los Angeles Unified School District Award for recognition for "Teen Outreach Program"
- Daily News Peoples' Choice Award "Best Teacher, Conejo Valley"

Appendix S – VRHS #5 Teacher Preparation Academy

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