ASSURANCES FORM

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

☐ Traditional ☒ Pilot ☐ Network Partner ☐ ESBMM

☐ Independent Charter ☐ Affiliated Charter

Name of School **Valley Regional High School #5**

Name of Applicant Group/Applicant Team **Arroyo Networked Global Education and Leadership Studies - ANGELS**

Lead Applicant Denise Campbell

Title of Lead Applicant _____

Mailing Address 13050 Borden Avenue, Sylmar, Ca. 91342

Phone Number   Fax Number 818-364-1037

Email Address   dcampbel@lausd.net

Website (if available) _____

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

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

Please check one of the following statements.

☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

☒ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

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

2. Assurance that an Applicant Organization is Solvent

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

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

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

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

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

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

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

     While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident

student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

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

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

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

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

Name of Lead Applicant <u>Denise Campbell</u>

Title of Lead Applicant _____

Signature of Lead Applicant _____ Date _____

Name of Board President* <u>Nury Martinez</u>

Signature of Board President* _____ Date _____

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

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Arroyo Networked Global Education and Leadership Studies
ANGELS

1a. Vision Statement:

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

Mission Statement:

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

1b. Student Population:

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

1c. Instructional Program:

ANGELS' name stands for Arroyo Networked Global Education and Leadership Studies; the "A" is for "Arroyo" which symbolizes our amalgamation of the community near our school. In our

instructional program, the community and residents will play a large role in guiding research, and assessing the products of our students' projects. Since our school-wide model of pedagogy will be Project Based Learning (PBL), our parents and community partners will play a role in advocating, planning, guiding, and collaborating with our students to tackle local and global problems. Families and community partners will also play an important role in assessing and recommending "next steps" to our students in the presentation or demonstration phases of the PBL.

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

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

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

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

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

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

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

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

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

Accountability and Performance Goals:

PENDING PROPOSAL ACCEPTANCE

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

1f. Community Analysis and Context:

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

With our implementation of PBL, ANGELS expects its students, with community collaboration, to lead, identify, research, analyze, and move to solve the real-life issues such as fewer secondary and post-secondary graduates in the Sylmar/San Fernando/Pacoima area. The structure of PBL also incorporates the parents and community members to work with students in identifying and changing the conditions that hinder Sylmar/San Fernando/Pacoima from being competitive with other cities. Education is a priority with our students and families as indicated by our field studies and interviews. Our student survey reveals that 79% of the students in this area want to have access to higher education beyond high school [See Appendix 1f]. Ironically, for the time being, the achievement gaps in education are creating achievement gaps at the median household incomes, which translate to gaps in the conditions of life. Therefore, we want to target everyone in the neighborhood including the 49% of the households in the area that have children under the age of 18. As part of service learning, we aim to foster an environment of articulation between our elementary, middle and high schools, where our students will mentor and engage the younger populations about the local and global issues. ANGELS' students will serve as role models of world-class citizens who actively participate in changing and improving

the quality of lives of those who surround them. For instance, getting the ANGELS students to lead a PBL that ends in a research-based conclusion about the community would be really empowering for the students and the residents of the community. In fact, when our students reach their own conclusions about issues in their own neighborhood, then there is a greater urgency for the students to investigate, plan, and lead solutions. When our students perform their PBL presentations to community based grading panels, we expect our students to present their findings and propose innovative yet feasible solutions, which are rigorously researched. For example, if our students can inform parents, community members and younger students about the income gap and relation of low secondary education completion, then we can plant a collective "seed for higher learning."   This way the entire community is empowered.

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

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

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

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

1g. Leadership:

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

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

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

1h. School Governance Model:

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

ANGELS will be an autonomous Pilot School. We believe it is our responsibility to create a safe school that educates and empowers all children in our community. Being a Pilot School affords us many freedoms that the traditional bureaucratic schools do not offer. For instance, as a Pilot School we will have the liberty to create our own governance structure, which affords us increased decision-making powers over budget approval, principal selection and firing, and instructional programs and policies.   Since the Pilot schools are smaller, we gain the advantage that it is easier to focus on the priorities or what the school leadership considers important. It is easier to direct resources and efforts in a direction of choice. There is also more communication between staff and therefore easier to organize, implement, and modify plans of action.

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

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

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

2. **Curriculum and Instruction** *(15 pages + attachments)*
   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.

2a. Instructional Philosophy:

In order to become world-class 21st century citizens, students at ANGELS will participate in a rigorous curriculum that addresses issues of global significance, both worldwide and in our own neighborhoods. Our increasingly interconnected and interdependent global society mandates that schools develop in their students the habits of mind that embrace a respect for others, a commitment to cooperation, an appreciation of our common humanity, and a sense of responsibility—key elements of global competence. In addition to rigorous, standards based, interdisciplinary instruction supplemented by PBL, ANGELS will provide that "world in a school" opportunity to students and families in the northeast San Fernando Valley.

The five essential elements of our program are global interaction, project based learning (PBL), interdisciplinary instruction, service learning or apprenticeships, and personalized instruction via digital portfolios all supported by computer-assisted-instruction (CAI) [See Appendix 2a for research on these elements].

All five elements of our instructional program will have a strong emphasis on technology, which will play a vital role at our school for academic support as well as global interaction. Initially, we will use computer-assisted-instruction (CAI) for diagnostic testing, classroom support, intervention or enrichment opportunities, and personalizing education. Our use of technology starts with the diagnostic testing to pair multiple intelligences with learning styles for all incoming 9th graders and new students. Gradually, we will increase the use of technology in our instruction as the computer literacy of our students increases. Research on computer assisted instruction states that "computer programs have been shown to increase student learning by: (1) providing practice activities that incorporate challenges and curiosity, (2) providing a fantasy context, (3) providing the learner with choice over his/her own learning, and (4) personalizing information" (Traynor, 2003). Furthermore, to meet the needs of all our students, we firmly believe in personalizing our students' education by providing Personalized Learning Networks and digital portfolios. By personalizing information and allowing each student to monitor, access, and analyze his or her work at any time, CAI will "increase learner interest in the given tasks" (Padma and Ross, 1987) and "increase the internal logic and organization of the material" (Anderson, 1984). Moreover, in order to help each student develop his/her unique talents, we will personalize our curriculum by implementing digital portfolios. Research of portfolio use identifies that students develop "a stronger sense of personal responsibility for learning and increased motivation to… reach goals… and document performance over time, which helps them see and hear their own personal growth" (Wiedmer,1998). The use of digital portfolios allows students to self-monitor their own development over their entire secondary career. This opportunity of broad (4 years) meta-cognitive reflection of one's work is not available to many students. In addition to making lucid the students' progress to themselves, the portfolios also provide teachers with the ability to assess and modify instruction to fit the individual needs of the students. At ANGELS, we understand that "Ongoing staff development to promote best practices and assure effective use to support the instructional program should not be overlooked" (LAUSD REF- 3343). Consequently, our weekly PD opportunities would be much more responsive to our teachers' and students' needs as our small school model will be much more efficient in providing what our faculty needs, or what they need to know in terms of developing methods and professional development.

However, CAI is just the first facet of technology at ANGELS. As our students become more adept with their computer skills, we will progressively move to implement the second essential element of instruction at ANGELS. As stated in LAUSD Bulletin 5181.0 by Ronald Chandler, "The use of the Internet in schools and at home can have a positive impact on a student's education," we will provide our students with global interaction via computer mediated communication opportunities with peers and professionals across international borders. According to Edwin Gragert in a speech entitled *Expanding International Education through the Internet,* (2000), "As the economic and political systems become more closely integrated worldwide, students need to be prepared for a new century in which worldwide interaction will be a daily occurrence. On-line collaboration provides a safe and educationally sound environment for cultural exploration."   ANGELS will increasingly move to use international affiliates and instructors from China, Italy, Brazil etc. for cultural awareness and collaboration in addressing the issues that face our local and global communities. We will employ the use of emails, blogs, Skype, and other innovative communication and information technologies that are shrinking the size of our spacious world and making global collaboration much more efficient. In fact, International Education and Resource Network (iEARN) which has "pioneered on-line school linkages to enable students to engage in meaningful educational projects with peers in their countries and around the world" will serve as a resourceful mediator in linking students from ANGELS to local and global communities (See Appendix iEARN). We firmly believe that international exposure from primary, not secondary, sources will allow our students to acquire and learn about world perspectives, languages, and cultures, which in turn will allow our students to develop deeper, adaptive, and multi-faceted problem-solving strategies.

Project based learning (PBL), the second essential element of our instruction at ANGELS, supports our mission of preparing "our graduates to meet A-G requirements and excel in higher learning and career preparation." In PBL, students go through an extended process of inquiry in response to a complex question, problem, or challenge, which is derived in conjunction with California State Standards. The rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills, create high-quality, authentic products and presentations, and get feedback to take "next steps" on their investigation. Research claims that PBL helps "students hone their hypothetico-deductive thinking skills" (Savey & Duffy, 1985). In addition to improving students' inferential and logical skills, PBL "can have a significant impact on students' … metacognitive strategies, and attitudes towards learning" (Cognition and Technology Group at Vanderbilt, 1992). In a State where the high school drop out rate is 20%, according to cde.ca.gov, we know that a significant number of students do not have positive attitudes towards schools or learning, and therefore those students choose to discontinue their education by dropping out. However, we also know that PBL that is implemented effectively can "promote students' interest and perceived value" (Blumenfeld et al., 1991). At ANGELS, we expect our students to lead the PBL investigations centering on the community issues. By letting our students choose their project's focus, PBL at ANGELS will have variety, challenge, student choice, and non-school-like problems. Hence, if we can involve the students and make them active participants in their learning, then we can change the attitudes towards learning for all our students. PBL that is pertinent to the students' and their community's well-being is much more than the consumption of knowledge; it is instead the construction of knowledge through intensive research, critical analysis, and collaborative reflection. In fact, engaged learning like PBL "changes the teacher's role from information gatekeeper to facilitator, guide, and co-learner, with the student as explorer, producer, cognitive apprentice, and sometime teacher" (Jones, Valdez, Nowakowski, & Rasmussen, 1995). At ANGELS, we believe that all children can learn, and we believe that all children should have access to the most effective learning strategies. This includes out ELL and Special Education

students who are not exempt from participating in the PBL because of their language or learning barriers. Research states that with PBL the "lower ability students demonstrated the greatest gain in critical thinking and social participation behaviors" (Horan, Lavaroni, and Beldon, 1996). Hence, our teachers understand that our special populations really need effectively implemented PBL, and our teachers also recognize that they need to "scaffold instruction by breaking down tasks; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner" (Blumenfeld et al., 1991). For this reason, with our special needs and ELL populations, the PBL process will be more deliberate as it will require and receive much more scaffolding from the teachers and support staff.   Lastly, PBL delivers a much more subdued benefit for the learner that perhaps the learners do not even realize. Since PBL involves the students' peers, families and community, it is a collaborative affair. Research claims, "Cooperative goal structures [like the ones in PBL] over competitive goal structures tend to reduce ego threat on the part of students and encourage a focus on learning and mastery" (Ames, 1984).   We value the students' "focus on learning and mastery" because our vision is to create "dynamic life long learners" who are college and work ready.

Having discussed PBL, we need to consider a crucial part controlling the success of the process.   According to A *REVIEW OF RESEARCH ON PROJECT-BASED LEARNING* by John W. Thomas (March, 2000) "The effectiveness of PBL as an instructional method may depend… on the incorporation of a range of supports to help students learn how to learn." At ANGELS, we provide the "learn how to learn" support through our third essential instructional element-- interdisciplinary instruction. In addition to providing common learning habits and strategies during the daily advisory period, our staff will do networked interdisciplinary planning prior to the start of each year. For Year 1, all of our teachers will use the themes of various global issues like environment, population growth, economics, global conflict and cooperation, health, human rights, cultural diversity, media, and technology.   In addition to the thematic connections, our teachers will also employ common learning strategies, data analysis, concepts, thinking skills, viewpoints and communication techniques. Our defense to use interdisciplinary instruction is that the current system of education compartmentalizes each discipline as teachers struggle to connect their content to the students' prior knowledge within their own discipline. However, by focusing on the students' past (prior) knowledge, the current system fails to focus on the present-- ongoing knowledge and concepts that the students are learning in their classes now. By focusing on individual subjects in isolated contexts, the current system creates "boundaries among disciplines and subject areas [which] are artificial and limit students' access to broader meanings in life" (Russell & Zembylas, 2007). In fact, the boundaries have even become fossilized in some of our students' minds who protest, "This is an English class. Why are we talking about Math?" when an English teacher mentions the idea of percentages. Therefore, "If we do not connect knowledge, there is a danger of a torn knowledge network and poor transfer effects at school" (Marentic Požarnik, 2000). Interdisciplinary instruction merges knowledge as it capitalizes on what the students are simultaneously learning in all their classes by connecting "contents and learning skills … horizontally and vertically" (Kafol, 2010). Additionally, interdisciplinary instruction assists PBL because our instruction shifts from topic based to concept-based curriculum. By using cross-curricular references we enable our students to bridge the gaps between different academic disciplines, and as our students create their own knowledge connections, our curriculum moves "from lower order to higher order process skills, and from meaningless to meaningful activities in the learning experience" (Erickson, 1995). Interdisciplinary instruction offers the perfect training grounds for PBL and its requirement of "learning how to learn." Through interdisciplinary instruction, our students can exercise their inferential and logical skills, which are the most critical thinking skills for PBL that requires students to analyze problems, figure out solutions, and determine the implications of those

solutions.

The fourth essential instructional element at ANGELS will be the service leaning, apprenticeship, and internship components of our curriculum. Using our community partnerships, we aim to provide our students with chances to get work-experience via apprenticeships, internships and service learning.   Apprenticeships and internships are great career training opportunities for our students as they work with community employers in professional settings. Service learning helps students "transfer what they learn in the classroom to real life" (Sagawa, 2010). It requires structured time for planning, action, reflection and demonstration. Service learning is one form of civic engagement that also has the virtue of advancing academic learning. It requires educators to challenge students to identify, research, propose and implement solutions to community issues, so that with parent and neighborhood support, community issues and problems can be confronted and resolved. The communal involvement of the program can "not only increase students' sense of civic responsibility, but also improve attendance, achievement, and aspirations of students" (Sagawa, 2010). Ironically, even though there are so many positive and empowering aspects of service learning, data also indicates that the use of service-learning in schools is on the decline, and that "the students… from disadvantaged backgrounds are in fact least likely to have these opportunities" (Sagawa, 2010).   The school wide implementation of PBL requires ANGELS to build in service learning as a part of the PBL projects and matriculation of students from one grade to another. We expect our students to practice the process of PBL with due diligence, and the culmination of the PBL is a project component which connects the student to his/her community. Since the PBL will focus on community issues, the service learning is automatically a component of the PBL project because the students can try to implement their solution by exploring a full range of potential actions
-- such as advocating changing a rule or law, supporting a nonprofit organization that works on the cause, or organizing a volunteer effort of their own. We need far more innovation in the social sector, more people committed to solving problems, increased civic participation, and more engaged learning opportunities to keep students focused on education. The combination of PBL and service learning give our students an opportunity to work on 21st century skills as they apply their classroom knowledge to real-world scenarios and challenges in the community of Sylmar/San Fernando.

The last main component of our instructional plan is the personalization offered through Personal Learning Networks (PLNs) and digital portfolios. PLNs offer a unique opportunity for ANGELS to personalize our students' learning. PLNs are "tools [that] allow students to more easily find, connect and interact with experts and other students from around the world learning about the same topics" (Crosby, 2010).   So, much like the social networking services of face book, twitter etc., PLNs offer an environment revolving around educational networking.   They offer unique opportunities and support ANGELS in creating lifelong learners because PLNs "are personal and can be used for a lifetime, independent of specific institutions" (Amberg et al, 2008).   Our second method of personalization is provided by digital portfolios, which are a digital collection of student work that the student considers most important. Well-designed portfolios represent important, contextualized learning that requires complex thinking and expressive skills. ANGELS' portfolios will be formed under teacher direction, but the material for the portfolios will be generated and collected by students. This is another form of student voice that simultaneously expects students to prioritize their effort in producing and digitally storing work that they feel proud about. Portfolios allow us to analyze student performance in a way that does not only involve tests. Traditional tests have been criticized as being insensitive to local curriculum and instruction, and assessing not only student achievement but aptitude (Educational Leadership, October 1994). Instead of traditional tests reflecting student

achievement, "Portfolios are being heralded as vehicles that provide a more equitable and sensitive portrait of what students know and are able to do (Educational Leadership, October 1994). Portfolios also free our teachers from just "teaching-to-the-test" as school-wide implementation of digital portfolios "encourage teachers and schools to focus on important student outcomes, provide parents and the community with credible evidence of student achievement, and inform policy and practice at every level of the educational system" (Educational Leadership, October 1994). Therefore, digital portfolios not only permit us to be more innovative in assessing our students' performance, but also allow ANGELS to show the public how we are being accountable for the education of the future residents of the Sylmar/San Fernando/Pacoima community.

Providing students with a rigorous, standards based education, ANGELS will integrate international content across the curriculum using innovative, interdisciplinary, progressive learning methods, and technology use. When our students graduate, they will be able to investigate the world beyond their own environment, recognize and articulate their own and others' perspectives, communicate their ideas effectively to diverse audiences and be able to take action on their findings. They will be able to continue their education in colleges or universities in the United State of America or in international universities, or they will be ready to enter the global workplace as world class citizens.

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

2b. Core Academic Curriculum

The students at ANGELS will have full access to a rigorous standards-based curriculum in all courses. The culturally relevant and responsive educational plan of our school is a constructivist yet pragmatic approach, which creates an inclusive, learning-rich environment with varied instructional resources and research opportunities that empower all students to be knowledgeable global participants and effective leaders. In addition, the coursework will adhere to the A-G requirements in order to prepare students for entrance into the California University System as well as for vocational opportunities.

Furthermore, ANGELS will provide students with the content knowledge and skill sets that they need to succeed in the ever-changing technological world. Using our problem/project-based instructional strategy, students will learn how to make informed decisions, participate successfully in civic life, contribute creatively to their communities, and compete in the global economy. The use of computer-assisted instruction (CAI) will make this process efficient, thorough, and accountable. Access to CAI allows students to learn and communicate in diverse languages via instructional software and in real time. It will also allow us to adapt much quicker to the demands of the 21st century. At ANGELS, networked interdisciplinary instruction infuses both a global and community orientation to problem solving. Students from diverse racial, cultural, socio-economic, and language groups will develop the digital expertise and habits of mind that will prepare them to succeed and lead in 21st century economies heavily reliant on networking and technology.

Based on the extensive research of Partnership for 21st Century Skills, the ANGELS' curriculum will focus on the following key elements of 21st century learning:

<u>Core Subjects</u>: English/language arts, mathematics, science, world languages, government, economics, visual and performing arts, history, geography, and physical education,.

21<u>st</u> <u>century content</u>: incorporation of technology and networked learning into global awareness, international history and relations, financial and business literacy, health and wellness, and multicultural media and arts.

<u>Learning and Thinking Skills</u>: interpersonal and social communication, creativity and innovation, critical thinking and problem solving, context based and experiential learning, and networking information and research skills.

<u>Life Skills</u>: Leadership, ethics, accountability, study and time management, productivity, building community partnerships and social responsibility.

ANGELS Curricular programs include:

1. Cross curricular interdisciplinary instruction focusing on global issues and international relations.

2. Use of problem/project based learning model (PBL).

3. Computer assisted instruction (for assessment, intervention, enrichment, and global interaction)

4. Service learning, apprenticeship, internships and mentorship-- articulation between our elementary, middle and high schools.

5. Personalized instruction through PLNs and digital portfolios

6. Advisory for enrichment and intervention.

7. School wide use of Academic Language Development

8. RTI for all core subjects.

9. SDAIE programs and strategies.

The California Content Standards and A-G requirements will guide instruction at ANGELS.   A PBL model includes access to the core content and college preparedness as well as provides opportunities for the students to develop habits of mind inherent in those standards. This research based curricular approach along with interdisciplinary curricular teaching will provide differentiated instruction. ANGELS' multi-tiered techniques, including a CAI component, respond to what the students already know, and what they need to learn. All students will be electronically assessed in core subject areas upon entering ANGELS, so that we can differentiate instruction, provide intervention, and meet the needs of each individual student.

Our approach taps into the students' best ways of learning and allows them to demonstrate what they have learned in ways that capitalize on their strengths and interests. PBL and CAI

are rigorous, relevant, flexible and varied, yet complex. They give every student the specialized instructional focus that has long been provided for gifted and special education students through individualized education plans.   Knowledge-driven, ANGELS emphasizes the processes of learning based on ongoing inquiry and revision. Students will be active participants in their education process, not just passive individuals filling their buckets with information. The role of the teacher will be as a facilitating guide, not a mere "sage on the stage."

The LAUSD Tech Plan 2009 discusses the importance of having students immersed in technologies to stay competitive in the 21st Century. Results from Escondido School District "Project Live" program and "IRead" program show increases across the curriculum. The District website for Project Live states their programs "have created improvement in the quality of student work" and the students "work closer to grade level as they are more engaged in their school work." Furthermore, by using Personal Learning Networks and digital portfolios, the assessment and modification of curriculum at ANGELS will be more responsive to the needs of each student, and hence the instruction and curriculum will be more engaging for them. Research states, "Personalizing information allows computer-assisted-instruction to increase learner interest in the given tasks" (Padma and Ross, 1987). Lastly, CAI also offers the benefit of animation of objects involved in the explanation of a particular concept. Animation is useful because it "increases learning by decreasing the cognitive load on the learner's memory thereby allowing the learner to perform search and recognition processes and to make more informational relationships" (Reiber, 1991).

One way we offer personalization for each student is through digital portfolios, which enable our students to maintain portfolios for their entire high school career at ANGELS.   The use of portfolios accumulates years of effort from our students, and can help them with ideas for future work, or for simply demonstrating their best work. According to electronic portfolio.com, a very valuable feature of digital portfolios is that they "… contain work that a learner has selected and collected to show growth and change over time; a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells." The meta-cognitive aspect of digital portfolios allows our students to be conscious of the change and improvement that high school students always undergo, but can not physically represent other than in the form of annual yearbooks. Digital portfolios offer the added benefit of storing vast amount of documents in digital format rather than large, bulky and often inaccessible paper portfolios. In addition, PLNs are also another great way to support our students in their pursuit of 21st century skills. PLN expect student to be self-directed and self-organized as students' interaction with other learners and the teacher extends the traditional classroom-scenario. The PLNs allow students to interact with other learners outside the immediate vicinity of the student. In fact, research even claims, "the intention of a PLN is to enlarge the community and networking across closed course boundaries" (Amberg et.al, 2008).   Perhaps, the greatest asset of the PLNs is that they demand students to have self-organization and self-control since the "control of learning contents are moved towards the student" (Amberg et.al, 2008). The organization and control features are a result of the "interaction and participation opportunities of a PLN [which] enable the user as a creator of contents and as an active learner."   So, our goal of creation, not mere consumption, of knowledge is also supported by the implementation of PBLs and digital portfolios, which simultaneously adjust for the personalization needs of our students.

ANGELS' overarching goal of instruction is to provide learning environments in which students can develop varied, logical, and creative thinking and collaborating processes. Use of technology coupled with PBL will provide ANGELS' students with the cognitive skills to solve problems as well as use research tools to make better informed decisions in our expansive yet

technically connected world. Thereby, all students are engaged in differentiated activities that respond to their particular learning needs, strengths, and preferences. ANGELS' PBL facilitates the learning needs, strengths, and preferences for each student. CAI will complement the PBL to allow students to work on their community interests while simultaneously being guided to acquire technological and communication skills necessary to be a global resident in the 21st Century.

Service learning is an integral part of our curriculum. Students will spend five to ten hours each semester in learning how to give back to the local and global community. Service- learning is a teaching strategy that connects classroom curriculum with projects that serve the community while building social, civic, and academic skills. Service-learning is an opportunity for students to learn higher order skills through project development, implementation and reflection. Research demonstrates when students participate in high quality service-learning we see positive academic, social/emotional and civic outcomes (servicelearning.cps.k12.il.us).

Community Service Learning is not to be confused with Community Service. Service learning is a meaningful part of an integrated curriculum. It requires structured time for planning, action, reflection and demonstration. It requires educators to challenge students to identify research, propose and implement solutions to real needs in the school and community. It requires the school to collaborate with the parents and community to create an effective service-learning plan.

We envision a four-tiered program that builds to a final senior project; nonetheless, with each grade the students will advance to bigger and more profound issues:

- 9th grade will work on projects that can be done within the school such as collecting canned food for the needy or a clothing drive, beautifying the campus, fundraising for something needed on campus, or performing in school functions as participants.

- 10th grade will take their projects out into the community. Such projects could be planting trees or beautifying the community, working at a food pantry, fundraising for the non-profit organizations, reading to the elderly in a retirement home, mentoring elementary children, or making gift baskets for the homeless on holidays.

- 11th grade will begin to look at bigger problems such as homeless and what to do for the problem, work with Habitat for Humanity, prevent the closure of a shelter for stray animals or women, or environmental problems such as global warming. These are projects that are bigger than just the immediate community. They can be part of any of the ones above, but now the students must begin to explore solutions by analyzing the history of problems and solutions, by interviewing politicians, businesspeople, and leaders of non-profit organizations to synthesize information and find solutions. This will require outside hours and technology.

- 12th grade will look at global problems and issues. This will culminate in a presentation of a senior project at the end of the year. They will research an issue and try to figure out solutions for that particular problem and then present it. Teachers will serve as mentors throughout the year. Students will also have outside mentors. Preferably, students will spend a considerable amount of out of class time using all the techniques and strategies they have learned in previous grades to make an outstanding presentation at the end of the year.

There will be faculty mentors at each grade level. In ninth grade students will work as a whole class with several faculty mentors. In tenth grade students will work through their advisory period to develop projects as a team. Each advisory teacher will work with the class. In eleventh grade students will form small groups or work individually on a project. Students will choose a teacher to be their advisor and may also choose an outside advisor. Teachers will obviously have several mentees. In twelfth grade, each student must work individually. They will each have a faculty and out side mentor. They must complete the project to graduate.

Some expected outcomes of Service-learning are [See Appendix 2b]:

-- Help students see the relevance of the academic subject to the real world
-- Enable students to help others, give of themselves, and enter into caring
   relationships with others
-- Enhance the self-esteem and self-confidence of our students
-- Develop a partnership among students, faculty and the community
-- Impact local and global issues and needs
-- Prepare students for careers/continuing education
-- Provide cross-cultural experience for students

Graduation Requirement: 10 hours per year in 9th, 10th, and 11th and 30 hours in 12th.
All students will be required to complete sixty hours of service that include classroom integrated preparation, action, reflection, and demonstration components. Students must complete the sixty hours (over four years) to graduate and will receive a certificate of completion of service-learning. Students who go beyond the requirement and complete seventy to eighty hours will receive a silver cord at graduation. The students who complete eighty plus hours will receive a gold cord. We will use a log system with authorized signatures from the mentor parties (teachers or community partner) to keep accurate track of the completed hours (See Appendix Service Learning Log). In order for ANGELS to implement this program, we will need in-service training for the staff to enable us to have an outstanding program. We will establish a relationship with The National Service-Learning Partnership in order to gain a better understanding in establishing an ongoing, quality program. Lastly, we will seek the support of our community partners to give access for our students to resources and a wealth of information.

i.   Autonomy

The autonomy allows us to tailor the program to fit our student needs. ANGELS plans to launch a school that will build on the social and cultural capital that exists in the community. For example by establishing a community resource center, building on community strengths, embracing diversity, sharing accountabilities for results, setting high expectations for all, and fostering strong partnerships, ANGELS will serve as a communal collective. Parents will collaborate with staff members to help us determine what the instructional program should look like and the appropriate challenging educational experiences that would engage students in learning. The community partners and parents would also take part in assessing the project/products of our students' project based learning.

With student, parent, teacher and community involvement in our students' academic, personal, and social well being, for success in school on state tests and in life, our instructional model is community owned, not just student or teacher owned.

ii.   Curriculum Development

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

UCOP course approval: All academic and elective courses offered by ANGELS are approved by the UC Office of the President and therefore fulfill A-G requirements.

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

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

2c. Addressing the Needs of All Students

Creating an inclusive learning environment that holds high standards for students with disabilities, ELL, SEL, students of poverty and gifted students is both socially just and academically sound. Research shows that students from all SES levels and education backgrounds thrive when teachers collaborate to backwards plan instruction that is rooted in authentic inquiry and scaffolded for student understanding (Newmann & Wehlage, 1995, Wiggins & McTighe, 2005). The staff at ANGELS believes that all students are entitled to receive a content rich, academically rigorous education that prepares them for a variety of post secondary opportunities in the global economic spectrum. The school is committed to meeting the needs of its population including special needs students, gifted and talented, as well as our English Language Learners. Students will be appropriately grouped to make certain that they have the opportunity to master course content. Our interdisciplinary multi-cultural instruction will give ANGELS' students insight into the global issues and international perspectives. This instruction is particularly critical for students from lower economic status because they especially need the skills and resources to be prepared to handle the global careers of the future, which will not be situated in only their local communities. The multi cultural perspectives will make our students more likely to succeed in global careers. Students will be given support in many ways to guarantee that they can compete for 21st century jobs. Teachers will be trained in a variety of teaching strategies including the use of SDAIE, scaffolding techniques, performance based instruction, reciprocal teaching and other research proven practices to make sure that all students are provided with multiple avenues to approach the curriculum. Some of these practices include Interdisciplinary curricular planning, collaborative, problem-/project-based learning, backwards planning and computer assisted instruction (CAI). Additionally, the school will provide translated materials to make certain that parents understand and participate in the educational experience of their children.

Furthermore, in order to ensure that the primary goal of ANGELS is met, the school will

implement Response to Instruction and Intervention (RtI²). This is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g. literacy, numeracy, language development, and positive behavior support across content areas), and intervention that is matched to student need and directed by student outcome data from multiple measures. RtI embraces evidence-based instruction and District's Discipline Foundation Policy. All ANGELS strategies meant to support our special needs, ELL and gifted students share two advantages.

First, all of these modes of learning have *an inherent reliance on variety* within curricular units and activities. Students have a variety of access points to the content and standards, whether through a preferred discipline, learning modality, or skill that they can contribute to projects. Case studies conducted by Professor Doreen Nelson of California State Polytechnic University, Pomona, indicate that Design-Based Learning is particularly effective at increasing competencies and test scores for English Language Learners, students receiving Special Education services, and other high-risk students.

Another advantage of simultaneously implementing all ANGELS' strategies is *a direct appeal to lived experience* that creates both a heightened student engagement and an increased likelihood of content retention. David A. Sosa in *How the Brain Works* (2001) asserts that cognitive learning research supports integrated thematic units, the interdisciplinary approach, cooperative learning groups, and a general constructivist orientation.

All of these are key elements of ANGELS' instructional philosophy; however, the greatest tool addressing the needs of all students would be the computer assisted instruction (CAI). A report from the National Research Council (1999), describes technology, including CAI, as having the potential to support meaningful learning through technology-enhanced real-world learning contexts, electronic communication with outside experts, visualization and analysis tools, scaffolds for problem solving, and opportunities for feedback, reflection, and revision. Moreover, according to the vision of ANGELS, CAI allows students access to the global perspective for CAI provides students of all abilities with resources to research not just on databases, but with real people all across the world. We intend to use Computer Mediated Communication (CMC) to contact the Global communities, and such connections to the real global world would engage and prepare students with all types of needs for the world of our future, which is expansive yet accessible via technology.

In addition, ANGELS understands that in this rapidly evolving knowledge based world, the process of knowledge construction is the most adaptive form of knowledge that a person can have. "Lifelong learners" is a term applicable *not only* at beginning teachers' orientations, but that term applies to *all* residents of this constantly changing society; therefore, we must equip our students with the tools to assemble their education actively instead of passively receiving disseminations from "the sages on the stage" (the teachers).

CAI is the most efficient route to take in preparing students for our technology driven global economy. It allows for quick access across time and space, but more importantly it prepares our kids in two contrasting ways. First, CAI compels the students to learn and manipulate an

impersonal/non-human asset such as technology. But, simultaneously, CAI allows our students to access other humans thousands of miles away. The same tool serves two purposes, and both purposes will be necessary for the future workforce of our world. Since our economic environment has adapted to incorporate technology, our educational environment must follow suit.

Furthermore, ANGELS will use multiple intelligences to enhance instruction. This method has a long track record of success in the education field. It considers the individual learning needs of each student and tailors lessons to meet those needs (Gardner).

Current research has shown that well-designed cooperative grouping is critical to developing and refining both oral and written literacy skills in second language learners (Waxman & Tellez, 2002). Thus, English learners and all students will engage in Socratic seminars, literature circles, simulations, web-based projects, authentic, problem-based mathematics, and scientific discovery. All of these group-centered strategies are critical to developing the language proficiency required to succeed in gateway coursework and beyond. In addition, we will also use cognitively guided instruction, a research-based strategy proved to have the greatest benefit to the greatest number of ELLs (Waxman & Tellez, 2002). All teachers will receive training in this essential strategy that improves student literacy skills. There are four essential components to cognitively guided instruction: 1) building on prior knowledge by helping students recognize structures and patterns, 2) increasing problem-solving skills by expanding their "toolbox" of strategies across all subject areas, 3) focusing on personal investment in literacy by engaging students in setting goals for reading improvement, and 4) improving their collaboration skills by encouraging students to rely on one another and to value the resources and diverse perspectives of all. Teachers will regularly monitor the progress of English learners on classroom tests and assignments, as well as standardized tests. English learners who score at low levels on the CELDT will receive additional instruction that will help them acquire the skills and vocabulary they need in both oral and written language. Furthermore, the English learners will be able to self-assess their progress through their portfolio collection. Our goal is that English learners will become proficient in English, achieve in all their subjects, and be able to participate fully in all the educational and social aspects of their high school.

For Students with interrupted formal education, the counselor and teachers will conduct extensive assessment of students' skills, identifying deficits and areas of strength, and will guide students to make an Individualized Learning Plan with the goal of successful completion of A-G college preparatory coursework and on-time high school graduation. Parents or caregivers will be involved in this process and school staff will seek community resources to support students' progress toward grade level proficiency and college preparedness.

Current research on inclusion and problem/project based learning (PBL) suggests "mainstreamed groups have the potential to effectively engage in PBL, and that PBL may increase the motivation and social confidence of students with special needs" (Belland, Glazewsk, & Ertmer, 2009). Addressing the Global Issues in our core classes will serve as a vehicle for the students to practice the content based standards along with experiencing the real-world connections. The design of the curriculum at ANGELS focuses on the global

influences and the international relations between the countries of the world. PBL demands students to start with a problem and solve for answers or create a product through research and investigation. This has automatic buy-in from the students since they are the originators of their work (for teachers, this strategy meets the constructivist criteria of education). This innovative learning style is excellent preparation for the future world economies, which will require an adaptive work force. By providing a global perspective starting from 9th grade, our students would be at a clear advantage; they would have years of experience in problem-solving, critical thinking, creativity, collaboration, cross-cultural understanding, communications, and self-reliance.

ANGELS envisions a unique learning curriculum where students constantly investigate, challenge, and revise knowledge. Unlike the "Factory Model" of education in which all students ingest a set of predetermined facts and details, ANGELS promotes the "process of knowledge construction" which encourages systematic inquiry, revision, and reflection in the form of project- based and networked learning. Technology opens a learning environment for our students and teachers to construct meaning in an organic way. Together we can evaluate the needs of our struggling students, and also help all learners at our school realize their highest potential.

ANGELS will test all incoming 9th graders to determine their prior knowledge. This early and ongoing identification will be done via:

1   9th grade diagnostic test created by core subject teacher teams.

2   Four week 9th grade summer bridge/orientation to provide academic, social and behavior support.

3   Articulation between counselors from middle school to high school for behavior and academic support.

4   Team with content experts, data experts; counselor will organize data and appropriately place each student.

5   Use CELDT scores for ELL students to offer extra support.

Special education students will have academic and behavior support detailed in their I.E.P's. All policies and procedures of IDEA and LAUSD will be followed. All teachers and school leaders will place a high priority on the timely completion of all documents related to compliance mandates (IDEA) for Special Education Services. In addition, teachers will provide students with special needs with more frequent monitoring for assurance of learning and behavioral progress. In addition, our emphasis on student collaboration, focus on problem-based learning, and our commitment to multiple pathways will provide the additional supports and motivation for our special needs students. Research has shown that cooperative grouping is highly effective for students with severe learning disabilities. Grouping creates greater engagement, promotes positive relationships, and including performing arts, honors and AP courses, when indicated by their I.E.P's creates trusting environments (Johnson & Johnson, 1989). Current research on

inclusion and problem based learning (PBL) suggests that "mainstreamed groups have the potential to effectively engage in PBL, and that PBL may increase the motivation and social confidence of students with special needs (Belland, Glazewsk, & Ertmer, 2009). Finally, we believe that a focus on multiple pathways will increase the opportunities for our special needs students to expand their range of opportunities and experience by engaging in real-world learning. Special needs students will engage in learning beyond the classroom through job shadowing; introductions to and mentorship with professionals in arts, culture and media; and real-world learning in community partnerships and cultural institutions

Supporting the RtI2 Framework:

We will ensure that all students succeed by using a multi tiered model of assessment and intervention. We believe that the best intervention is prevention.

During the first week of school we will pretest all students in all of the core academics at their grade level. We will also collect data from our data analysis expert from the prior year's state tests. This will be done on every student every year. The grade level teams will then assess the data along with the counselor and the data analysis expert. The team will then target those students who are having difficulty meeting grade level standards and assign those students immediately to tutoring, and peer mentoring.

The counselor will keep academic and behavioral progress data in each student's folder. The data will be used to implement the intervention three tiered plan for each student. The three tier plan includes:
> 1) Screening to determine if student is making the expected progress both academically and behaviorally.
> 2) Diagnostic testing to determine what a student can and cannot do.
> 3) Monitor progress to determine whether the intervention is producing the desired effect.

We believe all children can learn. We will develop programs within our technological base that will enable students to access work in school and at home. If they are absent or behind, their projects will always be accessible to them through our Computer Assisted Instruction System (CAI).

Using a combination of interventions from RTI and EBIS (see appendices) we will use a progressive approach to intervention. We will deliver high quality instruction and behavior support for all students to reach proficiency. Those students who are not reaching proficiency will be given additional support and differentiated instruction in small groups. They will have access to CAI within each classroom. Teachers will be able to assist them after school and we will have a cadre of volunteers to assist as well.

If a student continues to struggle s/he will be referred to the counselor to set up a more intensive intervention. We will have in place an EBIS team (modeled from Effective Behavior and Instructional Support Team-Tigard Tualatin School District, Tigard, Oregon) who along with the counselor will determine specific intervention and or remediation. EBIS will review all data on student behavior and academic performance in order to determine more intensive intervention. The next step will serve those students who continue to have significant skill deficits. The interventions will be more intensive and the root causes of poor performance will be explored

The School Psychologist and Special Ed evaluators will be consulted as needed. Parents will be informed and involved at each step of the intervention.

Using the RTI three tiered approach will allow us to intervene quickly to support all students. Tier one of intervention is where quality core instruction begins. Most students fall into this tier of learning. They have few problems and may need intervention in the form of re-teaching.

Tier 2 is where most intervention is used. There should be no more than 20% of the student population requiring additional support beyond Tier 1 (Burns, Appleton, Stenhouwer, 2005). For that 20% the RTI model needs to be delivered 20-30 minutes daily. (Vaughn, Wanzel, Linan-Thompson & Murray, 2007). According to the Panel Institute for Educational Science (IES) (Gersten, et al, 2009a) small group supplemental instruction should a) target components of reading instruction needed, b) be implemented 3 to 5 times a week and 20-40 minutes each session, and c) build skills gradually with frequent teacher feedback. Studies of math intervention yielded the same results. (Gersten, et al. 2009b).

Tier 3 should have no more than 5% of total student population requiring intense intervention and must be specific to individual needs. (Burns & Gibbons, 2008) [See Appendix 2c].

Accelerated Learning

Students with special academic and artistic gifts are at risk for school failure and failure when their needs for accelerated learning opportunities and independent or self-directed studies are not accommodated by school structures. ANGELS' curricular focus, integrating CAI and PBL into rigorous core curriculum, accommodates their needs for creative, self-directed learning. The inquiry-driven nature of instruction facilitates accelerated learners to respond to the curriculum from the vantage point of his/her specific abilities and talents. PBL appeals to the Gifted students' need to use self-generated problem-solving and abstract thinking abilities.

One of the most important aspects of ANGELS' accelerated learning plan is the offering of a developmental sequence of computer assisted instruction, with opportunities for individual and small group PBL projects and advanced levels of study. Honors sections of courses will be offered at all grade levels, while AP classes will be offered to all students who wish to challenge themselves in these college-level courses. ANGELS will collaborate with the other schools within the VRHS #5 complex. Any additional AP courses that interest our students will be made available through online instruction. Considering the interests and talents of students likely to enroll at ANGELS, offering unique honors electives in their areas of interest is an appropriate way to support development of their academic abilities.

> 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.

2d. Instructional Strategies

To ensure success for our students, teachers at ANGELS will help students understand the content by:

1. implementing PBL model for extended inquiry and deeper understanding.

2. Providing explicit strategies in critical reading across the curriculum.

3. Utilizing computer assisted instruction (CAI) for collaborative learning as well as independent practice, enrichment, remediation, and RTI.

4. Providing small/whole group opportunities for extended discussion/interpretation of texts.

5. Providing direct and context based instruction in academic vocabulary.

6. Providing instruction in cooperative environments that facilitate accountable student collaboration (i.e. Socratic Seminar).

7. Promoting independent research that allows students to develop initiative and expertise in a particular area as well as to benefit from skills reinforcement.

8. Providing modification of curriculum based on student response and school wide assessment data.

9. Providing meta cognitive opportunities for students to analyze their academic processes throughout the year by creating, maintaining, presenting and analyzing digital portfolios.

10. Providing thematically connected Interdisciplinary instruction (horizontal-across subjects and vertical- across grade levels).

11. Providing Service learning opportunities in the community through partnerships and parent involvement.

12. Providing opportunities to learn and practice global languages for academic, social, and vocational purposes.

a. Honors and AP courses
b. Enrichment through problem/project-based learning and community partnerships (assessment of PBLs will involve parents, teachers, students and community representation)
c. Dual enrollment facilitation with Mission College and Cal State Northridge
d. Authentic, collaborative, problem-based, inquiry-driven, backwards planned interdisciplinary instruction.
e. Interactive, supportive and rigorous learning through CAI
f. Engaging students in generating and testing hypothesis through problem solving, decision making, investigating and experimental inquiry tasks about global issues and international relations.
g. Using digital portfolios to exhibit the students' efforts, achievement and progress while fostering meta cognition (learning about learning) through all grades (Paulson, F.L 1991)
h. Standards based differentiated instruction supplemented with CAI enrichment opportunities.
i. Higher order thinking that requires students to apply, analyze, synthesize and evaluate (*Better Thinking and Learning*, 1991)
j. Recursive teaching across grade levels (pre-teaching and re-teaching).
k. Cooperative learning through which students work together to maximize their own and each other's learning (Johnson & Holubc, 1994)
l. Content area teachers skilled in content-based reading strategies (Billmeyer, 1996)
m. Reading instruction, respond to reading, develop vocabulary and develop prior knowledge

n. Construction of meaning through reading and writing, with writing as an integral component for all content areas (Cooper, 1997)
o. Model the writing process—pre-writing, drafting, revising and proofreading
p. Require students to support their explanations/ elaborating through evidence and analysis
q. Model by "thinking aloud"
r. Provide "wait time"
s. Make targets/objectives explicit
t. Simulations
u. Discussion to deeper understanding (Socratic seminars)
v. Peer assess
w. Provide extensions and elaboration
x. Extended time
y. Chunking of materials—presenting complex concepts in smaller parts using graphic organizers, think sheets, high-lighters, and reference sheets.
z. Grouping and clustering students based on skill set determined by performance on diagnostic tests.

All these strategies offer opportunities for the teachers to scaffold their instruction for the students as they help us create a lively, rigorous and supportive learning environment for all students. Our experience, as well as the work of highly respected researchers [See Appendix 2a], emphasizes that authentic, collaborative, problem-based, inquiry-driven, planned interdisciplinary instruction is effective with students of poverty, special needs, gifted, English learners, and standard English learners. We firmly believe that all students have a right to engage in exciting learning; therefore, students across all populations engage in our core instructional practices. These students are successful because all teachers on a grade-level team work collaboratively to differentiate instruction to meet the needs of all learners. According to research, collaborative learning works best for SEL, ELL, and students with special needs. All three of these populations build confidence by improving their ability to collaborate by developing stronger interpersonal communication. This approach also helps build academic language acquisition and it values the unique contributions of all learners. Problem-based instruction and interdisciplinary instruction engages students in higher-order thinking skills. It puts the teacher in the role of facilitator as students investigate and apply potential solutions. These instructional strategies are effective because they build on prior learning and expand the capacity to think creatively—a critical 21st-century skill.

3. School Culture and Climate

3a. School Culture

Our school culture will include numerous research based positive strategies that will promote student success. Students will be engaged in a rigorous curriculum that prepares them for both college and the world beyond. Students will be held to high academic standards by highly dedicated staff and community members that are willing and ready to help them succeed.

Classroom academic achievement will be recognized and celebrated. Students with different learning modalities will be given numerous opportunities to achieve mastery. Activities that motivate students to succeed will be developed to ensure that they have ample access to different ways of learning in the world around them. These include field trips, student recognition assemblies, and scholarships. Culturally relevant and standards based activities will be organized to maximize students' understanding of key concepts.

We will involve tutors, community volunteers, business leaders, colleges and surrounding neighboring schools to help facilitate the emotional and academic growth of our students through a daily Advisory period. Parents and families will also be included to share in the learning of their children by becoming active members of our school. They will volunteer in the classroom, on fieldtrips and in planning recognition events for our students.

Highly trained and qualified teachers will also take an active role in creating and fostering learning environments where students will flourish. Teachers will collaborate in Professional Development Teams where they will discuss best practices and create unifying lessons that include project based learning models that will connect them to local and global opportunities.

ANGELS will implement a positive discipline policy to help guide students to be responsible for their learning and interpersonal skills. A caring staff will help students develop strong habits of mind that will guide them to success and positive relationship building.

ANGELS will be on a 2x8 block schedule with a daily advisory period [See Appendix 3a]. We will use the advisory period for enrichment and remediation. Using this schedule, the students will take four classes everyday, which meets for 90 minutes on alternating days per semester. This class schedule allows for expanded access to elective coursework and actively integrates intervention, enrichment and service learning. As a result, students have the opportunity to take all A-G requirements for entrance into UCs, CSUs and private universities while still allowing them to pursue expanded elective opportunities that best meet their academic goals and career interests. This allows flexibility to pace curriculum in a more individualized fashion.

Because the classes run throughout the year, a 2x8 block schedule will allow students to maximize their learning with more rigorous and sustained instruction. By offering a more flexible schedule, students are enabled to take more courses during the year. The longer class sessions will allow students to have more time to work on projects, collaborate and use CAI. This also enables teachers to utilize the RTI model and intervene when students are having difficulty.

3b. Student Support and Success
Student Support and Success
A successful student at ANGELS is a respectful, responsive and engaged individual. We believe that every student has the potential to achieve succeed. We do acknowledge however, that it is difficult to engage and motivate all students. Research has shown that difficult to motivate students are also hard to discipline. ANGELS commits to creating a discipline and nurturing environment for all students. Allen N. Mendler's book Motivating Students Who Don't Care is an excellent guide to increasing support for all students.

At ANGELS, students will be held to high standards and will be asked to help change the world that they live on. This will allow them to develop a sense of pride in their community and daily lives. This will in turn foster a strong learning environment where students feel supported and have a sense of belonging.
ANGELS will follow the following guidelines to create a supporting and successful learning environment.

Emphasizing Effort:
All stakeholders, including teachers, parents and community members will be asked to always emphasize effort. Students are not expected to be the best the moment they set foot on our campus, but they will be expected to try their best at all times. All members of the school community will be expected to model this behavior, so that students can have constant reminders of the success that hard work and dedication can bring.

Creating Hope:
The school community will work to carefully scaffold potentials for success so that students can have a sense of hope for their own success. This is important to ensure that students have numerous small successes that will then feed their self-esteem and sense of empowerment.

Building Relationships:
Research shows that when strong relationships are built at school with adults, community members and peers students tend to be more successful. Students will have the ability through their Project Based Lessons and service learning projects to create strong relationships that will increase their sense of belonging and responsibility for their education. Students will be given ample opportunities to interact with one another and the community in a favorable manner that will bring them a sense of success.

ANGELS is committed to creating an environment where student success is creating by fostering and nurturing students into believing in themselves. ANGELS' students will have an entire community working together to guide them to success and a more positive and prosperous future.

3c. Social and Emotional Needs

All students will be part of a cohort of students consisting of grade level peers. They will be

divided into advisory periods lead by a dedicated teacher who will use the time meet the social emotional needs of his/her students. The advisory period will be used to help students with study skills, tutoring services and social emotional problems and concerns. Advisories will allow students access to workshops on leadership, conflict resolution and health related issues. Workshops that students participate will also be offered to parents and family members in order to create a family model of support.

Along with the advisory period, each student will have access to a counselor that will help students decide their career pathway, prepare them for college entrance requirements and help them with any other school and personal counseling need.

The counselor will be an integral part of the school's student advisory team whose purpose is to make sure that every student is on the path to success. The advisory team will be made up of a counselor, principal, three teacher, school psychologist, parent representative and community member who will look at each struggling student individually to create a student success plan to assist students in danger of failing. Each student will be monitored closely by a coordinator who will communicate and work collaboratively with the student's family on a regular basis. The coordinator will also be the point person to make community connections for any additional resources our students might need.

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.

3d. College and Career Readiness
College and career readiness begins in ninth grade and continues throughout our students' high school career. Our students will take rigorous A-G academic core classes which will be integrated into students' four year high school curriculum along with processing skills such as note-taking, critical thinking, and analyzing text. In addition, we will incorporate "16 Habits of Mind" such as persistence, questioning, posing problems, and striving for accuracy (Costa, Arthur & Kallick, B. 2008) which are needed both for college and career readiness, into all curriculum   According to D. T. Conley, we must "incorporate the privileged information necessary to understand how college operates as a system and a culture." He terms it "college knowledge" (Conley, 2010). While other skills such as self-awareness, self-control, commitment to continuous improvement, reflection, precision, and the ability to work independently and also collaboratively are important to college readiness, they are equally important to career readiness. Because these skills are important to student success they will be an integral part of our Advisory Program.

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.

3e. Parental Involvement

ANGELS pilot will use the book Beyond the Bake Sale, written by Anne T. Henderson to guide our Parent Involvement framework. ANGELS staff firmly believes that active involved parents are the key to any schools success. Because of this we must require our parents to be fully involved in their child's education. We want our parents input and assistance. We want them to understand how important they are to our school. We welcome all ideas and help. In order to help our parents we will offer classes to assist them to understand how they can support the school and their child with homework, projects, etc. We will offer English classes and computer classes for parents and community members who wish to take them. We will have meetings in

the late afternoon to accommodate the working parents.

We will ask parents to commit to be a vital part of our school by volunteering to help Support and operate and manage fundraisers, serve on committees, find and maintain relationships with community partners, supervise on campus and field trips, etc. Parents will be an active and very visible component at our small school.

3f. School Calendar and Schedule

The academic calendar follows Local District 2's Early Start Calendar. This schedule follows the community college calendar and allows our student dual-enrollment opportunities and will allow our students to complete college courses along with high school classes. This calendar also allows our students to complete the first semester before the winter break which prevents the drop in final grades which occurs after winter break. This calendar follows the district single-track calendar to provide 180 days of instruction, consisting of two twenty week semesters... There will be additional days prior to the school opening for staff professional development.

ANGELS has chosen a 2 X 8 block schedule. This allows eight classes per semester. The classes are blocked in 90 minute periods alternating four on one day (A day) and four on the next day (B day). This alternation is continuous across weeks, for example, the first week will have three A days and two B days and the second week will have two A days and three B days thus reducing any schedule imbalances that may be caused by holidays. Since our classes are interdisciplinary and Project based, the longer period blocks allow more time for projects and allows more time for core academic subjects and longer time periods for intervention. This also allows time for common planning for interdisciplinary and grade level teams.

The 2 X 8 plan allows students to earn eighty credits per year as opposed to the fifty-five required each year. This will allow for those who need additional support and intervention to receive it without interfering with their ability to earn required credit and allows us to fully integrate service learning into the program.

ANGELS design team has created a flexible schedule that promotes academic success for our students and creates classes for adults as well. The day will begin with a zero period at 7:30 with the regular day beginning at 8:30. The school will end the regular day at 3:30 and remain opened until 5:30 or beyond. We are aware of budget restraints but hope to attract volunteers and adult school teachers to teach both students and adults. We will create a community of learners with ESL classes, parenting classes and enrichment classes.

We will have an advisory period because we believe that students must develop Habits of Mind that will allow them to be successful students during their studies at ANGELS and productive citizens upon graduation. We understand that we will maximize the opportunities for academic success in our students if we install in them those desirable characteristics, values and attributes that will help them accomplish the goals set forth in our Vision Statement within the framework of a positive school culture. At ANGELS we will use the Advisory period embedded in our daily class schedule as the starting ground to start developing character in our students from the very beginning throughout a series of lessons that foster good study habits, values, qualities, moral, ethics and study skills.

The Advisory lessons will be developed by an Advisory Committee and carried out simultaneously by all Advisory teachers. There will be common themes by grade level that will ultimately culminate with global world themes. At the same time, students will be working on their digital portfolios and doing remedial work. We will have the opportunity to do this without

taking away from valuable instructional time from any of the classes. As a new school, we will have the unique opportunity to start fresh and mold the students' minds from the very beginning in accordance with the philosophy and culture of our school in order to prepare them for the requirements of rigorous academic work.

The autonomy of the Pilot program allows us the flexibility to work through the budget restraints, allowing our teachers to extend their day. While our teachers have agreed to extended work time we also hope to attract volunteers and adult school teachers to teach both students and adults. With this flexible scheduling and the creation of a cadre of volunteers, we will create a community of learners with ESL classes, parenting classes and enrichment classes.

4a. Assessment Philosophy

Effective use of data drives instruction and success. ANGELS is committed to using data to meet the needs of our students.

ANGELS will maintain a professional learning culture where teachers as instructional leaders are vigilant about promoting a comprehensive, on-going assessment process that provides students, families, and community stakeholders specific and constructive data feedback to inform instruction and learning.

Based on data feedback, teachers will provide proactive instructional and intervention plans to ensure the academic success of all students.

Teachers will be viewed as instructional leaders and facilitators of knowledge and regularly take advantage of professional development opportunities to stay abreast of best practices in instruction and assessment.

4b. Autonomy

ANGELS' mission and vision state that all of our students will be prepared to enter college, complete the A-G requirement and that all our incoming freshmen will graduate from high school. ANGELS is dedicated to data driven accountability to make sure that all the data our students produce will be used to improve instruction and promote student learning school wide, so that our mission and vision become real. Data will include all student work, formative and summative test results, state tests. In addition, we will monitor the progress of all students using their personal learning plans and portfolios. There will be several professional development opportunities for the faculty to analyze and study the data and portfolios in order to improve instruction and meet needs of all our students.

Furthermore, we will meet our goals by reviewing metrics for each of the accountabilities on a quarterly basis and using them to guide our decision-making. ANGELS' faculty will be trained to analyze assessment data in horizontal and vertical teacher teams to address the developmental needs of each individual student and adapt their lessons accordingly. Our administrators will also use these metrics to improve administrative strategies and policies to best suit the needs of all our students.

Lastly, in order to evaluate the effectiveness of strategies and enrichment programs, ANGELS will use data from multiple formative and summative assessments, including quarterly student surveys, grades, annual parent surveys, AP test scores, and periodic essential learning results in all courses to evaluate the efficacy and quality of the instructional strategies used. This data will also be used to annually evaluate and revise the

array of elective, enrichment, honors, Advanced Placement and advanced levels of all classes offered at ANGELS.

4c. Student Assessment Plan

Our school's quantifiable achievement goals are aligned with LAUSD target metrics. Based on the information and data from the feeder schools' patterns, ANGELS will maintain a target growth of 3% increase on the CST score per subject area for the next five years. We aim to increase our attendance rate by 1% each year for the next five years until our target of 97% has been attained; we will increase our graduation rates by 8% annually for the next five years until we reach a full 100% graduation rate.

Pursuant to LAUSD Bulletin 4827.1, Multi-Tiered Framework for Instruction, Intervention and Support, ANGELS will use student progress, CST, CELDT, CAHSEE, common assessments, and curriculum and behavior data to guide and inform our instruction and intervention. All formative and summative assessments will be aligned with state standards, and teachers will use standards based instruction so students can be prepared for any assessment. To promote a college-bound culture, students will be required to take PSAT, SAT, and ACT. Teachers will additionally use co-created exams, writing compositions, portfolios, CAI assessments, PBL products and presentations, and portfolios to assess our students. Teachers will emphasize on the essential standards that are stressed on the CST to help our students perform better on state exams.

All incoming students will be screened using diagnostic exams in order to identify learners that need additional support or advanced learners that need acceleration or extended learning opportunities. Over time, curriculum-based common assessments created by core subject teachers will be used to measure growth, monitor progress and inform changes in instruction.

Assessment	Frequency Grades	Assessed	Rationale
Periodic Assessment	Three times a year for core content	9th, 10th, 11th	Summative assessment with results available in 48 hours.
Content Area Unit Assessments	Varies by content area. At least once every twenty days.	9th, 10th, 11th, 12th	Formative assessments that provide ongoing assessment of student learning and effectiveness of instructional practices.

CELDT	Once yearly for large group and as new students enroll	9th, 10th, 11th, 12th	Summative assessment that measures growth of English language development.
CAHSEE	Five times a year for12th, 3 times for 11th, once for 10th graders	10th, 11th, 12th	Summative assessment that evaluates 7th grade math and 9th grade ELA for proficiency.
California Standards Test	Once a year	9, 10th, 11th, 12th	Summative assessment that evaluates annual progress towards school-wide benchmarks in core content areas.
Classroom Behavior Assessment Form	Four times a year	9th, 10th, 11th, 12th	Assesses the teachers' perception of student classroom behavior to assist in the implementation and management of a positive behavior and progressive discipline support plan.
Response to Intervention Assessment	Once every four weeks	9th, 10th, 11th, 12th	Determines the degree to which a student responds to intervention attempts.

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

4d. Assessment Development

Teachers will have common planning time to regularly collect, examine and adjust instruction based on student data. ANGELS will use teacher created assessments and student portfolios to analyze growth and whether or not students have met benchmark concepts/standards. There will be horizontal and vertical teaming to discuss benchmarks by grade level and progress of students through benchmarks and department wide created benchmark assessments which will be given every one or two months for data and analysis. We will establish Learning teams and Lesson Study Teams to reflect on practice. Teacher teams will also work during the summer to create essential learning and common assessment tests to be given monthly and quarterly, respectively.

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?

4e. Data Collection and Monitoring

ANGELS' approach to data analysis has been adopted from the text <u>Using Data to Improve Students Learning in High Schools</u> by Victoria L. Bernhardt. This text offers a comprehensive model of continuous improvement through the use of perception and demographic data, student learning, and school processes. This cycle of data analysis allows a school to have a focused approach to interpreting data and student achievement.

ANGELS will have a data analysis team that will gather all the necessary data to help inform and guide instruction. The team will be composed of students, teachers, administrators, parents and community members. The principal will be the one to gather the necessary information needed for the school's data portfolio. The four categories of data collection will be the following:

Demographics	Perceptions
☐ Enrollment ☐ Attendance ☐ Drop-Out Rate ☐ Ethnicity ☐ Gender ☐ Grade Level	☐ Perception of Learning Environment ☐ Values and Beliefs ☐ Attitudes ☐ Observations ☐ PBL presentations to the community ☐ Classroom Behavior Assessment
School Process	**Student Learning**
☐ Social Economic Data ☐ Reclassification Data (CELDT) ☐ Digital Portfolios ☐ Welligent (IEP Process) ☐ ISIS	☐ Standardized Tests ☐ CST Scores ☐ Formative Assessments ☐ Cumulative Assessments ☐ CAHSEE ☐ Content Area Unit Assessments

Each one of these areas will answer the key questions to a model of continuous improvement, which are:
Who we are?
How do we do business?
Where we are now?
Why do we exist?
Where do we want to be?
What are the gaps?
How can we get to where we want to be?
How will we implement?
How will we evaluate our efforts?

The Data Analysis Team will take the analysis of the data and include this in their conversations with the leadership team to drive instruction and our Single Plan for Student Achievement. The team will make recommendations based on the data gathered and create a working plan that will set the goals for the school year. On a bi-weekly basis, the team will look at the established goals to see how much improvement has been made and what else needs to be done. This will then allow the school to make immediate changes to the instructional program and school culture as needed.

In order to prevent students from failing early on, ANGELS will have an up to date and immediate way of continuously monitoring the achievement of all its students. We will use the RTI2 model to intervene and remediate struggling students and to amend the instructional programs, as needed.

In order to ensure that the community can hold ANGELS' performance accountable, we will share all data with various stakeholder groups. We will use the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. In order to meet the needs of our Special Education We will also use Welligent to create, track and fulfill the Individual Education Plans (IEP) for all students with disabilities. Welligent will also ensure that students are properly identified, services are provided, appropriate goals are set and monitored, and that students receive Free and Appropriate Public Education (FAPE).

ANGELS will utilize the LAUSD School Report Card to help families understand how our school is performing in key areas like graduation rates, student performance on standardized tests, English learner progress, and how well connected students, parents, and teachers are with the school.

> **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.

4f. Graduation Requirements
ANGELS' graduation requirements will be consistent with the LAUSD policies. In addition our graduates will be required to complete digital portfolios, service learning community project and a senior project [See Appendix 4f].

> **5. Professional Development** *(7 pages)*
> **a. Professional Culture:** Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

Professional Development:

As an internal applicant, ANGELS will adhere to Article IX- Hours, Duties and Work Year, Article IX-Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements, except where permitted to substitute elements of the school's elect-to-work agreement, in accordance with the Pilot Schools' "Thin Contract."

5a. Professional Culture:

ANGELS will engage in professional development (PD) on interdisciplinary collaboration, project-based learning, arts learning strategies integration and constructivist teaching with a variety of enriching international studies programs. Our goal is to focus on developing an atmosphere that embraces multiculturalism by developing academic preparedness and career services that reflect both our attention to each individual and the challenge of an evolving work world. We will use student assessment evaluations and data to improve our school culture, organization, management, curriculum and instruction to advance student learning. Teachers will share their expertise regularly and work together to design rigorous, engaging lessons, projects and units that build students' proficiency in the skills they need to become independent thinkers. Staff will participate in ongoing PD that focuses on student success and provides training for unfamiliar and diverse roles they play as mentors and school leaders/ decision makers.

Faculty and staff will be centrally involved in school-level decisions and in developing new initiatives through weekly conference period and grade level team meetings. Leadership development will be provided for teachers in a variety of ways, such as sharing out best practices, professional conference presentations, and rotating facilitation of meetings among participants.

Accountability: Administration, teachers, support staff and parents will take responsibility for tracking, monitoring and supporting student progress. Teachers, administrators and support staff will commit to using multiple means of communication to keep students and parents informed of successes, concerns, needs and enrichment opportunities in a timely manner throughout the school year. For example, all ANGELS' teachers will be committed to use the designed school system of ANGELS to post grades ParentCONNECTxp (PCXP) or LAUSD SchoolMax system to post grades and assignments so that parents can closely monitor their children's homework and test scores, and so that students can keep up with their assignments.

Regular public parent and student town hall meetings will be held throughout the school year for a free and open exchange of information and concerns. Student-led conferencing will be incorporated into Parent Conferences to maximize active student and parent participation and to help students take responsibility for their own work and progress. ANGELS' staff and students will also prepare for and host an Open House event and promote school fairs as enrichment during the school year for students and their parents, as well as for members of the community.

> 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?

5b. Professional Development

The Professional Development for the staff of ANGELS will be structured on a yearly basis as outlined in our Appendix on Professional Development. ANGELS will encourage teachers and other staff members to reach out to their unions and other professional associations for enrichment of their academic and professional background in ways that enhance their contribution to the ANGELS community. The ANGELS academy work will be collaborative, ongoing, and public. The academy will meet regularly during (PD) to review student work, including work in progress. It will provide support for development of effective instructional practices among all its members. At ANGELS Faculty and staff will continually monitor

instruction to support alignment with academic content standards and to support high standards of instruction. Reviews of data will be used to evaluate the academic progress of the entire academy and to make mid-course corrections in instructional practice consistent with the goals of the ANGELS academy. Student work will be reviewed on an ongoing basis by departmental and interdisciplinary grade level faculty teams. These teams will try to meet biweekly during shared conference periods or in after school professional development time. Meetings and reviews will be modeled on principles and practices of Critical Friends Groups [See Appendix 5b].

Another major focus of professional development at ANGELS will be to develop and implement best practices to help students meet state standards in each subject and to gain mastery of A-G course graduation requirements. This focus will include varied forms of assessment beyond the standard testing, including individual and group projects, investigations and research, portfolios, and multifaceted presentations. Members of the ANGELS community will participate in conferences and retreats to strengthen team-building skills, knowledge of project based learning, and awareness of global themes and issues.
ANGELS' staff will use professional development time provided to meet by instructional team, by grade level, and by academic discipline. Personalization and team-building strategies will be addressed through district-sponsored summer professional development time. UNSURE ABOUT THIS (Faculty will also be encouraged to participate in other sponsored professional development programs at University levels. All faculty members at ANGELS will participate in a two week summer professional development the first year and a one week PD each year thereafter with the goal of supporting academic school wide achievement. We are in the process of forming a relationship with the Asia Society Organization in Los Angeles and iEARN in order to expand our understanding of global and computer based learning

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.

5c. Teacher Orientation
Professional development will be provided to new teachers to ensure that all teachers are familiar with ANGELS' multicultural and multilingual focus, differentiated and personalized learning and the use of computer mediated instruction in the classroom.

Orientation for new ANGELS' teachers will take place several days in the newly designated school prior to the start of the school year. New teachers will receive support in preparing to be part of a team of teachers through professional development prior to the start of each school year, including collaboration protocols, lesson study, assessment planning, interdisciplinary instructional planning, arts integration and kinesthetic learning strategies. They will be assigned a master (buddy) teacher who will be a support and a source of educational resource. New teachers will have at least one observation day each month to observe their peers' instructional and classroom management practices for an annual total of ten observation days. They will have opportunities during their conferences to attend with veteran teachers peers' classes and participate in a debriefing after the class.

All teachers will be trained and updated in current strategies in interdisciplinary and project-based instructional model; develop norms for collaboration and lesson sharing; differentiated instruction; analyze prior year data; plan PD for the upcoming year; and revisit and develop common instructional methods. Grade Level Teams will go through the backwards-planning process to create the complete interdisciplinary unit. Specifically, teams will: identify and sequence the various disciplines' content standards for the unit, identify and discuss the various points at which the content intersects and connects, develop an overarching theme that will

guide students in accessing knowledge and ideas that transcend any single discipline, create interdisciplinary projects that will be used as one of the summative assessments.

Professional development will foster participation of other stakeholder groups; parents and community members in the school will be included. This may consist of presentations promoting faculty awareness of the international character of the community and its relationship to international business and culture.

Professional development will encompass Global themes. The themes will include:

Environmentalism
Responsible Citizenship and Leadership
Public and Community Service
Social Justice
An appreciation of ethnic, cultural and political differences
International Studies (languages, law and diplomacy)

In addition, ANGELS will use the five professional development Big Picture practices:

- Mentoring: The Buddy System (experienced faculty members pair up with new teachers)

- Networking with other teachers

- Observation Days

- Take One NBPTS

- Workshops

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

5d. PD Calendar:

Each week, grade level teams will meet for on Tuesdays for PD related to instructional practices and data analysis pertaining to instructional activities, assessments, and specific student groupings, including individual students. On several occasions, this time may be used by departments to address vertical integration issues.

Faculty will also meet throughout the year as a whole for larger scale professional development. Sessions will focus most often on pedagogical practices; early in the first semester, one of them will be used to determine PD topics of interest to the faculty, and teams will be selected to research such topics in depth in order to present PDs on their findings later in the year. As needed, some weekly Tuesday sessions may be used by research teams in preparation for PDs. This type of faculty-selected and research-driven PD approach will be responsive to the rapidly evolving landscape of educational research findings.

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

5e. Program Evaluation:

The ultimate measure of the success or failure of Professional Development activities will be the goals articulated in the Education Plan (1d) above: exceeding state of California achievement on key performance indicators. Professional development will be evaluated immediately by all participants using feedback forms. Teachers will be surveyed on a regular basis in order to determine successfulness of any PD. If necessary, changes in future PD sessions will be made or content will be revisited in order for the PD to be valuable for teachers and students.

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.

5f. Autonomy

We have the autonomy to tailor, examine, and modify our PD according the needs of the students and teachers. This way we can deliver a more effective and timely PD, which can garner a more personalized instruction. The current system fails to meet the needs of the students because the PD is set before the start of the school year. However, under ANGELS' process of PD the engine of education, student and teacher interaction, will be the determiner of what supports our staff needs to help our students attain success. As we re-examine and modify our PD according the needs of the students and teachers, we can deliver instruction that is more efficient.

6. **Serving Specialized Populations** *(4 pages + attachments)*
    a. **Special Education:** Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in **Appendices C, D & E.**

6a. Serving Specialized Needs Population

ANGELS will be a pilot school in the LAUSD for purposes of special education. ANGELS will continue federal, state and district-mandated educational services and support, including the Chanda Smith Modified Consent Decree, for students with disabilities and their families. We will participate in the state quality assurance process for special education: verification reviews, coordinated compliance self-reviews, complaints, and the local plan. ANGELS will continue to use the full continuum of educational placement options currently in place within the Los Angeles Unified School District for students with disabilities. Special education students will continue to be placed according to district procedures.

ANGELS Pilot School Responsibilities for Special Education

    a.   ANGELS is responsible for providing their own special education services and instruction to the students they serve, as set forth in the IDEA. Students enrolled in ANGELS are entitled to special education services provided in a similar manner to students enrolled in other public schools [California Education Code, Section 47646(a)].

    b.   ANGELS is responsible for identifying and referring students with disabilities enrolled in the school that may require assessment for special education eligibility and services. The referral process shall include a school team meeting to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate.

    c.   ANGELS is responsible for developing the Assessment Plan, providing the assessment, conducting the team meeting, and implementing and reviewing the Individual Education Plan (IEP) for referred students in accordance with IEP federal, state, and local requirements. The IEP team shall request the participation of a District special education representative at any IEP team meeting when it is anticipated that special education service options will be considered other than those of Sylmar Charter High School.

    d.   ANGELS is responsible for implementing programs, support and services of students enrolled at their schools. The general program of instruction shall be responsive to the required sequence of courses, related curriculum and within the state's framework.

    e.   For students transferring to the school from another school district, the school will be responsible for providing those related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA, or private). IEP team meetings for such students shall be held within thirty (30) days of enrollment to facilitate the students' transition to the school.

    f.   ANGELS shall ensure that all teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP. ANGELS shall maintain a copy of each student's IEP as well as other relevant Special Education records (within Privacy Guidelines) at the school site.

    g.   Student discipline and procedures for suspension and expulsion of students with disabilities must be consistent with state and federal law and must comply with discipline procedures as set forth in the IDEA. Discipline procedures should include positive behavioral interventions.

    h.   Sylmar Charter High School's special education personnel shall be appropriately

credentialed and/or licensed consistent with California laws and regulations unless a written waive has been granted by the California Department of Education with respect to state laws and regulations.

i.   ANGELS will be responsible for adhering to all requirements of the Chanda Smith Modified Consent Decree, including compliance with the Annual Plan, submitting documents, participating in reviews, and attending informational sessions/meetings.

Special education students will have academic and behavior support detailed in their I.E.Ps. All policies and procedures of IDEA and LAUSD will be followed. All teachers and school leaders will place a high priority on the timely completion of all documents related to compliance mandates (IDEA) for Special Education Services. In addition, teachers will provide students with special needs with more frequent monitoring for assurance of learning and behavioral progress. In addition, our emphasis on student collaboration, focus on PBL and our commitment to multiple pathways will provide the additional supports and motivation for our special needs students.   We will use the Welligent data system to keep track of the I.E.Ps and implement the modifications determined by the team of Special education expert, school psychologist, school administrator, student, parent and teachers.

Research has shown that cooperative grouping is highly effective for students with severe learning disabilities. Grouping creates greater engagement, promotes positive relationships, and including performing arts, honors and AP courses, when indicated by their I.E.Ps creates trusting environments (Johnson & Johnson, 1989). Current research on inclusion and problem based learning (PBL) suggests, "Mainstreamed groups have the potential to effectively engage in PBL, and that PBL may increase the motivation and social confidence of students with special needs" (Belland, Glazewsk, & Ertmer, 2009). Finally, we believe that a focus on multiple pathways will increase the opportunities for our special needs students to expand their range of opportunities and experience by engaging in real-world learning. Special needs students will engage in learning beyond the classroom through job shadowing; introductions to and mentorship with professionals in arts, culture and media; and real-world learning in community partnerships and cultural institutions.

For a full description of Special Education Service Education Plan, see Appendix 6a.

7. **Performance Management** *(2 pages + attachments)*
   a. **Performance Goals and Metrics:** Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

7a and 7b. Performance Management PENDING PROPOSAL ACCEPTANCE

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

The Community Involvement section should demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.

8a. Community Analysis and Context

Our school will be serving the communities of Sylmar and San Fernando. These communities are primarily low-income Latino communities. They have a strong blue-collar worker population where many households have one or more families living below the poverty level. Many families also have breadwinners working more than one job to make ends meet. Likewise, the community of Sylmar also has a small population of business owners in the areas of construction, real estate and the financial sector. Sylmar has historically been a hardworking community where its residents stay for generations. Many who come back after receiving college degrees to work and serve in the area.

One of the major strengths of the Sylmar community is its strong believe in community. The residents of Sylmar are lifelong residents who remain in the community long after they graduate and start families. They have a strong love for the community in which they live.

Unfortunately, one of the main disadvantages of the community of Sylmar is the large number of families who do not have college degrees and minimal high school education. Many families are in need of public resources. Due to this, many high school students have jobs and/or help at home while their parents work. They see college as a far-fetched dream that they will not be able to attain since they cannot pay for it.

In order to accommodate and meet the needs of the families and students in this area, our school will have a flexible schedule where students will have more options and opportunities to succeed in college prep course though the innovative use of technology, college dual enrollment, vocational and technical classes as well as internships and job shadowing. The use of Project-Based Learning and Service Learning will allow our students to apply their knowledge in real world situations that will enhance and foster their interpersonal skills that they will later need in to be successful as world-class citizens.

We will ensure that all students' graduation from ANGELS will leave college and career ready. They will not only receive their high school diplomas through a rigorous and challenging curriculum, but also receive certification in various vocations of their choosing. This will afford our students the ability to access both college and 21st century career related fields.

Families will receive training in various areas to assist with the transition between high school and college. Our classes will include parenting strategies, family fieldtrips to universities, computer literacy and advance computer training. Social and emotional support will also be offered to families of struggling students through the numerous connections with various community groups and organizations.

Are ultimate goal is to foster an environment of articulation between our elementary, middle and high schools, where our students are role models of world class citizens who actively participate in changing and improving the quality of lives of those who surround them.

Our goal is to not only educate students, but also families, so that as a unit of school, community and parents we can create a more compassionate working community that comes together to create a positive global community where children can flourish [See Appendix 8a].

8b. Background/Support

Our well-seasoned team comprises of teachers, counselors, administrators and consultants who have varying years and degrees of service as educational professionals in the Sylmar/San Fernando/Pacoima area of LAUSD, LD2. In our writing team, the average age of service in this area is eleven years. As a unit working on the pilot plan for ANGELS, our team has been together for three months; however, our collaboration amongst one another has an average of about four years. We have all been members of the same PLC or SLC communities at Sylmar High School, and some of our members have even transitioned together from different schools in the area.

Our local community partners will include The Optimist Society, The boys and Girls Club, MEND, Habitat for Humanity, Los Angeles Youth Opportunity Movement, and local hospitals. These community collaborators will help us provide service learning, character development and internship opportunities for our students as well as help us meet the social and emotional needs of our families and community partners.

Our educational partners will include UCLA, CSUN, Mission College, Pacoima Skills Center, and North Valley Adult School. These institutions will work with ANGELS to support our students in accessing higher learning and vocational resources. We want our students to be college and work-ready, so the educational partners will support us in obtaining instructional resources and PD for ANGELS' staff.

Our global partners are iEARN, Asia Society, and Mr. Sotomayor in Brazil. The first two web-based collaborators will help our students gain access to their peers and professionals abroad in order to gain firsthand cultural and problem-solving exposure. Mr. Jorge Sotomayor, a professor at Instituto de Matematica e Estatistica at Universidad de Sao Paulo University, will help us establish relations with the higher learning resources in Brazil as ANGELS works to establish international educational and vocational opportunities for our students in the future.

Local Organizations will include:

The Boys and Girls Club	CSUN/Mission College
The Optimist Society	Local Hospitals
MEND	Habitat for Humanity (just need to
Local Food Pantries	secure letter)
The Tree People	Los Angles Youth Opportunity
The Asia Society	Movement-(secured, just need a letter)
Local Financial Institutes	IEARN [See Appendix 8b]
First Financial Credit Union	
College Summit	

9a.   Community Partnerships

Community partnerships and members play an essential role in our service learning, internship, job-shadowing component. Community partnerships will provide ANGEL students with real-world learning experiences and mentors in a variety of careers and volunteer programs. In order for our students to understand our global economy and issues facing the 21st century they must partake in the world around them. We will not only forge partnerships with the immediate community, but will also reach out to organizations such as the UN, a variety of international organizations, and environmental groups. Within five years, we will encourage our students to volunteer for summer programs such as Earthwatch, World Leadership Schools, and Transitions Abroad in order for them to learn about the world beyond their neighborhood.

9b. Key Community Partnerships

Community members will be included in the ongoing success of ANGELS and their involvement in the school.

Under a *Community School* model, ongoing communication will take place between the school and partnership organizations. Quarterly meetings will be held to conduct data analysis to measure the progress of professional development 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 other events. Partnerships will further the vision and mission of the school by mentoring and sponsoring students' Project-Based Lessons and Service Learning Projects. Detailed information regarding the following community partners is in Appendix 8c: California State University, Northridge (CSUN), College Summit, and Los Angeles Education Partnership.

The role of key community partnerships throughout the first five years of the school will be:

Year 1: Mentors from the partnerships will meet with students individually to support their work on their PBL and Service Learning Projects. In addition, partnership organizations will work with the Parent/Community Advisory Board to develop a community and parent needs assessment that will guide the design and implementation of workshops, trainings and services for all stakeholders. Partnerships will provide services and trainings according to their 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 continuing their PBL and Service Learning. Partnership organizations will work with the Parent/Community Outreach Board to engage more businesses and organizations to sponsor school events. Partnerships will provide services and trainings based on needs assessment and according to their commitment pledge with the school. New and ongoing partnerships will be established to create internships and apprenticeships for Senior Class.

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 their commitment pledge

with the school.

The Parent/Community Outreach Board will conduct an annual evaluation of the efficacy of the partnerships to identify the needs for the following school year. Due diligence in the selection process was based on the following:

1) Institutions, organizations, or agencies with a minimum of 10 years of results-driven experience working with schools, students, and families; 2) recommendations garnered from secondary administrators in the Los Angeles Unified School District regarding institutions, organizations, or agencies demonstrating success in their work with students and families with similar demographic and academic profiles as the community where ANGELS is located; and 3) presentations of the proposed educational plan of ANGELS to prospective partners through a series of meetings to determine whether services, resources, and supports to be provided by the partners would align to the expressed needs of stakeholder groups, and the mission and vision of the school.
The criteria used in the selection of partners were: 1) The partners currently have a positive history of providing services, resources, and support to students, families, and communities in LAUSD; 2) The services, resources, and support provided by the partners are similar to the needs expressed by members of the community during the community meetings held to develop the educational plan for ANGELS; and 3) The partners will further develop the vision and mission of the school to prepare all students [See Appendix 9b for a list of community partners].

The first two are web-based collaborators who will help our students gain access to their peers and professionals abroad in order to gain firsthand cultural and problem solving exposure. Mr. Sotomayor will help us establish relations with the higher learning resources in Brazil as ANGELS works to establish international educational and vocational opportunities for our students in the future.

We are in the process of securing these planned partnerships and more as we become established. It is the core of our philosophy that our students use the knowledge gained to recognize challenges and opportunities of an interconnected world and to contribute its improvement.

10. School Governance and Oversight

10. School Governance and Oversight *(5 pages + attachments)*
     a. School Type: Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

SCHOOL GOVERNANCE

As an internal applicant, the school will adhere to the referenced articles in the LAUSD Collective Bargaining Agreements. Also, the school will follow the Education Code regarding the formation and operation of the School Site Council.

10a. School Type

ANGELS is proposing a Pilot school at the # 5 High School site in order to create a school centered on the guiding principles of authenticity, transparency, accountability and achievement; authenticity in both teaching and learning; transparency in decision making; accountability to the community and all stakeholders; and a commitment to helping all students achieve at the highest level. It is the belief of ANGELS that a school guided by these principles cannot exist to its fullest potential without autonomy as provided under the Pilot Schools Agreement due to the constraints involved in decision-making, budget allocation, curriculum development and real response to student need that a fully district-run school encounters.

     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.

10b. Applicant Team Capacity [See Appendix 10b]

     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.

10c. School Governance and Oversight

     i. In order for *ANGELS* to remain faithful to the principals of a pilot school, we need genuine teacher, student and community responsibility and engagement in every aspect of the school. With all stakeholders fully engaged and sharing the responsibility of operating the school, it is our belief that *ANGELS* will become a vital part of the community that will foster the academic and personal growth that is so vital to our students. The autonomy provided as a Pilot school will also enable *ANGELS* to be a Community School which will provide for the needs of the whole student, including academic support from community partners, health services and increased career and college opportunities through partnerships with various community organizations and local universities.

     ii. Campus-wide Governance: School level committees

Although the # 5 campus will contain four independent schools, some aspects of school management will require site-wide coordination. Assuming implementation of the Community School model proposed by Los Angeles Education Partnership (LAEP), we will participate in establishing a central system for oversight of campus operations, overseen by a Site Operations Manager (SOM). The Site Operations Manager will be responsible for the day-to-day operations of the # 5 campus.

The following elements will comprise campus-wide governance under the SOM:

- *The High School Building Council* will be responsible for supervision of campus wide operations and collaborative decision-making about resource and space allocation.
- The campus-wide Building Council will be composed of the principal from each of the four pilot schools, plus one representative each from the # 5 Community School Collaborative and LAEP.
- The # 5 Community School Collaborative will coordinate the community-based organizations involved with the four pilot schools at the # 5 site.

Advisory Councils

As required, the pilot school will have two advisory councils:

The Compensatory Education Advisory Committee (CEAC) is a five member committee (three parents, and two teachers elected by teachers at the school) that advise on educational matters. The committee has the following responsibilities: a) Advise and make recommendations in writing to the Principal and the Governing School Council on development of an effective educational plan that raises the achievement of disadvantaged children; b) Participate in assessment of educational needs; c) Establish priorities; d) Plan the educational program and budget resources; and e) Evaluate the school and its academic effectiveness. *The English Language Advisory Committee (ELAC)* is a five member committee: *the English Language Advisory Committee (ELAC)* is a five member committee: three parents of English Language Learner pupils attending the school elected by parents, and two teachers elected by teachers at the school. The committee has the responsibility to advise and make recommendations on four legally required topics: a) Advise the Governing School Council on the development of the Single Plan, especially tose sections related to English Learners. Assist in the development of the school's: b) Needs assessment; c) Language Census; d) Efforts to make parents aware of the importance of regular school attendance.

In addition, we will have the following: A Parent/Community Advisory Board, an Outreach Steering Committee, an Instructional Council, a Data Team, a hiring board and a Professional Development Team.

iii. The Governing Council:

The Governing Council meets, under the Pilot School model, the categorical requirements for the school site council. Governing Council members will discuss all issues, but only school site council members, per statutory requirements, will vote on the school's single plan and the categorical budgets.

The council will consist of twelve members: The Principal, four teachers, one other school employee, three parents, and three students, and one member from the Community School Collaborative. The GSC chairperson will be selected by consensus or vote of the GSC. The GSC will establish term limits for all members except the principal. We will ensure that SSC and leadership training is provided to help participants fully participate in all decision making. Informing the Governing School Council, we will endeavor to ensure that the members have an appropriate mix of expertise (e.g., finance, operations) to oversee the academy and to support the focus of the pilot school.

The Governing School Council will be responsible for the following: Maintain the school's vision and mission; b) Approve the entire annual budget; c) Hire and annually evaluate the Principal; d) Review quarterly reports on the operations of the school from

the manager of site operations; e)Annually review performance indicators of the school and approve a plan for the next year to ensure the school is moving towards constant improvement; review quarterly reports from the Principal providing data to show progress against indicators; f) Ensure that there is an annual review and adoption of the Elect to Work Agreement; g) Communicate regularly with the local district; h) Ensure that all laws and compliance needs are met by the school; i) Ensure that the school has a resolution dispute process in place that includes an internal appeals process; and j) Annually evaluate itself.

As a pilot school with autonomies from LAUSD over the school's daily operation, hiring, budget, curriculum and assessment, the academy will be governed under a distributive leadership model. These key groups will contribute to shared decision-making:

School and Advisory Organizational Chart:

ANGELS

Governing Counsil

School Council Team

Hiring Board

Parent/ Community Advisory board

Instructional Council

CEAC

ELAC

Outreach Steering Committee

Data Team

Professional Development Team
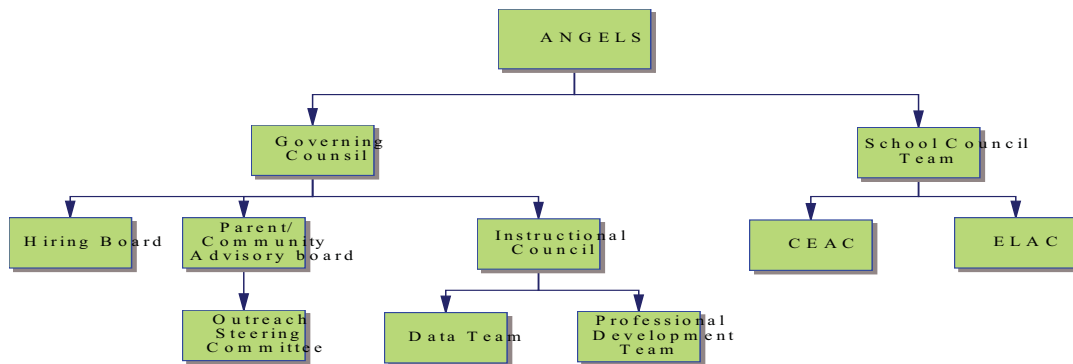
ANGEL'S supervisory chart
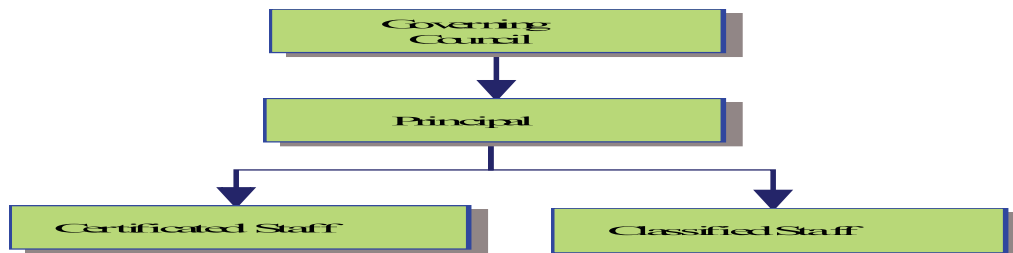
Governing Council

Principal

Certificated Staff

Classified Staff

11. SCHOOL LEADERSHIP

a. Principal Selection

Immediately after *ANGELS'* proposal is approved and the school is officially established, a governing board will be formed, consisting of elected *ANGELS'* teachers and staff. (Students and parents will become part of the governing board after they officially select *ANGELS* under the Zone of ANGELS process.) The Principal's job description will be posted using standard Pilot School protocol (February 2011). The Principal's primary role will be to oversee the basic operations of ANGELS as an autonomous small school with its own identity, curriculum, educational and career strands, pedagogical approach, and student outcomes. The perspective Principal will need a background in budget, innovative methodology and leadership skills to ensure that ANGELS will be successful The new principal will be hired by a committee of parents, students, small school Lead Teacher, faculty, a classified representative and a representative from the District. Interviews for principal will be conducted by the governing board and the final decision will be determined by that body. Upon hiring, the principal will immediately become a member of the governing board as well as the leadership team. He or she will participate in all professional development and school planning meetings (see PD schedule) and through this process, develop into an integral member of the small school.

The criteria for choosing a principal for ANGELS will be as follows:

a) Demonstrate knowledge of small school reform and commitment to the core beliefs of our school.
b) Extensive knowledge of budgets, innovative curriculum, and technology.
c) Effective leadership ability
d) Willingness to teach one period a day
e) demonstrated ability to work collaboratively
f) A commitment to project-based and service learning
g) Willingness to experiment with flexible scheduling
h) Familiarity with the unique needs of the students and families in the North East Valley

Small School Leaders' Roles and Responsibilities
Pilot Principal

- Supervises and evaluates small school staff
- Works and meets with other small school administrators to develop and oversee complex-wide policies, plans, and supervision duties.
- Represents School on Instructional Council.
- Works with Lead Teacher to develop school governance.
- Oversees professional development, small school meetings, service-learning and seminar classes with Lead Teacher.
- Oversees school activities/trips with Lead Teacher.
- Works with Lead Teacher, counselor, and other teachers on master schedule.
- Works with Counselor to ensure students meet course requirements.
- Works with Data Team and Master Schedule team to ensure student success
- Coordinates Articulation, Open House, Back to School, Parent Conferences with

help from Lead Teacher and Counselor

- Works with teachers and Counselor to determine intervention strategies for individual students
- Attends meetings and events, including PD Tuesdays, monthly parent meetings, and small school meetings.
- Oversees Special Education, GATE programs for ANGELS students
- Oversees substitutes, emergency lesson plans, and class coverage
- Handles Suspected Child Abuse Reporting , Sexual Harassment Reporting, Crisis Intervention Team, and other mandated reports and procedures
- Implements school policies and programs to enhance small school vision and culture
- Coordinates Discipline Policy and handles discipline for chronic or serious offenses.
- Inventories and controls use of display cases and distribution of textbooks, keys, technology, and other equipment.
- Teach one class after first year. Ongoing, thereafter.
- Prepares and oversees WASC accreditation.
- Other duties as needed.

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.

11b. Leadership Team

The Leadership team beyond the principal will consist of the lead teacher, teachers (one from each core discipline), counselor, parents, students, community members and community partnerships. The role of the non-ANGELS staff on the leadership team will be to sit in our meetings and provide input. Our leadership team will ensure that the ANGELS mission and vision are maintained. Leadership will be distributed among all stakeholders to empower the community to participate in the education of our students.

Under the guidance and support of the Leadership team, all teachers will collaborate to develop the instructional plan. The Leadership team will analyze the instructional plan for best practices and to ensure that the needs of all students are taken into consideration by the instructional plan. If the team approves the plan, then it will also seek to support the teachers by providing them with PD workshops and resources. In addition, the Leadership team will analyze the results of the instructional program via assessment results and PBL projects. Lastly, the Leadership team will hold the faculty and itself accountable by seeking to redesign ineffective instructional plans. Furthermore, the team and the teachers will collaborate to develop supplemental plans that effectively support student learning.

Lead Teacher
- Represents School on Instructional Council
- Develops small school governance, writes agendas, reminders, and ensures notes are sent to Small School staff.
- Develops and collaborates with family and community partners; leads business advisory council.
- Oversees professional development, small school meetings, and seminar classes with Administrator.

- Coordinates school activities and trips with help administrator and staff.
- Works with Administrator, counselor, and other teachers to ensure student programs and appropriate schedules maximize success for all students.
- Works with Data Team and Master Schedule team to ensure student success
- Maintains budgets, inventories, and small school orders.
- Assists Administrator and Counselor as needed.
- May be assigned other duties as needed.

Counselor
- Works with Administrator, lead teacher, and teachers on master schedule; ensures students meet program/credit requirements.
- Programs and counsels students
- Assists with Open House, Back to School, Parent Conferences and parent meetings.
- Works with teachers and Angels Administrator to determine intervention strategies for individual students
- Orients newcomers and parents with appropriate paperwork, scheduling, and counseling.
- Ensures timely completeness of all student records (Individualized Education Plan (IEP), Individualized Graduation Plan (IGP) Student Records, etc.)
- Assists with campus supervision.
- Attends meetings and events, including PD Tuesdays, monthly parent meetings, and school meetings.
- Works with community representative and other staff in small school to counsel and inform family about appropriate services.
- Assists Small School Administrator and Lead Teacher as needed.
- Initiates Service Learning Program and Internships, maintains records and recruits new partnerships.
- Assists Data Team in analyzing information and dispersing information to teachers
- Other duties as assigned.

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.

11c. Principal Evaluation
The principal will be reviewed annually by the Governing Council (minus the principal), using the principal position description and anonymously provided teacher surveys, as to his/her efficacy during the most recently completed school year. At the beginning of the year the principal and the governing board will set four to five agreed upon measurable goals to be accomplished for the year. The governing board will agree to provide support to the principal to accomplish the goals.

Prior to the end of the school year there will be an annual evaluation of the principal based the following: A self-evaluation of his/her performance in relation to the job description and annual goals. Surveys will be collected from students, staff, and parents, and a review of student engagement and performance data and a review of progress in meeting the expectations of the annual goals.

The board will collect and analyze the data and produce a written document that includes accommodations and recommendations for improvement. The board will review this with the principal, make a plan to address any recommendations and agree

on any additional support needed.

12a. Staffing Model

As an internal applicant, ANGELS will adhere to hours, duties and work year, transfers, production in Force/ Reinstated and salaries as described in LAUSD Collective Bargaining Agreements. In addition, all internal proposals must adhere to Duties, Responsibilities and hours as des in Collective Bargaining Agreement as a Pilot School; ANGELS will abide by the LAUSD/ UTLA Pilot module.

The table below shows the school's staffing needs from start-up through year 5, as well as various ratios and numbers per classroom. The school plans to have 25 students per class, which is below the number in most large comprehensive high schools. This will enable teachers to know students well and to address their learning needs effectively. IEP services will be provided by LAUSD.

ANGELS – Staffing Plan

	Year 1	Years 2-5
Enrollment	372	464
Grades	9-11	9-12
Certificated Staff		
Principal	1	1
English language arts teachers/ ELL	3	4
Social studies teachers	2	3
Math teachers	3	4
Science teachers	3	4
Spanish teachers	2	2.5
Physical education teachers	1	1.5
Special Education	1	1
Art/Music teachers	2	3
Librarian	.2	.2
Counselor	1	1
Site Operations Manager	.2	.2

	.5	.5
Teacher-leader*		
B. Total Certificated Staff	18.9	24

Administrative Assistant	1	1
Special Education Clerk	.5	.5
School Clerk	1	1
Total Classified Staff 2	2.5	2.5
Adult-to-student ratio	18.7 to 1	18 to 1
Students per classroom	25; 50 in PE	25; 50 in PE
Teachers per classroom	1 or 2 when team teaching	1 or 2 when team teaching
Aides per classroom	0	0

C. *One of the teachers will teach three periods and fill the teacher-leader position for the other half of the day.

*One of the teachers will teach three periods and fill the teacher-leader position for the other half of the day. The .5 teacher is not subtracted from the teaching positions because it is unknown at this point from which discipline the teacher-leader will come.

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.

12b. ANGELS founding teachers' collective individual experience aligns with our mission, vision and instructional program in the following ways: First, each teacher believes that we, as educators, must guide our students into thinking critically about global issues in order to meet the demands in an ever changing workforce. Second, each teacher at ANGELS believes that every student is capable of learning, but we need to approach the learning style available to the student. A personalized curriculum paced to fit all students' needs will accomplish this. Third, each teacher at ANGELS believes he/she is the key to success, whatever that individual success may be of our students! We're preparing these children for a complicated world. We are arming them with the tools of success they'll need for this challenge. In addition, the teaching staff of ANGELS is prepared to meet the needs of Special Education and EL populations by including qualified Special Ed and EL coaches. Staff teachers all have either a B-CLAD, CLAD, or SB-1969 certification.

CRITERIA FOR TEACHING STAFF
All teaching staff will:

a) demonstrate mastery or their discipline content

b) demonstrate interest in global studies/CMI
c) be experienced in or willing to learn progressive pedagogical strategies (i.e. Socratic Seminars, project-based learning, interdisciplinary teaming, service learning)
d) be committed to the PLC model and be willing to collaborate with vertical and horizontal teams
e) be willing to learn and integrate innovative and progressive strategies
f) promote a college-ready culture
g) assist students with internships, apprenticeships and service learning projects
h) lead advisory group through graduation
i) agree to work under the "Elect-to-work" contract

The studies that address the short lived tenure of new teachers cite lack of support as the number one reason education loses so many new teachers within the first three years. ANGELS' mentoring program is designed with the purpose of professional growth, not personal criticism. Mentored teachers will be nurtured, rather than censored, guided rather than directed. Of course, we insist that they sign an agreement signaling their commitment to the program.

Recruitment and Selection of teacher Timeline: ANGELS will work diligently to recruit a quality staff, which is stable, diverse and ideologically cohesive.

Timeline for hiring teaching staff will be standard school protocol

Feb- March 2011	Job Description posted using standard school protocol
April- May 2011	Once qualified prospects' application is reviewed, candidates will be scheduled for an initial interview with the schools design team and candidates will be asked to bring a Demo lesson to be presented to a mock/real class of 20 students. Depending on the outcome, a second interview may be necessary.
June 2011	Final selections will be made and announced.
July- Aug 2011	Orientation and professional development for teaching team.

Name	Years with District	Position	Credentials	Additional Experience
Jitender Rajpoot	4 years	English Teacher	Clear single subject teaching credential in English with CLAD	2 years of experience teaching ESL

Efrain Calderon	21 years	Math k-12 Teacher	B-CLAD and Masters degree in Educational Technology	Specialization in Educational Technology
Patricia Evans	9 years in LAUSD, 10 Years Baltimore, MD	English Teacher	Single Subject English and Masters in English Literature	Lead teacher at Creativity Academy Sylmar High (Satellite School), Master teacher in Baltimore, MD
Denise Campbell	27 years	English Teacher/ Counselor	Single Subject English Credential, PPS Credential and Masters in School Counseling	Co-Chair & Chair UTLA, Drill team & Drama, Counseling, Design Team member for small school, Visual and Performing Arts, and lead teacher
Elizabeth Beltran	10 years	Instructional Specialist and Assistant Principal	Single Subject credential in English with a BCLAD, Administrative credential and Masters in Educational Administration	ESL, English, Spanish instructor, Title1 Coordinator, Parent center coordinator, QEIA coordinator, school budget officer
Rita M. Miller	6 years	English and Social studies	English Credential/Social Studies Credential	Law degree

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.

12c. Teachers choose to work at ANGELS. When hired, staff sign an "elect to work"

agreement which stipulates the work agreements for the school. The "elect to work agreement" is reviewed and signed each year with staff input. Additionally the "elect to work" agreement may extend the work day for teachers in order to attend longer workshops and serve multiple roles such as teaching, Advisory, or after school intervention classes. This staffing autonomy will result in a more personalized environment for our students as it will dedicate extra time to meet their individual needs.

Elect to Work Agreement

Terms of Employment
> The Work Year-Modified Traditional Calendar
> The Work Day-8:24 A.M.-4:10 P. M. or 7:50A M. – 3:36 P.M.

> Extra hours throughout the year will include:

- Parent-teacher meetings four times per year for two hours each event
- One faculty meeting a month after school for two hours on Tuesday
- One week in early August to plan for coming year. * Two weeks the first year because it is a start-up year
- Attendance to at least two extra curricular/sporting/fund-raising event to show support to our students and families
- Actively participate in RTI or Intervention on a rotating basis
- Attend one orientation and celebration meeting once a year
- Be a member of one Ad Hoc Committee
- Monitor halls, lunch and after school on a rotating basis the first year
- Additional hours as needed
- The first year additional hours will be without pay because we will not be fully budgeted. For the years after, extra pay will be made if budget allows.

Collaborative Teams

Every Tuesday will be a shortened day in order for teachers to work in Professional Learning Communities. One week will be content specific. One week will be cross-curricular. One week will be to assess student progress. One week will be for professional development in the following areas: Global studies, Project Based Learning, Technology Training, and Service Learning training. This schedule may be modified as needed.

Student and Parent Contact

- Teachers are expected to track the progress of and establish rapport with their advisory students and follow advisory curriculum.
- Teachers are expected to keep in contact with parents concerning the progress of their children
- Teachers are expected to attend all parent meetings, conferences and appropriate SST and IEP meetings related to students in their classes
- Teachers are expected to turn in grades at the time they are due

Instructional Requirements

- Professional development time is to be used on curriculum planning, revision, reflection on student progress, review of assessments, and analysis of teaching strategies.
- All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams.
- Teachers are expected to acknowledge and support the school's global, multi-lingual, project-based focus in their curriculum and teaching methods.
- Teachers are expected to serve as mentors to student's service learning projects.
- Teachers are expected to implement the school's advisory program.

Rationale

As a faculty member of Arroyo Networked Global Education Leadership Studies ANGELS, I understand I am asked to put student's needs first at all times. When planning the curriculum, I agree to work creatively to meet the diverse learning styles and needs of our student population. I have read and agree with the ANGELS mission and vision statement and intend to use project-based leaning in my curriculum. In order to do this, I agree to teach, plan, and reflect collaboratively. My lessons and curriculum will be developed by my teaching team, which will include my grade level team as well as other content specific teachers. I know that ANGELS aim to have inter-disciplinary curriculum that works horizontally at grade-level and that builds vertically throughout a student's four-year education with us. In order to plan and implement this kind of curriculum, I agree to meet with my teaching teams in order to assess student needs, reflect on student work, and revise and develop curriculum.

As a small, pilot school, teachers recognize that all teachers need to share in distributive leadership.

Performance Evaluations

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goals for the year. Each teacher will meet with the principal and lead teacher for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the principal, lead teacher, and by teachers observing teachers. A post meeting between the teacher and observer will follow the observation.

Dispute Resolution:

ANGELS has an Internal Appeals Process (IAP) that appears in the Memo of Understanding (MOU) between LAUSD and UTLA. (See Appendix for full text of the IAP).

Excessing:

For permanent teachers, you may unilaterally excess yourself from ANGELS with the Voluntary Excess timeline set forth in the annual LAUSD Staffing Calendar, currently April 15th. Similarly, ANGELS may unilaterally excess you within the Involuntary

Excess timeline set forth in the annual LAUSD Staffing Calendar. In the event of excessing, permanent teachers will be placed on the system-wide list, subject to the terms and procedures of the UTLA contract.

Dismissal:

You are subject to dismissal from LAUSD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment. Failure to comply with the terms and conditions of your employment may result in your dismissal from the ANGELS.

Signatures:

I voluntarily elect to work at Arroyo Networked Global Education Leaders Studies. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Signature_____Date_____

Principal Signature_____Date_____

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.

12d. Teachers will be evaluated by the principal, lead teacher and their peers. The district stull evaluation process will be in operation the first year the school opens, giving time for the governing council to develop a fair and just evaluation system. Teachers will be asked to set goals for each year and discuss those plans with the principal and lead teacher. They will follow the elect to work agreement. According to the Teacher Effectiveness Task Force (TEFT), teacher evaluations should include multiple measures, evaluations should have rewards and consequences, and PD should support and tie in to feedback from evaluations. All of this has been addressed by our planned professional development and leadership and staffing roles. TETF also states that schools should develop and support teacher leaders, give intense instructional support to novice teachers and have clear standards of practice. Because we have the autonomy to set our own curriculum and professional development, we will be able to set standards that meet the needs of each student, explore new, innovative ways to teach and have time for collaboration with our peers. We have assigned our novice teachers to a master teacher who will help strengthen their mastery of instructional skills.

13. Finances

13a. Financial Sustainability

As an internal applicant, ANGELS is a group of teachers, support personnel and administrative staff supported by Local District 2. We will receive our funding based on the districts transparent budgeting process, which is based on ADA. Per pupil funding will be used primarily for the class size reduction. Because of its commitment to personalization, ANGELS will strive to maintain class size under 30:1 student to teacher ratio. Funding permitting class size for all core classes will be maintained under 24:1 and 30:1 for all elective courses.

In addition to ADA funding, our school will receive Title I, Bilingual Education and Special Education funding. A needs assessment will be created and established to ensure that the use of funds are aligned to meet the vision and mission of ANGELS. All categorical funding will be used to optimize the educational program according to the needs of our students. Having budget autonomy will also allow us to provide timely PD and additional training for our faculty and staff.

13b. Additional Funding

ANGELS will also look for other sources of funding to help with any additional costs that may arise due to our student population and community needs. ANGELS' leadership team will actively pursue grants, donations and fundraisers to improve our educational program. We will partner with community organizations that can also provide services at a low or no cost basis. During the first year we will have to actively fundraise and partner with a technology-based organization to help provide for a learning computer lab. The lab will allow us to offer internet based global interaction, language and enrichment classes.

13c. Autonomy

Budget Autonomy will increase ANGELS ability to create a very distinct learning environment from those that can be found at a generic comprehensive high school. The flexibilities in funding will be sue to provide teachers with professional development, give our students access to technology based lessons and learning opportunities as well as provide for a more flexible staffing schedule to maximize learning opportunities for students.
The following graph demonstrates a five year use of funding flexibilities that will bring ANGLES to its full potential.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Develop advisory lessons (Character development)	Vocational training/ College readiness/Service learning	Flexible Scheduling	Use of iPads or Kindle for e-textbooks	Review and update as needed/ Full implementation of the plan
Digital Portfolios/ Personal Learning Networks	WASC accreditation	Computer Lab		
Computer Assisted Global Interdisciplinary curriculum (iEarn)	Service Learning Projects in Community			
Data Analysis	Project Based Learning			

The pacing plan listed above will allow ANGELS to carefully plan and develop a well ran and organized learning environment. This careful planning will allow us to acquire any new partnerships or grants to ensure that our vision and mission is met within the first five years.

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

13d. Budget Development

The process of developing a school budget is very transparent and open to community and parent input. The budget developing process will begin in August and continue through July. The process will adhere to all state and federal guidelines.

ANGELS will establish a School Site Council to oversee and maintain all budget guidelines and development processes. Parent advisory boards will be established as required by law. These boards will serve as advisory only and will have members on the School Site Council. Likewise, Student Government will also have an advisory committee that reviews all budget proposals and guidelines.

The following graph details the budget development process.

BUDGET DEVELOPMENT CYCLE

August
All data will be analyzed to look for areas of improvement. Based on the data, school and student goals will be established by the school governance council to improve said data. A school work plan will be developed and personnel assignments will be realigned, as needed. School Single Plan and budgets will be revised to ensure school goals are supported and effectively funded.

September- February Data analysis committee will meet on a bi-weekly basis to monitor school-wide goals and work plan to ensure effective and continuous progress is being made. School plan and budgets will be realigned as needed.
March School Site Council will take school wide goals and check for improvement. They will conduct a needs assessment to receive stakeholder input on the current condition and direction of the school. Stakeholders will have the opportunity to assess the school's progress and provide the school's leadership teams with input and suggestions for improvement. Teachers will also conduct a needs assessment of their curriculum and instructional practices to provide the School Site Council with a Budget Proposal for the following school year.
April-May All budgets will be finalized and new goals will be established for the new school year.
June-July All budgets will be revised as needed based on projected enrollments and any additional funding or school needs.

All budgets will be maintained, and reports will be given to the School Site Council by the school principal. Any new contract, purchases or matching fund grants will be taken to School Site Council for stakeholder input and accountability. All budgets will be maintained in a transparent and balanced manner.

14. **Implementation** *(2 pages + attachments)*
      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**.

14a. See Appendix Implementation guide

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIME LINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*
Develop advisory lessons (Character development)	**Year 1**	Lead teacher, counselor and advisory lesson planning team	Supplies and PD time	Impact on student behavior and school culture
Digital Portfolios/ Personal Learning Networks	Year 1	Administrators, students and teachers	Computer and internet access	Schoolwide use of digital portfolios by teacher and students
Computer Assisted Global Interdisciplinary curriculum (iEarn)	**Year 1**	Teachers and students	Planning time prior to and during the school year	Increased student performance and involvement
Data Analysis	**Year 1**	Teachers, Counselor, Principal and students	Access to My Data, ISIS, and common assessment results	Increased teacher and student reflection/reference to data
Vocational training/ College readiness/Service learning	**Year 2**	Counselor, Teachers, students, community and college/ university partners	Partnerships with apprenticeship providers and local colleges and universities	Increased student buy-in and graduation rates followed by college or career transitions
WASC accreditation	**Year 2**	Teachers, Principal, students, and school governance team	PD time, costs of the application process	Continuous monitoring of data to measure growth

Service Learning Projects in Community	**Year 2**	Counselor, lead teacher, and students	Community partnerships, clear expectations	Increased student participation and buy-in
Project Based Learning	**Year 2**	Teachers and Students	PBL training for staff and community/ parent partnerships	Increased community, parent, and student participation
Flexible Scheduling	**Year 3**	Counselor, Teachers, and students	Funds for auxiliary periods	Improved matriculation and credit attainment
Computer Lab	**Year 3**	Teachers and Technology Coordinator	Funding from grants, partnerships with technology companies	Taking our local partnerships to a global (all around the world) level
Use of ipads or Kindle for e-textbooks	**Year 4**	Teachers and Technology Coordinator	Funding from grants, partnerships with technology companies	Each student will have access to textbooks on a kindle or ipad
Review and update as needed/ Full implementation of the plan	**Year 5**	The governance team	PD time	Improvement of student achievement data, stakeholder surveys and input and change in school and community culture

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

All internal applicant teams are encouraged to review the CBA between LA well as consult with the UTLA Chapter Chair at your school site for more i may also contact LAUSD's Staff Relations Department at 213.241.605 support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreemen support and ensure the successful implementation of your proposed schoo attach the Waivers Request form to request waivers needed in the 2011-2 The form will be available on the Public School Choice website in the comin

14b. Any waivers need will follow the Memorandum of Understanding between LA Unified School District and United Teachers of Los Angeles. This will include, but are not limited to the following areas:

- Hours of site obligation
- Elect to Work Agreement

- Duties outside classroom time

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Develop advisory lessons (Character development)	**Year 1**	Lead teacher, counselor and advisory lesson planning team	Supplies and PD time	Impact on student behavior and school culture	Analysis of student behavior and social culture using student and teacher surveys
Digital Portfolios/ Personal Learning Networks	Year 1	Administrators, students and teachers	Computer and internet access	Schoolwide use of digital portfolios by teacher and students	Increased use of digital portfolios for matriculation of students between grades.
Computer Assisted Global Interdisciplinary curriculum (iEarn)	**Year 1**	Teachers and students	Planning time prior to and during the school year	Increased student performance and involvement	Increased performance on standardized tests/ school wide common assessments
Data Analysis	**Year 1**	Teachers, Counselor, Principal and students	Access to My Data, ISIS, and common assessment results	Increased teacher and student reflection/reference to data	Logs of meta-cognitive analysis/ progress in levels on standardized exams
Vocational training/ College readiness/Service learning	**Year 2**	Counselor, Teachers, students, community and college/university partners	Partnerships with apprenticeship providers and local colleges and universities	Increased student buy-in and graduation rates followed by college or career transitions	Increased graduation rates/ post graduation follow ups with graduates

Initiative	Year	Responsible	Resources	Continuous monitoring of data to measure growth	Implement the WASC recommendations
WASC accreditation	Year 2	Teachers, Principal, students, and school governance team	PD time, costs of the application process	Continuous monitoring of data to measure growth	Implement the WASC recommendations
Service Learning Projects in Community	Year 2	Counselor, lead teacher, and students	Community partnerships, clear expectations	Increased student participation and buy-in	Log of time/tasks performed by ANGELS students at community partners
Project Based Learning	Year 2	Teachers and Students	PBL training for staff and community/ parent partnerships	Increased community, parent, and student participation	Increased community and parent involvement during assessment process
Flexible Scheduling	Year 3	Counselor, Teachers, and students	Funds for auxiliary periods	Improved matriculation and credit attainment	Analysis of test scores and grades by data analysis team and teachers.
Computer Lab	Year 3	Teachers and Technology Coordinator	Funding from grants, partnerships with technology companies	Taking our local partnerships to a global level (all around the world) level	Log of interactions with global/local partners providing services for students
Use of ipads or Kindle for e-textbooks	Year 4	Teachers and Technology Coordinator	Funding from grants, partnerships with technology companies	Each student will have access to textbooks on a kindle or ipad	Increased use of ipads/Kindle in classroom instruction
Review and update as needed/ Full implementation of the plan	Year 5	The governance team	PD time	Improvement of student achievement data, stakeholder surveys and input and change in school and community culture	Test results, grduation rates and community perception of the school

Appendix 1b Student Demographic Table

Student Racial Ethnic History

Year	AI/Alask #	AI/Alask %	Asian #	Asian %	Filipino #	Filipino %	PacIs #	PacIs %	Black #	Black %	Hispanic #	Hispanic %	White #	White %	Total
2009-2010	13	0.4	13	0.4	16	0.5	1	0.0	81	2.3	3304	94.1	80	2.3	3510
2008-2009	16	0.4	16	0.4	21	0.6	3	0.1	74	2.0	3476	94.4	78	2.1	3684
2007-2008	17	0.5	19	0.5	19	0.5	5	0.1	95	2.6	3372	93.1	96	2.6	3623
2006-2007	28	0.8	20	0.6	16	0.4	2	0.1	123	3.5	3334	91.8	107	2.9	3630
2005-2006	18	0.5	25	0.7	13	0.4	1	0.0	138	3.7	3385	91.4	123	3.3	3703
2004-2005	17	0.5	25	0.7	20	0.5	2	0.1	123	3.3	3372	91.5	126	3.4	3685

The table heading in the first cell reads: Sylmar High Student Racial Ethnic History

LAUSD Student Racial Ethnic History															
Year	AI/Alask		Asian		Filipino		PacIs		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2008-2009	16	0.4	16	0.4	21	0.6	3	0.1	74	2.0	3476	94.4	78	2.1	3684
2007-2008	17	0.5	19	0.5	19	0.5	5	0.1	95	2.6	3372	93.1	96	2.6	3623
2006-2007	28	0.8	20	0.6	16	0.4	2	0.1	123	3.5	3334	91.8	107	2.9	3630
2005-2006	18	0.5	25	0.7	13	0.4	1	0.0	138	3.7	3385	91.4	123	3.3	3703
2004-2005	17	0.5	25	0.7	20	0.5	2	0.1	123	3.3	3372	91.5	126	3.4	3685

According to http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school.profile.content&which=8878 accessed on 11/21/10 at 7:51 P.M. SYLMAR SH

English Learners (Els)

Grades	Total
9	326
10	205
11	98
12	135
Not graduated	137
Total	**901**

According to http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school.profile.content&which=8843   accessed on 11/21/10 at 8:08 P.M.
SAN FERNANDO SH

English Learners (Els)

Grades	Total
9	304
10	271
11	151
12	172
Total	1033

Appendix 1f Community Demographic Data

According to http://factfinder.census.gov/servlet/QTTable?_bm=y&-geo_id=86000US91342&-qr_name=DEC_2000_SF1_U_DP1&-ds_name=D&-_lang=en accessed on 11/21/10 at 11:29 A.M.

DP-1. **Profile of General Demographic Characteristics: 2000**
Data Set: Census 2000 Summary File 1 (SF 1) 100-Percent Data
Geographic Area: **91342 5-Digit ZCTA**

Subject	Number	Percent
Total population	81,970	100.0
SEX AND AGE		
Male	41,219	50.3
Female	40,751	49.7
Median age (years)	29.6	(X)
HISPANIC OR LATINO AND RACE		
Total population	**81,970**	**100.0**
Hispanic or Latino (of any race)	**53,869**	**65.7**
Mexican	43,498	53.1
Puerto Rican	409	0.5
Cuban	215	0.3
Other Hispanic or Latino	9,747	11.9
Not Hispanic or Latino	28,101	34.3
White alone	17,957	21.9
Total households	21,428	100.0
Family households (families)	17,094	79.8
With own children under 18 years	**9,959**	**46.5**

Married-couple family	12,426	58.0
With own children under 18 years	7,475	34.9
Female householder, no husband present	3,152	14.7
Nonfamily households	4,334	20.2

According to http://factfinder.census.gov/servlet/QTTable?_bm=y&-geo_id=86000US91342&-qr_name=DEC_2000_SF3_U_DP2&-ds_name=D&-_lang=en&-redoLog=false accessed on 11/21/10 at 11:58 A.M.

EDUCATIONAL ATTAINMENT
Population 25 years and over	46,928	100.0
Less than 9th grade	**9,216**	**19.6**
9th to 12th grade, no diploma	**9,121**	**19.4**
High school grad (or equivalency)	10,235	21.8
Some college, no degree	9,775	20.8
Associate degree	2,577	5.5
Bachelor's degree	4,027	8.6
Graduate or professional degree	**1,977**	**4.2**
Percent high school grad or higher	**60.9**	**(X)**
Percent B.A/B.E or higher	**12.8**	**(X)**

MARITAL STATUS
Population 15 years and over	59,842	100.0
Never married	19,641	32.8
Now married, except separated	**30,537**	**51.0**
Separated	**1,915**	**3.2**
Widowed	**2,923**	**4.9**
Grndprnt rspnsble for grndchldrn	**1,023**	**24.9**

REGION OF BIRTH OF FOREIGN BORN
Total (excluding born at sea)	28,645	100.0
Europe	766	2.7
Asia	2,603	9.1
Africa	168	0.6
Oceania	69	0.2
Latin America	**24,689**	**86.2**
Northern America	350	1.2

LANGUAGE SPOKEN AT HOME
Population 5 years and over	74,715	100.0
English only	28,770	38.5
Language other than English	**45,945**	**61.5**

According to http://factfinder.census.gov/servlet/QTTable?_bm=y&-geo_id=86000US91342&-qr_name=DEC_2000_SF3_U_DP3&-ds_name=D&-_lang=en&-redoLog=false accessed on 11/21/10 at 12:17 A.M.

EMPLOYMENT STATUS

Population 16 years and over	58,581	100.0
In labor force	34,713	59.3
Not in labor force	23,868	40.7
Employed population 16 yrs & over	31,830	100.0
Unemployed	8,142	13.90

OCCUPATION

Mngmnt &professional occup.	**8,121**	**25.5**
Service occupations	4,608	14.5
Sales and office occupations	**9,050**	**28.4**
Frmng, fshng, and frstry occup	74	0.2
Construction	3,888	12.2
Transportation, and moving occup	6,089	19.1

INCOME IN 1999

Households	21,427	100.0
$10,000 to $24,999	**4,638**	**21.6**
$25,000 to $49,999	**6,397**	**29.8**
$50,000 to $99,999	**7,615**	**35.5**
$100,000 to $199,999	2,565	11.9
$200,000 or more	212	1.2

Median household income (U.S.D)   48,744

Student Survey Results

1. Using my ipod for learning would make school more enjoyable.
         91% yes
2. Communicating with people from other nations can help me learn
         86% yes
     about other cultures.
3. I plan on getting a job after high school instead of going to college.
         69% no
4. **Instead of carrying 5 textbooks, I would prefer to have 1 electronic**
         95% yes
     textbook for all of my classes.
5. I can learn better in smaller classes.
         73% yes
6. **I can learn by doing hands-on projects.**
         74% yes
7. I can only learn by listening to the teacher and reading the book.
         53% yes
8. Learning only happens in a classroom.
         74% no
9. Everyone can learn in the same way.

57% no

10. I only need to know book information to be successful.

           73% no

11**. In the future, I need to know how to solve problems to**

           88% yes

   be successful.

12. People can be intelligent in more than one way.

           95% yes

13. **I need to know how to solve real problems not just**

           90% yes

   problems on paper.

14. I want to communicate in 3 or more languages

           89% yes

15. **I want to go to college**

           79% yes

Appendix 2a Research on instruction and curriculum

Curricular Component	Effectiveness with Population	Reference
1. Interdisciplinary Curriculum (Thematically linked)	Creates constant opportunities for cognitive resonance, which helps all learners gain confidence as they build academic background knowledge.	(Aschbacher, 1992)
	When students see the relevance of their learning in a real-world context, motivation increases. College and career-focused learning is especially effective with at risk male students.	(Kemple, 2008)
2. Multiple Pathways Curriculum	Curriculum that is designed to engage students in higher-order thinking skills is engaging for both ELL and gifted students.	(Waxman & Tellez, 2002, Hertzog, 2005) (Carol Ann Tomlinson, 2005)
3. Problem-based/ Project-based/Research based Learning Curriculum	Multiple texts and supplementary print resources, a variety of audio visual sources and interest centers are proved to be successful with students with special needs.	(California Department of Education, 1997)
4. Differentiated Curriculum	All academic courses are aligned with California content standards in order to provide teachers and students with guidelines for content mastery. Early college has been successful with low-income students. Dropout rates are reduced and the graduation rate for underserved youth in such programs is 92%.	(Hoffman & Webb, 2009)
5. Rigorous Standards-based Curriculum	Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts"	(Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993).
6. Early College/concurrent Enrollment	"As the economic and political systems become more closely integrated worldwide, students need to be prepared for a new century in which worldwide interaction will be a daily occurrence. On-line collaboration provides a safe and educationally sound environment for cultural exploration…"	A speech entitled *Expanding International Education through the Internet,* Edwin Gragert (2000)
7. Computer Mediated/Web-based Instruction / Technological Skills Development	Positive results of portfolio use include a stronger sense of personal responsibility for learning, increased motivation to achieve results and reach goals, and heightened interest in learning. Portfolios also enable students to document performance over time and helps them see and hear their own personal growth	*Digital portfolios: capturing and demonstrating skills and levels of performance.* Terry L. Wiedmer (1998)
8. Focusing on Global issues and International Relations		
9. Creation/Maintenance of digital portfolios		

Curriculum

What is PBL?

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

Rigorous and in-depth Project Based Learning:

- **is organized around an open-ended Driving Question or Challenge.** These focus students' work and deepen their learning by centering on significant issues, debates, questions and/or problems.
- **creates a need to know essential content and skills.** Typical projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give them the opportunity to apply them. PBL begins with the vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.
- **requires inquiry to learn and/or create something new.** Not all learning has to be based on inquiry, but some should. And this inquiry should lead students to construct something new – an idea, an interpretation, a new way of displaying what they have learned.

- **requires critical thinking, problem solving, collaboration, and various forms of communication.** Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st Century Skills".
- **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- **incorporates feedback and revision.** Students use peer critique to improve their work to create higher quality products.
- **results in a publicly presented product or performance.** What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

If we are serious about reaching 21st Century educational goals, PBL must be at the center of 21st Century

instruction. The project contains and frames the curriculum, which differs from the short "project" or activity added onto traditional instruction. PBL is, "*The Main Course, not Dessert.*"

Why use PBL?

Students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning. Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. PBL can motivate students who might otherwise find school boring or meaningless.

The project-based learning approach creates a "constructivist" learning environment in which students construct their own knowledge. Whereas in the "old school" model the teacher was the task master -- in the "new school" model the teacher becomes the facilitator.

How is PBL used?

Some teachers use PBL extensively as their primary curriculum organizer and instructional method. Others use PBL occasionally during a school year. Projects vary in length, from several days to several weeks or even a semester. PBL can be effective at all grade levels and subjects, and in career/technical education, after school and alternative programs. Its design fits in well with interdisciplinary projects which may involve themes within their community or the global community.

In PBL based work students pursue solutions to nontrivial problems by:
- asking and refining questions
- debating ideas
- making predictions
- designing plans and/or experiments
- collecting and analyzing data
- drawing conclusions
- communicating their ideas and findings to others
- asking new questions
- creating artifacts (Blumenfeld et al., 1991).

Why will PBL work for the students in our community?

- Multicultural learners: students from different cultures will get a chance to work in teams where they can draw from rich cultural experiences of others.

- Different kinds of learners: within the different kinds of learners in our school community, the kinesthetic learner is predominant and it is this group that can benefit the most from the nature of PBL.

- Extensive use of technology: our students are stimulated by the electronic media such as internet, computers, email, teleconferencing and these are the means of expression inherent to PBL.

- Hands-on work: this always engages students and makes lessons more appealing and dynamic.

- Community involvement: students will have the opportunity to go out into the community and do their research. Community members can also participate in the presentation and evaluation of these projects.

- Belonging to a group: assuming an important role in the dynamic of a group satisfies the need of belonging and fosters the duties and responsibilities that come along with it.

- Interdisciplinary reinforcement: learning is reinforced when projects are viewed from the perspective of different fields of study.

PBL Readings and Resources

Challenge 2000 Multimedia Project

> http://pblmm.k12.ca.us/index.html
> Variety of resources, examples and research focusing on project-based learning and multimedia.
> telecomputing activities.

Project Approach
>http://www.project-approach.com/
>Project Approach theory, planning, examples, and professional development focused on using project-based learning in early childhood and elementary education.

Project Based Learning Handbook
>http://www.bie.org/pbl/pblhandbook/contents.php
>Buck Institute of Education's comprehensive overview of PBL provides a detailed planning model for teachers and PBL research.

Sharing Best Practices & Strategies in School Reform
>http://www.bobpearlman.org/BestPractices/PBL.htm
>Bob Pealman's collection of PBL best practices, pilot projects, and student work.

Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing
>http://virtual-architecture.wm.edu/
>Judi Harris presents examples of curriculum-based educational telecomputing projects and related resources.

The Web Project
>http://www.webproject.org/
>Focuses on innovative, project-based learning in the arts, humanities, and social sciences by people of all ages.

WWW 4 Teachers
>http://4teachers.org/
>Online community for teachers integrating technology in the classroom; includes online tools, PBL checklist and other resources.

Recommended Reading

Brave New Schools: Challenging Cultural Illiteracy
>by Jim Cummins and Dennis Sayers, 1997
>Order from Amazon.com
>This book describes a world in which students, teachers and parents are globally connected and thereby able to communicate across geographical and cultural barriers. Has many enlightening case studies, as well as an insightful history of intercultural networking.

Net Learning: Why Teachers Use The Internet
>by Ferdi Serim & Melissa Koch, 1996
>Order from Amazon.com
>Net Learning shows how project-based learning benefits students and teachers. It highlights projects from all curricular areas, provides excerpts and curriculum ideas from experienced teachers, and offers step by step instructions for joining specific projects. This book helps you decide when and when not to use project-based learning to teach a particular objective.

Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing
>By Judi Harris, 1998
>http://ccwf.cc.utexas.edu/~jbharris/ Virtual- Architecture/
>Order from Amazon.com
>This readable, practical book shows you how to begin building clear, strong, and simple activity structures that become your foundation for designing and implementing powerful curriculum-based telecomputing projects

Technology Connections For School Improvement

*Mary L. McNabb, Ed.D. (*North Central Regional Educational Laboratory) [**U.S. Department of Education]**

….In addition to good reading and math skills, the basic skills for the 21ˢᵗ century include the ability to solve semi-structured problems, work in diverse groups, and communicate effectively (Murnane & Levy, 1996).

….**Experts from many disciplines advise that technology should and can play an important role in curriculum planning, development, delivery, assessment, and administration" (Wisconsin Department of Public Instruction, 1995, p. 95).**

….Electronic books often allow readers to adapt texts to their vocabulary level or prior knowledge through the use of audio, animated demonstration, and/or video clips that elaborate on meaning. **In his review of the literature, Park (1996) found evidence that the adaptive features of electronic texts can individualize learning approaches and techniques according to the needs of individual learners.**

….Engaged learning changes the teacher's role from information gatekeeper to facilitator, guide, and co-learner, with the student as explorer, producer, cognitive apprentice, and sometime teacher (Jones, Valdez, Nowakowski, & Rasmussen, 1995).

…..Vojtek and Vojtek (1998) state that technology integration happens when the teacher knows "when a technology is the most appropriate tool to help students learn or demonstrate a particular concept or skill. . . Only when we truly integrate technology into instruction, using it as a tool to help *all* students improve their learning, will we finally score" (pp. 67, 69).

According to http://www.bobpearlman.org/BestPractices/PBL_Research.pdf accessed on 11/22/10 1:31 A.M.
 A REVIEW OF RESEARCH ON PROJECT-BASED LEARNING
John W. Thomas, Ph. D March, 2000

….**cooperative goal structures over competitive goal structures tend to reduce ego threat on the part of students and encourage a focus on learning and mastery (Ames, 1984).**

Project-Based Learning designers have built in additional features such as variety, **challenge, student choice, and non-school-like problems in order to promote students' interest and perceived value (Blumenfeld et al., 1991).**

"The master-apprentice relationship is used as an analogy for the teaching-learning situation...like masters, teachers should scaffold instruction by breaking down tasks**; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner" (Blumenfeld et al.,** 1991).

Cognition and Technology Group at Vanderbilt (1992) …brief Project-Based Learning experience ("anchored instruction," in their terminology) can have a significant impact on students' problem-solving skills, metacognitive strategies, and attitudes towards learning.

…experience with a project approach to mathematics was associated with a reduction in anxiety toward mathematics, greater willingness to see mathematics as relevant to everyday life, and increased willingness to approach mathematical challenges with a positive attitude.

lower ability students demonstrated the greatest gain in critical thinking and social participation behaviors, an increase of 446% between the fall and spring observation, compared to an increase of 76% for the high-ability students (Horan, Lavaroni, and Beldon, 1996).

The effectiveness of PBL as an instructional method may depend, to a greater extent than we recognize, on the incorporation of a range of supports to help students learn how to learn. (Thomas, 2000)**ADVISORY**
There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision making, although the studies that demonstrate these findings do not include comparison groups taught by competing methods.

The importance of interdisciplinary planning of the learning process

Barbara Sicherl-Kafol[a] *, Olga Denac[b]

[a]University of Ljubljana, Faculty of Education, 1000 Ljubljana, Slovenia
[b]University of Maribor, Faculty of Education, 2000 Maribor, Slovenia

Findings of neurological sciences show that network thinking is one of the basic operating methods of the brain, within which connections among specialized areas of data processing are established (Lake, 2002).

Data acquired in a holistic manner is thus easily connected with previous knowledge and can also be recalled much faster (Caine & Caine, 1997).

School should exceed the level at which teaching is focused on individual subjects and their isolated data as **"the boundaries among disciplines and subject areas are artificial and limit students' access to broader meanings in life (Russell & Zembylas, 2007: 288).**

Such an approach emphasizes the openness and flexibility of a curriculum, the autonomy of teachers and learners, the quality of acquired knowledge, the integration of experiential, emotional, motivational, social, physical, aesthetic and moral development (Kafol, 2010).

Interdisciplinary connections represent an integrated didactical approach, where knowledge, contents and learning skills are being connected horizontally and vertically. These connections are made on the basis

of common purposes of different subject areas. They include the processes of a pupil's integrated insight into the learning reality through transfer of learning skills and knowledge. **The common denominator or the thread connecting individual subjects, is the transfer of learning strategies, data, concepts, rules, thinking skills, emotions, viewpoints, communication, etc. (Kafol, 2010).**

Erickson (1995b) had pointed out that "**if we want all children to be successful in developing the higher order skills outlined in district outcomes across the country, then we will move from topically based to concept-based curricula, from lower order to higher order process skills, and from meaningless to meaningful activities in the learning experience**"

Service Learning
According to http://www.heraldonline.com/2010/11/23/2636403/4-more-schools-of-choice-approved.html accessed on 11/26/10 at 8:22 A.M.

4 more 'schools of choice' approved by district leaders

By Shawn Cetrone - scetrone@heraldonline.com
ROCK HILL --
Amid concerns about excluding children, four Rock Hill schools won approval Monday to open their doors to interested students across the city. The seven-member school board voted unanimously to make two elementary schools - Richmond Drive and Ebinport - and two middle schools - Sullivan and Saluda Trail - "schools of choice," campuses offering an unusual curriculum open to any student in the district. The change will start in August.

Officials don't expect the changes to cost extra because schools are offering access to existing programs. Ebinport and Richmond Drive will expand a Spanish language program and take about 100 more students. Children get 20 to 30 minutes of Spanish language instruction a day, some from a teacher and some from videos. The schools' principals plan to launch an optional "partial immersion" program for kindergarteners in 2012, in which students would learn half of their lessons in Spanish.

Learning languages is critical for children today because they'll be competing for jobs globally with students in other countries who are at least bilingual, Ebinport Principal Shane Goodwin said. "We cannot continue to pretend English is the only language we have to speak," he said. Sullivan and Saluda Trail offer an International Baccalaureate Middle Years program, emphasizing students' national and cultural identity while stressing international awareness. For all three years, students build portfolios of work and accomplishments in eight courses: foreign language, humanities, arts, physical education, technology, math, science and English. They perform community service projects to learn responsibility and how to contribute to society.

Service-learning is one form of civic engagement that also has the virtue of advancing academic learning. For those not steeped in education and service jargon, service-learning refers to a way to help students master specific subjects or skills by applying what they learn to activities that make a difference for others. A foreign language student might develop conversational skills by helping a new immigrant learn about the United States. English students might practice persuasive writing by creating a public information campaign. Or history students might learn about World War II by recording interviews with veterans for a local museum. You get the idea.

And while this might seem like an "add-on," abundant research suggests that **service-learning can not only increase students' sense of civic responsibility, but also improve attendance, achievement, and aspirations of students.** It's simple -- applying what you learn in the real world to make a real difference, can be a real motivator to achieve**. But data also indicates that service-learning in schools is on the decline, and that the students who could most benefit -- those from disadvantaged backgrounds -- are in fact least likely to have these opportunities.** I've thought about this challenge for years -- how do we make service-learning a universal experience? And here is where I've come out: use the school science fair as a model. Across the country and around the world, students of all ages learn science through an experience that requires them to formulate a hypothesis, construct and carry out an experiment to test their theory, and document and display their work. It's the way young students learn the scientific method, and the way advanced science students display their knowledge by immersing themselves in practical applications for scientific concepts.

Now imagine if a "Solutions Fair" were as ubiquitous as the school science fair? The need is no less great than the United States's compulsion to accelerate science knowledge half a century ago. Today we have domestic challenges at every turn. **We need far more innovation in the social sector, more people committed to solving problems, increased civic participation, and more engaged learning opportunities to keep students focused on education.**

Here's how it might work. After learning about government, ecology, economics or any number of other topics, teams of students would identify a related community issue that concerns them, research it to understand the roots of the problem, and develop a theory about a potential solution. **Students could explore the full range of potential actions -- such as advocating changing a rule or law, supporting a nonprofit organization that works on the cause, or organizing a volunteer effort of their own.** They could go on to carry out the initiative, and then present their results at a "Solutions Fair."

Sadly, stories like these are growing fewer, not because of the need, but because too few schools are incorporating service into the learning experience. Ironically**, studies suggest that principals who do promote service-learning in their schools do so largely because of its impact on civic engagement, rather than engaged learning**. In fact we can have both outcomes. The Solutions Fair might be just the way to do it.

Digital Portfolios
According to <ins>http://electronicportfolios.com/ALI/research.html</ins> accessed on 11/23/10 at 8:10 P.M.

Artists have maintained portfolios for years, often using their collection for seeking further work, or for simply demonstrating their art; an artist's portfolio usually includes only their best work. Financial portfolios contain a comprehensive record of fiscal transactions and investment holdings that represent a person's monetary worth. By contrast, **an educational portfolio contains work that a learner has selected and collected to show growth and change over time; a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells.** There are many purposes for portfolios in education: learning, assessment, employment, marketing, showcase, best works. The examples discussed in this paragraph should make it obvious that the term "portfolio" should always have a modifier or adjective that describes its purpose.

Well-designed portfolios represent important, contextualized learning that requires complex thinking and expressive skills. Traditional tests have been criticized as being insensitive to local curriculum and instruction, and assessing not only student achievement but aptitude. **Portfolios are being heralded as vehicles that provide a more equitable and sensitive portrait of what students know and are able to do**. **Portfolios encourage teachers and schools to focus on important student outcomes, provide parents and the community with credible evidence of student achievement, and inform policy and practice at every level of the educational system. (Educational Leadership, October 1994, pp. 48-55)**

Counterpoint/Counterclaim
Judged in light of available standards--some district and school policies, court decisions, and professional association standards--many of our existing student portfolios appear to contain too little information for "high-stakes" administrative uses.

According to <ins>http://www.formatex.org/micte2009/book/1075-1080.pdf</ins> accessed on 11/28/10 at 8:40 A.M.
Personal Learning Networks
Designing an Integrated Web-based Personal Learning Environment based on the Crucial Success Factors of Social Networks
M. Amberg, M. Reinhardt, M. Haushahnand **P. Hofmann (**December 2008)
5. Discussion
The integration of social software into the web-based teaching enables a shift from a LMS towards a **PLE, which is also guided towards the idea of lifelong learning. PLEs are personal and can be used for a lifetime, independent of specific institutions** (cp. [7]). Within a LMS the student is often limited to a consumer's role, while **the interaction and participation opportunities of a PLE enable the user as a creator of contents and as an active learner**. Furthermore, **the intention of a PLE is to enlarge the community and networking across closed course boundaries**. **The role of the self-organized student, interaction with other learners and the teacher, extends the traditional classroom-scenario** (cp. [17]). „In contrast to Learning Management Systems, the Personal Learning Environments (PLE) are based on the idea of a user-centered learning approach, using social software tools"[17].

On the other hand, a change in the user's approach is necessary, as a **PLE requires a higher degree of self organization and self-control, as planning and control of learning contents are moved towards the student**

(cp. [6]). It requires higher competence in connecting distributed contents and customizing heterogeneous services required (cp. [17]). All in all the model of a PLE describes a promising approach, which integrates the success factors of social software into a web-based learning process.

According to http://www.slaw.ca/2010/10/04/the-personal-learning-network-not-just-for-students/ accessed on 11/28/10 at 8:46 A.M.

Appendix 2b Sample Service Learning Project

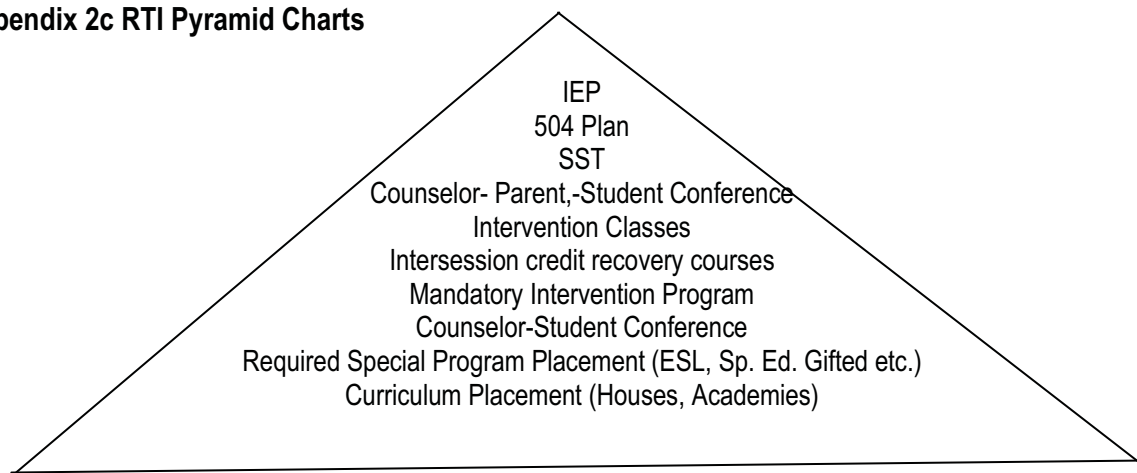| Stage	Community Service	Community Service-Learning
1) Preparation	• Decide the food pantry needs additional food items	• Determine the food pantry needs additional resources • Study poverty, nutrition, and economics • Brainstorm how to make a positive impact on the local food pantry

SERVICE LEARNING CHART

High-quality service-learning should have the following four stages:
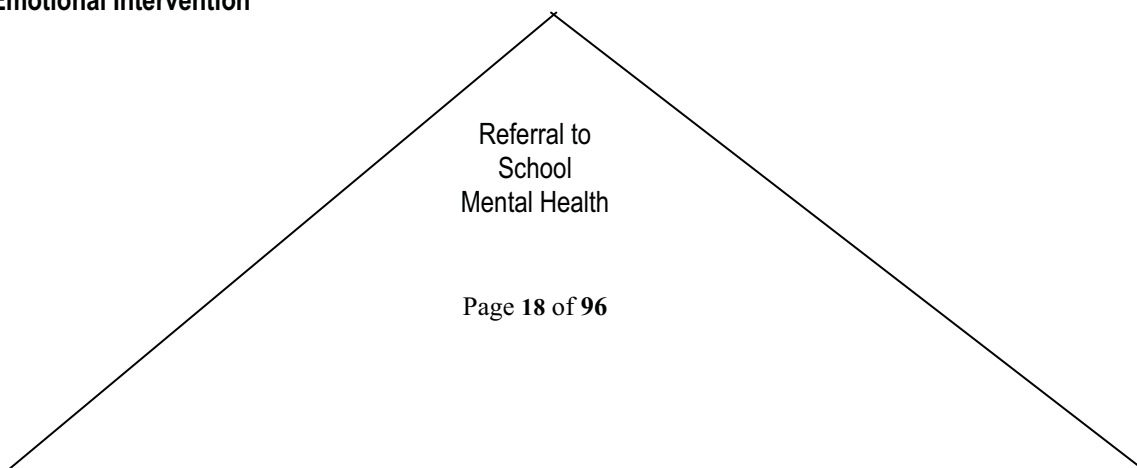
1) Preparation
2) Action
3) Reflection
4) Demonstration

2) Action	• Take up a food collection	• Gather recipes for a cookbook project • Type the recipes • Desktop publish the cookbook • Hold a dance to raise funds for the printing of the cookbook • Market the cookbook
3) Reflection	• How can we improve next time? Pointers for future groups	• Journalize, discuss and keep logs of the process
4) Demonstration	• Donate food to the food pantry	• Donate the proceeds of the cookbook to the food pantry

For example, taking up a food collection or raising money for a donation to a food pantry is community service. However, after determining the food pantry needs additional resources, then studying poverty, nutrition and economics while brainstorming how to make a positive impact on the local food pantry, organizing to gather recipes for a cookbook, typing the recipes, desktop publishing the cookbook, having a dance to raise funds for the printing of the cookbook, marketing the cookbook, donating the proceeds to the food pantry while journalizing the entire process is Community Service Learning.

Appendix 2c RTI Pyramid Charts

IEP
504 Plan
SST
Counselor- Parent,-Student Conference
Intervention Classes
Intersession credit recovery courses
Mandatory Intervention Program
Counselor-Student Conference
Required Special Program Placement (ESL, Sp. Ed. Gifted etc.)
Curriculum Placement (Houses, Academies)

Social-Emotional Intervention

Referral to
School
Mental Health

Small Group   Referral to   Referral to
Counseling   Community   School
Program   Services   Psychologist

Counselor-Student-Parent Conference

Per.	Begin	End	Duration (mins.)

Counselor-Student Conference
Teacher, Student or Parent Referral

Study Skills & Work Habits Interventions

Goals & Choices Review
Effort Analysis w/Counselor-Student-Teacher
Daily Attendance & Homework Checks
Homework & Study Plan
Parent Contact
Weekly Grade Check
"Student Planner" usage ideas
Before and After School Tutoring
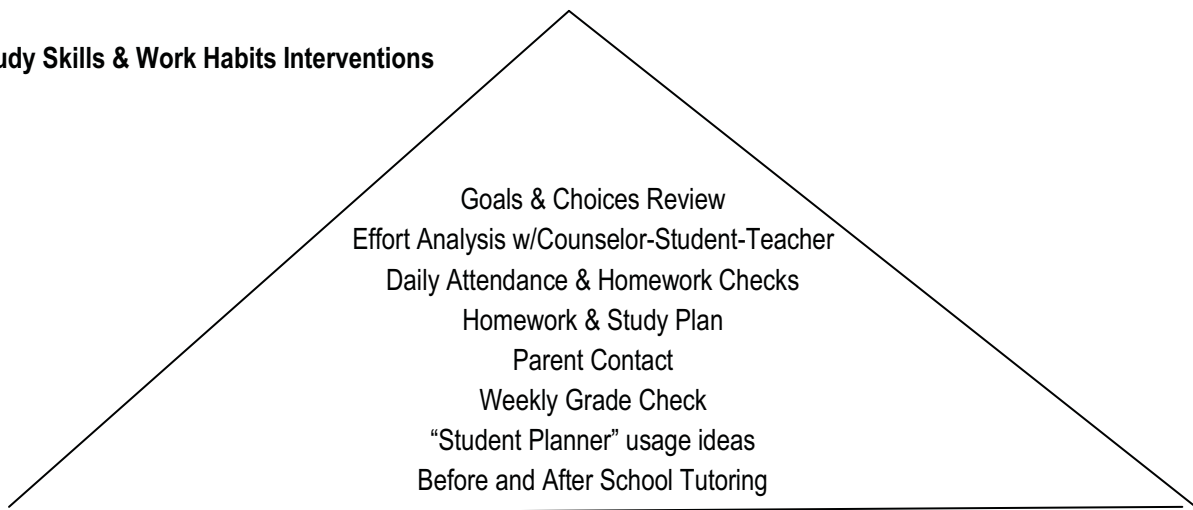
Appendix 3a ANGELS 2 X 8 Block Schedule

Regular Schedule- (390 Instructional Minutes)

Zero Period	7:00	8:25	85
Advisory	8:30	9:00	30
1	9:05	10:30	85
2	10:35	12:00	85
Lunch	12:00	12:30	30
3	12:35	2:00	85
4	2:05	3:30	85

Per.	Begin	End	Duration (mins.)

Advisory	10:00	10:30	30
1	10:35	11:35	60
2	11:40	12:40	60
Lunch	12:40	1:10	30
3	1:15	2:15	60
4	2:20	3:20	60

Banked Tuesday - (290 Instructional Minutes)

Appendix 4f Graduation Requirements

Graduation Requirements and College Admission Requirements

Subject	High School Graduation Requirements grades 9-12	Grade Taken	University of California A-G Requirements	Grade Taken

Social Studies	30 Credits World History (10) U.S. History (10) Principles Am. Democracy (5) Economics (5)	10 11 12 12	A - 2 Years World History AB U.S. History AB <u>OR</u> Principles Am. Democracy & 1 semester of U.S. History	10 11 12
English	40 credits English 9 (10) English 10 (10) Am. Lit / Contemp. Comp.(10) Senior Comp. (5) English Elective (5)	9 10 11 12 12	B - 4 Years College Preparatory English	(9-12)
Math	20 Credits (+ 10 NCLB) Algebra 1 (10) Geometry (10) Algebra 2 (10) NCLB necessitates Math for 3 years	9 10 11	C - 3 years Algebra 1AB Geometry AB Algebra 2AB More Recommended	8-9 9-10 10-11 11-12
Science	20 Credits (+ 10 NCLB) Biology (10) Chemistry (10) Physics (10) NCLB necessitates Science for 3 years	9 10 11	D - 2 years grades 10-12 Biology AB Chemistry AB <u>OR</u> Physics AB More recommended	9 10 11
Foreign Language	E - 20 Credits same language (Beginning class of 2012)	?	E - 2 years same language 3 recommended	9-11
Visual and Performing Art	10 Credits Music, Art, Drama, etc.	Any	F -1 year Select courses	Any
Applied	Tech 10 Credits Shop, Business, Computers, Agriculture, etc.	Any	None (but required for a high school diploma)	
Physical Education	20 Credits Athletics, Band, Drill, etc.	9 10		
Health	5 Credits	9		
Life Skills	5 Credits	9		
Electives	40 Credits (30 credits from career pathway) Total 230 Credits	Any	G - 1 year or more of advanced courses in Math, English, Lab Science, For. Lang or Social Studies	11 or 12
Tests	CAHSEE	10	SAT Reasoning or ACT 2 SAT Subject tests Placement Exams	11 and 12

Each semester course = 5 credits. Each year course =10 credits. To meet college entrance requirements, students must earn a "C" or better

Appendix 5b Professional Development

What **is a CFG?**

A CFG is a professional learning community consisting of approximately 8-12 educators who come together voluntarily at least once a month for about 2 hours. Group members are committed to improving their practice through collaborative learning.

How did the idea of Critical Friends Groups develop?
In 1994, the Annenberg Institute for School Reform designed a different approach to professional development, one that would be focused on the practitioner and on defining what will improve student learning. Since the summer of 2000, Critical Friends Groups training is coordinated by the National School Reform Faculty (NSRF) at the Harmony Education Center in Bloomington, Indiana.

What are the purposes of a Critical Friends Group?
Critical Friends Groups are designed to
- Create a professional learning community
- Make teaching practice explicit and public by "talking about teaching"
- Help people involved in schools to work collaboratively in democratic, reflective communities (Bambino)
- Establish a foundation for sustained professional development based on a spirit of inquiry (Silva)
- Provide a context to understand our work with students, our relationships with peers, and our thoughts, assumptions, and beliefs about teaching and learning
- Help educators help each other turn theories into practice and standards into actual student learning
- Improve teaching and learning)

School Reform Initiative Grants
2010-2011 SRI Learning Grants

This past spring SRI announced a Request for Proposals (RFP) for our first-ever learning grants intended to support and promote practitioner inquiry and research. Applicants provided a proposal for review that described the nature and impact of the work and linked the work to SRI goals for organizational and practitioner learning. A grants review team made recommendations for funding based on the proposals and their fit to the goals, and the SRI Board endorsed these recommendations. The total grant allocation was $50,000 and it supports an array of work across the country, with most projects taking place in the next year while two will be taking place over a two-year period.

This grants opportunity was announced broadly via our website, on-line ning community, and email, and both the process for submission and selection as well as the grant proposals themselves were made public and transparent through our on-line community at sriinc.ning.com/group/srigrantawardworkgroup. Please visit the site to read the initiative description, RFP, and the full proposals. Below, abbreviated descriptions of each of the funded projects can be found.

We anticipate using both technology and face-to-face meetings for researchers to share their findings between and amongst projects as well as with the greater SRI community. We will use the 2011 Winter Meeting as a way to convene this group for the first time to share in-progress reports. We will continue to use the SRI ning and the SRI webpage as ways to keep the greater community aware of our work, progress, and learning.

We want to thank all who submitted proposals and congratulate those who were selected. We look forward to learning from this work and know it will shape our learning and practice.

How can Equity-Based CFG Seminars Impact Personal and Professional Transformation?
What and Who Put the Equity-Based in Equity-Based CFG?
San Francisco Coalition of Essential Small Schools
There has been much discussion around the differences between traditional Critical Friends Group trainings and the more-recently coined Equity-Based Critical Friends Group trainings and their intended outcomes. The purpose of this study is to evolve the abstract conversation to tangible evidence of what differences, if any, exist. Assuming that most within the SRI community have a better understanding of what is meant by the traditional CFG

experience, the San Francisco Coalition of Essential Small Schools (SF-CESS) intends to codify some of the inputs and activities of Equity-Based (EB) CFGs and to engage in data based inquiry to evaluate actual vs. intended outcomes for this work. Specifically, SF-CESS will:

- Analyze a sample of data from previous seminars;
- Conduct two follow-up focus groups from a sample population to gather reflections of progress from those currently engaging in some level of EB-CFG work;
- Facilitate and collect data for EB-CFGs constructed from practitioner affinity groups (i.e. race-alike, role-alike, etc.) in order to explore a new direction for possible EB-CFG configurations as well as to consider what support is needed beyond the initial seminar, and
- Conduct a cycle of inquiry using the above data to consider impact on and progress of our EB-CFG curriculum.

As a result, produce a logic model to illustrate intended goals and impact of EB-CFG trainings; develop a final report of data and findings; identify a set of critical tools for EB-CFGs, and present progress and findings at the 2011 SRI Winter Meeting.

Fifteen Years of CFGs in Arizona: What? So What? Now What?
Tucson Small Schools Project/City High School

2011 will mark 15 years of Critical Friends Groups in the state of Arizona. The state's first CFG was founded 1996 and stayed together until 2003. Between the years of 1996-2004 seven Critical Friends Groups were established at a public high school in Tucson with a total of approximately 80 members. Moreover, through new coaches summer institutes starting in 1999, over 200 additional new coaches have been trained. Some of these new coaches went on to start CFGs of their own; others continued as active participants of already established CFGs.

The collective experiences of participants in new coaches trainings have been successful. There is no question that participants embrace the "how" and "why" of CFG work. The missing link, however, is what comes next. How many new coaches have the capacity and support to begin CFGs at their schools? To what degree is the transformational power of CFGs limited to the 5-day experience? And more importantly, how has our practice in Arizona impacted student learning? Tucson Small Schools Project is ready to tackle these important questions as we prepare ourselves for leading the CFG efforts in Arizona for the next 15 years.

Tucson Small School Project, in collaboration with the Arizona K12 Center, Voices for Education, Pima County Regional Support Center, and Southern Arizona Writing Project will hold a one-day symposium, honoring 15 years of transformational practice in the state of Arizona, on Saturday, April 2, 2011. We hope to bring in as many as 200 educators from around the state who have been involved in CFG work at any level to consider the "What, So What, and Now What" of our practice. The research team will share with SRI and the broader community of researchers who study CFG practice and impact their conference outcomes, community research (surveys, interviews, database development), and recommendations for future state, network, and national organization activity.

For more information on the projects themselves, please contact:

- Antioch Center for School Renewal, Antioch University New England: Laura Thomas lthomas@antioch.edu
- Tucson Small Schools Project/City High School: Carrie Brennan carrie@cityhighschool.org
- Eliot-Pearson Children's School, Tufts University: Lisa Kuh, Heidi Given, Debbie LeeKeenan Lisa.kuh@tufts.edu; heidi.given@tufts.edu; Debbie.leekeenan@tufts.edu
- Highline Big Picture High School: Jeff Petty pettyjm@hsd401.org

- Center for Equitable and Effective Leadership, Lewis and Clark College: Kim Feicke feicke@lclark.edu
- San Francisco Coalition of Essential Small Schools: Greg Peters gpeter@sfcess.org

Appendix 6a Special Education Service Plan

Los Angeles Unified School District   DIVISION OF SPECIAL EDUCATION

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

As a Los Angeles Unified School District Public School of Choice you have the responsibility to provide services for students with disabilities in your service area. Providing appropriate legally mandated services is your obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate as a school of the Los Angeles Unified School District you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

Part One	Instructions for completing the plan
Part Two	Assurances Page with signature(s)
Part Three	Services Plan
Attachment	Public School of Choice Descriptors Rubric

To assist you, the "Public School of Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

Part One: Instructions

The plan template is electronically fill able and can be access at http://sped.lausd.net

Each school will have a random number assigned. Only one District Administrator will have the key associating the school to the assigned number. This process is in place for the benefit of both the school and reviewers.

1. Complete the Plan Registration Form to receive your school number.

2. Enter your random number in the left hand section titled "School Identification Number".

3. The plan template is divided into three columns, MCD Outcome, Component and School Plan to Address Component. Schools are responsible for completing the third column.

4. Prior to beginning your plan, review the rubric for the descriptors that must minimally be addressed in the school's plan in each component area.

5. The form is a simple fillable word form, begin typing and the form will scroll down as the plan develops.

LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOLS OF CHOICE

SERVICE PLAN FOR STUDENTS WITH DISABILITIES

ASSURANCES

School Identification #:_____VRHS#5_____

I assure that ___Arroyo Networked Global Studies & Leadership School (ANGELS)___, a Public School of Choice will maintain compliance with the following:

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2	The Public School of Choice named above will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree.	
	As part of the agreement to abide by the conditions of the *Chanda Smith* Modified Consent Decree the Public School of Choice agrees:	
3A	To use the Welligent IEP Management System	

3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C	To operate a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*	
3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	
Numbe r	**Assurance**	**Signature**
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	

5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

Federal Requirement, District publications and forms are available	Search and Serve	ANGELS will have search and serve procedures to identify students attending and enrolling in the school who have or are suspected of having a disability and need special education and related services. Three search and serve strategies will be implemented:

1. At the beginning of each school year, a brochure, "Are You Puzzled by Your Child's Special Needs?" will be distributed to every student to take home to describe the availability of and information on special education and related service.

2. The following publications and forms will be maintained in the school office and made available to parents and staff upon request:

- "Are You Puzzled by Your Child's Special Needs?" Brochure
- Student Enrollment Form
- Request for Special Education Assessment Form
- Student Information Questionnaire for Parents and Guardians
- "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)." The school will also prominently display a Parent Resource Network poster that provides parents information about where to call if they have questions or complaints concerning special education.

3. ANGELS will have procedures for all staff members to identify and promptly serve students, who require or may need special services when they enroll in the school; the mechanism for implementing this procedure will be LAUSD's Student Enrollment Form (Section 10) that must be completed by parents at the time they are enrolling their child. Office personnel will assist parents, if necessary, to answer the questions and to ensure that all questions are answered. Office personnel and administrator/designees will familiarize themselves with the enrollment form and their duties, per LAUSD's policy and Procedures Manual (PPM). ANGELS' staff will also be oriented as to the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment. ANGELS will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services. The staff will be trained and made aware that before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval within 15 days from the date of receipt of a written request for an initial special education assessment or within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services. The staff will know that special education assessment plan should be developed in cooperation with the students' teachers, general and special education, and other appropriate staff, depending upon the students' disability or suspected area of disability. ANGELS will annually review the following documents with the staff

--LAUSD Special Education Policies and Procedures Manual
--A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006.

Outcome 2	Intervention Programs

ANGELS' academic intervention will use systematic, focused and individualized approaches for providing additional practice and instruction to enable students at risk to attain greater literacy skills and to provide additional help that a student might need prior to failing, rather than after failing. The following approaches will provide targeted interventions that supplement and support ANGELS' and LAUSD's base literacy program. The academic interventions will utilize a three-tier model of instruction that will identify students academically at-risk before they have failed, diagnose areas of reading weakness, and provide targeted intervention to address those areas of weakness. In addition, the use of this framework will better assure that ANGELS is identifying the appropriate students for special education and providing the proper services.

TIER 1

The first stage of the intervention process will be to identify students whose overall academic performance is below the expected levels of achievement. ANGELS will identify its at-risk population by reviewing and evaluating available assessment data and identifying all students who fall within an intensive score band level. For these students, there are two levels of response:

Level I: Prevention: "good first teaching" is provided for all students in the form of highly effective teaching which introduces and reinforces concepts and skills from LAUSD's core literacy program. Periodic reading assessment will indicate which students are successful in meeting the grade level content standards and which students require intermediate or intensive interventions.

Effective first teaching strategies include but are not limited to the following:

- Teacher-directed interactive reading
- Structured independent reading and writing techniques
- Higher level questioning
- Conversations/discussions/presentations

Level II: Intermediate and remediation intervention is provided to students who have not responded to the good first teaching strategies.

TIER 2

Tier 2 students are those who will not have successfully responded to Tier 1. Intensive intervention at this tier will focus on specific processing skills required for literacy. An intensive intervention approach, strategy, curriculum or program will be selected based on the following criteria:

1. It is research based.
2. Pre/post screenings or data analysis can be administered with ease.
3. It includes the ability to screen whole classrooms, small groups or individual students.
4. The primary focus is on reading and writing interventions.
5. Systemic instruction in phoneme awareness, phonics and sight vocabulary is embedded.
6. Instructional Interventions are aligned to content standards and district curriculum.

7. Instructional Interventions are targeted to the students' identified processing skills gap.
8. Interventions are provided within a realistic time period.
9. It includes a process for monitoring effectiveness of intervention and student progress.

TIER 3

Tier 3 students are those who will not have successfully responded to Tier 1 and 2 interventions.

ANGELS' problem-solving teams will review and evaluate the effectiveness of the previous interventions, taking into account the level of student participation, the integrity level of implementation and other factors that may be impeding achievement. Based on diagnostic testing results and data from progress monitoring, our teams may need to consider additional modification of the interventions.

The students that display the characteristics of a student with a specific learning disability should be referred for a comprehensive evaluation to determine if the student has a disability that requires special education services. The comprehensive evaluation will use all progress monitoring data and diagnostic testing previously collected as well as supplementary assessment materials as a basis for establishing the disability, eligibility, and the need for special education services. NOTE: Referral to special education is NOT an intervention.

Intervention Team Structures: Intervention/Enrichment Teams will be comprised of teacher leaders who are fully involved and responsible for carrying out the intervention process. School intervention teams have the flexibility to develop an intervention program that best meets the needs of their underperforming students. The development of an intervention model must be based on the needs of the students and meet the following criteria:

- Each of the targeted subgroups will be appropriately identified for extended day services and have processes to ensure that students are participating in these services.
- The identified students will be regularly monitored through analysis of authentic formative and summative common assessments.
- The programs will utilize high quality, targeted intervention materials and staff to analyze the pre/post assessment data to evaluate growth targets and program effectiveness.
- Select intervention teachers, with a proven track record of creating success among at-risk and/or consistently underperforming students exhibiting significant gaps in learning, will host interventions.

THE FOLLOWING IS A BRIEF EXAMPLE OF AN INERVNETION PROGRAM:

ANGELS will use a Response To Intervention (RTI) framework and assessment data as a way to design targeted intervention and acceleration programs. Tier III of the RTI framework supports the neediest students, including students with behavioral and emotional issues. These students will be identified through the Student Study Team (SST) process when a counselor sets us a SST for a student. The Student Study Team will include a network of adults to support the high-needs student. The SST will be comprised of the school pschologist, Lead teacher, Dean of students (if needed), principal and other staff. The SST will meet regularly to manage on-going student cases and to review new referrals from classroom teachers. RTI Tier III support will be an effective way to ensure a network of adults supporting high-needs students.

| Outcomes 5, 17 and 18
LAUSD Board Policy | Discipline Foundations Plan and Behavior Support | The authority for ANGELS to establish a disciplinary system is derived from state law as well as LAUSD's "Discipline Foundation Policy" (Bulletin #3638.0; March 27, 2007). The School Board Directive mandates the development of a school-wide positive behavior support and discipline plan. This plan is to be consistent with "Culture of Discipline: Guiding Principles for the School Community; and Culture Discipline: Student Expectations." Positively stated rules will be taught, enforced, advocated, and modeled. Assertive Discipline will be based on the premise that teachers have a right to teach and students have a right to learn. **The system will be designed to:**
A. Provide for the teaching of school rules, as well as social emotional skills;
B. Provide for teacher training to use effective classroom management;
C. Provide for parent/caregiver collaboration for discipline problems;
D. Provide for early intervention for discipline problems through in-classroom discipline, 1-on1 counseling and detentions;
E. Provide prompt and effective negative consequences for students who interfere with the rights of other students to an education, and the rights of the teachers to teach them;
F. Provide prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate;

In summary, ANGELS' Assertive Discipline will attempt to establish a climate supportive of a well-disciplined school operation, which is free to concentrate on academic tasks. In order to maintain an academic atmosphere, students, teachers, administrators, and parents will cooperate and work together.
In each class, the teacher will be ultimately responsible for discipline. Our special ed. Teachers will be BICM trained to support teachers in implementing the Behavior Support Plans (BSP). Certain standards of conduct will be necessary for a constructive learning environment. The following guidelines serve as a sample for teacher expectations of students. Students and teachers will sign contracts for the start of each semester so that expectations are clear and understood beforehand. The **standards of conduct** are:
1. Be on time to class.
2 Be prepared to work.
3. Follow directions the first time you are asked to.
4. Stay on task.
5. Be courteous and cooperative with all
When standards of conduct are not adhered there will be **Consequences** like:
1st offense- Teacher warning
2nd offense- Teacher classroom detention (Missed detention moves consequence to the next level)
3rd offense- Teacher classroom detention and parent contacted
4th offense- Student referred to SLC counselor
5th offense- Student signs contract with counselor |

6th offense- Student referred to Dean's office
7th offense- Student referred to Administration
Severe misconduct (i.e. fighting, drug/alcohol use, weapons etc.) will be immediately referred to the Administration.

Procedures for Detentions:

1. Dean's Detention will be after school and/or Saturdays

2. Students must complete all assigned detentions prior to participation in any school extracurricular activities

3. Notices and phone calls will be made to notify parents that the student has been assigned detention

4. If a student misses two assigned detentions, a suspension will be assigned and a parent-conference set-up. Parents will be made aware that the continued misbehaviors can lead to expulsion from ANGELS.

5. If a student is assigned 5 or more detentions per semester, they are to receive a Counselor ticket or a Campus Police Ticket, whichever is more appropriate. (Students will have a choice between the ticket or attending an intervention program provided in collaboration with "Pathways to Success," EduCare Programs, or another collaborative community resource.

Unexcused Tardies and Unexcused Absences would be handled through the detention process, but at a different level of tolerance than discipline for misbehaviors:

1st offense- 1st warning by teacher and documented by the teacher in the ANGELS' attendance program. Student must clear Attendance.

2nd offense- 2nd warning by teacher and documented in ANGELS' attendance program. Parents notified through computerized phone call home.

3rd offense- Detention referral by teacher. Student must write a reflection in detention.

4th offense- One day suspension and parent conference set-up by deans. Parents will be made aware that the continued behaviors can lead to suspension.

5th offense- If a student is assigned 5 or more detentions per semester for unexcused absences or tardies, s/he is to receive a Counselor ticket or a Campus Police Ticket, whichever is more appropriate. (Students will have a choice between the ticket or attending an intervention program provided in collaboration with "Pathways to Success" or EduCare Programs, or another collaborative community resource.

School Wide Student Discipline Offenses resulting in Disciplinary Action Class I- Regular

1. Unexcused tardiness

2. The use of annoyances (e.g. water pistols, stink bombs, noise makers, etc.)

3. Use of telephones, radios, MP3 players etc. that may interfere with class instruction

4. Lack of supplies for schoolwork

5. Refusal to work

6. Cheating on classroom work

7. Violation of safety rules

8. Inappropriate dress
9. Eating/ drinking in areas except the cafeteria or quad
10. Tobacco violations
11. Improper sexual relationship behaviors on campus
12. Littering
13. Loitering

School Wide Student Discipline Offenses resulting in Disciplinary Action II- Immediate Referral

1. Weapon(s) on Campus
2. The use of any kinds of explosives; including fireworks and firecrackers
3. Terrorist threats of harm directed at school, staff or students
4. Fighting
5. Being under the influence or possession of drugs or alcohol on campus
6. Commission of a crime
7. Gambling on campus
8. Falsification of parental permission or school records (forgery)
9. Aggressive insubordination to a teacher or member of the school staff
10. Tampering with school fire alarms and fire extinguishers
11. Sexual harassment
12. Hate crimes

Use of Law Enforcement:

It is the philosophy and belief of ANGELS that the responsibility for dealing with student discipline rests with the entire staff of the school. Thus every effort will be made to handle behavior issues in-house in accordance with policies and procedures established by LAUSD and ANGELS. Nonetheless, when violations of state law occur, or when students or parents refuse to work within the established policies of LAUSD and ANGELS, or where the security of person or property appears to be in jeopardy, the school will not hesitate to call the appropriate law enforcement personnel and initiate arrest and prosecution proceedings.

Description of Student Population	
Necessary for Planning, will be provided	Before the school year begins, Welligent reports will be used to review ANGELS' special education program to help determine information about our students with disabilities as follows: The number of students will be determined-- overall, grade levels; The disabilities of the students along with their eligibility for support and services will be monitored by using Welligent for assessment plans and IEP team meeting notices; by using Welligent to develop and record IEPs during IEP meetings; by making timely updates of mandated information in SIS fields; by ensuring that Resource Specialist Teachers and Related Service Providers maintain logs in Welligent that document the frequency of contact and total number of minutes of service provided per week or month. Using these systems, ANGELS will meet the needs of these students. Additionally, ANGELS will use the Welligent system "Request for Special Education Assessment" form (or other written communication) when a request for assessment is made. Unless the parent is provided with a written denial of assessment as an alternative, we will provide the parent with a

Welligent-generated assessment plan within 15 days of the written request for assessment.

ANGELS will use two Welligent reports most frequently:

1. Master Calendar Report: this report lists all the IEPs by the date that they are due. For each date, the Report provides the student's name, grade, LAUSD ID number, and the type of IEP: Initial, Annual Review, or Three-Year Review. This information is recorded once the IEP is scheduled. The date that

	the actual meeting is held is also recorded, along with the date that the parent signs the IEP. The report tracks compliance with assessment and IEP timelines. 2. Timeline report: this report lists special education students in alphabetical order by last names. For each student, the report lists the student's type of IEP, special education eligibility, and all timeline information applicable for the upcoming IEP: date of referral for Special education, 15-day due date for parent notification of IEP, date that meeting notification is actually sent, date that IEP meeting is due, and date that it is held. Red asterisks mark items which fail to comply with timeline. ANGELS' guideline will be to have a report with no red asterisks.
Outcome 2 **Special Education Program Description**	Special Education Law requires that public entities provide equal access for students regardless of any disability. ANGELS realizes that while special education should be offered to students who have identified needs, it is clear that special education is by its nature a service. Studies have consistently concluded that students with disabilities have better access to education if they are routinely evaluated and "mainstreamed" to a general education setting where and when appropriate. ANGELS will use operational guidelines provided by LAUSD's Special Education Division to require a learning center designed to assist students with special needs in meeting their IEP goals, improving their academic skills, and improving overall academic achievement. The special education teacher will provide general education teachers with a document identifying students receiving IEP services, goal summaries and accommodations. Placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services, and will be driven by the needs of the individual student. Students will participate in an inclusive model and enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The students and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by accommodating different learning styles. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. The general education teacher and the Special education teacher will collaborate to come up with teaching strategies for students with disabilities. The advisory period will provide regular time for

monitoring and planning support for students with disabilities.

A structured Learning Center will be designed to help students with disabilities who have struggled academically to receive individualized instruction within the unique focus of the school. The Center will include a Resource teacher, teaching assistants, and service providers such as school Psychologist and

Speech Teacher. The learning center will have three purposes characterized as AIM:

1. A: teach access strategies
2. I: provide intensive intervention
3. M: monitor student progress

Materials provided for use in the learning center are supplemental programs to be used with student with disabilities who participate in the core literacy and math programs but may require intensive intervention for a period of time.

ANGELS will provide the learning center for a part of the day due to the limited availability of Special education resources. Students will be programmed in the learning center based on their IEP. In order to implement effective instruction in the learning center, we will analyze our data like:

- Who are our students (numbers by grade, need)?
- What are the needs of the students (assessment results, IEP goals) ?
- Who are our teachers (credentials, strengths, interests)?

What is our current structure (houses, core, academy, schedules, etc.)?

Having analyzed the data, ANGELS will structure students into needs based groups and attach staff to those areas of need. The instructional spaces for students with disabilities in the leaning center will be provided with the same basic equipment, furniture and materials as instructional spaces for general education students. The learning center will offer tutoring, essential skills, and the opportunity for students to do their work in a quiet and supportive space using accomodations. Students will have the opportunity to be reintroduced to a lesson through different modality and have a different environment in which to understand the curriculum.

IEP Process: Implementation and Monitoring

After the student has been assessed within the 60 day timeline, an IEP meeting will be held. ANGELS will hold the IEP meeting at a time that is suitable for both the parent and the school's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services using Federal criteria and guidelines for qualification. If s/he is eligible, then an IEP will be developed during the meeting. Once the IEP team determines the student's unique needs, the team will determine goals, supports, services, accommodations and modifications that address the particular needs of the student.

The following people will be members of the IEP team:

- The student's parent, guardian or representative.
- School administrator or qualified representative who is knowledgeable about program options appropriate for the student.
- Student's present general ed. teacher. If a student does not presently have a teacher, a teacher with

Outcomes 8, 10, 13, 14, 15

the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of the same age.

- Other person(s) whom the parents or school wishes to invite.
- When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures (district personnel, school psychologist).

The IEP will be the written plan that describes a student's abilities (strengths) and needs (challenges), and the placement and services designed to meet the student's unique needs (challenges). The student will have an IEP before s/he receives special education services. The IEP will be implemented as soon as possible after the IEP meeting. In addition, the IEP will be reviewed and, when necessary, revised once a year or more often, upon parental or guardian request. If the student is found to be eligible for special education services, the IEP will contain:

- annual goals and short-term on incremental objectives focusing on the student's current levels of performance (Present Levels of Performance/PLPs).

- goals will align to the appropriate content standard for student's grade level, not the performance level. Objectives will be written using standards below the grade level as a means of building to goal attainment.

- a list of the services that will be provided.

- when the services will begin, how often they will be provided, and for how long.

- the instructional programs where the services will be delivered.

- the amount of time the student will spend in general education. If the student is not educated completely in general education, the IEP should state why.

- how ANGELS will measure the student's progress.

At the conclusion of the IEP meeting, if the parent disagrees with the IEP or raises concerns about what is appropriate for the student, ANGELS will clarify the areas of agreement and disagreement. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. ANGELS representatives will document the disagreement on p. 10 of the IEP. ANGELS' administrator or designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.2. After the parents select a dispute resolution process, ANGELS will make sure that the choice is marked on the IEP, then proceed with the relevant steps for the selected process as set forth in the Reference Guide 1410.2. Whenever possible, ANGELS will attempt to work out the disagreement within the IEP process. If it is believed that an agreement can be reached, the IEP team will decide what steps will be taken to reach an agreement. The team will document in Section Q of the IEP the elements of agreement and disagreement, the steps that will be taken by the school and/or parent to resolve the disagreement as part of the IEP process, and a date for reconvening the IEP team meeting. The IEP team will adjourn and reconvene at a specified date. If a parent's concerns cannot re resolved through the IEP process, ANGELS will inform the parent of the various dispute resolution options available in the District. i.e. Informal Dispute Resolution ("IDR"), Mediation Only, and Due Process Proceedings. We will make sure that the parent has s copy of the "A Parent's Guide to Special Education Services," which details the various dispute resolution processes.

Each student who receives special education services will have a special education folder, and students transferring from other districts or states may have a different kind of record keeping method. Therefore, ANGELS will carefully review all records received for out-of-district students to ensure that all students requiring special education are identified and provided with the appropriate services.

During the implementation of a student's IEP, the following staff will have access to the student's IEP:

- Special education teachers
- General education teachers providing services to the student

	- Related service providers (Psychologist, Speech on language specialist etc.) - Other service providers as identified on the IEP document The IEP will be maintained to ensure complete confidentiality; however, staff members such as classroom assistants may have access to the portions of the IEP that enable them to successfully exercise duties with regard to the implementation of the IEP. If it is determined at the IEP meeting that a student is not eligible for special education services, all records including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the student's cumulative folder. Once the initial IEP steps have been implemented, a subsequent IEP meeting will be held for the following reasons: - Once a year to review the student's progress, placement and to make needed changes - Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress - After a student has received an assessment or reassessment - If the parent feels that a student demonstrates significant educational growth or lack of anticipated progress - When the parent or a teacher requests a meeting to develop, review, or revise the IEP - To develop an Individualized Transition Plan (ITP), beginning at age 14 - To determine whether a student's misconduct was a manifestation of his or her disabilities - Before expelling or suspending the student from school for more than 10 school days for misconduct
Outcomes 10, 18 **Procedures for Identification and Assessment of Students**	ANGELS will start all IEPs with a thorough pre-assessment discussion with the student's parents and teachers. Using these discussions, we will formulate an appropriate assessment plan to be signed by the parent or guardian within 15 days. The school staff will identify all of the student' unique educational needs by conducting comprehensive assessments in all areas of suspected disability as set forth on the assessment plan. Once the IEP team determines the student's unique needs, it will develop goals, supports, services, accommodations and modifications that address each of the student's unique needs. The assessment will involve gathering information about the student to determine whether s/he has a disability and, if they are eligible for services, the nature and the extent of the services required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. When the student is assessed, ANGELS will follow these guidelines: - After receipt of the signed assessment plan, each student is assessed

- All areas relating to the student's probable disability are assessed (academics, physical capabilities, health etc.)
- The assessment will be administered in the student's primary language or a qualified interpreter will be provided
- The assessment will be administered by trained and qualified individuals, and the tests will include suitable tests to measure the student's strengths or challenges.

- We will make sure that the assessment is suited for students with impaired sensory, physical or speaking skills.

- A multi-disciplinary team, including at least one general education teacher, a specialist like a psychologist with knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed.

- We will make certain that the assessment materials are not racially, culturally or sexually discriminatory.

ANGELS will always consider the need for assistive technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and educational needs, if the student is or may be eligible for special education services. AT considerations will address the student's need to access curriculum. IEP teams will ask the question, "What does the student need to do that s/he cannot do because of his/her disability?" ANGELS will use AT to provide access to the curriculum. If ANGELS staff does not have sufficient knowledge to make appropriate assistive technology recommendations, we will request assistance from the District's assistive technology program when conducting assessments or evaluations.

Outcome 2	**Instructional Plan for students using grade level standards**	ANGELS will provide specially designed differentiated instruction to meet the unique needs of any student with a disability. Instruction will be provided for adapting content, methodology and delivery of instruction that addresses the unique needs of an eligible student and to ensure the student's access to the general curriculum. Instruction in special education will support and align with the standards-based instruction provided in general education. IEP goals and objectives aligned to the content standards is one method of connecting instruction in general and special education. Students with IEPs will have equal and full access to all curriculums. ANGELS will differentiate instruction to meet the needs of all students through scaffolding instruction, ongoing assessment, appealing to students' learning styles, accessing multiple intelligences strategies, providing individual instruction and flexible grouping, incorporating multimedia resources into students' educational plan, and following any recommendations established in the IEPs.
		For students with mild to moderate (M/M) disabilities, ANGELS will adhere to LAUSD's requirements of a tiered approach to instruction, intervention, and services that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the district's general education curriculum at the student's grade level using accommodations or modifications of grade level curriculum (Section M, #9 of the Individualized Education Program). A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified needs. This is a research-based approach facilitating the expectation that all secondary students with disabilities will

participate in rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Plan (IEP). According to LAUSD Policy Bulletin BUL-4827.1, "The RtI2 framework establishes a process of providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively, and high performing students have access to acceleration in learning."

ANGELS acknowledges that special education is a service to support student achievement in the core curriculum in an integrated setting. The tiered approach is not synonymous with placement, so the IEP teams will consider the level and type of support each student needs, where the support can be provided, and the amount of instruction needed outside of the general education classroom. For example, a student may need special education services for the majority of the day (typically a student in the past who received special education services in a special day class) but will be able to receive those services in a variety of ways within the general education classroom, during the advisory period, and at the integrated learning centers.

In ANGELS' tiered approach, all students with M/M disabilities will participate in academic content instruction in the general education classroom with the least restrictive environment with appropriate supports provided within that environment (LAUSD position paper #4). A student will be removed from this environment only when there is significant evidence to indicate that the students' needs cannot be met in this environment even with supplemental supports and services beyond the instruction and interventions embedded in the core program.

ANGELS' Tier one base instruction will be grounded in grade level content standards and use district approved curriculum and instructional strategies that focus on building content literacy, defined as fluent use of listening, speaking, reading, and writing skills. Tier one instruction also includes strategies needed for learning in each of the academic disciplines. Intervention will be provided using materials aligned with the course.

Base instruction will consist of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered. Base instruction will include the use of accommodations as outlined in a student's IEP. This will provide opportunities for students with disabilities to learn content; access grade level curricula and textbooks; access content instruction from general education content specialists; and integrate with general education peers.

Base instruction will also use research-based instructional practices that will support a student's access to rigorous content curriculum. These will include use of active engagement, advanced organizers, communication of clear expectations and purpose, peer-assisted learning, scaffolded instruction, and Universal Design procedures, such as providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students.

ANGELS is committed to providing a continuum of services in the Least Restrictive Environment for students with disabilities and envisions service delivery models composed of three interrelated and multi-layered special education service components consisting of:

Layer 1: Accommodations within the general education class

Layer 2: Co-Planning between general and special educators

Layer 3: Co-teaching in general education content classes
Layer 4: Direct instruction non-intensive

    Consequently, ANGELS will ensure that each special education student will receive support through the instructional accommodations prepared during co-planning, participate in one co-taught academic class, and use the learning center to take tests.

Special education students at ANGELS will avail of a learning center as an essential element in institutionalizing a multi-tiered model of service delivery leading to increased access and achievement of students with disabilities in the core curriculum.

The learning center serves three purposes, characterized by AIM:

1. A: teach access strategies
2. I: provide intensive intervention
3. M: monitor student progress

ANGELS will analyze data including student assessment results, Individualized Education Program (IEP) goals and designated services, and the number of certificated and support staff in determining the schedule for instruction in the learning center. Special education teachers and paraprofessionals will provide instruction and support for students in the learning center.

TIER 2: EXTENDED INSTRUCTION

ANGELS will provide extended instruction above the base program when students require additional support and services beyond the instruction and interventions embedded in the core program.

Instruction

As in Tier 1, Tier 2 instruction will be based on research-based practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student's IEP.

The use of research-based instructional practices that support access to rigorous content curriculum will be necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition, instructional support through the use of co-teaching and co-planning provides a higher level of support to students.

Intervention

Intervention consists of the use of supplemental materials targeted to address the specific areas of weakness that get identified through ongoing progress monitoring. This level of intervention is intensive and explicit. Also, it is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1.

Several general education intervention courses are available to address the literacy and math needs of students struggling with the acquisition of reading, writing, and mathematics. These include:

- Strategic Lit 1/2AB (High School)
- Literacy for Success AB (Middle School)
- Essential Standards Mathematics (11th and 12th grade)

Special Education Service

Special education services are layered and may consist of any or all of the following:

Layer 1: Accommodations within the general education class

Layer 2: Co-planning
Layer 3: Collaborative co-teaching

Layer 4: Direct instruction non-intensive

Layer 5: Direct Instruction, intensive services.

Tier 2 students may access the Learning Center on an as needs basis and/or scheduled as an elective.

The elective, Developing Reading Skills in Content Areas, serves to:

Teach learning strategies

Support content instruction

Pre-teach content material or

Provide immediate re-teaching

This elective class is designed to be standards-based, explicitly taught, and connected to content curriculum. It is not considered study skills or study hall. Example: A student receiving services through a special day class participates in all academic content instruction in the general education classroom. The special educator co-teaches in two academic classes and co-plans with the academic team. The students participate in an elective in a learning center supported by special education to improve reading skills across the curriculum.

TIER 3: INTENSIVE INSTRUCTION

Intensive Instruction refers to the provisions of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provides beyond the base program outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate severe literacy or math deficits requiring more specialized, intensive instruction that will continue to focus on age/grade-level standards and be built on research-based instructional strategies unique to special education. Instruction will be provided at the highest level of intensity, frequency, and duration, and provided in an environment with a low teacher-student ratio (possibly a learning center or a special day class). Strategies used may include:

- frequent progress monitoring of student learning
- direct and explicit instruction
- small group instruction
- controlled task difficulty
- intensive strategy instruction and application
- extended instructional time
- ongoing systemic and corrective feedback.

Tier 3 special education services will be layered and consist of the following:

Layer 1: Accommodations within the general education class

Layer 2: Co-planning

Layer 3: Collaborative co-teaching

Layer 4: Direct instruction non intensive and

Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class)

Example: A student receiving services through a special day class can be programmed for content instruction in math in special education. The student participates in general education content classes for science, DRWC, and social studies with support through co-teaching and co-planning.

When special education students are needed outside the general education setting, all courses will continue to be based on grade level content standards and expectations. In order for this to occur, students will be enrolled in classes with one grade and one subject, unless that is not feasible. Multiple grade and/or multiple subjects will not be programmed into a single class.

Some students may require alternative instruction related to the core curriculum based on ongoing monitoring and will be provided opportunities for accelerated learning, intervention, and provision of immediate and corrective feedback in the learning center. The learning center will be a dynamic, flexible setting to provide opportunities for students to receive either short or long term intervention(s) based on individual needs. The students will be programmed into the learning center for an elective in the area in which the IEP team has determined that the student needs direct and intensive intervention. General and special educators will continue to collaborate including co-planning for students who receive direct instruction for a period of time in the learning center.

Material used in the learning center will include supplemental programs for students with disabilities who participate in the core literacy and math program but still require intensive intervention for a period of time. These supplemental program materials will match one of the three purposed of access, intervention, and monitoring. Instructional, assessment, and progress monitoring materials will be provided by the Division of Special Education to address California State standards and will be used to close the achievement gap and accelerate the rate of achievement for students with disabilities based on assessment of student need. They will not replace the core program, nor will they be a direct match to the core materials. The learning center materials provided by the Division of Special Education will be used as intervention materials to address specific areas of need for the student. In addition, special education teachers in the learning center will use the core literacy and math programs and intervention guides for pre-teaching or re-teaching.

| Outcome 7A, 7B | Instructional Plan for students using Alternate Standards | The intended curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum and intervention used in general education as described in the previous section. ANGELS will use LAUSD's "Curriculum Guide for Students with Moderate to Severe Disabilities" to enable its students with disabilities to access the core curriculum outlined in the California Frameworks. ANGELS' course of study will align functional skills with standards-based core curriculum. The basis for all courses for students instructed in the alternate curriculum at ANGELS is a subset of the California standards in English Language Arts, Mathematics, science, and history/social science as provided in the LAUSD Reference Guide #4160.0 |

ANGELS will use the booklet, "Community Based Instruction: An Experimental Manual for Teaching Life Skills in the Community," published by the district to provide an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities. The primary focus will be to assist students in the development of independent living skills necessary to successfully transition into the adult world. The reauthorization of the Individuals With

Disabilities Education Act (IDEA) in 2004 shifted the focus of CBI to provide for a seamless transition to employment, independent life skills, or education and training. CBI activities will be designed to support instruction in employment and independent living skills for students with moderate to severe disabilities on the alternate curriculum. The activities begin in the eleventh grade and continue until the student masters the expected learning or reaches the age of 22. The activities are individualized and take place with a small group of no more than four students assigned to one adult for instruction at school or in the community.

CBI activities will differ from field trips in that they will involve ongoing instruction in the context of the natural, real world environment. CBI instructional activities will focus on individual needs and targeted skills in a variety of learning environments. A special education assistant/trainee will have the responsibility to:

1. Work under the supervision of a certified staff member assigned to a CBI program.
2. Work with students whose Individualized Education Program (IEP) specifies CBI related goals and objectives.
3. Attend district sponsored professional development training on providing CBI support.
4. Follow district guidelines outlined in the Field trip Handbook and revised Procedures, July 24, 2006, and in the CBI: Teaching Life Skills in the Community Handbook, Procedural Guidelines for Off Campus Instructional Activities.
5. Provide direct supervision of no more than four students participating in the CBI.

Outcome 13

Plan to provide Supports & Services

ANGELS will provide supportive services as may be required to assist a student with a disability to benefit from special education. To receive one or more related services, the student must have a disability and be eligible for special education per the IEP. ANGELS' IEP team will determine if related service is necessary for the student to benefit from the special education. The related services will include:

- Audiology services
- Counseling Services
- Language and Speech Therapy (Can be special education or a related service.)
- Medical Services (For diagnostic purposes only.)
- Occupational Therapy
- Orientation and Mobility Services
- Physical Therapy
- Psychological Services

- Rehabilitation Counseling Services
- Social Work Services
- Transportation

When planning for the technology needs of ANGELS, school staff will include the Assistive Technology (AT) needs of the students with disabilities. Students with disabilities will have equal access to any technology available to the student body at the school site.

ANGELS' technology plans will allow for the purchase of computers that allow for adaptations such as special keyboards and switches. ANGELS' computer lab will have adaptations for students with disabilities at the school. ANGELS will obtain information from the LAUSD Assistive technology (AT) and Low Incidence (LI) Programs regarding specialized hardware and software recommendations. The definition of AT includes almost any type of device or service used to support the education of a student with a disability. ANGELS will draw from existing inventory resources to the fullest extent possible prior to the expenditure of new monies when addressing assistive technology considerations. For example, if a student with a disability needs access to a computer to meet his/her IEP goals, and computers are available for general use at the school, the first option will be to provide access to the computer equipment already available at the school. The school will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, word processors and available computers and other digital devices. This inventory will be used for active intervention efforts conducted by school site personnel when any student at the school is experiencing difficulties with the curriculum. Whenever possible, IEP teams and Student Success teams (SSTs) will utilize equipment from the school inventory as part of the intervention process for a student.

Behavior intervention therapy (BIT) is another intervention service intended for when school-wide/classroom behavior intervention prove to be unsuccessful or where an Individualized Education Program (IEP) team determines interventions are insufficient and therapy is required to meet a student's needs. BIT will not replace or supplant appropriate behavior support provided in the school-wide environment and classroom programs. BIT is a specific related service provided to a student based upon assessed need for intensive behavior intervention to support a student's special education program. BIT is to be offered only after: 1) a functional behavior assessment (FBA) or functional analysis assessment (FAA) has been completed; 2) the IEP team has found the student is in need of BIT to benefit from special education; and 3) goals and objectives have been developed to guide the delivery of BIT services.

A functional behavioral assessment (FBA) will be conducted in order to determine the need for, and appropriate offer for, BIT services. A functional behavioral assessment (FBA) or other appropriate assessment will be necessary to prepare for a triennial review for a student who currently receives BIT. There are further assessment considerations when a student's behavior meets the definition of "serious" under California law; a functional analysis assessment (FAA) must be considered and a behavior intervention case manager (BICM) will be a part of the IEP team. While the BICM is required for an FAA, school site may refer to their BICM as a resource during the FBA assessment process. The school site may also access additional consultation from their Special Education Support Unit or the Division of Special Education, Behavior support office.

ANGELS will use the Welligent IEP System including the services tracking system to monitor the provision of services. In order to access the Welligent reports, the school will:

--Sign on to Welligent
--Click on WellReports
--Click on IEP Reports

		--Select desired report
		Welligent will provide reports to ANGELS on all of the supports and services for those eligible students. ANGELS will take time to become familiar with the kind of information that the different reports provide. We will regularly enter student data for all mandated fields at the time that a special education student is identified and enrolled at ANGELS. All mandated fields will be updated for students who are currently enrolled and have IEPs. Designated staff will be accountable to ensure that all staff develop and maintain IEPs on the Welligent IEP system and use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	Transitions services will be a set of coordinated activities for ANGELS to assist the movement of students with disabilities from school to post-school activities. These services will be designed to help the student adjust to life after he/she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen years of age or younger. When appropriate, ANGELS' IEP team will plan and oversee the implementation of these transition services. All students receiving the IEP services will have an Individualized Transition Plan (ITP) to assist them with transitioning to a career-ready adulthood. ANGELS will also use the LAUSD's DOTS/Bridge Collaborative Best Practices document as a reference to help us meet Outcome 9 of the MCD.
Federal requirement	**Access to Extra-Curricular/Non academic activities:**	The IEP/ITP will set forth in writing a commitment of services necessary to enable the students to receive appropriate transition instruction and services as part of his/her special education program. It will be based on individual student needs, taking into account student strengths, and preferences and interests determined through the process of age appropriate assessment, and will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation.
Federal requirement	**Providing Extended School Year**	Students will have equal access to general education programs including lunch, nutrition, extra curricular activities, field trips, and other programs. The special education program will provide access to general education academic and elective classes along with the necessary appropriate personnel. Administrators, general education teachers, special education teachers, paraprofessionals, related service providers, and other personnel will collaborate to provide opportunities for social interactions between special education students and the general student population.

ANGELS will provide Extended School Year (ESY) services, which are special education and related |

services, to students with disabilities in accordance with each student's IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ANGELS' ESY services will be coordinated with the LAUSD Division of Special Education.

Determined by the IEP team at ANGELS, ESY services shall be limited to the services that are required

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	to assist a student with a disability at risk of regression to maintain the skills, or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program. ANGELS will prepare guidelines to determine ESY for a student that will address: --Severity of disability --Critical areas of learning --Extent of regression in learning --Recoupment rate --Availability of alternative resources such as general education and intervention programs ANGELS' IEP team will determine the type of ESY program, related services and transportation, if needed, for qualifying students. The IEP teams will ensure that ESY services are part of the FAPE summary offer on page 12 of the IEP.
MCD Outcomes (to be woven among others) **Federal Court requirement**	There are two categories of disagreements that may arise between the parents and ANGELS. The first is what is appropriate for the student, examples such as: --how the student should be assessed and/or the results of assessments. --what should be in the IEP (e.g. placement or services the student must receive) ANGELS will attempt to resolve the disagreements regarding the content of IEPs at IEP team meetings and at the school site whenever possible. If we cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose: --Informal Dispute Resolution (IDR) --Mediation Only --Formal Due Process Proceedings The second type of disagreement is a dispute over whether ANGELS or LAUSD has complied with State and Federal special education laws and regulations such as: --whether ANGELS or LAUSD has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. --whether LAUSD procedures are being implemented appropriately. --whether a student is receiving the services specified in his/her IEP. ANGELS will be responsible for ensuring compliance with the following special educational timelines: --provide the parent with a Welligent generated assessment plan or a written denial for assessment within 15 days of the written request for assessment. --if requested by the parent, ANGELS will mail copies of assessment reports to the parent, five(5) days

before the date of the IEP team meeting.
--when an IEP team meeting is precipitated by an assessment or assessments (e.g. initial IEPs), hold the IEP team meeting within 60 days of receipt of written parental consent to the assessment plan.
--conduct annual and three year review IEPs by the time designated in Welligent and on the students' IEPs.

--hold a parent-requested IEP meeting within 30 calendar days from the date of the parent's request.

--when a student transfers into LAUSD, immediately put into place an interim program based on the previous school's IEP or implement a program agreed upon by LAUSD and the parent(s). Convene an IEP team meeting to develop a District IEP within 30 days of the student's enrollment.

--if there is a disagreement between ANGELS and a parent at the end of an IEP meeting, make sure the parent has received a copy of the "Parent's Guide to Special Education Services" and apprise the parent of the three dispute resolutions options (Informal Dispute Resolution, Mediation Only, Formal Due Process).

- If the parent requests Informal Dispute Resolution (IDR):

  Call the IDR helpline at (213) 241-8135 within 24 hours of the dispute.

--meet with the parent within 24 hours of the dispute to clarify issues and concerns and to complete IDR form A : "Request for Informal Dispute Resolution (IDR) Regarding Individualized Education Program (IEP) Issues." This form is Attachment B-1 to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.

--if the IDR dispute is assigned to our school site for resolution, complete resolution within five(5) business days.

--if the IDR dispute is assigned elsewhere for resolution, resolution activities should be completed within twenty(20) days.

- If the parent requests State Mediation Only:

--provide the parent with a "Mediation Only Request Form" at the time of the request. This form is attachment C to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the LAUSD Due Process Unit at (213) 241-6718 immediately.

- If the parent requests Formal Due Process Proceedings:

--provide the parent with a "Request for Mediation and Due Process Hearing Form" at the time of the request. This form is Attachment D to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.

  Call the Due Process Helpline at (213)241-5420 immediately.

--complete LAUSD's written response within ten calendar days of LAUSD's receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will assist in scheduling the resolution session and may attend the resolution session.

Students with disabilities will participate in Standardized Testing and Reporting (STAR) program in one of four ways:

--CST, California Standards Test, the assessment in which most students, including students with disabilities, will participate. Students with IEPs will take the CST with or without accommodations and/or modifications.

--CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE)

requirement with or without accommodations (no modifications allowed).

--CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA.

--CAPA (California Alternate Performance Assessment) is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for the students with the most significant cognitive disabilities.

ANGELS will provide guidance to the IEP teams concerning the appropriate accommodations and/or modification to be included in the IEP for instruction and assessment based on student needs.

ANGELS will complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. ANGELS will also provide a SOP for students leaving with a Certificate for Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Examination (CAHSEE).

To the maximum extent appropriate, supplementary aids and supports for students with disabilities will be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, are to be included in considering supplementary aids and supports. The student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, ANGELS will be obligated to mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with disability will not be removed from an age-appropriate general education classroom solely because of needed modification in the general curriculum.

All	Professional Development	Professional Development planning will be data driven and comply with the LAUSD/UTLA contract and the training programs available through he LAUSD Division of Special Education. The focus will be on the implementation of standards based instruction, the quality of teaching and learning, the development of academic targets for students to achieve, compliance with the Modified Consent Decree as well as IDEA.
		The professional development calendar of topics will be developed each year by the teachers on the professional development committee in conjunction with the school leadership.
		As with other professional development, new teacher support will be designed by the professional development committee. Support for new teachers will begin with an orientation at the beginning of every school year to focus on the operational and instructional structures of school.
		Teachers will regularly collaborate in small groups to examine the quality of student work and to help them pinpoint areas of need and effectively implement State learning standards and special education requirements into the curriculum. Teachers will regularly look at CST, CAHSEE, and common assessment data to develop new and effective strategies to address the goals for students with disabilities established for professional development and the teaching and learning practices.
Outcomes 6, 8, 16	Staffing/Operations	ANGELS will institute a campus committee consisting of the school principal, the special education coordinator, two special education teachers. Two general education teachers, and a parent representative. The charge of this committee will be to review ANGELS' MCD Progress Report. It will also verify that the Principle's Checklist, outlined in LAUSD's Special Education policies and Procedures Manual, is implemented in good faith, and the committee will ensure that the MCD outcomes are met to stabilize the school's special education process. ANGELS will use Welligent's master calendar concurrently with the school's SIS files to schedule IEP meetings and check IEP distribution to special education teachers. ANGELS will complete all IEPs within 60 days upon receipt of Special Education Assessment Plan. A special education coordinator and clerk will "back-up" ANGELS' schedule to ensure that large groupings of scheduled IEPs are completed in advance to meet outcome 10 of the MCD. All special education teachers will receive up to date support reports on changes to Welligent, using formal methodologies for assessing students and completing resource logs. ANGELS will ensure that there are case managers on site to guarantee that the school is meeting the requirements outlined in the LAUSD's Policy Bulletins H50 (rev.) and Bulletin 3958.0. ANGELS will work to ensure that all special education teachers will have an additional conference period to assess students and to complete IEPs.
		ANGELS will draw equipment form existing inventory and resources to the fullest extent possible prior to the expenditure of new monies when addressing assistive technology considerations. ANGELS will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards,

calculators, tape recorders, language masters, simple picture communication boards, typewriters, and available computers. This inventory will be used for active intervention efforts conducted by school site personnel when any student is experiencing difficulties with the curriculum. Whenever possible, IEP teams and Student Success Teams (SSTs) will utilize equipment from the school inventory as part of the intervention process for a student.

ANGELS' site administrator will review the MCD school snapshot to identify problem areas and discuss them at staff meetings, meet with staff who have responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The administrator will also review special education and/or related services in the IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. ANGELS will also put in place procedures to provide access to the current IEP to all staff responsible for implementing each student's program and have a clear understanding of all points of the IEP they are responsible for implementing.

ANGELS will also:

--plan for pre-referral interventions

--have class and school wide intervention programs

--have a Student Success Team process

--ANGELS' site administrator will also meet with staff to confirm or assign responsibility for the following special education tasks:

--school discipline

--Behavior Intervention Case Manager (BICM)

--creating and supervising the IEP calendar and Welligent system

--creation of the Master Schedule and student programming (secondary)

--supervision of the Special Education Assistants/Trainees

--Administrator/Administrative Designee at IEP meetings

ANGELS will put in place a procedure for special education teachers to complete and distribute progress reports to parents at all reporting periods and plan for time to review the following documents with the staff:

--LAUSD Special Education Policies and Procedures Manual

--A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards), LAUSD, Revised January 2006.

ANGELS will review current special education Memoranda, Bulletins, and Reference Guides in the e-library at sped.lausd.net.

Fiscal

Not Applicable for Pilot Proposals, but Charter Schools.

| Outcome 14 | Parent Participation | ANGELS values the role of parents participating in the special education process and recognizes that parents whose primary language is other than English must be provided with specific information on how their questions and concerns will be addressed in their primary language or other mode of communication (e.g. a bilingual contact person). ANGELS, in accordance with LAUSD's Policy Bulletin 4140.0, will provide the parent a special education assessment plan within 15 days of receipt of the request. Parents are members of the IEP teams and will be notified within 10 calendar days prior to the scheduled date of meeting. ANGELS will implement conference calls and make every effort to communicate with and accommodate the needs of parents in their preferred communication mode who cannot attend the IEP meeting during the school day. The MCD clerk will record all attempts to contact parents and convince them to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. ANGELS will provide parents with copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode.

ANGELS will assist a parent/guardian in making informed decisions, by ensuring the parents'/guardians' right to examine educational records pertaining to their child. This right is explained in" A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards)" which will be provided to the parents. ANGELS recognizes the parents'/guardians' right to inspect and review all educational records of their child and to receive copies, as requested, within five(5) business days after the request is made by the parent. Draft Welligent IEP pages are to be considered as student records. A parent's written request to review records will be documented and maintained at the school.

ANGELS will always keep in mind that parents may have knowledge about their child that the school does no have. Parents may also come to the IEP with many fears that are frequently rooted in things they have observed or heard. ANGELS will try to explore parent concerns and extract information that may aide in the development of the IEP or resolve their concerns. ANGELS will ask questions such as "Tell me about...?" OR "Tell me what it would look like to you?" to open up conversations with the parents to enhance the IEP team's ability to develop and/or implement an appropriate IEP and reach agreement.

ANGELS will ensure that parents of students with disabilities are an integral part of the school community, have opportunities for leadership within the advisory groups, and are aware of or get to attend trainings on special education at the school, district and state levels. |
| --- | --- | --- |

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement, District publications and forms are available for use	**Search & Serve**	Processes are developed to ensure: • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes is acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	**Intervention Programs**	• Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program.	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and

		• Discusses progress monitoring and how it will inform instruction.	does fully describe an intervention 1- Plan does not describe an intervention process and lacks research based elements.
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	**Prevention** 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations. **Intervention** Tier I structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures is acknowledged, planning is incomplete. 1-No structures or planning is evident.

Required for Planning	Description of Student Population	4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.
	As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students.	
Outcome 2, 3, 4	**Special Education Program Description**	4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
	• Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a "Learning Center" will be used to support student learning • Reflects the use of supplemental aids and supports to support student learning	

	• Explains how and when students with disabilities will be integrated with their non-disabled peers	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring** A process is planned ensuring: • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.	

Outcomes 10, 18	**Procedures for Identification and Assessment of Students** • A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure "all areas of suspected disability are addressed". • Monitoring of referrals by ethnicity is planned.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes is acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2, 3, 4	**Instructional Plan for students using grade level standards** • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards. 1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.

Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	• Discusses the use of Alternate Standards in the design of an instructional program which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards. 1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.

	Plan to provide Supports & Services	4 - Plan provides an explicit and thorough description of planning for students with support services. 3 - Plan provides a strong description of planning for students with support services. 2- Plan lacks either the service provision or monitoring element. 1- Plan does not describe either service provision or monitoring.
Outcome 13	- Plan describing how students with support services will have those services provided. - Plan for monitoring the provision of services using the Welligent Service Tracking Log.	
Outcome 9 **(for programs with students 14 and older)**	**Transition Planning Strategies** - Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. - All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. - Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. - Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.

Federal Requirement	Access to Extra-Curricular/Non academic activities:	**Access to Extra-Curricular/Non academic activities:** • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to?	4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes is acknowledged, planning is incomplete. 1-No planning is evident.
Federal Requirement	**Providing Extended School Year**	• There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services.	4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.

Federal Court requirement	MCD Outcomes (to be woven among others)	Woven Throughout
	- 1: Participation in Statewide Assessments, English Language Arts - 2: Participation in Statewide Assessments, Mathematics - 3: Graduation Rate - 4: Completion Rate - 5: Reduction of Suspension - 6: Least Restrictive Environment - 7A: Least Restrictive Environment, SLD, SLI, OHI - 7B: Least Restrictive Environment, MD, OI - 8: Home School - 9: Individual Transition Plan - 10: Timely Completion of Evaluations - 11: Complaint Response Time - 12: Informal Dispute Resolution - 13: Delivery of Special Education Services - 14: Parent Participation at IEP Meetings - 15: Timely Completion of IEP translations - 16: Qualified Special Education Teachers - 17: Behavioral Support Plans for students with Autism or Emotional Disturbance - 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance	

All Outcomes	Professional Development	4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.
	Professional Development • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction.	
Outcome 6, 8, 16	**Staffing/Operations**	4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes is acknowledged, planning is incomplete. 1-No planning is evident.
	• Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols.	

	Fiscal	
	Charters	4-All four items are planned for.
	• Report of projected revenues and personnel to be hired.	3-Three items are planned for.
	• Proposed budget to ensure services are provided.	2-Two or fewer are planned for.
	• Completion of the Personnel Data Report.	1-No planning is evident.
	• End of year "unaudited actuals of revenues and expenditures" (required end of year report).	
Outcome 14	**Parent Participation**	**Parent Participation**
	• There are plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services.	4- Processes are well described and clear planning is evident to ensure parent's legal rights are acknowledged.
	• Plans have been developed to ensure parents are welcome partners in their child's education process.	3- Processes are described and some planning is evident to ensure parent's legal rights are acknowledged.
	• Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level.	2- The need for processes is acknowledged, planning is incomplete.
	• A procedure is planned for responding to parents' concerns and complaints and providing a timely response.	1-No planning is evident.

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2	The Public School of Choice named above will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree.	
	As part of the agreement to abide by the conditions of the *Chanda Smith* Modified Consent Decree the Public School of Choice agrees:	
3A	To use the Welligent IEP Management System	
3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C	To operate a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*	

3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	
Number	**Assurance**	**Signature**
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	
5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC	

231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.	

Appendix 8b According to <u>http://www.iearn.org/about</u> accessed on 11/23/10 at 9:58 P.M.

iEARN (International Education and Resource Network)

iEARN is a non-profit organization made up of over 30,000 schools and youth organizations in more than 130 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 2,000,000 students each day are engaged in collaborative project work worldwide. iEARN International is registered as an NGO in Spain and has an international office in Callus, Spain.

Since 1988, iEARN has pioneered on-line school linkages to enable students to engage in meaningful educational projects with peers in their countries and around the world.

iEARN is:

- a safe and structured environment in which young people can communicate
- an opportunity to apply knowledge in service-learning projects
- a community of educators and learners making a difference as part of the educational process

The <u>iEARN Assembly</u> is the decision-making body of iEARN International. The Assembly discusses and makes decisions on issues - both online throughout the year and at an annual meeting held in conjunction with the iEARN International Conference in July.

On **Wed, 11/24/10, Sidney Jones <*sjones@us.iearn.org*>** wrote:

Commitment Letter

From: Sidney Jones <sjones@us.iearn.org>
Subject: iEARN Information
To: neverdennie@sbcglobal.net
Cc: "Diane Midness" <dmidness@us.iearn.org>
Date: Wednesday, November 24, 2010, 8:18 AM

Dear Denise,
Thanks for your interest- we'd love to have iEARN involved in your new school! Are there particular questions you have or projects you are most interested in integrating with your curriculum? I am happy to help you answer any inquiries. I've also cc'd Diane Midness on this email. Diane is our professional development director, and she has experience writing iEARN projects into school curriculums, so she could also be a great resource for your plan.
Another great resource for you would be our Multimedia Guide for teachers. It breaks down global project work into a set of useful steps, and contains some great materials on topics such as choosing projects, introducing collaboration to students and assessment. You can find the guide here:
<u>http://us.iearn.org/professional_development/multimedia/index.html</u>
I have put our information packet in the mail to you, and below are some links for

further information:

To look through our available projects you can visit:
http://media.iearn.org/projects. Much of the interaction among students takes place in our project discussion forums but we also have many classrooms who are now connecting with other participating classes using video-conferencing. With over 125 different countries participating in our network, students are able to continually discover new cultures, share opinions, and create new avenues for learning all while working together to achieve common goals.

To find out more about membership, go to: http://us.iearn.org/join/apply.php.

Thanks again for reaching out to us. Have a Happy Thanksgiving, and I look forward to being in touch.

Best regards,

Sidney

Sidney Jones

International Education and Resource Network

iEARN-USA

475 Riverside Drive, Suite 450

New York, NY 10155

212-870-2693

www.us.iearn.org

Petition TO Jorge Sotomayor- Professor of University in Sao Paolo

Dear Mr. Sotomayor,
My name is Efrain Calderon and I am a math teacher at a public high school in Los Angeles. I understand that you did research work with my cousin Carlos Gutierrez Vidalon. Even though I never got to meet my cousin Carlos, I am aware of the importance of his
work. Actually my father is his mother's brother and I maintain close ties with his family especially with his brother Jorge in Palm Springs, California.

A group of educators and I are in the process of creating a pilot school in Sylmar, California with an international theme. One of the countries we would like to partner with is Brazil. I would like to request support from your, your organization or university in the form of an open line of communication with our proposed school. You would really help our school by

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being a mentor to our students.

   I would really appreciate your support in this
matter. Thank you.
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Verbal Commitment Provided on 11/22/2010

Asia Society
Simulations: Real-World Practice
Simulating global collaboration helps students develop global competence. Here's how to get started.
Source URL:
http://asiasociety.org/education-learning/resources-schools/partnership-ideas/simulations-real-world-practice
Write Great Curriculum: Lessons from Japan
Learn how educators in Japan create effective curriculum--plus a tool to get your school started with this method.
Source URL:
http://asiasociety.org/education-learning/resources-schools/professional-learning/write-great-curriculum-lessons-japan
Understanding the World Through Math
Math helps us understand the world. It follows that learners should use the world to understand math.
Source URL:
http://asiasociety.org/education-learning/resources-schools/professional-learning/understanding-world-through-math
Mathematics and Global Competence
Source URL:
http://asiasociety.org/node/11284

Appendix 9b Local Organizations will include:

LAEP (Los Angeles Educational Partnership) **COMMITMENT LETTER ATTACHED**
The Boys and Girls Club **COMMITEMENT LETTER ATTACHED**
The Optimist Society
MEND
 Local Food Pantries
The Tree People
The Asia Society
Local Financial Institutes
First Financial Credit Union
Local Hospitals
Habitat for Humanity (just need to secure letter)
Los Angles Youth Opportunity Movement-(secured, just need a letter)
iEARN

School Partnership will include:
UCLA
CSUN
Mission College
Pacoima Skills Center
North Valley Adult School

Appendix 10b Team Capacity

Name	Years with District	Position	Credentials	Additional Experience
Jitender Rajpoot	4 years	English Teacher	Clear single subject teaching credential in English with CLAD	2 years of experience teaching ESL
Efrain Calderon	21 years	Math K-12 Teacher	B-CLAD and Masters degree in Educational Technology	Specialization in Educational Technology
Patricia Evans	9 years in LAUSD, 10 Years Baltimore, MD	English Teacher	Single Subject English and Masters in English Literature	Lead teacher at Creativity Academy Sylmar High (Satellite School), Master teacher in Baltimore, MD
Denise Campbell	27 years	English Teacher/ Counselor	Single Subject English Credential , PPS Credential and Masters in School Counseling	Co-Chair & Chair UTLA, Drill team & Drama, Counseling, Design Team member for small school, Visual and Performing Arts, and lead teacher

Peggy Barber	22 years	Consultant for LAUSD		BS in Information Systems, 22 years as Legislative Advocate.
Norah Cunningham	28 years	English/ Social Studies Teacher at Amelia Earhart Continuation School	Single Subject credential in English	Founding member of Valley Alternative Magnet School
Elizabeth Beltran	10 years	Instructional Specialist and Assistant Principal	Single Subject credential in English with a BCLAD, Administrative credential and Masters in Educational Administration	ESL, English, Spanish instructor, Title1 Coordinator, Parent center coordinator, QEIA coordinator, school budget officer
Rita M. Miller	6 years	English and Social studies	English Credential/Social Studies Credential	Law degree
Sally Roderick		Consultant	English credential, professional development coordinator	WASC coordinator
Karen Savitt		Consultant		
Wayne Simpson		Consultant	MBA from LaVerne University	Community worker, motivational speaker
Ana Tejada				

* Our Appendix has gone over 65 pages, of which the Special Education Plan (Appendix 6a) took up 35 pages.

Denise L. Campbell

Employment

Los Angeles Unified School District
1996 to present

Sylmar High School
Counselor, Language Arts Teacher, Drill Team Teacher

Other duties
Lead Teacher and Design Team for Visual and Performing Arts SLC, UTLA Chapter Chair,
UTLA Co-Chair, School Leadership, Discipline and Budget Committees

2002-2007

UTLA
Part time Information Assistant

1984-1996
Olive Vista Middle School

Employment prior to 1984
Medical Billing, Clerical, EMT, Mortgage Banking

Education
California State Northridge
B. A in English
Clear Single Subject English Teaching Credential
Phillips Graduate Institute
Clear Pupil Personnel Services Credential
Masters in School Counseling
SB 1969

Peggy Barber

EDUCATION
University of Redlands; B.S. Information Systems
UCLA; math major/political science minor
Van Nuys High School, Los Angeles; math/science major

EXPERIENCE
2010 - Present SELF-EMPLOYED
Position: Consultant
Advise various entities in the areas of education policy, legislative advocacy, and
education program implementation.

1998 - 2009 GOVERNMENT RELATIONS, LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)
Position: Legislative Advocate
Responsible for representing the District at the State Board of Education,
managing the District's federal government relations program, identifying
opportunities for enhancing the district's revenues through legislation and grants,
monitoring the implementation of legislation affecting the district, and analysis of
accountability-related legislation. Prepared LAUSD-sponsored legislation for
introduction in Legislature. Conducted research and prepared reports for board
members, staff, and outside agencies. Coordinated district visitations by elected
officials. Wrote and edited office publications. Managed the Los Angeles office.

1988 - 1998 GOVERNMENT RELATIONS, LAUSD
Position: Legislation Analyst
Responsible for legislation analysis, review of impact on district, communication
with district staff, recommendation of district positions on measures, and
preparation of communications with legislators. Coordinated joint LAUSDCalifornia
National Guard 10-year, $70 million program to improve mathematics
and science achievement and opportunities for underrepresented minorities and
young women. Managed office technology.

1990 - 2008 SELF-EMPLOYED
Position: Guest Lecturer
Taught classes in legislative process and the law and education for masters,
doctoral, and administrative credential programs at various universities.

1987 - 1988 STUDENT AUXILIARY SERVICES BRANCH, LAUSD
Position: Program Specialist
Prepared reports for staff and board members regarding traffic & safety, child
care, recreation, employee activities, outdoor education, emergency preparedness.
Revised Board of Education regulations. Responsible for technology.

1977 - 1981 STAFF DEVELOPMENT BRANCH, LAUSD
Position: Consultant
Trained school teams (parents, teachers, principals) in human relations and
communication skills. Coordinated development of school implementation of
District desegregation programs and activities.

1972 - 1981 SELF-EMPLOYED
Position: Independent Contractor - programming, training, sales
Developed systems and wrote custom software for dental offices, including
scheduling, accounting, insurance forms, and billing. Trained users. Taught dental
management courses at community colleges and USC School of Dentistry.

1971 - 1989 VOLUNTEER ACTIVITIES
Served in several capacities in PTA, Girl Scouts, Boy Scouts, community projects,
and several committees for LAUSD.
< President, 31st District Parent, Teacher, Student Association. Responsible for
a central office that services 151 school units, five medical and dental clinics,
and 16 child care centers in the San Fernando Valley. Supervised office staff.
Responsible for legal, personnel, and public relations issues. Presided over all
district meetings and activities.
< Various offices of PTA. Trained volunteers, wrote policies and procedures for
employees and volunteers, handled media contacts, wrote and successfully
implemented grant projects. Researched and wrote district positions. Testified
for PTA at Los Angeles Board of Education, City Council, County Board of
Supervisors, State Board of Education, and committees of the Legislature. Was
president of Olive Vista Middle School PTSA and chair of the advisory
committees at Herrick Elementary and Olive Vista Middle schools.
< PTA/LAUSD Involvement. Represented PTA on several LAUSD committees
and Sex Equity and Special Education Commissions. Served on committees to
develop LAUSD technology plan, year-round school procedures, Student
Rights and Responsibilities Handbook, reconfiguration of grade levels, AIDS
curriculum, school-based health clinics, and Title IX Student Grievance
Procedure.
< California State PTA. Represented PTA in legislation and family policy, wrote
position statements, and trained volunteers. Was State PTA liaison to the Joint
Legislative Task Force on the Changing Family and the Anti-Defamation
League's "World of Difference" multi-cultural project.
1962 - 1971 ROCKETDYNE DIVISION OF ROCKWELL INTERNATIONAL
Position: Associate Engineer
Performed rocket engine performance, programmed computers, developed
analog simulation systems. Designed engine components for Apollo missions and
space shuttle.

Patricia Evans

pae2701@lausd.net

Professional Profile

Successful "cooperative learning" teaching strategies

- Planning and Organizing Skills
- Coordinating and Supervising Skills
- Classroom Management
- Diversity Awareness

- Communication Skills
- Teaching Skills
- Empowerment Coaching

Professional Experience

LAUSD Creativity Academy of Sylmar High School   2010-Present
- 9 grade teacher

LAUSD Creativity Academy of Sylmar High School   2008-2009
- Off site Coordinator

LAUSD Sylmar High School English Teacher   2005-2008
- 9th through 12th grade

Baltimore County Public School System: Deer Park Middle School   1998-2005
- 8th grade English teacher
- Master teacher fro two Johns Hopkins Interns
- English Co-Department Chair

Howard County Public School System : Academic Mentor   1996-1997
 Howard High School, Colombia, Maryland
- Liaison between school staff, community, student and parents
- Assists students with organization and study skills
- Provide tutoring resources

Los Angeles Unified School District: English Teacher   1993-1996
 Richard E. Byrd Middle School, Sun valley, California
- 78% of the student community are ESL
- Taught sheltered English Skills
- Used strategies that promoted self esteem

Los Angeles Unified School District: Sub Unit   1992-1993
- Long term Assignments
- Special Education
- Taught Girls Physical Education

Los Angeles Unified School District: English Teacher   1989-1991
 Olive Vista Jr. High School, Sylmar, California
- Impact Training 1 & 2
- Impact Facilitator
- Co-produced, wrote, and directed school play for Martin Luther King Jr. Day

Department of Recreation and Parks: Recreation Specialist   1986-1995
   Virginia Avenue Park, Santa Monica, California
   - Supervisor Teen Center
   - Program Development – At Risk Teens
   - Day Camp Counselor

Education

Preliminary Single Subject Credential	California State University Los Angeles, Los Angeles CA	1996
Master's Credential Program	National University, Los Angeles CA	1991
Bachelor of Arts- English	University of California Los Angeles, Los Angeles CA	1989
Associates of Arts	Santa Monica City College, Los Angeles CA	1986

Professional Accomplishments
   - Leadership Council
   - School Based Management
   - English Academy 1995-1996
   - Cross-Cultural, Language and Academic Development (CLAD)
   - Young Black Scholars Representative
   - Facilitator for Forum on "Education" for NAACP State Convention
   - Participation in Valley Youth Leadership Conference

Efrain Calderon

Summary

I have taught different levels of math for 21 years at different schools of the Los Angeles Unified School District. I taught ESL for 11 years. I have a Master's degree in teaching with a specialization in educational technology. I am certified as an online instructor. I have been in charge of the of the Carnegie computer lab class at the previous two schools.

Education

- Teaching credential in math at National University.
- Bachelor's degree in Management Sciences at University of Lima.
- Master's degree at National University.
- Secondary Education classes at California State University of Northridge.

Certification

- Professional Clear Single Subject Teaching Credentials in Mathematics K-12.
- Bachelor's degree in Management Sciences.
- Master's degree in Teaching with Specialization in Educational Technology.
- Certification for Online Instructor.
- Bilingual Certificate of Competence in Spanish.

Work Experience

I have taught different levels of math and ESL math at the following:

- Sylmar High School from Feb. '10 - present
- Arleta New Tech High School from Oct. '06 – Feb. '10
- San Fernando High School from Jan '98 – Jun.'06.
- Jefferson High School from Jan '92 – Dec. '97.
- Hollywood High School from Mar. '90 – Dec. '91.

I have taught different levels of ESL at the following:

- Van Nuys CAS from Sept. '98 – Aug. '06.
- Jefferson/Manual Arts CAS from Oct. '95 – Jun. '98.
- Instituto Cultural Peruano Norteamericano in Lima from 1979 – 1986.
- Armed Forces Language Center from 1985 – 1986.

Additionally I have collected accounts for the following:

- Credit bureau Inc. from 1988 – 1990.
- Central Adjustment Bureau from 1986 – 1988.

Extracurricular Activities
- Member of the Math + Plus+ Project
- Member of Los Angeles Educational Partnership
- Member of Humanitas Academy
- Implemented peer tutoring at Hollywood High School
- Coached T-ball and chaired the "Fiesta" fundraiser at Our Lady of Peace
- Classes and various workshops in educational technology
- Students Run LA marathon coach at 2 schools.

Approved State Exams
- C-Best
- NTE in Math

Honors
- Michigan Exam with honors
- Bilingual District Exam with "A" fluency in Spanish
- Students Run LA appreciation letter

Hobbies and Preferences
I like to do biking, running, swimming, ice-skating, reading, building and fixing things around the house. I enjoy camping and traveling and also have interest in anthropology, archaeology and astronomy. I am a constant inventor.

Personal Achievements
- Ran 6 marathons
- Biked from Santa Monica to San Diego twice
- Member of a design team writing for Public School Choice 2.0

Credentials and References
Will be furnished upon request.

Jitender Rajpoot

jrajpoot@yahoo.com

Objective	
	To utilize my education and experience in enhancing student development within the secondary level of education.

General Experience

Oct 2005- Aug 2007	**Substitute Teacher** Glendale Unified School District	Glendale, CA

Teaching Experience

Jan 2007- Mar 2007	**Bell Gardens High School** English 9th and 11th	Bell Gardens, CA
Sep 2007- Present	**Sylmar High School (LAUSD)** English/ESL 9th through 12th	Sylmar, CA

Certifications

May 2009	California Single Subject Clear Teaching Credential in English
Apr 2007	California Single Subject Preliminary Teaching Credential in English
Oct 2005	Substitute Teaching Permit (CCTC)
Apr 2003	California Basic Educational Skills Test (CBEST)

Education

Oct 2003 –Mar 2007	**Single Subject Teaching Credential in English** California State University Los Angeles	Los Angeles, CA
Jun 2001- Apr 2003	**Bachelor of Arts (BA) Major; Economics** California State University Northridge	Northridge, CA
Jun 1999- Jun 2001	**Associates in Arts (AA) Major: General Education** Glendale Community College	Glendale, CA
Sep 1995- Jul 1999	**High School Diploma** Glendale High School	Glendale, CA

Awards

Spring 2003	**Distinction in the Study of Economics** California State University Northridge	Northridge, CA
Spring 2002	**Dean's List** California State University Northridge	Northridge, CA
Fall 2002	**Dean's List** California State University Northridge	Northridge, CA
Fall 2000	**Dean's Honor** Glendale Community College	Glendale, CA

Additional Skills

Strong verbal, communication, and organizational skills
Member of the Pilot design team for Public School Choice 2.0

References

Available upon request

exb0244@lausd.net

Elizabeth Beltran

Objective   To attain a position as an assistant principal.

Experience   **SYLMAR HIGH SCHOOL 2000- PRESENT**

Instructional Specialist
- Co-designed Essential Learning Process.
- Coordinated Professional Learning Communities.
- Administrator over Creativity Academy.
- Developed and implemented a process for advisory councils to
    submit recommendations to School Site Council.

QEIA Grant Coordinator- 2years
- Member of our school's professional development team that organized our school's professional development plan.
- Member of the following committees: School Site Council, School Leadership Council, Curriculum Council, ELAC Committee
- Coordinated Sylmar Showcase and Open House
- Wrote and received the SB 1133 Grant
- Coordinated Elementary School Visit to Sylmar High School

Title I Coordinator- 2 years
- Organized and maintain records for the Title I program at a school of 3500 students.
- Lead our school Categorical Program Monitoring state visit.
- Coordinated all school budgets to maximize the purchasing power of the school site.
- Oversaw the Purchasing Office that ordered all instructional materials and custodial materials
- Oversaw the Parent Center and organized parent training with other contributing community groups.
- Developed a system to increase accountably and inventory of all equipment on campus.
- Insured that all fieldtrips were processed and funded correctly.
- Organized and taught intervention classes for ELD population that had not passed the CASHEE

English and ESL teacher- 5 years

- Presented in Gear-Up Conference in Washington DC.
- As a teacher I had the ability to develop professional development session on SDAIE techniques for incoming new teachers.
- I was also a focus group leader for the WASC accreditation process. I developed and organized a focus group which developed a plan of action to increase community involvement on campus.
- ESL department chair.
- Helped teachers with ELD portfolio questions and concerns
- Inclusion and collaborative teacher with regards to special education students.

Education

June 2007- Administrative Credential
California State University, Northridge

June 2007- Master in Educational Administration
California State University, Northridge

Fall 2002- Single Subject Credential
California State University, Northridge

2000- Bachelor Degree
California State University, Northridge
Liberal Studies and Chicano Studies

LETTER OF INTENT

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

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

APPLICANT TEAM INFORMATION	
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* Denise L. Campbell	
Address: **13050 Borden Ave** **Sylmar, CA 91342**	**Phone** Number:
Website *(if applicable)*	**Email Address:** **dcampbel@lausd.net**

School site for which your team is submitting a Letter of Intent	Valley Regional High School # 5
School type for which your team is applying	Pilot School

List the name **and contact information of your** design team members below:

Name:	Phone:	Email address:	School/Affiliation
1. Elizabeth Beltran		exb0244@lausd.net	Sylmar High School
2. Efrain Calderon		ecaldero@lausd.net	Sylmar High School
3. Denise Campbell		dcampbel@lausd.net	Sylmar High School
4. Pat Evans		pae2701@lausd.net	Sylmar High School
5. Jitender Rajpoot		Jitender.rajpoot@lausd.net	Sylmar High School
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