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PART 1: EXECUTIVE SUMMARY

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

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

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

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

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

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

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

Table 2: Number of Schools in each API Performance Band

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

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

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

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

strength of character can act as a preventative measure against negative peer pressure (such as gang involvement) when students enter secondary school.

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

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

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

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

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

school and what, if any social-emotional supports are necessary to create that culture.

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

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

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

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

VRHS #5 Teacher Preparation Academy will set annual goals through protocols designed to bring all stakeholders (teachers, students, parents, and community members) together around the accountabilities described in the table below. The stakeholders will examine past years' data and determine appropriate goals based on based student performance. Formative assessment, including LAUSD CORE K-12 Periodic Assessments and grade level

department created assessments, will be used monthly to determine student progress toward meeting annual accountability goals. Students will be provided intervention based on achievement on monthly formative assessments.

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

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

Academic Goal	2008-09	2009-10	2011-12 Projected	UPDATE 2010-11
1. API	607	639	660	*All schools will meet the API Goal of 710 for 2010-2011 or increase by 1 point from the previous year (LAUSD target: increase by 10%)
2. CST - ELA Percentage Proficient & Advanced	24.3%	30.5%	33%	*Elem. & Middle Schools: CST- ELA % proficient/advanced will equal or exceed 67.6% *(LAUSD Gr. 2-11 target: 10% increase per year)*
3. CST – Math Percentage Proficient & Advanced	7.2%	8.6%	13%	*Elem. & Middle Schools: CST- Math % proficient/advanced will equal or exceed 68. 5% *(LAUSD Gr. 2-11 target: 10% increase per year)*
4. CAHSEE - ELA Percentage Grade 10 Proficient or above	31.05%	34%	40%	*High Schools: CAHSEE – ELA % proficient or above Grade 10 will equal or exceed 66.7%
5. CAHSEE - Math Percentage Grade 10 Proficient or above	34.75%	36.5	42%	*High Schools: CAHSEE –Math % proficient or above Grade 10 will equal or exceed 66.1%
6. Graduation Rate	Not available on CDE site	Not available on CDE site	82.2%	*High Schools: Graduation Rate Criteria met by meeting one of the following options for 2010-2011 1. Graduation rate of at least 83.3% 2. Improve 2009-2010 rate by at least 0.1% 3. Improve the average 2-year rate of at least 0.2% (LAUSD target: increase by 8%)
10. CAHSEE – 10 first time pass rate	55.75%	55.85%	60%	(Increase percent of 10th graders passing both parts of CAHSEE on the first attempt – LAUSD target: 6%)
11. Student Attendance Rate	91.55%	93.3%	96%	Student must meet 95% attendance target each month (LAUSD target: 96%)
12. Staff Attendance Rate	93.9%	94.3%	96%	Staff must meet 95% attendance target each month (LAUSD target: 96%)

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

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

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

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

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

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

needs. The Academy model will provide students with the greatest degree of personalization, allow us to set high expectations for all students, allow for culturally relevant teaching, allow for partnerships with institutions of higher learning, and ensure that the maximum financial support goes directly to assist the teachers and students achieve success in the classroom.

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

- SSC Portocols
- Community-based projects and service
- Problem-solving skills
- Research-based access strategies
- Professional Learning Communities
- Backwards Planning
- Collaborative work in teams
- Team teaching
- The Framework of Poverty
- Technological literacy
- Character & self-esteem building
- Gang prevention
- Effective communication skills
- Parent-education activities
- Standards-based curriculum
- How to work as a mentor
- Inquiry and project-based learning
- Personalized Learning Experiences
- Relevant and responsive to cultural needs
- Response to Instruction & Intervention (RTI^2)
- Analyzing student data (formative/summative)

PART 2: CURRICULUM AND INSTRUCTION

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

VRHS #5 Teacher Preparation Academy's philosophy is grounded in the belief that the school is an integral part of the community. Parents, community and partnership members will support the school in the decision-making process on budget expenditures, school and parent-education activities, as well as the implementation of the school's vision, mission and philosophy. Students will provide service to the community as part of their inquiry and project-based studies. The staff and partnership members will provide guidance, inspiration, and expertise to promote a culture in which students are given authentic, rigorous tasks to allow them to become increasingly responsible for their own learning. Our proposed curriculum promotes and supports academic excellence. We will close the achievement gap by providing clear and high expectations for all students. We will provide our students with a variety of structured learning experiences in which he/she will be actively engaged. The faculty and staff are committed to the ideal that all students can learn and that they learn best in a small, nurturing environment, using a variety of rigorous instructional practices that address all learning modalities. Students will be provided a college preparation curriculum and the A-G college course requirements will be the foundation for the graduation requirements. Every student will be required to enroll in Advance Placement classes beginning in the tenth grade. Students will engage in rigorous, standards-based instruction which supports higher-order thinking skills on a daily basis.

The classroom environment will support high expectations and create an environment that is based on respect and rapport. All staff members will assume responsibility for the academic success and personal well-being of each student by acting as an adult mentor who will work with the student throughout the student's enrollment at VRHS #5 Teacher Preparation Academy. Academic failure will not be an easy out for our students with intervention in every class during the school day and the Organized Academic Support in School (O.A.S.I.S.) program (Appendix A).

Family members will participate in the creation of and on-going evaluation of the students' ePortfolio projects as the students develop their ePortfolio over the four years of high school. Teachers will use a constructivist model of instructional practices that values every student's point of view. Lessons will be structured to challenge students' suppositions, recognize that students must see relevance in the curriculum, plan lessons around "big ideas," and assess student learning in the context of daily classroom investigations through the use of multiple measures of their academic progress including authentic assessment and project-based learning.

Teachers will deliver the intended curriculum and differentiate instruction to meet the needs of a diverse student population and be culturally relevant. VRHS #5 Teacher Preparation Academy will embed the use of technology in all aspects of student learning, not limiting technology use to simply project presentations, but also as a communication tool between

teacher-student, student-student, and teacher-parent. Instruction will be designed with the knowledge that students embrace the easy access to information at their fingertips and naturally approach tasks in many innovative ways.

The Teacher Preparation Academy will develop a personalized environment for all students and staff in which all students are known and where they feel comfortable seeking help or guidance from a least one adult on campus. Students and adults will develop an understanding and respect for one another's cultural and linguistic backgrounds. The counseling program will be designed to meet the needs of all students by offering socio-economic supports as well as support for our families beyond academic counseling.

Families will be an important part of the school community. The school will work to involve the parents by creating an environment that is welcoming, communicates effectively, supports student success, shares power and collaborates with the community at large. Families are respected members of the school Governance Council. Parents will have regular, up to date access to their student's academic and attendance information through the ISIS Family Module. VRHS #5 was designed with the support and engagement of the City of San Fernando greater community and the Teacher Preparation Academy eagerly looks forward to joining this vibrant community.

b. Core Academic Curriculum: *Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*
   1. ***Autonomy:*** *Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*
   2. ***Curriculum Development:*** *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

We will be a model 21st century traditional Academy school by: (1) Being able to use student exhibitions, portfolios, and other student designed projects, (2) Being able to align student activities and student service, (3) Being able to emphasize depth over breadth of coverage, (4) Being able to fuse technology with project-based learning, (5) Being able to allow all students to participate in a rigorous, quality curriculum that is culturally relevant and linguistically responsive to their unique learning needs. Our students will be prepared to live in a pluralistic, global society.

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 (Kameenui & Carnine, 2002, Marzano, 2007).

- Provide clear, high, expectations of big ideas and concepts- Clearly state and explain grade level essential standards. Recognize and reinforce the importance of effort.
- 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. Help students to identify similarities and differences.
- 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. Teach students questioning techniques.
- 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.

Students will view learning as a life-long process and partake in inquiry and project-based learning to help them organize their thinking and learning around projects. Inquiry and project-based learning allows students to pose questions or problems, problem solve, make decisions, and investigate activities (Thomas, 2000). Students will work in teams to explore real-life problems and create projects and presentations to share what they learn. Research shows that this motivates students to learn, boosts cooperative learning skills, and improves test scores (Staff, 2001).

Research shows that when students from diverse backgrounds, Students with Disabilities, and students that are economically disadvantaged, utilize technology when working with projects, they move quickly to proficiency in all curricular areas. The following are six ways to enrich learning and motivate students to learn. (Lamb, 2004):

- **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.

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.

Teachers working together in Professional Learning Communities (PLCs) will 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 a safe school environment that maximizes time on learning, supports respectful interactions among all stakeholders, and utilizes a Positive Behavior Support plan. The PLCs will meet once weekly to analyze student data, determine strengths and challenges, identify student needs, identify at-risk students, and plan appropriate instruction and flexible groupings for intervention.

VRHS #5 Teacher Preparation Academy will use the following 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.

History/Social Science A - Course Requirements: Teachers will teach the grade level state content standards in history/social science and guide students in to demonstrate the ability to think critically, learn autonomously and to solve problems by effectively completing challenging group and individual project. Students will learn about history and make connections to people in the past, present, and future. The goal will be to expose the students to a deeper understanding of how they can contribute to a better school environment and society. Below is a course list and brief course description:

Grade 10 *Modern World History* or *AP European History*
Students develop an understanding of principal themes in modern world history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing with an emphasize on intellectual and cultural, political, and diplopic history, social and economic history, as the issue of "the individual and the greater community" evolves chronologically in the modern era.

Grade 11 *United States History or AP US History*
Students will study the political, social, economic, and diplomatic history of the Untied States, beginning with the Revolution and concentrating on the 20th century. Themes and topics include the influence of Enlightenment thinkers on drafting of the Nation founding documents, post-bellum immigration and industrialization, WW1, the Great Depression area, WW11, the Civil Rights Movement, the Cold War, and major social problems of our time and trace their causes in historical events. Upon completion of CST's students will examine the history, politics and social issues of education in the United States beginning with the Colonial Period and to the 21st century.

Grade 12 *Principles of American Democracy (1 Semester) and Economics (1 Semester) or AP Government (Annual)*
In Principles of American Democracy students develop an ability to analyze the United States' system of government and the historical background, fundamental concepts and principles that make up the American democracy. Topics and

themes include the development of the Constitution, the Bill of Rights, Federalism, a study of political parties, voting and voting behavior at the national, state, and local levels, and the influence of special interest groups and the media in shaping public opinion. The course will summarize landmark court decision in terms of civil rights and liberties, including public education and examine the role and responsibilities of the three branches of government at the national, state and local levels.

In Economics student will study the basic institutions, concepts, principles, and practices of economics covering economic concepts that underlie the Unites States market systems and its operations using concepts at both the micro and macro levels to promote informed voter and consumer decision making and provide students information about major economic theories and prominent economists with an emphasis on how economics influences the lives of ordinary citizens.

English Language Arts (ELA) - B Course Requirements: Teachers will use the *LAUSD ELA Concept Lesson* curriculum and supplementary materials to teach California State's ELA grade level standards. The *LAUSD ELA Concept Lesson* program is a research-based designed program developed for the student population of LAUSD with emphasis on providing Culturally Relevant and Responsive pedagogies and strategies. It has various components, addresses four genres of reading and writing including Persuasion, Exposition and Research, and Literary Analysis. Instruction is designed to provide the student with multiple opportunities for verbal interactions with peers, opportunities for critical thinking, and opportunities for writing expression. The *LAUSD ELA Concept Lesson* curriculum provides teachers with appropriate, instructional plans that scaffold the writing process. Ninth grade students, who are working below grade level, will be provided at least two hours of daily in ELA. Tenth, eleventh, and twelfth grade students who are achieving below grade level will be provided daily intervention during the final 20 minutes of class. All grade 11 and 12 students will be encouraged to enroll in Advance Placement English Language and Advance Placement English Literature.

Grade 9 English A/B and Grade 10 English A/B

Students will analyze literature and expository text and produce complex writing assignments. Student will refine knowledge and skill acquired in earlier grades with more refinement and sophistication. In compliance with the *California Reading/Language Arts Frameworks* ninth and tenth grade students are expected to read one and one-half million words annually on their own from a variety of print sources including classic and contemporary literature, magazines and online articles and to apply and refine their command of the writing process and writing convention to produce, narrative, persuasive, expository and descriptive texts of at least 1,500 words each. The course of study for ninth and tenth grade is divided into three standards-based components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening and speaking. The persuasion unit will provide the student opportunity to examine persuasive text and focus on the authors' credibility, relationship between generalization and evidence; examine the effect of tone and structure on the text. Students will write persuasive essays and deliver multi-media persuasive presentations. In the exposition instructional component, student will read expository texts and use primary and secondary sources to create a piece of writing that coveys a clear thesis, distinguishes between information and the significance of data and anticipate the audience. During

the literary analysis component students will read literary texts, recognize and understand the significance of literary devices and how voice, persona, and narrator choice affect characterization and the tone, plot a credibility of a text. Students will write responses and deliver oral responses to literature.

Grade 11 American Authors and Composition

In American Authors and Composition students analyze how the political, religious, ethical and social influences are depicted. Students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider validly and reliable of sources. Students will critically examine the multiple perspectives to lead to an understanding of literature from different lenses, such as feminist, gender, and cultural. Students will have opportunities to publish narrative persuasive, expository, and descriptive text of at least 1,500 words each.

Grade 11 AP English Language and Composition

The goals of this course are diverse and provide students opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. The overarching objective is to enable students to write effectively and confidently across the curriculum and prepare them for the rigors of college writing. Students will create expository, analytical and argumentative writing based on reading text from a variety of disciplines and periods. Students will learn to synthesize materials from primary and secondary sources in their own compositions and to correctly cite sources using MLA conventions. Students will become aware of a variety of prose styles from many disciplines and historical periods, and gain understanding of the connection between writing and interpretive skill in reading and develop an understanding of the important of graphic and visual images in text published in print and electronic media.

Grade 12 Expository Reading and Writing

Students will increase their awareness of rhetorical strategies employed by authors, and to apply those strategies in their own writing. The will examine the relationship between an author's augments or theme and her audience and purpose, to analyze the impact of structural strategies, and to examine the social, political, and philosophical assumptions that underline the text. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports biographies, public documents and other non-fiction text. As per the *California Reading/Language Arts Framework,* students are expected to write a minimum of eight academic compositions of at least 1,500 words and read two million words annually on their own that will transition them into adult reading.

AP English Literature

Students will engage in reading and critical analysis of imaginative literature and deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers considering structure, style, themes, figurative language, imager, symbolism and tone. Student will read works from several genres and periods, from the sixteenth to the twenty-first century to develop the ability to reflect on the textual detail and historical context that the literary works demonstrate. Students will write to increase their ability to explain clearly and cogently what they understand about literary works and why they interpret them as they do.

English a Second Language (ESL): English learners will comprise approximately 23% of the student population. English learners are those students whose first language is not

English and who are tested upon entering LAUSD and are found to be not proficient in English. The ELD standards are the pathway to the ELA standards. English learners will progress through the ELD standards and attain proficiency in English as quickly as possible, allowing them to successfully access the core curriculum. Teachers will teach ELD standards using the *Highpoint* curriculum. ESL students will be enrolled in a two-hour block of ESL. Classes will be organized by ELD level. Students in ESL 4 will receive access to core ELA standards based curriculum.

Mathematics – C Course Requirements: The overarching goal of the mathematics course work at VRHS#5 Teacher Preparation Academy is to ensure students are prepared to succeed in college level work and that students develop an understanding that the study of math provides the students with a way of thinking and not simply the memorization of definitions, algorithms, and theorems. Instruction will engage students in opportunities to explore mathematical concepts through the use of manipulatives and problem solving. Ninth grade students who are working below grade level will be provided at least two hours of daily math instruction. Tenth, eleventh, and twelfth grade students who are achieving below grade level will be provided daily intervention during the final 20 minutes of class. All grade 11 and 12 students will be encouraged to enroll in Advance Placement Statistics.

Grade 9 Algebra I

Students who have not passed Algebra I with a grade of "C" or better will be enrolled in Algebra I. This course will provide the transition from arithmetic to symbolic mathematical reasoning. Students will extend and practice logical reasoning in the context of understanding, writing, solving and graphing problems using linear and quadratic equations.

Grade 9 or 10 Geometry

Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will be provided the opportunity to arrive at their proofs through a process of trail and error, false starts and dead ends. These trails will lead to a correct proof. This understanding of the students need for discovery will emphasize the students' sense of discovery. Technology will be used to enhance the students' experience of creating the construction of geometric figures making the mathematical encounter richer.

Grade 10 or 11 Algebra 2

Many new concepts and techniques are introduced to the students that will be the foundation for more advanced courses in high school mathematics and support students to be college and career ready. The emphasis is on abstract thinking skills, the function concepts, and the algebraic solution of problems in various content areas. Students will gain experience with algebraic solution of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential function, the binomial theorem, and the complex number systems.

Grade 11 or 12 Math Analysis

Math Analysis provides the student with a combination of trigonometric, geometric, and algebraic techniques needed to prep tem for the study of calculus and other advanced courses in high school and college. Students will study mathematical induction, the roots of polynomials, conic section and limits.

Grade 12 AP Statistics

Student will be introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will examine the four broad conceptual themes of Exploring Data, Sampling and experimentation, Anticipating patterns, and

Statistical Inference.

Laboratory Science - D Course Requirements:
The *Science Content Standards for California Public Schools, Kindergarten through Grade 12* will inform the Science instruction at VRHS #5 Teacher Preparation Academy. The content of science includes essential skills and knowledge students will need to be scientifically literate citizens. To ensure our students are prepared for the quantitative and abstract nature of high school science there will be an emphasis on the inquiry-based instructional model which includes asking questions, making observations related to that question, planning an investigation, collecting relevant data, reflecting on the need to collect additional data, analyzing the data to construct plausible explanations and then communicating findings to others. Students will develop an understanding of science as a way of understanding the world around them, not as a collection of theories and definitions to be memorized. Students will use technology including graphing calculators and computers, in gathering and analyzing data. Hands-on scientific activities will account for no less that 25% of class time.

> *Grade 9 Biology*
> Students will develop an understanding of basic biological concepts including: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of biotic and biotic facts. Laboratory investigations will assist students in the development of critical thinking skills.
> *Grade 10 Chemistry*
> Students will develop an understanding of basic concept of chemistry including: the periodic table; atomic structure; periodicity and electron arrangement; chemical bonding; mole concept; stoichiometry kinetic motion of gases; the gas laws; solutions; chemical equilibrium; acids and bases; acid/base equilibrium; chemical thermodynamics; organic chemistry; nuclear chemistry; nuclear energy; and particle physics.
> *Grade 11 Physics*
> Laboratory experiments will provide the empirical basis for understanding and confirming concepts that emphasizes the study of basic properties and interactions of matter, force, and energy. Student will be exposed to methods used by physicists as they construct a consistent picture of the universe through the study of topics physics through laboratory investigations, problem solving, teacher-led demonstration, discussion and individual and group study.

Language Other Than English – E Course Requirements:
World Languages and Cultures classes will develop our students' ability to communicate in culturally appropriate ways in a variety of settings to ensure success in our interconnected world.

> *Grade 9 and 10 Spanish I, Spanish II, ASL I*
> These courses will emphasize speaking and understanding, including grammar, vocabulary, reading and composition. Students will demonstrate the ability to sustain a brief conversation on simple topic demonstrating good use of pronunciation and the basic structural patterns in the present, past and future tenses, the subjective, and commands. Students will summarize orally and in writing the main points of simple reading passage not involving specialized vocabulary.
> *Grade 11 and 12 AP Spanish Language*
> In AP Spanish Language students will use Spanish for active communication, learn to

understand Spanish spoken by native speakers at a natural pace, in both informal and informal contexts. Students will develop a vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings without dependence on a dictionary and student will express themselves by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, using different strategies for different audiences and communicative context. Authentic source materials will be used to integrate student language skills. Students will be required to demonstrate their understanding of authentic Spanish language source materials.

Grade 11 and 12 AP Spanish Literature

Students will read works in Spanish that are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. Student will learn to interpret and analyze literature in Spanish. Students will read text from the medieval and Golden Age of Spain, nineteenth-century works from Spanish America, and twentieth-century readings from a variety of countries and perspectives.

Visual and Performing Arts – F Course Requirements:

Through the study of the Arts, our students have a meaningful experience in which they will apply their knowledge and experience to the creation of an understanding and appreciation of artistic expression. Students will develop an understanding of aesthetic valuing, historical and cultural awareness, and interconnection of the arts and other disciplines.

Grade 9 -12 Theatre Introductions

Student will be trained in the fundamental skills of the theatre arts, including improvisation techniques, body control, vice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and preparation and acting of scenes from plays. Acting project will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others and accepting constructive criticism. Students will develop language skills and appreciation through reading dramatic literature; using written critiques; writing dramatic scenes; character analyses, play reports and introductions; observing with sensitivity; listening critically and speaking effectively.

College Preparatory Elective Courses – G Course Requirements:

Grade 11-12 Child Development

Child Development is a comprehensive study of developmental stages of children from conception through early adolescence, including the major theories of development and their application. Focus is on emotion/psychological, cognitive, and physical development, and on the influence of heredity and environmental factors. Included are theories of multiple intelligence and current brain research.

Grade 11-12 Introduction to Sociology

Student will engage in an exploration of the study of people and their life in groups. They will examine how people behave in groups and how group interactions shape both individual and group behaviors. They will analyze the rules, organizations and values systems that enable people to live together.

Health LAUSD Graduation Requirement: The course will be offered through a distance-learning platform with support from VRHS #5 Teacher Preparation Academy. Students will learn essential concepts about health choices, nutrition, and physical activity. Students will learn interpersonal communication, decision-making to enhance health, and

goal setting. Lessons will be taught on the prevention of alcohol, tobacco, and other drug use and growth development and sexual health.

Physical Education LAUSD Graduation Requirement: All ninth and tenth grade students will participate in physical education courses that will teach the P.E. standards found in *California State Physical Education Framework* or will be a member of a VRHS #5 school athletic team. The goal of the physical education program is to ensure students are fit, healthy, and physically active throughout their lives. Physical education classes will be open to students in grade 9 -12.

Applied Technology LAUSD Graduation Requirement: All ninth grade students will be enrolled in *Introduction to Computers/Internet Publishing* to fulfill the Applied Technology requirement. This course will provide them the necessary computer literacy skills which are needed as they move through the instructional program of VRHS #5 Teacher Preparation Academy. Their first submission in their ePortfolio will be class products introduced in *Internet Publishing.*

"Typical" VRHS #5 Teacher Preparation Academy Matrixes

9th Grade	10th Grade	11th Grade	12th Grade
ELA	ELA	ELA/AP Lang	ELA/AP Lit
Alg. 1/Geom	Geom/Alg. 2	Alg. 2/Math Anal.	Math Anal/AP Stats
Biology	Chemistry	Physics	Gov/Econ/AP. Gov
Intro Comp/Internet Pub	Wld His/AP Eur His	US His/AP US His	Intro. Theatre
Physical Ed.	Physical Ed	Child Development	Intro. To Sociology
Spanish I/ASL I	Spanish 2/ASL 2	AP Span. Lang/Span 3	AP Span. Lit/Span 4
OASIS	OASIS	World of Education	Peer Tutoring /college Internship

WASC: 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. The school will not have seniors during the first year so it will not qualify for the visitation initially. Teachers and administrators will attend regularly scheduled WASC preparation meetings and professional developments. The school will obtain a College Board number and all courses will be approved by the president of the University of California.

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

The Academy staff believes that all students are entitled to receive a content rich, academically rigorous, educational experience that prepares them for a multitude of post-secondary opportunities with an emphasis on those required by the teaching profession. Teachers will provide differentiated instructional techniques to support student learning. The techniques will be based on the analysis of student data to provide equal access to the curriculum. Teachers will assess students regularly in order to monitor progress and provide targeted instruction. The following research-based strategies found in the California Frameworks will be used (English language arts, math, science, social studies, history/social science, and visual/performing arts):

Students with Disabilities:
- Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension
- 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).

English Learners (*Barriers to Meaningful Instruction for Els* Meyer, 2000; and ELA Frameworks for California Public Schools, 2004; Echevarria, Vogt, & Short, 2008)
A key component of our EL program at the Academy will be the detailed monitoring of the students progress through the ESL classes as well as meeting the state and district guidelines for reclassification as an English Proficient Learner.
- Pre-teach, teach and re-teach essential elements of the lesson, such as academic vocabulary, background information, and language structure
- Create classroom conditions that foster learning by modeling, scaffolding, and helping students construct understanding
- Access prior knowledge to help students acquire new learning
- Use visuals and clues to help students understand new concepts
- Use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content
- Deliver direct, explicit, and systematic instruction in reading, writing, English phonology, morphology, syntax, grammar, and semantics to guide students in their learning
- Provide students with abundant opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect

Standard English Learners (SELs):
- Explicitly teach Standard English within the context of the lesson
- Use Thinking Maps to compare Standard English to Informal English
- Model the difference between grammatically correct and incorrect statements
- Provide opportunities for students to use Standard English
- Deliver culturally relevant and responsive instruction
- Reinforce literacy as a natural extension of a comprehensive and explicit English oral language development program
- Expand knowledge of phonemic awareness, comprehensible vocabulary development and print awareness,
- Use SDAIE and reciprocal teaching, and project-based learning to support students development of content area literacy

Migrant and Homeless Students:
- Address identified needs based on the Family Questionnaire completed at

enrollment. Design and implement an Individualized Response Plan.
- Provide a safe and trusting learning environment
- Provide case management to reach homeless and migrant students via the Pupil Service Attendance (PSA) counselor
- Train the school staff and parents on the Migrant Education Program and services for homeless children and their families

Students with Poverty:
- Create a safe and trusting environment
- Model concrete strategies for learning and appropriate behavior (Caine, 2000)
- Provide cooperative learning and shared decision- making opportunities such as project-based learning (Kovalik and Olsen, 1998)
- Model ways to construct broader concepts from pieces of information
- Access prior knowledge to help students acquire new learning
- Make learning exciting and relevant
- Identify and address the learning styles of students (Brauldi, 2000)
- Use Thinking Maps and graphic organizers to help students organize, integrate and retain information (Fogarty, 1997)

Accelerated Learning GATE and High Achieving Students: Students identified as gifted, (intellectually, by achievement, talented, or potentially gifted by their teachers) will be provided accelerated and enriched instruction during **(**Tier 1) instruction and during *Workshop*. The school will also use the following approaches to ensure that gifted students receive appropriate services and instruction:
- Teachers in the PLC will enhance the curriculum to provide gifted students with high quality differentiated opportunities for learning and give them opportunities to make choices.
- Students will create or select their own projects, their own topics to research, and will present their projects and research papers to members of their community.
- Teachers will be provided professional development on making changes in the pacing, levels of complexity, and depth of instruction.
- A committee will be formed to review how to identify gifted and talented students, students with disabilities, diverse, racial, socio-economic, linguistic and cultural backgrounds, and prepare the paperwork to have the students assessed for intellectual ability, screened for academic achievement and talent.
- Teachers will provide an accelerated education that challenges students and keeps their interest in school and learning.
- Students will be arranged in flexible and strategic groups to have their educational and social needs met.

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 (RtI) 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. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. Multiple measures will be used to determine the level of intervention needed

by an individual student including: MyData, DSS, ISIS, and SIS. Placement into supplemental literacy and math Tier 2 and Tier 3 support will be based on the following LAUSD resources; REF-5092.0 *"Placement Guidelines for Tier 2 & Tier 3 Literacy Intervention, Grades 6-10,"* (Appendix B), REF-3494.2 "*Placement of Matriculating English Learners in MS and HS ELD Curriculum,"* (Appendix C), REF-5153 *"English Language Skills Courses: Scheduling and Materials,* (Appendix E) Ref-4861.0 *"2009-2010 California High School Exit Examination Preparation Program,"* (Appendix F), and MEM-5090 *"Mathematics Intervention Program for 9th Grade Students Enrolled in Algebra I"* (Appendix I).

(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 on college preparation course work. Teachers will engage students using effective strategies and techniques as indicated in sections (a & b). 80-85% of students receiving Tier 1 instruction will be expected to reach proficiency.

(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 benchmarks 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 *English Language Skills 3 or 4*, 10th grade students based on their score on the CAHSEE Diagnostic assessment may be enrolled in *Enhancing Literacy,* 11th and 12th grade students who have not passed the CAHSEE may be placed in *Essential Standards English* either during or after school

(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 *Strategic Literacy* 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 Academy 11th and 12th grade students along with classroom teachers will work through *Beyond the Bell* 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.

d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Academic engaged time is a strong predictor of student achievement. To effectively engage students and address the needs of all learners, ELs, SELs, Students with Disabilities, students from poverty and gifted students. Teachers will use the following culturally relevant instructional and research-based access strategies (LAUSD Language Acquisition Branch as well as the research synthesized by Robert J. Marzano, Douglas Reeves, Linda-Darling Hammond, and the National Association of Secondary School Principals, indicating instructional strategies that have been successful in raising student achievement for all students and in particular, those representing our targeted population.)

- **Instructional Conversations/Discussion-Based Lessons:** Students participate in interactive discussions and use complex academic vocabulary and language to convey ideas. Teachers facilitate student/student discussions and use strategies that continue to develop the students' academic language. An few examples of activities that lend themselves to classroom discussions are the following: Contrastive Analysis, Re-voicing, Thinking Aloud, Reciprocal Learning, Student Led Conferences, Think/ Pair/ Share, Pull Out and Talk/Write.
- **Cooperative and Communal Learning Environments:** Students work collaboratively and cooperatively to accomplish learning goals through community service, inquiry and project-based learning, Readers Theatre, science experiments, and research-based presentations**.**
- **Academic Language Development:** Students use academic language to communicate and write effectively. Academic language is acquired through explicit instruction, modeling, scaffolding and practice. Teachers promote academic language development by assigning in class and homework tasks that involve comparison and classification and that involve metaphors and analogies**.** Academic language is also developed by asking students to revise notes, correct errors, and add information, to generate mental images representing content, to draw pictures representing content, to construct graphic organizers and thinking maps, to act out content, to make physical models of content, to use technology to represent content learned.

  Personalization of the Learning Environment: Students are recognized and progress towards learning goals is celebrated throughout a unit of study. Teacher reinforced the importance of effort and provides specific feedback on all assigned homework.

PART 3: SCHOOL CULTURE AND CLIMATE

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

All stakeholders and community partners will work collaboratively to create an environment conducive to high academic achievement for all students. Our culture will feature a rigorous education for all students aligned with the California State Content Standards. The culture will be safe, caring, and a respectful learning environment to ensure that students have equal access to the curriculum and achieve to their fullest potential. VRHS #5 Teacher Preparation Academy will have student-centered, supportive environment where students can positively interface with their peers and adults through the structure of a Professional Learning Community. Teacher-student relationships will be developed and every student will have a mentor to enhance and personalize learning (Marzano, 2003).

To promote a positive behavioral and social environment, teachers will co-construct a clear set of classroom rules and social expectations with the students. Classroom behavioral expectations will be explicitly taught. 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. Students will learn how to work together, respect human diversity, and appreciate democratic values.

All ninth and new students and their parents will be requested to attend a new student welcome orientation where behavior, academic expectations, parent/student responsibilities, weekly grade reports, mandatory afterschool intervention, and positive behavior rewards will be shared. All ninth grade students will attend an abbreviated first day of school prior to the opening day for grades 10 -12, at which time they will review classroom expectations, course syllabi with their teacher, receive their textbooks, as well as have an opportunity to purchase their physical education clothes. Parents who are unable to attend the new student orientation will have an opportunity to attend a make-up session as part of the Back to School Night events. The campus will be safe, clean and aesthetically welcoming to students, staff and parents. Adults and students will communicate with respect and the 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 the duration of the instructional period. Instructional time will be sacred. Classroom interruptions from the school administrative offices will be minimized.

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 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 meet the high level of expectation which will be hall mark of VRHS #5 Teacher Preparation Academy. Counselors will work one-on-one with student beginning in ninth grade to prepare them for the college application

process. All students will visit a minimum of four colleges during their tenure at the school. Ninth grade students will take a field trip to Mission College where they will receive information about the education and career opportunities available in the community college system. All tenth grade students will visit California State University, Northridge where they will learn about the CSU system, the requirements for admission and educational opportunities. In eleventh grade the students will visit the University of California, Los Angeles to experience the UC system. During the Fall of their twelfth grade year, all students will visit one of the many private colleges and universities in the Los Angeles area, University of Southern California, Occidental College, Loyola Marymount College, or Pepperdine University.

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

A successful student in VRHS#5 Teacher Preparation Academy will have demonstrated mastery on the State Content Standards by scoring at the proficient or above level and will have demonstrated an ability to think critically. The student will be taking at least one Advance Placement class annually and will complete the college A-G entrance requirements by the time he/she graduates. Successful students will have engaged in a variety of co-curricular activities both on campus and in the community and will have developed the capacity to become a life-long learner. In addition, the student will be technologically proficient and socially conscious.

Teacher mentors will support students' success and help create a nurturing environment in which no student is allowed to "fall through the cracks." The 9th and 10th grade houses and the OASIS program are designed to make it very difficult for students to fail. The parents will be integral part of the student support structure. We will closely monitor student academic progress through weekly progress reports and continual teacher/counselor contact so that student success is assured (Appendix A). Students will learn to support each other, so that peers will not allow their classmates to fail to complete the rigorous academic program provided. A positive behavior reward system will be used to motivate and encourage the students. Student success will celebrated each semester culminating with a school wide awards ceremony. We will recognize Students for excellent and improved attendance, academic success and academic growth as measured by common formative and summative assessments, and excellent and improved behavior. Achieving students will be allowed free attendance to school events such as dances and athletic competitions. Honors and improving students will be publically highlighted on bulletin boards. As senior students receive their college acceptance letters, their names will be prominently displayed in the Main Office.

c. Social and Emotional Needs: *Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.*

The Teacher Preparation Academy will work collaboratively with the other schools on the central campus to develop MOU's with community organizations that will help meet the social and emotional needs of our school population. We anticipate partnerships with health organizations as well as working within the LAUSD structure to meet the many needs of our

students. We will utilize the district's information systems such as ISIS (Integrated Student Information System), and Welligent to collect student health information, monitor the health status of students, and to ensure that the student's needs are met as identified by their IEP's.

VRHS#5 Teacher Preparation Academy is committed to students gaining skills and accessing learning opportunities in an active and preventative manner that ensures all students can achieve school success through academic and personal/social development experiences. We will use the RtI² School Leadership Team to ensure students are supported in a safe learning environment that fosters academic and personal growth. The RtI² School Leadership Team members will be made up of the students' teachers, counselor, faculty mentor, school nurse, principal, the student, and the parent. Students will meet daily with their faculty mentor therefore this is the first line of support for students. The mentor will monitor the students' academic progress and the students' social/emotional success. The mentor will recommend students to RtI² School Leadership Team and to the other support groups that will be available on campus. These groups include, but are not limited to:

- IMPACT student interventions including grief, drugs, and crisis groups
- Project 10/Gay Straight Alliance a program that provides anti-bias trainings on understanding LGBT youth and educational/emotional support for LGBT students
- Tobacco Use and Prevention Education (TUPE) awareness and activities
- Human Efforts Aimed at Relating Together (HEART) peer mediation program

The RtI² School Leadership Team will use multiple assessments to collect data on academic achievement, career planning, and personal issues to identify and provide assistance for our students, families, and staff. All stakeholders will be notified of the results and given information to help them interpret the measurement results.

The Academic measurements will be:
- California High School Exit Exam (CAHSEE)
- California Standards Test (CST)
- Advance Placement (AP) exams
- ACT/SAT/PSAT
- Five week progress and semester marks reports
- California English Language Development Test (CELDT)

The Social/Emotional measurements will be:
- School nurse will conduct health screening to identify potential barriers to academic success and refer students/families to community health resources
- School nurse will monitor protocols and eviler medication as needed
- Number of teacher behavioral referrals to counselor
- Student daily attendance rates
- Student self-referral to counselor
- LAUSD School Report Card

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

Valley Region High School #5 Teacher Preparation Academy will prepare students to be

successful in their future. We will utilize AVID college preparation strategies in each A-G class to motivate and help students learn college note-taking skills, critical thinking skills, reading strategies, and speaking skills. Socially, the work that students will do with the community will strengthen their communication skills, broaden their sense civic duty, help them establish connections, and boost their self-esteem. Students will be prepared to succeed through rigorous college preparation, A-G course of study that is founded on the California State Standards and Frameworks. Students will participate in a variety of college-preparation and career-ready activities throughout the year including career and interest surveys that students will access through the digital library. All students will visit colleges to experience the college culture, to be motivated to stay in school and to connect what they learn in our classrooms to the outside academic world. Students will participate in the LD2 College Fest. College representative from area colleges will conduct workshops on completing college applications, writing a college application essay, how to find money for college, and competing the FAFSA. Universities and colleges will present information to the students and parents on their various academic programs. Parent workshops will be conducted by the counselor and administrative team to provide parents information on the college admission process. The faculty mentors will act as a resource to families as they navigate the college process. All students will be required to complete at least 3 college applications. The school will embrace the theme "College-Prepared and Career-Ready" by decorating the rooms, hallways, and offices with different college and career attire. There will be community participation through our connections with our school partners CSUN and Mission College. Colleges will offer classes and internships to our students. The school will have career week and invite staff from its partnerships and others from the community to present to students. After graduation faculty mentors will stay connected to their students to provide support during the student's transition in college. Graduates will return to VRHS #5 Teacher Preparation Academy to speak to the students about their college experiences.

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

We recognize the fundamental role that parents and family play in student achievement and believe that parent expectations are the key intrinsic ingredient that drives student success. The more that parents, caregivers and community members become engaged in the education of their children, the more the Academy will become integrated into the community, parents were consulted in the design of the Academy and helped to create this proposal. According to the research of Joyce Epstein's and John Hopkins University model of parent involvement, the number one indicator of student success is not primary language, race, gender, or economic class, but the extent to which parents are involved in their students' education. VRHS #5 Teacher Preparation Academy will welcome all volunteers to be involved in parent committees, English Language Advisory Committee (ELAC), Compensatory Education Advisory committee (CEAC), VRHS #5 Teacher Preparation Academy Booster club, School Site Council (SSC). Parents will be encouraged to attend school events such as parent education and college workshops, Back-To-School Night, and Open House. Teachers will contact families regularly to discuss their students' academic progress and help plan and assist with the students' improvement as needed. Parents will work in genuine collaboration with the school community. Parents will attend grade-level conferences and all teachers will have office hours to accommodate the needs of the community. Parents will be asked to volunteer at the school and act as chaperones on field

trips. We will provide parent workshops and seminars on such topics as the use of technology, navigating the college application process and parenting skills. VRHS #5 will communicate with the parents through ConnectEd, the school newsletter, student handbook and planner, course syllabi, progress and report cards. All stakeholders will access school information through the school's web-site.

f. School Calendar/Schedule: *Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.*

- *Autonomy:* *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.*

VRHS #5 Teacher Preparation Academy will follow the LAUSD Master Instructional Calendar (Appendix J).

"Typical" VRHS #5 Teacher Preparation Academy Matrix (Appendix K).

9th Grade	10th Grade	11th Grade	12th Grade
ELA	ELA	ELA/AP Lang	ELA/AP Lit
Alg. 1/Geom	Geom/Alg. 2	Alg. 2/Math Anal.	Math Anal/AP Stats
Biology	Chemistry	Physics	Gov/Econ/AP. Gov
Intro Comp/Internet Pub	Wld His/AP Eur His	US His/AP US His	Intro. Theatre
Physical Ed.	Physical Ed	Child Development	Intro. To Sociology
Spanish I/ASL I	Spanish 2/ASL 2	AP Span. Lang	AP Span. Lit
OASIS	OASIS	Peer Tutoring 11/9	Peer Tutoring 12/10

The daily bell schedule will be an alternative block with a daily period 7 OASIS/Peer Tutoring. The bell schedule will allow for intervention to be held within the school day in each class, except period 7, during the final twenty minutes of each class. Underachieving students will be required to remain in class during the intervention period. The built-in intervention program is based on the knowledge and experience that after school interventions and Saturday programs fail to attract our most needy students. As funds allow, additional teachers will be purchased to lower the teacher-to- student ratio. The school will structure the calendar to implement banking of instructional minutes throughout the school year to provide teachers with time for professional development and to work within their Professional Learning Communities.

g. Policies: *For Independent Charter Schools Only*
Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

Not Applicable

PART 4: ASSESSMENTS AND SCHOOL DATA

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

As outlined in *Response to Intervention Policy Consideration and Implementation* VRHS #5 Teacher Preparation Academy understands that educators cannot make informed, consistent decisions about the effectiveness of Tier I quality first instruction or about the effectiveness of a Tier II or Tier III intervention program without looking deeply and honestly at valid data.

We believe that the main purpose of assessments is to inform instruction. We use formative assessments because they allow students to see their progress over time. Knowledge gained is the currency of success. According to Marzano, focusing on knowledge gain, provides a legitimate way to recognize and celebrate success, more than 250 studies demonstrates that the use of formative assessments does improve learning.

The school will establish a Response to Intervention and Instruction (RtI²) Problem Solving Team that will include members representing the following stakeholders: teachers, administrators, coordinators, data specialists and counselors. The team will ensure that teachers receive timely access to their data and arrange opportunities to discuss the data in their PLCs. Teachers will receive previous and current CORE K-12 Periodic Assessments, CAHSEE, CST, and CELDT scores. To maximize the effectiveness of instruction and intervention, students receiving Tier 2 services will be assessed every 2-3 weeks by the teacher; students received Tier 3 services will be assessed every 1-2 weeks to keep the intervention appropriate. Research demonstrates that the frequency of assessments is related to student achievement (Kulik and Kulik, 1991). Using the RtI² Problem Solving Process (identifies the problem, analyze the problem, design and monitor the intervention, and evaluate the response to intervention) the team will review formative and summative assessment data (academic and/or behavioral) to inform instructional and professional development decisions. Working collaboratively, the team will collect data using the protocols embedded in the RtI² Problem Solving Process to create specific, observable, and measurable hypotheses in order to develop and implement targeted and viable interventions for students and/or professional development for teachers. Professional development for teachers will include collaboration around the data and the targeted and viable strategies. The team will continually monitor the progress of interventions, using formative assessment data to drive the evaluation. By reinforcing our efforts, the students see a direct relationship between how they work and how much they learn. As a result of the RtI² Problem Solving Process, the team will identify students that need Tier 2 and Tier 3 intervention on an ongoing basis. Intervention will be provided for the at-risk students in the specific areas of need. The programming will be flexible with the goal of exiting them when they master the benchmark standards. The teachers will be provided professional development on how they can make adjustments to the curriculum to meet the needs of the students.

VRHS #5 Teacher Preparation Academy will set annual goals through protocols designed to bring all stakeholders (teachers, students, parents, and community members) together around annual summative data accountabilities. The stakeholders will examine past years' data and determine appropriate next year goals based on student performance.

b. Autonomy: *Describe how the school will use assessment autonomy to maximize student learning.*

Not applicable as VRHS #5 Teacher Preparation Academy will adhere to LAUSD policies and bulletins around student assessment and school data. Our schools quantifiable goals are aligned with the LAUSD target metrics. We will use these metrics to modify and improve strategies and policies to best meet the needs of all of our students.

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

VRHS #5 Teacher Preparation Academy will use formative assessments including LAUSD CORE K-12 Periodic Assessments and grade level department created assessments monthly to determine student progress toward meeting annual accountability goals. Students will be provided intervention based on achievement on these monthly formative assessments. We will screen students prior to the opening of school in order to identify students who need additional academic support and also to identify students who might need extended learning opportunities. Teachers will use this data to reflect on their classroom practices and use this data to inform their PLC's professional development. Our assessments will measure growth and inform changes in instruction, Formative assessments are crucial in helping us determine the appropriate intervention for students. These assessments will provide guidance in making decisions that promote student achievement.

The school will use multiple forms of assessments to measure student progress in English language arts, English language development, mathematics, science, history/social science, health, physical education, and the arts that are aligned to the state standards. See below for assessments. To establish a culture of continuous improvement, the students will be assessed throughout the school year on an ongoing basis to determine student needs, monitor progress and provide intervention to the students to assure mastery of the grade level standards. All stakeholders will be accountable for student learning.

See table below.

Summary Table of Academic Assessments

Type of Assessment Selected Assessments	Frequency of Use	Rationale for the Selection
Universal Screening Review LAUSD End of Course Algebra I Diagnostic	End of Course 8th grade and as students check in during the year	Determine readiness for 9th grade math placement
DRP	Beginning of 9th grade and as student check in during the year	Determine reading level and intervention placement
Diagnostic CORE Literacy	Following student identification with the Universal Screening	Specify areas of literacy skill challenges; link to research-based instructional practices around these skills; serve as progress monitoring for Tier 2 and Tier 3 interventions
Formative Math, ELA, history, and science CORE K-12 Periodic Assessments	Every 6 weeks for four Times	Identify standards and skills students have not yet achieved and which the teacher needs to focus on or re-teach
Department created formative ELA, math, history, science	Monthly	Determine students needing in school intervention and which standards need to be re-taught.
Summative CELDT, CST, CAHSEE, End of Unit tests	End of unit, end of semester, end of year	Identify what students have learned; report student progress to parents; identify areas in need of instructional or programmatic improvement

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

Not Applicable

e. Data Collection and Monitoring: *Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How*

will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

The teachers will develop SMART Goals (Specific, Measurable, Attainable, Reflect the Mission and Time) to improve student achievement and motivate all stakeholders to achieve the goals. The school will set specific goals for the following:

1. School wide and grade level essential standards from the CST
2. School wide API and AYP in ELA and math
3. Grade level and classroom essential standards from the periodic ELA/math assessments and school-created, standards-based assessments
4. School wide attendance and reduction of behavioral incidents
5. IEP goals for Students with Disabilities

The SMART goals will be posted around the school and in classrooms. Students will self-monitor their progress on essential standard goals, which will be identified at the beginning of the year using CST data, every 8 weeks following the beginning of the school year; students will be assessed to determine the essential standards needed. Each teacher will create a SMART goal bulletin board to help students monitor their progress on essential standards. Students will share with their parents their self-monitoring progress and the SMART goal bulletin board on the essential standards during Student-Led Conferences.

Data Systems: The school will fully utilize the Integrated Student Information System (ISIS), Secondary Information System (SIS), and MyData in school operations in accordance with the LAUSD Modified Consent Decree and to monitor student academic and social/emotional progress. All teachers will utilize ISIS for attendance and their grade reporting records. ISIS, SIS, and MyData tools will regularly be used by the administrative and counseling staff to log, track, and monitor the progress of all students, including GATE, English Learners, and Students with Disabilities. In addition to multiple measures, this data system will be used to inform the administration and/or RtI² School Leadership Team on how to best address student needs. The RtI² School Leadership Team will meet weekly to review student data, to monitor progress of the focus students, determine specific needs, and interventions. We will use Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and the students receive FAPE.

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

All students must accumulate a minimum of 230 credits in grades nine through twelve, pass the CAHSEE and meet proficiency standards as determined by the State of California in order to graduate with a high school diploma. Student must take the following minimum required coursework (Appendix L):

Minimum Course Work to Receive a Diploma
See page *b. Core Academic Curriculum* pages 11 -17 for course descriptions

English	**40 credits**
College Preparatory Math	**20 credits**
Laboratory Science	**20 credits**
Biological Science AB	10 credits
Physical Science AB	10 credits
Social Science	**30 credits**
World History AB	10 credits
US History AB	10 credits
Economics/Government	10 credits
Visual Performing Arts	**10 credits**
Foreign Language	**20 credits**
Technical Arts AB	**10 credits**
Health	**5 credits**
Physical Education	**20 credits**
Electives	**55 credits**

PART 5: PROFESSIONAL DEVELOPMENT PROGRAM

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

The Academy will be a Professional Learning Community (PLC). Based upon the research of Richard DuFour and others, teachers and administrators will engage in a professional development program that facilitates effective standards-based instructional practices and maintains effective classroom management strategies.

Professional Development will be created based on the following principles:
- PD arises out of student, faculty, and community needs and focuses on data-proven effective instructional practices.
- Curriculum and instruction that is developed as a result of the analysis of data, is 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.
- While PD related to state-adopted materials is important for staff, professional learning focused on materials and strategies designed to close the teaching-learning gaps is also important.
- 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.
-

Our main focus is on learning and the learning styles of our student population. Our PD (Professional Development) will focus on brain-based learning and answers the question: "What will I do to help students effectively interact with new knowledge?"

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; to design benchmark core assignments for every grade level content area. Interdisciplinary teams will examine student work and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will 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.

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

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 afternoon to allow teachers to participate in PD. The time will be split 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 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 benchmarks and core assessments, and redesign activities and curriculum in response to data.

Sample teaching faculty PD topics will include, but are not limited to:
- Best practices
- Creating common assignments and rubrics
- Creating common quarterly and semester assignments
- Aligning grading scales
- Designing intervention techniques for low-achieving students
- Differentiating instruction for GATE, EL, LTEL, and SWD
- Integrating technology in the classroom
- Creating interdisciplinary projects
- Creating pacing plans in horizontal teams
- Innovating in the classroom
- Teaching strategies for multiple modalities
- Analyzing student achievement data
- Analyzing the implications of achievement data for instructional methods
- Creating mentoring programs for at-risk students
- Community-building
- Sharing opportunities for growth in one's discipline: upcoming conferences, research, lecture/seminar series
- Establishing professional literature/reading groups
- Developing a structure for peer observation and feed back
- Learning how to effectively design and execute a field-trip
- Developing assemblies and performances for students
- Accreditation
- Improving the instructional program
- Involving parents and community members in student achievement
- Improving parent-teacher communication

To personalize PD for teachers, staff and administrators, the school will provide the following:
- 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 study 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.
- All teachers will be responsible for organizing, planning and providing PD in their area of expertise

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

The induction program for new and existing teachers will include the following:
- 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. Our induction program will be on-going with specific content addressed over the school year.
- We will have a supportive environment where new teachers will be mentored by experienced teachers. Mentor teachers will be selected by the principal and the leadership committee, based on teacher experience in serving populations similar to the school, training experience, and content area expertise. The mentor teacher will be trained on effective peer coaching in order to provide new teachers with the guidance of peer-to-peer collaboration during lesson planning, lesson design, and lesson delivery. The mentor teacher will collaborate with administrators and grade level teams in setting student achievement goals and teacher PD implementation goals. Mentor teachers will be required to observe their partner teacher at least 3-5 times during the school year to provide feedback and targeted assistance in the new teacher's area of need. Classroom observations will allow mentor teachers to collect specific data such as student response tally, teacher-student interaction, and/or scripting of student questions and responses. Data collection will be based on previously agreed upon goals set with the new teacher. (Sample observation form Appendix J).
- 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 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 research-based learning strategies. Additional sessions will be planned to cover students with disabilities, culturally relevant and responsive strategies and (1) planning and preparation, (2) Classroom environment and management, and (3) Professional responsibilities.
- 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
- For new teachers, induction will include thorough support in the successful

completion of BTSA (Beginning Teacher Support and Assessment) by our resident support providers.

- There will be a 1-day teacher orientation prior to the start of the year for experienced teachers that are new to the Academy and 2-day training for new teachers.

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

The 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 3 days. (See Appendix N for PD calendar)

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

The effectiveness of the PD program will be measured by regular systematic data analysis of student results, monitoring of student progress towards learning and behavior goals, and analysis of feedback and data from classroom observations. Teachers will reflect on teacher instructional practices based on student performance on 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, 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. Participants will analyze the quality of each PD at the end of each event and at the end of the semester as we analyze our framework for effective instruction.

Additionally, at the end of each PD, teachers will be given the opportunity to provide written feedback regarding the effectiveness of the training, to set goals in implementing new learning, and to reflect on the implications for their practice. Follow-up sessions with grade level teams and PLCs will be scheduled and organized to allow teachers to revisit training goals and classroom implementation design. The school leadership team will collect data on program implementation, analyze results, track progress towards the set goal, and design action steps to ensure complete and thorough implementation. PD plans and follow-up support will be revised based on teacher and student need. A PD calendar will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and all topic materials and handouts will be maintained as a record of all school PD sessions.

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

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 pages 30 – 42.

PART 6: SERVING SPECIALIZED POPULATIONS

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

The school will implement a Response to Instruction and Intervention (RtI^2) problem-solving framework where high-quality, rigorous instruction and differentiation, data analysis, progress monitoring, and evaluation of results serves as a basis for the cycle of instructional improvement. Students attending Valley Region High School #5 Teacher Preparation Academy will be screened to identify those at-risk of not meeting levels of proficiency using quantitative and qualitative data sources such as free and reduced meal applications, English Language Development (ELD) levels, formative assessments in core content subject areas, California English Language Development Test (CELDT), California Standards Test (CST) and California High School Exist Exam (CAHSEE), ELD portfolios, behavioral referrals, attendance and cumulative records, and teacher anecdotal records.

Teachers will meet the academic and behavioral needs of all students through differentiation of instruction, by scaffolding the learning process, and the acquisition of content skills.

The following research-based strategies will be used to meet the needs of all students:
- Use District-mandated, research and standards-based curricula and intervention programs
- Access and utilize research-based strategies, methodologies, pedagogies, realia, and culturally relevant strategies to teach the grade level standards and to promote student access to the core curriculum.
- Implement small group and one-to-one instruction in specific areas of need
- Teach students how to utilize research-based strategies so they can use them on their own and across the curriculum
- Support project-based learning with scaffolds to assist the students with the process and encourage the students to select their own projects. The students will work in teams and have mentors to assist them
- Write specific, clear and appropriately individualized offers of Free and Appropriate Education (FAPE) for each student
- Mainstream in age-appropriate classrooms and ensure that school climate and culture is inclusive and personalized for all students
- Weekly Progress Monitoring
- Peer Tutoring will be utilized to support Student with Disabilities
- Student Support Team will meet monthly and will be used to determine student placement to support all students. The SST will be comprised of the Principal, the counselor, the nurse, the school psychologist, Special Education teacher, and the student's general education teachers, the student, and the parents/guardians.

Staffing and Parent Needs:
- Train teachers in implementing the District's mandated curriculum and RTI²
- Use Welligent reports, MCD (Modified Consent Decree), Monthly Progress Reports,

Timeline reports for Outcome 7, accommodations and modifications, service tracking logs to monitor school progress, to monitor attendance, monitor office referrals and teacher behavior reports in meeting the needs of all students.

- Provide regular parent workshops to address concerns such as academic needs, completing homework, and promote parent volunteerism to support at-risk students at the school

Students with Disabilities at Valley Region High School #5 Teacher Preparation Academy will be served through the Least Restrictive Environment (LRE) model. To the greatest extent possible, Students with Disabilities (SWD) will be educated with their non-disabled peers using all appropriate supports and services. Placement in a more restrictive environment will be provided only when the needs of the student cannot be met in the general education setting. All school staff will be trained to support students in the LRE. VRHS #5 Teacher Preparation Academy will provide a full continuum of placement options to meet individual student needs. Students with Disabilities will be fully included in all co-curricular activities.

Valley Region High School #5 Teacher Preparation Academy will implement and monitor the special education process using LAUSD's *Special Education Policies and Procedures* manual as follows:

- **Timelines**: Develop a process and system to monitor students with an Individualized Education Program (IEP) to ensure they are completed in a timely manner, following district, state and federal mandates
- **Parent participation**: Include parents in the IEP process and make and document appropriate attempts to include them. Provide parents with reasonable modifications and accommodations to attend the IEP meeting. Communicate all information regularly to parents regarding District- sponsored parent meetings, and other meetings concerning the social and academic progress of their children in meeting IEP goals.
- **Administrative roles and responsibilities**: Provide all appropriate staff members with a copy of the *Special Education Policies and Procedures* manual. Allot time for professional development, collaboration and planning between general education and special education teachers through grade level and cross-grade level team meetings to discuss the academic and social progress of students with IEPs toward meeting their goals.
- **Staff awareness and understanding of the implementation of Section 504 and Individualized Education Plans**: Ensure that all teachers and administrators know who serves as the designee for all Section 504 and IEPs, and how to initiate the referral process. Systems will be established at Valley Region Elementary School #9 to distribute Section 504 and IEP documents to all service providers responsible for providing services to students, while maintaining confidentiality.
- **Individualized supports and services for students:** Supply students with access to core instruction and allow them to master content standards through multi-modal instruction, differentiation, and intervention support. Grant priority for students with disabilities when programmatic issues of classroom assignment, teacher assignments, and instructional program are finalized annually

Classroom management and behavior supports: School wide and positive classroom behavior systems will be in place to promote positive student behavior and foster a nurturing and inclusive school culture. Teachers will explicitly teach and model positive

replacement behaviors and social skills, implement a systematic and consistent process for addressing behavior issues that consider the classroom and school environment, the level and intensity of instruction, and the curriculum that may impede students from accessing the core.

At-risk students will be defined as students who are not attaining benchmark proficiency on periodic, formative or summative assessments; not successful with socialization, behavioral or organizational skills; students with transiency and/or poor attendance; not meeting benchmarks for proficiency to promote from one grade to next; below grade level proficiency in literacy and/or mathematics. The protocol for student identification of services will be through the Student Study Team. They will be responsible for reviewing student data to determine needs and monitor proactive strategies to support students. Parent, staff, teachers and community members can refer a student to the Family Support Team for review. The Student Study Team is comprised of teachers, administrators, support service providers, community school partners, and parents who examine individual student needs and data to determine appropriate services for the family and student including health and human services, nutrition, instructional interventions, and community school supports. To provide the Least Restrictive Environment for a student, the Student Study Team will recommend strategies and accommodations to use to the student's teacher and parent to assist the student in learning. Then, if further assistance needs to be provided, the team will meet to determine the next steps. This might include further assessments and or accommodations. If a student is assessed and qualifies as a Student with a Disability, the Special Education process will be implemented.

Students with Disabilities at VRHS #5 Teacher Preparation Academy will be served through the Extended School Year (ESY): The ESY programs will be District-mandated and research-based to reduce the risk of regression during the summer break. The goal of the ESY program will be not to meet the IEP goals or to re-teach, but simply maintain what was previously taught. Extended School Year is provided to students based on the following criteria: 1) regression over time due to absences, such as periods of vacation during the school year; 2) inability to relearn material not retained over a period of time; 3) severity of disabling condition; 4) areas of learning critical to meeting IEP goals; 5) regression caused by an interruption in educational programming or placement; 6) recoupment of learning following a period of interruption.

(See Appendix D for Service Plan for Special Education)

PART 7. PERFORMANCE MANAGEMENT

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

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

Academic Goal	2008-09	2009-10	2011-12 Projected	UPDATE 2010-11
1. API	607	639	660	*All schools will meet the API Goal of 710 for 2010-2011 or increase by 1 point from the previous year (LAUSD target: increase by 10%*)
2. CST - ELA Percentage Proficient & Advanced	24.3%	30.5%	33%	*Elem. & Middle Schools: CST- ELA % proficient/advanced will equal or exceed 67.6% *(*LAUSD Gr. 2-11 target: 10% increase per year*)
3. CST – Math Percentage Proficient & Advanced	7.2%	8.6%	13%	*Elem. & Middle Schools: CST- Math % proficient/advanced will equal or exceed 68. 5% *(*LAUSD Gr. 2-11 target: 10% increase per year*)
4. CAHSEE - ELA Percentage Grade 10 Proficient or above	31.05%	34%	40%	*High Schools: CAHSEE – ELA % proficient or above Grade 10 will equal or exceed 66.7%
5. CAHSEE - Math Percentage Grade 10 Proficient or above	34.75%	36.5	42%	*High Schools: CAHSEE –Math % proficient or above Grade 10 will equal or exceed 66.1%
6. Graduation Rate	Not available on CDE site	Not available on CDE site	82.2%	*High Schools: Graduation Rate Criteria met by meeting one of the following options for 2010-2011 1. Graduation rate of at least 83.3% 2. Improve 2009-2010 rate by at least 0.1% 3. Improve the average 2-year rate of at least 0.2% (LAUSD target: increase by 8%)
10. CAHSEE – 10 first time pass rate	55.75%	55.85%	60%	(Increase percent of 10th graders passing both parts of CAHSEE on the first attempt – LAUSD target: 6%)
11. Student Attendance Rate	91.55%	93.3%	96%	Student must meet 95% attendance target each month (LAUSD target: 96%)
12. Staff Attendance Rate	93.9%	94.3%	96%	Staff must meet 95% attendance target each month (LAUSD target: 96%)

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

VRHS #5 Teacher Preparation Academy has selected the above indicators of achievement based on the LAUSD Board Goals: 100% graduations; proficiency for all students; 100% attendance; parent and community engagement; and school safety. These indicators have also been selected based on the elements outlined in LAUSD Strategic Roadmap, using data to drive standards based instruction, budgeting for student achievement, and creating and supporting quality schools, and supporting all employees. California Department Education and Federal Education student achievement goals outlined in API and AYP measures were also considered.

PART 8: COMMUNITY INVOLVEMENT

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

The community surrounding VRHS #5 is situated in the city of San Fernando, surrounded by the small industrial factories, light manufacturing companies, small businesses, and retail areas. The school will serve the residential communities of Arleta, Lake View Terrace, Mission Hills, Pacoima, San Fernando, and Sylmar. The majority of the students will come from working class families. VRHS #5 Teacher Preparation Academy, as a new school and community member, plans to work with the community to establish a school that will build on the social capital that exists within the community, to establish a community resource center, to build on the community's strengths and strong history, to embrace diversity, to share accountability for the students' academic results, to set high expectations, and to foster strong partnerships. As part of this new partnership, Local District 2 has begun reaching out to the community for their input to engage parents, staff from feeder middle schools, Sylmar and San Fernando High Schools, community and partnership members in all aspects of the school proposal.

VRHS #5 Teacher Preparation Academy will serve approximately 500 students in the North East San Fernando Valley and will relieve overcrowding at Kennedy, San Fernando, and Sylmar High Schools. The majority of the students will come from San Fernando and Sylmar High Schools since one of our goals is to reduce the overcrowding that exists at the two schools. The student population is predicted to be approximately 89% Hispanic or Latino, 3% will be African-American, 4% white and 1% Asian. About 23% of the students are predicted to be English learners, and 69% classified as Socio-Economically Disadvantaged (SED). It is predicted that 10% will participate in the Gifted and Talented Education (GATE) program, and 11% identified as Students with Disabilities (SWDs).

Approximately 89% of the students are Hispanic or Latino. Although the school's Latino students may have similar customs and traditions, diversity exists within the Latino culture. Approximately 90% of the Hispanic students were born in the United States and 10% are immigrants from Mexico, El Salvador, Central America and South America.

With varying cultural backgrounds, students from immigrant families and students born in the United States bring differences in their approaches to education. "Research on the education of immigrants found that immigrants were less likely to attend high school (87 percent) than U.S.-born students (93 percent). Latino immigrants, especially those from Mexico, accounted for almost all of this difference. In 1990, only one in four Mexican immigrant youths between the ages of 15 and 17 were enrolled in school; Latino immigrants performed lower than other immigrant groups" (Vernez & Abrahamese, 1996).

The school community serves many parents with limited educational backgrounds. Approximately 40% of the students' parents do not have a high school diploma or equivalent, and about 37% graduated from high school. Approximately 7% of the parents have graduated with college degrees and about 2% of the students are homeless.

In assessing the educational needs of the community, a series of parent and community

engagement meetings were conducted to identify educational needs. Some of the needs that parents, community members and students have identified are:

- Quality education for every student as a priority
- Establishment of a safe, collaborative, friendly, and engaging school
- A location in the school where parents can go to while their children are at school
- Activities and workshops about how parents can help their children at home
- After school and vacation educational activities and events
- Parent education classes with topics such as computer literacy, grade level academic standards, adult English as a Second Language classes (ESL), volunteer programs at school, GED classes and how to be involved in the school's decision making process.

Meeting the Needs of the Community: The strategic plan to address the needs of the school community is to establish a *Community School* based on models that have proven results in cities such as Chicago, Washington D.C., and New York City. Building communities in schools have proven to be an effective way to serve the needs of a similar population as that of VRHS #5 Teacher Preparation Academy.

VRHS #5 Teacher Preparation Academy will use a *Community School* model approach. This model has been successful in meeting the needs of schools that have similar academic challenges and demographic make-up as that of the school. Studies have shown that schools with well-developed community schools showed increased student performance in standardized tests. For example, a comparison between Chicago schools with community schools and non-community schools showed that community schools have outperformed non- community schools by close to 8 percentage points in both reading and math standardized achievement tests (American Educator, 2009). Research also shows that bringing the community to the schools can have a significant impact on increasing attendance and decreasing the dropout rate. This model has led to greater parent involvement, increased community pride, and has improved behavior and youth development for students (American Educator, 2009).

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 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.

All four 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.

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.

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.

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:
- 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 increased academic achievement.
- 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.

Our administration will engage the community, create partnerships and liaison with local churches, community based organizations, schools and governmental agencies to ensure that we become fully integrated with the communities that we serve.

Our school will be open until 6 p.m. Monday through Friday to provide students with a safe environment with enriched after school programs. In addition, the community will be able to use our facilities through the Civic Center permit process as well as through the use of MOU's created between agencies and the school.

VRHS #5 will house four schools with a common hub of offices, cafeteria, eating areas, and athletic facilities. Each separate school has its own entrance and administration office. The common mission of all of the schools is to prepare students to enter college upon graduation.

Our community faces many challenges, some of them associated with low income level and some associated with the structure of the family. Our biggest challenge is that the majority of student's are coming to us from low performing schools and the students have not performed well on state and other standardized assessments. We know we can overcome these obstacles and provide our students with the necessary intervention so that they can be successful in school and graduate with their class. Our teachers have a great deal of experience with this community and will make the necessary commitment to make a difference in the lives of our students.

We know many of our students face multiple demands outside of the school day and this makes it difficult for them to focus on homework and studying. We know many of them have

to care for siblings or work to assist their families during difficult economic times. Many of the students do not have adequate space to study and many of them feel disempowered. Our community has made it clear that they want the students to receive a high quality education, with rigorous academic standards, and one that provides them with a clear path to college.

Our campus can be defined as a Community School composed of four small schools. In order for us to be successful, the school must be fully integrated with the community. This will occur when students, teachers, parents, caregivers, community members, outside organizations, feeder schools and post secondary schools are all full participants in the educational process that occurs at VRHS #5. As a Community School our vision is:

- The school will be a source of pride, unity, and empowerment for the community,
- Parents and caregivers play a decisive role in their children's education as advisers, participants, and evaluators,
- Teachers and community organizations work together to weave real-world, authentic learning opportunities into the curriculum,
- Students and families are connected to organizations that help overcome barriers to learning,
- Students and teachers are active participants in the community,
- Community members and organizations facilitate children's transition from student to participating member of the community,
- That the responsibility of all stakeholders begins before students arrive at the schools and continues after they leave.

Our Community School philosophy is that parents, caregivers, community members, and teachers who take an active role in designing, implementing and sustaining high-quality high schools will demonstrate to our students that one can make a positive difference in the world. Our school's culture will serve to celebrate and uplift the spirit of the community, and our students' participation in it will be a source of pride.

Schools organized in a similar pattern are improving the academic skills of students and as well as assisting students in their social development. These schools are demonstrating increased academic achievement in reading as well as math and at the same time, student attendance has been vastly improved. We hope to enrich the life of every student by providing them with access to community services and college preparation through strong relationships with the many colleges that are located within close physical proximity.

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

Local District 2 understands the needs of students that will be attending Valley Region High School #5 Teacher Preparation Academy and has had success in serving students with similar demographics. Under the supervision of Local District 2, the API at all feeder middle schools increased by 11 points in the last five years and the all high schools which will be relieved by Valley Region High School #5 increased by 12. Also, the AYP in all feeder middle schools increased in English Language Arts by a range of 16-37% and in Mathematics by a range of 17-33% five years. All the high schools which will be relieved by Valley Region High School #5 increased by a range of 28-44% in English Language Arts and in Mathematics by a range of 25-48%. From 2008-2009 to 2009-2010, 60 of the 81

schools under the supervision of Local District 2 showed positive growth on their API. Local District 2 schools scored in API "Bands" (divisions of 100) in the following distribution:

Table 2: Number of Schools in each API Performance Band

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

PART 9. COMMUNITY ENGAGEMENT STRATEGY

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

The school's vision for engaging the community is to establish a community school that will build on the social capital that exists in the community. The community school will have these core sets of operating principles:

- **Foster strong partnerships -** The school will establish partnerships with strong community organizations that have experience in adult and youth programs. The school and the partnerships will share their resources and expertise and work together to design programs and services that cater to the needs of the community.
- **Share accountability for results** - Clear, mutually agreed-upon results will drive the work of the school. Partners will be involved in the use of student data to measure progress toward results. Agreements between all stakeholders will be established in order to hold each other accountable for the results of the school.
- **Set high expectations for all** – The school's academic focus on the community service, inquiry and project-based learning model will be communicated to all students, parents and community members as a model that will support student learning. Children, youth and adults are expected to learn at high standards. Parents will annually sign a commitment pledge to support their children's community service and inquiry/project-based assignments. Community partnerships will annually sign a commitment pledge of support to mentor students in project-based learning assignments and provide resources to the school community.
- **Build on the community's strengths** – The school will establish a Community Outreach Team that will organize the assets of the entire community -- including the people who live and work there, local organizations, and the school.
- **Embrace diversity** – The school will continue the grassroots effort of increasing an in-depth knowledge of the community. Ongoing training will be provided to students, teachers, staff, parents and community members to develop and support respect and a strong, positive identity for people of diverse cultural backgrounds.

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

Community organizations and members will play a vital role in the Academy. Partners will provide enrichment opportunities, curricular enhancement; service-learning and internship opportunities, job shadowing and classroom visits, and inspiration for students. As an example, the Academy will work together with California State University Northridge, and Mission College to ensure that students graduating from the Academy have been adequately prepared to succeed in those institutions. Community partners will provide Academy students real-world/authentic learning experiences through opportunities ranging from classroom visits to internships and direct relationships with adult mentors in their career strands. Key to

these partnerships will be the partnership with the Department of Education at CSUN. This partnership will provide professional development for our teachers and on-site support through volunteer hours from undergraduate and graduate students from the School of Education. There will also be mentorships established for students through students at CSUN and also through relationships established with professors.

The school will unite the neighborhood by establishing a Community Resource Center. The center will focus on serving the needs of the family and community in order to meet the needs of the students. The Community Resource Center will function as a location where community organizations and parents can come together. The center will be a hub of the community, families, businesses, local government, higher education institutions, and community-based organizations. Services and resources will be provided to ensure that all children are engaged in rigorous academic experiences and enriching learning opportunities that help them see positive futures and achieve high standards. As part of the school's inquiry and project-based learning vision, students will contribute to their community by engaging in real-world problem solving as part of the core academic curriculum (American Educator, 2009).

A school Community Outreach Team will be established with the purpose of overseeing work of the Community Resource Center. The Community Outreach Team will consist of the principal, resource coordinator, community members, parents, classroom teachers, counselor, and the nurse. The team will work with the school's partnerships in order to focus on developing goals for enhancing community involvement, securing community resources, finding ongoing partners, and assuring that services provided are designed to meet the unique needs and interests of the community.

The Community Resource Center will be staffed with a bilingual on-site resource coordinator and a bilingual aide who will work with the partnership organizations in coordinating services that meet the physical, mental, emotional and academic needs of the students.

Services to the community: The school will establish itself as a presence in the community through a variety of resources and services provided through the Community Resource Center listed below:

- The Community Resource Center will collaborate with each partnership organization to adopt and sponsor students in an entire grade-level to be engaged in a community service project. Each partnership will work with students at a grade level and serve as mentors in providing assistance in student based projects. Students and parents will work with partnership organizations by engaging in real-world problem solving projects as part of the school's academic focus. Projects will include: elementary and middle school age tutoring offered VRHS#5 Teacher Preparation Academy eleventh and twelfth grade students, school and community beautification service projects, creating a college-bound school environment, hospital visitations to the elderly, recycling program and other community partnership projects.

- The Community Resource Center will conduct ongoing parent workshops and training on awareness of the school's academic vision such as: inquiry and project-based learning activities, English learner reclassification process, workshops on the

California state standards, the school's use of formative and summative assessments, Gifted and Talented programs, high school graduation requirements, college graduation requirements, intervention services, and Special Education services.

- Along with partnership organizations, the Community Resource Center will host a variety of trainings and workshops that include: adult ESL classes, adult computer and technology training, GED completion courses, financial literacy, nutrition counseling, housing services workshops, high school and college preparedness, adult and youth career opportunities, and job preparedness skills.

The school will establish a School Volunteer Program for parents and community members to work in the classrooms, school, Community Resource Center, and various school events. Volunteers will be trained regularly and will be recognized by the school and partnership organizations. The process by which the school will solicit parental engagement and empowerment concerning the academic and non-academic needs of students is:

- Engagement with the Principal **-** The school will have monthly "Engagement with the Principal" meetings for the parents and community to build relationships and engage in an inquiry and project- based learning activity on grade level focus standards.
- In the beginning of each school year, the principal and teachers will set high expectations for all parents by communicating the family's required involvement in family academic activities that will be organized in each grade level. Inquiry-based projects will be designed in the areas of math, science, history and social science.
- Teachers, administrators, parent volunteers, resource coordinator and staff will engage in daily face- to-face communication with fellow parents and community members to encourage volunteerism and parent participation in all school activities. A school valet program will be established where parent volunteers can interact with fellow parents to encourage parental involvement.
- Regular communication to parents and community that includes: a monthly *Parent/Community Newsletter*, an interactive school website, informational displays, fliers, Connect- Ed telephone calls, the regular distribution of informational materials, daily interaction with parents, and an online calendar of events.
- The Community Outreach Team will conduct monthly visits to new and existing local businesses and organizations to encourage participation, sponsorship and involvement in school events and community service projects.
- The Community Outreach Team and the partnership organizations will design a quarterly Community newsletter to inform the community of the school's projects, events, fundraisers, and activities. The newsletter will also include advertisements and announcements of neighborhood news, events, and projects. Parents and community members may also sign-up to regular email updates of school and neighborhood events.
- The school will conduct parent surveys on a regular basis to determine the preferred types of workshops and trainings.
- Parents will be actively involved in the local school decision- making, budgetary actions and all aspects of the school and curriculum, which affects their children's daily education. Training for all interested participants will be held on a regular basis. P arents will help design, implement and revise, the Single Plan for Student

Achievement (SPSA), which is the driving force behind all instruction and decisions made at the school site. The parent involvement policy will be revised annually and will be a part of the SPSA.

- Parent representatives for the school site Compensatory Education Advisory Committee (CEAC) and English Learners Advisory Committee (ELAC) will be elected by the parents and advice the School Site Council on a variety of areas such as: the academic programs for English learner students, supplemental programs and budgetary actions.
- The Community Outreach team will hold monthly volunteer recruitment days where parents, teachers, students and staff will participate in recruiting parent and community members to volunteer in school events.

The structures that will foster the development of authentic, sustained, caring, respectful relationships among all stakeholders of the school are:

- **Personalized Learning Environments -** The school will provide a personalized environment for the students by providing each student with a mentor, engaging all stakeholders in Inquiry/Project-Based learning, and creating a professional learning community. During school events such as Back-to- School Night, Literacy Night, Math/Science Night and Open House, parents will learn more about the grade-level focus standards, student engagement in inquiry-based projects, parent/community engagement and collaboration amongst all stakeholders. Students will present their inquiry-based projects, research papers and Science/Medical Fair Projects at the Open House. Students will use technology to present their projects to parents.
- **Student-Led Conferences** - During each reporting period, students will be engaged in a student led conference to communicate their current academic performance to their parent(s) and/or community. Students will show their inquiry-based projects, research papers, assessment results and writing portfolios all to support the creation of their Senior Year ePortfolio Presentation. The teachers will be facilitators in the process.
- **Community Outreach** - The Community Outreach Team and partnership organizations will develop "Customer Service" training for all stakeholders in order to be actively involved in creating a welcoming, caring and respectful environment for parents and the community. Visitors and guests will be encouraged to complete a survey to provide feedback on the service provided by the school staff and volunteers.
- **Parent Involvement** – Parents will be encouraged and welcomed in the school-learning environment. All Ninth and new student parents will be required to participate in a Parent Student Orientation prior to the first day of school which will explain the parents' role in the partnership of VRHS #5 Teacher Preparation Academy. Parents will be requested to review ninth and tenth grade students' weekly behavioral and academic progress reports. Parents of upper classmen will be actively involved in their student's ePortfolio projects with many opportunities to volunteer, for example, as a member of the reviewing audience or as a career expert.

Community members will be included in the ongoing success of the school by their participation in the Community Outreach Team and their involvement in the community school. Under the *Community School* model, ongoing communication will take place with the partnership organizations. Quarterly meetings will be held to conduct data analysis to measure the progress of workshop, training and program implementation. In addition, analysis of all community outreach activities will be conducted to monitor the increase of

parental and community participation in classes, workshops and events. Partners will also be involved in goal setting for training and workshop attendance on a quarterly basis. The partnerships will further the mission and vision of the school by sponsoring a real-world, inquiry-based community service projects designed by students at each grade level.

The role of key community partnership throughout the first five years is:

Year 1:
The partnerships will create a core team of individuals who will work with the school in sponsoring a grade level in an inquiry and project-based community service project. Partnership organizations will work with the Community Outreach Team to develop a community and parent needs assessment, which will guide the design and implementation of workshops, trainings and services for all stakeholders. Partnerships will provide services and trainings according to the commitment pledge with the school.

Year 2:
The partnership organizations will continue to sponsor the same cohort of students in a new grade level in creating an inquiry and project-based community service project. Partnership organizations will work with the Community Outreach Team to engage more businesses and organizations to sponsor school events. Partnerships will provide services and trainings based on needs assessment and according to the commitment pledge with the school.

VRHS #5 Teacher Preparation Academy students will begin to take course work at Mission College either offered on VRHS #5 campus or at the College. CSU Northridge will begin to use VRHS#5 Teacher Preparation Academy as a site for their students seeking a teaching credential to practice through student-teaching.

Year 3-5:
The partnerships will continue to sponsor the same cohort of students in an inquiry and project-based community service project. Partnerships will provide services and trainings based on needs assessment and according to the commitment pledge with the school.

Annual evaluation and data analysis of the efficacy of the partnerships will be conducted by the Community Outreach Team. The due diligence conducted in the selection of the partnerships includes:
- Background check of each organization ensuring that each partnership has at least 3 years experience in adult and youth programs
- Extensive research of the demographic and academic student data from area schools (middle and high schools) in order to identify programs and services needed by the community
- Consultation from principals of the area middle and high schools to identify successful programs that are currently in place
- Meetings and panel discussions about the proposed services offered by the partner organizations
- Thorough review of proposals from potential partner organizations

PART 10: SCHOOL GOVERNANCE AND OVERSIGHT

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

This proposal will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreement. In addition, we will follow the Education Code regarding the formation and operation of the School Site Council (SSC) pages 272 - 282.

b. Applicant Team Capacity: List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The applicant team is LAUSD Local District 2
Superintendant Alma Pena-Sanchez
Secondary Director Jose Rodriguez
Administrator Instructional Services Debra McIntyre-Sciarrino

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

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

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

The Governing Council, which is the SSC, will be a collaborative force made up of 50% parents and community members and 50% staff including the principal, teachers and other staff. Other staff includes classified personnel, administrative personnel, certificated support staff and itinerant staff. The SSC will reflect the school community, including all socioeconomic, ethnic and racial groups. They will be a decision-making council with a focus on improving student achievement. The intent of the Single School Plan is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards. The Single School Plan is based upon an analysis of state and school data. In order to make sound and relevant decisions, the SSC will review data from the periodic assessments every 7-8 weeks, school-created Standards-Based Instruction data every 12 weeks and CST data at the beginning and end of each school year. Staff and parents elected will receive ongoing training on the SSC

policies and procedures. The SSC will use *Robert's Rules of Order*[1] and follow the Greene Act[2]. They will be empowered to oversee the implementation of the Single School Plan. To ensure that the Single School Plan is being implemented, the SSC will be responsible for communicating their decisions with all stakeholders in the weekly bulletin and parent/community newsletter. Also, they will be responsible for listening and sharing input from all stakeholders via surveys, needs assessments and conversations.

The School Site Council will have the following roles and responsibilities:
- Develop a comprehensive Single Plan for Student Achievement (SPSA)
- Ensure that the school is actively involved in serving the community through the instructional program.
- Oversee the implementation of the curriculum and instructional practices that meet student needs
- Develop a budget aligned to the SPSA with the advice of the English Learners Advisory
- Committee (ELAC) and Compensatory Education Advisory Commitment (CEAC)
- Recommend Single Plan for Student Achievement and targeting the use of other categorical or supplemental funds to the local school board with the advice of ELAC and CEAC
- Engage in continuous planning, monitoring, and annual review of the plan
- Provide training programs for SSC members which includes meeting and operating procedures and annual review of bylaws
- Develop annual meeting calendar and approve professional development calendar

Selection /Election of Members: Teachers and other staff (classified, teacher assistants or full time itinerants) can self-nominate or be nominated by staff in their classification. The teachers and other staff will be elected through a secret ballot process. The principal is an automatic and active voting member of the SSC and is part of the 50% staff portion. At least two weeks prior to the elections, an orientation will be held to review the SSC election process, the SSC bylaws and the roles and responsibilities of the members and board members. At least two weeks after the orientation, the community members and parents will be elected in a secret ballot at the election meeting. The elected community members, parents and staff will be qualified to make the best decisions that best meet the needs of students.

Meeting Requirements: Meetings will be open to the public and posted 72 hours in advance, specifying date, time, location and the agenda describing each item of business. All meeting materials will be available to the public upon request. *Robert's Rules of Order*, *10th edition* will be used to conduct business. Therefore, the SSC must have a quorum to conduct business. An agenda and minutes will be provided as well as opportunities for discussion of the items. The Greene Act will be followed during the

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[1] *Robert's Rules of Order* contains procedures loosely modeled after those in the United States House of Representative, altered as appropriate to be a fit for ordinary societies.
[2] The Greene Act of 1998 "requires the State Allocation Board to allocate to applicant school districts, prescribed per-unhoused pupil state funding for construction and modernization of school facilities, including hardship funding, and
Authorizes the board to allocate supplemental funding for site development and acquisition." (Senate Bill No. 13, Chapter 519).

meeting. Consensus will be used to make decisions unless voting is necessary. It will be recommended to the SSC to create their own Bylaws according to Bulletin 4148.1 and norms for the meetings (Appendix O).

Responsibilities of Committee Members:

Chairperson- Calls meetings to order, announces the business to be discussed, conducts the m e e t i n g according to the Bylaws, recognizes people who desire to speak, and makes sure motions are conducted correctly.

Vice-Chairperson- Fills all responsibilities of the Chairperson in their absence.

Secretary- Takes minutes during the meeting and shares the minutes at each meeting.

Principal- Provides information and leadership to the SSC, is responsible for staff elections, proper functioning and implementation of the SSC, directs the school staff to implement the School Plan and monitors it in conjunction with the SSC.

School and Advisory Organizational Charts:

The purpose of the School Site Council (SSC) is to ensure the success of VRHS #5 Teacher Preparation Academy unique vision and mission. This SSC will have the power to make policy decisions aligned with the school plan.

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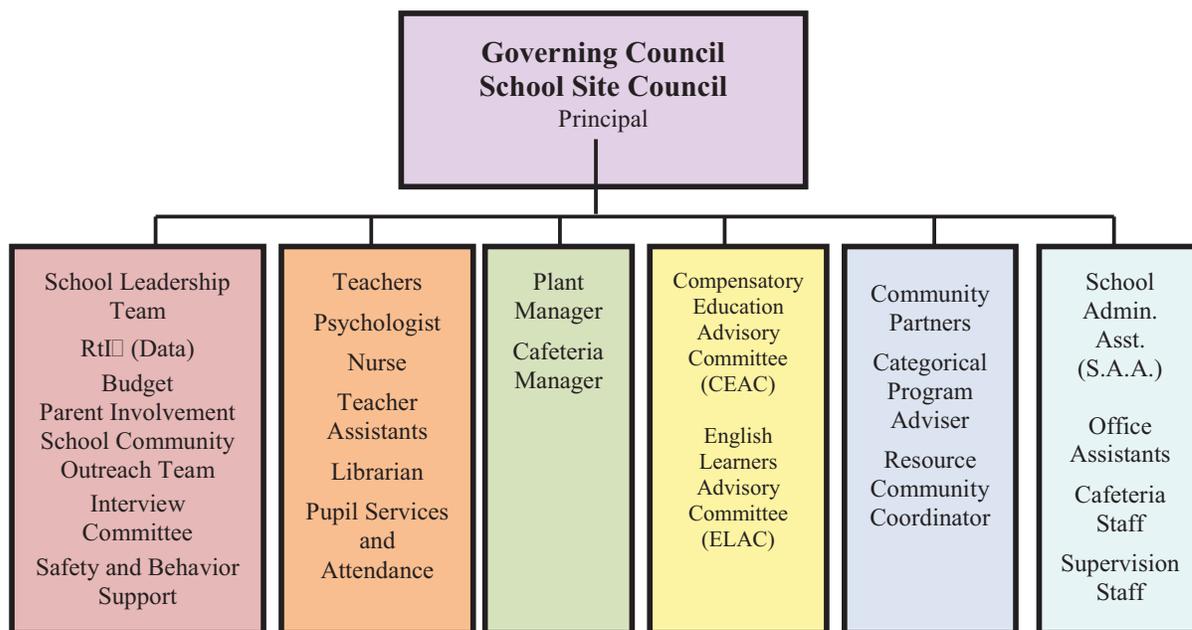
PART 11. SCHOOL LEADERSHIP

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

Local District 2 will select a highly qualified instructional leader as the principal of Valley Region High School #5 Teacher Preparation Academy. The principal will be the instructional leader and responsible for promoting the success of all students and their learning to achieve the outcomes as outlined in the school's vision and mission. The candidate will go through a rigorous selection process and will have to match the following characteristics and qualifications:

- *Knowledge of Instructional Practices:* Has extensive knowledge and training on standards-based instruction, inquiry and project-based learning, technology, and research-based practices.

- *Leadership:* Leads in a positive manner, demonstrates integrity, sense of purpose and fosters teamwork and positive morale. Implements the educational plan and supports the vision and mission of the school. Supervises and monitors the implementation and delivery of the intended curriculum. A visionary who is on the cutting edge of educational reform and fluent with current educational theory, practices and research.

- *Collaboration:* Responds to and engages with families, partnerships, and community members to mobilize resources in further developing the community school.

- *Problem-solving:* Demonstrates ingenuity and/or creativity in solving problems or working towards results.

- *Follow-up and responsiveness:* Responds, initiates, changes or sets new priorities, and communicate the same to all involved; to ensure all tasks and projects are seen through to completion.

- *Extra-organizational sensitivity:* Perceives the impact and the implications of decisions on various ethnic groups; understanding of and sensitivity to various cultural and ethnic groups. Able to work with all students representative of the various sub-groups at the school such as At-Risk students, Students With Disabilities, Socio-Economically Disadvantaged, English Learners, Standard English Learners and GATE.

- *Communication:* Express ideas clearly and communicate verbally and in written context in an effective manner. Encourage continuous improvement of the delivery of instruction through ongoing feedback to all teachers and staff.

- *Decision-making*: Uses reasonable judgment on an issue under consideration resulting in a positive conclusion or solution. All decisions will be based on the

analysis of student data to maintain a focus on improving student achievement.

- *Fairness-objectivity:* Directs and manages in a manner that is uninfluenced by emotion, assumption, or personal opinion.

- *Judgment:* Develops alternative courses of action and makes decision which reflects factual information; are based on logical assumptions; and take organization resources into consideration.

The timeline for hiring the principal is listed below.

Step	Description	Timeframe
Step 1: Advertise the position to all qualified candidates	On this day, the applications will become available to all prospective applicants.	February 2010
Step 2: Screen all applicants	A panel will review all applications and select the candidates to be interviewed.	February 2010
Step 3: Interview candidates	Prospective candidates will be Interviewed by the Local District 2 team.	February/March 2010
Step 4: Select principal	A panel will select a highly qualified principal that meets the criteria.	February/March 2010
Step 5: Orient principal and prepare to open the new school	The Local District Superintendent will collaborate with the new principal to work on the implementation plan and prepare to open the new school.	March 2010

(See Appendix P for a job description for the principal).

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

District 2 is submitting the plan for VRHS#5 Teacher Preparation Academy. The leadership team consists of the Local Superintendent, principals, directors, and instructional experts in all content areas, classroom teachers, parents, community members and partnership organizations.

The leadership positions beyond the Principal will include the Assistant Principal, PLC Lead Teachers, Department Chairpersons, Categorical Program Advisor, School Administrative Assistant (SAA), and Plant Manager.

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

Step	Description	Timeframe
Step 1: Advertise Leadership Team positions	On this day, the applications will become available to all prospective applicants.	March 2010
Step 2: Screen all applicants	A panel will review all applications and select candidates to be interviewed.	March 2010
Step 3: Interview Leadership Team candidates	Prospective candidates will be interviewed by the principal and the Local District 2 team.	March 2010
Step 4: Select Leadership Team	The principal and Local District 2 team will elect highly qualified candidates for each position.	March 2010
Step 5: Orient/Train Leadership Team	The principal and Local District 2 team will conduct training on the implementation of the school plan.	April 2010

c. Principal Evaluation: *Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.*

Principal evaluation will follow Associated Administrators of Los Angeles bargaining unit agreement ARTICLE VII section 1.0 -1.0 page 14-21 of the AALA/LAUSD Contract pages 14 - 15.

PART 12. STAFFING

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

Listed below are the academic and non-academic staffing needs for VRHS #5 Teacher Academy from start-up through year five based on LAUSD BULL-1124.5 *Norms To Allocate Certificated Personnel to Senior High Schools*, July 22, 2010 (Appendix Q).

Academic positions	Non-academic positions
1 Principal	1 School Administrative Assistant (SAA)
1 APSCS	2 Office Assistants
23 Register carrying teachers	2 Supervision Aides
2 Resource Specialist Teacher	
2 Special Education Teacher	
1 Categorical Program Advisor	
1 Bridge Coordinator	
2 Counselor	
4 Special Education Assistants	
1 Computer Instructional Aide	
Personnel Shared VRHS #5 Schools	**Personnel Shared VRHS #5 Schools**
1 PSA Counselor	1 Plant Manager
1 Nurse	2 Grounds worker
1 Psychologist	1 Cafeteria Manager
1 Athletic Director	2 Cafeteria workers
1 Librarian	1 School Police Office

Class Size Reduction Teachers will be purchased to lower the teacher-to-student ratio to provide more instructional time for the at-risk students in areas of academic need. The school will provide IEP services through Support Unit North, Bridge Coordinator, special education teachers, itinerant teachers, and school nurse. As an LAUSD school, VRHS #5 Teacher Preparation Academy is part of the District's internal structure and therefore will be able to provide budget information following the release of the school's budget from the District.

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

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.

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.

The timeline for recruiting, hiring and developing the teaching staff is listed below.

Step	Description	Timeframe
Step 1: Advertise teaching positions	Outreach to interested staff from the relieved campuses.	April 2010
Step 2: Screen all applicants	A panel will review all applications and	April 2010
Step 3: Interview teacher candidates	Prospective candidates will be interviewed by the principal and the Local District 2 team.	April 2010
Step 4: Selection of teacher candidates	The principal and Local District 2 team will select and notify highly	May 2010
Step 5: Orientation/Training of new teachers	The principal and Local District 2 team will conduct training on the	2 weeks in August 2010

Each candidate must meet the following criteria:
- *Effective Instructor:* Teachers will be selected based on their unique qualities and experience in conducting standards-based lessons in all subject areas.
- *Evidence of Collaboration:* 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.
- *Evidence of providing Differentiation of Instruction:* 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.
- *Demonstration Lesson:* 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.
- *Highly Qualified:* 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.
- *Community involvement:* The candidate must display ability to work effectively with parents, staff and partnerships in support of the Community

school and the Community Resource Center.

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

Not Applicable

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

The 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. (See Appendix M for sample of observation form.) 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 stull 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. 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.

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 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.

VRHS #5 Teacher Preparation Academy will adhere to the UTLA/LAUSD Contract Agreement ARTICLE X *Evaluation and Discipline* Section 1.0 – 15.b.

PART 13: FINANCES

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

LAUSD and Local District 2 will be responsible for generating all financial and budget reports for VRHS#5 Teacher Preparation Academy.

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

VRHS #5 Teacher Preparation Academy will actively seek grants to supplement the education program, but the instructional program will not be dependant on these additional monies.

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

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

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.

PART 14. IMPLEMENTATION

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

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

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

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The form will be available on the Public School Choice website in the coming weeks.

Not Applicatible

PART 15. ASSURANCES (Appendix H)

Local District 2 of the Los Angeles Unified School District (LAUSD) is submitting this application to open and operate VRHS #5 Teacher Preparation Academy as a public school. The Local District Superintendent agrees to and certifies the following:

Not for Profit: Local District 2 is part of LAUSD and is not a for-profit organization or entity.

Student Enrollment: VRHS #5 Teacher Preparation Academy will provide a free, nonsectarian, public education for all students and will follow LAUSD's admission policy and enroll all students from overcrowded schools. The school will not discriminate against any student or employee based on ethnicity, gender, national origin, sexual orientation or disability. All stakeholders will implement the school attendance plan to motivate students to attend school daily and on time.

Fiscal Solvency: VRHS #5 Teacher Preparation Academy will rely on budgetary allocations from the Los Angeles Unified School District. All budget and financial statements will be provided to the school by the Los Angeles Unified School District. No outside provider exists for this school.

Special Education: Valley Region Elementary School #9 is part of the Los Angeles Unified School District. The school will continue to work with the district's special education division to ensure compliance with the modified consent decree.