PUBLIC SCHOOL CHOICE 3.0

Proposal for 42nd Street Elementary (Validation Academy at 42nd Street)

Submitted by

Be the Change in Urban Education (BCUE)

Building Bridges of Success for All Students

Provide an analysis of the academic achievement and culture of the proposed PSC school. Your data analysis should serve as the basis for the Instructional Plan you develop in Section B of the application.

1. **Mission and Vision.** Describe the mission, vision, and core beliefs as well as the school's values about teaching and learning.

    Mission - Our mission is to provide a student-centered, standards-based instructional program in an environment which is validating of the language and culture of the student population.

    Vision - Our vision is threefold, to

    1.   Enable students to become lifelong learners, informed and responsible citizens, competent and successful members of the workforce and thinking, fulfilled caring individuals;

    2.   Develop leaders of the 21st Century who have a well rooted culturally based self-concept as autonomous, productive, lifetime learners who are part of a larger interconnected community; and

    3.   Serve as a national model of culturally responsive teaching as a successful approach for closing the achievement gap.

    Core Beliefs - The philosophical backbone of the curriculum at Validation Academy at 42nd Street is differentiated instruction based on students' learning styles and strengths. The methodology is a culturally and linguistically responsive hands-on approach where home culture and language are systematically validated and acknowledged in order to address the needs of a variety of learners and utilized to motivate students to learn and to achieve. Rarely does any school systematically serve students of color with an instructional vision designed to accommodate cultural and linguistic issues as they relate to learning needs. Validation Academy at 42nd Street sees such an approach as true educational reform.

    The focus of the curriculum is not driven by one specific structured program. Instead, teaching at Validation Academy at 42nd Street will be driven by instructional strategies that are guided by the students' needs as individual learners, not a prescribed, one size fits all approach. The curriculum is rigorous, standards-based, and holistic. The curriculum is supplemented with instruction in visual and performing arts as well as technology. Habits of mind are explicitly taught alongside habits of heart, leading students to challenge themselves through self-reflection. Validation Academy at 42nd Street asks the difficult question of how to differentiate instruction and support the cultural and linguistic needs of

diverse learners while working toward learning and improved student achievement.

Values on Teaching and Learning - We believe that an educated person in the 21st century is one that is focused around being a producer of knowledge, not a consumer of knowledge; being beyond proficient in academic studies; and being balanced in terms of family, profession, and the academic quality of life.

We believe that Learning Occurs Best when there is:

1. Focus on Culture – validation of home language and culture as first teaching using the principles and pedagogy of culturally responsive teaching
2. Focus on Rigor – all teaching is directly aligned with the California state learning standards with an emphasis on conceptual thinking in the major content areas
3. Focus on the Whole Child – utilization of cultural and performing arts as part of the school curriculum through weekly enrichment courses
4. Focus on Professional Development – serves as a laboratory school and professional development center for educators interested in reaching underachieving students with culturally responsive pedagogy
5. Focus on Community – structured events throughout the year crafted to build relationships within the school community, and to connect with the community-at-large, locally and nationally
6. Focus on Technology – creating 21st Century learners through the integration of technology into the core curriculum

2. School Data Analysis.

Synopsis: 42nd Street Elementary School is currently in its 5th year of program improvement. The 2010-2011 data showed a slight improvement in the overall achievement. However, In all progress areas, the scores remain far below target goals with nearly 70% of the student population scoring below proficient in English/Language Arts and 60% in Mathematics.

Strengths
*   Met API, with gain of 21 points (659)
*   Slight gains in English/Language Arts, Mathematics achievement (3.5, 6.5 respectively)
*   All subgroups improved, except for English learners (-0.2)
*   Latino students had the biggest gains of any subgroup
*   All grade levels improved, except for 4th grade and 5th grade in math and science

Opportunities For Improvement
*   Increase primary grades literacy skill levels. Compared to state-wide data, the proficiency rates at the lower grades (2-3) can be increased substantially which will have an affect on the entire program as students matriculate upward

- Revised instructional/curricular program in English/Language Arts and Mathematic programs to address gaps in the overall achievement, particularly with African American, English Learners, Socio-Economically Disadvantaged, and Student with Disabilities
- Improved English Learner support instructionally to increase numbers of students passing the CELDT and English proficiency
- Re-incentive school attendance plan to improve number of students attending 96% or more of the time.

Top Priorities and Actions Steps

1. Establish an early literacy focus (primary grades) with Differentiated Reading Groups.
2. Implement new English Learner program
3. Re-examine intervention programs for ELA and Math
4. Implement one-to-one tutorial programs and services for special needs
5. Establish Parent Outreach Teams at each grade level

3. Applicant Team Analysis.

Sharroky Hollie is a tenured assistant professor at California State University, Dominguez Hills in the teacher education department. Professor Hollie teaches reading for secondary teachers, classroom management, and methodology. He has been a visiting professor in diversity for Webster University in St. Louis in the School of Education. As well as a guest lecturer at Stanford University.

Dr. Hollie is the co-founder of the nationally acclaimed laboratory school, Culture and Language Academy of Success (CLAS) in Los Angeles. CLAS is a K-8 independent charter school that espouses culturally responsive pedagogy as its primary approach. At CLAS, Sharroky directs and develops the curriculum, professional development, and teacher development.

Sharroky Hollie is also the executive director of the Center for Culturally Responsive Teaching and Learning, which is a non-profit organization dedicated to providing stellar professional development for educators desiring to become culturally responsive. With the Center, Sharroky serves as a national expert, traveling around the country training thousands of teachers.

He is a featured author for Pearson publishing, co-authoring with Jim Cummins in the Cornerstone and Keystone textbook series and as a contributing author in the Prentice Hall anthology. His work has appeared in several edited texts, including Teaching African American Learners to Read, an International Reading Association publication edited by Mary Hoover and Bill Hammond (2005) and the anthology, Talkin Black Talk, edited by John Baugh and H. Samy Alim (Teachers College). Dr. Hollie's first book is *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* available through Shell

Education (2011) and his second book, co-authored with Dr. Anthony Muhammad is *The Skill to Lead, The Will to Teach*, published by Solution Tree (2011).

Anthony Jackson currently serves as Chief Operations Advocate for the Culture and Language Academy of Success charter school (CLAS), in support of the school's vision of culturally and linguistically responsive pedagogy.

Previously he served as Coordinator, Elementary Literacy, in LAUSD's Local District G, where he was responsible for overseeing the implementation of the District's Open Court reading program. Prior to that he was a Specialist, Standard English Language Learners for the Academic English Mastery Program (AEMP) in Local District G. He served four years as an instructional adviser to the AEMP, formerly the Language Development Program for African American Students.

Mr. Jackson taught 2nd through 6th grade students for 10 years at 99th Street Accelerated School in Watts. He earned his Bachelors Degree in Political Science from UCLA and continued graduate studies in education at University of California, Riverside and California State University, Dominguez Hills, where he received a Masters Degree in Educational Administration.

Mr. Jackson has been either workshop presenter or speaker at conferences sponsored by the Los Angeles Council of Black Administrators (COBA), The Los Angeles Chamber of Commerce, The California State Department of Education, San Francisco Unified School District, Sacramento City Schools, and LAUSD 's Language Acquisition and Professional Development Branches.

He has served as an adjunct faculty member at Pacific Oaks College, teaching a course in Sociolinguistics for educators. He is also a partner in Learnmedia, a consulting firm for educational technology and leadership ventures. He is a strong advocate for the role of technology in the academic preparation and success of our youth and has trained over 1100 educators in using computers and other 21st Century technologies as tools in literacy acquisition and language development.

During the 1991-92 school year, Mr. Jackson was one of 3 general elementary educators in the nation, and 36 teachers overall, honored as Disney American Teacher Award recipient. His insights regarding the education of our youth have been shared in a variety of media including *The Disney Channel*, National Public Radio, *The Wall Street Journal*, *The Accelerated Schools Resource Guide* (published by Stanford University's Accelerated Schools Project), *60 Minutes*, *Education Week*, *Teacher* Magazine, and *Los Angeles* Magazine.

His current education interest is defining the culturally responsive school administrator

Janis Bucknor, Esq. is a Co-Founder of CLAS Charter School and supports the school as a Development Officer. A licensed attorney, Mrs. Bucknor has a background in education law, non-profit entities and community advocacy.

Prior to starting CLAS, Janis was a Specialist in the Academic English Mastery   Program working with Anthony and Sharroky under the leadership of Dr. Noma LeMoine.

Janis earned her undergraduate and law degree from the University of Southern California. She was awarded a Masters in Educational Leadership from Pepperdine University where she is completing her doctoral dissertation as well.

What does it take to be successful in a school turnaround environment?

First and foremost it takes resolve to be successful in a school turnaround environment. One must come with a clear understanding of the underlying issues and current circumstances, have a vision for change, an intolerance for mediocrity, patience, listening ears and the ability to community to a variety of audiences. At the core one must have a heart for the students and the community and a lasting commitment to see the turnaround through.

It goes without saying that there must also be professionalism and a grasp of pedagogy and content knowledge along with the skills to support staff and families. It certainly helps to have a presence in the community and a circle to network with in order to bring in additional resources and support for students, staff and families. A school turnaround is not just the work of the immediate staff, but the work of an entire neighborhood community. All hands must be on deck and the leadership team has to show up every day with encouragement and direction, answers and reflective questions…the resolve to see the data for what it is, use it and move the school to where it needs to be.

Why is our team well positioned to do this work?

For the past 9 years we have not only led a school, but also worked with educators throughout the state of California and across the country to develop the skills and knowledge to lead turnaround efforts and their own school schools and districts. This is the work we do.

We are uniquely positioned to do the work required at 42nd Street Elementary School because we have approached the planning and foresee the endeavor as a community effort involving not just our leadership, but the input of our community partners. We are personally vested in the Leimert Park – Crenshaw District area. This is where we live and operate, we have a firm understanding of the issues and circumstances faced by the students and in turn the teachers of 42nd Street. We stand along with our civic leaders from the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference, Los Angeles Chapter (SCLC), Black Parent Union (BPU) and others with a commitment to advocate

and work for our children and the future of our community.

The leadership team of Dr. Hollie, Mr. Jackson and Mrs. Bucknor bring a wealth of practical and professional expertise to this proposal. Dr. Hollie and the work at CLAS Charter School is nationally recognized as the leader in culturally responsive teaching. Dr. Hollie is at the forefront of the practical application of the pedagogy in action. CLAS Charter School is the laboratory school wherein educators see the strategies at work school-wide. 42nd Street Elementary has one of the largest populations of African American students or SELs remaining within the District, as such the expertise of our leadership team in this area is invaluable. Dr. Hollie has developed not only the use of the strategies in the instruction of African American students, but has also developed the use of the strategies in the instruction of EL students as well. To be culturally responsive is of benefit for all students.

The nine years of operating CLAS Charter has also given the leadership team very valuable and powerful insights of what it is to run a school. We know first hand what hard work lies ahead. CLAS Charter operates two sites with approximately 400 students. We have outperformed our neighboring schools with consistently high API scores in the 700s. With ties to the immediate community and a commitment to meeting the needs of underserved students we are strongly situated to do the turnaround work at 42nd Street.

From the outset it must be made clear that our team is positioned as an **internal applicant**, one that will utilize the staff of the identified school. Assuming current school staff is on board with the plan of improvement it is not our intent to displace any member of the school's teaching staff.

The members of this team have an extensive background coming out of the Academic English Master Program and former Coordinators and Specialists within than program working under Dr. Noma LeMoine. Our expertise is unique and we stand poised to bring that knowledge and skill set to the staff and community of 42nd Street in a collaborative way seeking to support better student outcomes.

4. Informational Summary.

Summary is attached in the Appendix

B. INSTRUCTIONAL PLAN

The Instructional Plan is what will guide your implementation from year to year. This section is divided into three subsections: (1) *Unwavering Focus on Academic Achievement; (2) School Culture, Climate and Infrastructure*; and, (3) *Leadership that Supports High Achievement for Students and Staff*.

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

   a.   **Instructional Program:**   Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.

Describe the proposed instructional framework

Validation Academy at 42nd St's instructional philosophy is to use sound, research-based instruction that has proven to be effective with traditionally underserved students. The underlying theory of the philosophy is three fold:

1) Highly effective teaching (instruction) based on Charlotte Danielson's Framework for
   Teaching (2011);
2) Culturally and linguistically responsive teaching and learning (Hollie 2011); and
3) Common core standards.

Each of these elements provides a philosophical foundation for the curriculum and instruction at Validation Academy to be focus around the single most powerful variable related to student achievement – quality teaching. While the curriculum (what we do) is important, it is the instruction (the why and the how) that will make the difference for our students. All teachers or those connected to the classroom will have a serious buy-in an deep understanding of what makes for quality teaching, what is culturally and linguistically responsive teaching, and what are the learning expectation of the common core standards.

Describe the underlying theory

I. Framework For Teaching
All instruction at Validation Academy at 42nd St. will be based on and evaluated through the framework of Charlotte Danielson's four domains:

1.) Planning and Preparation
2.) Classroom Environment
3.) Instruction
4.) Professional Responsibilities

Domain One
Each teacher at Validation Academy will guide student's learning by having command of the subjects they teach, knowing which concepts, and skills are central to a discipline. Knowledge of the students, using the most recent research in cognitive psychology, will be key for active intellectual engagement, emotional development, and learning beyond the school's walls. All teachers will have a laser focus on the instructional outcomes, detailing exactly what student will be expected to learn and using multiple assessments so that all students can demonstrate their understanding. Learning outcomes will vary from factual and procedural knowledge to conceptual understandings to critical thinking and reasoning skills. Skillful use of the instructional resources will be expected from all teachers. All instruction will be aligned with the common core standards as well as district level expectations for student learning.

Domain Two
There will be an environment of respect and rapport tempered by the way that our teachers interact with all students. Validation Academy will be one of community, cultivation, engagement, encouragement, and inspiration. Each classroom will have the expectation of being high energy, positive and supportive, as we develop and manage strong relationships with out students. A culture of learning will exist for both adults and students centered on student learning through the various instructional activities and activities. Included in any optimal environment is effective classroom management, which means consistent routines and procedures, management of student behavior, organized physical space in the classrooms. Teachers at Validation Academy will have common and agreed up classroom management structures to promote school-wide buy-in. The structures will facilitate order, harmony, and balance for the students using the democratic management philosophy suggested by classroom management researchers, like William Glasser.

Domain Three
Danielson emphasizes that quality instruction has its foundations in communicating clearly with the students the purpose for learning. Validation Academy's teachers will be skilled at presenting concepts and information with accuracy, clarity, and imagination, using appropriate analogies or metaphors and linking them to students' interests and prior knowledge. All

teachers will be expected to be experts at asking questions and facilitating discussion with their students for the purposes of increased engagement and high-end learning. Lastly, quality teaching at VA will demonstrate flexibility and responsiveness to ever-changing dynamics in and outside of the classroom

Domain Four
In order to be effective in teaching, there has to be reflection so that appropriate instructional adjustments can be made and so that what worked well can be improved upon. Reflective teaching will be systemic at VA through collegial conversations, journal writing, examining student work, examining student work, or simply metacognitive thinking about the teaching. Maintaining accurate records, constant communication with families, and participating in a professional learning community all contribute to productive, meaningful reflection on teaching.

II. Culturally and Linguistically Responsive Teaching and Learning (CLR)
The Validation Academy at 42nd St's instructional program identifies with the theory of culturally and linguistically responsive teaching (CLR) an its over 70 years of research (Ladson-Billings, 1984). This well- developed and well-documented knowledge base fully supports the teaching of students from cultures and languages of color as a means of promoting academic achievement, which fits well as VA's student population is 100% of color. The crux of the approach is that all students must be validated and affirmed as the primary teaching with appropriate strategies and activities, then the teaching must build and bridge the student to academic achievement. CLR impacts all facets of the curriculum and instruction. CLR is a way of thinking about how to instruct, how to create an instructional experience for the students that validates, affirms, illuminates, inspires, and motivates who they are culturally and linguistically as forethought, not an afterthought. The formula for instructional success with our identified population of students will be instructional strategies, which are aligned to state standards and differentiated to meet the need of all learners. The curriculum for Validation Academy at 42nd Street, seeks to establish instructional practices with effective strategies, verses instructional programs, by infusing culturally and linguistically responsive teaching methodologies into all of the curriculum components through the lens of literacy and language, which acts as the gatekeeper to academic success in all areas.

Hollie (2011) defines culturally and linguistically responsive teaching and learning (CLR) as <u>the **validation and affirmation** of the home (indigenous) culture and home language for the **purposes of building and bridging** the student to success in the culture of academia and mainstream society</u>. Simply put, CLR is going to where the students are culturally and linguistically for the aim of bringing them where they need to be academically. Metaphorically, CLR is the opposite of the sink and swim approach to teaching and learning in traditional school. It is jumping in the pool with the learner, guiding her with the appropriate instruction, scaffolding as necessary, and providing the independence when she is ready. *Validation* is the intentional and purposeful legitimatization of the home culture and language of the student that has been traditionally de-legitimatized by historical institutional and structural racism, stereotypes and generalizations primarily carried forth through mainstream media. *Affirmation* is

the intentional and purposeful making positive the negative stereotypes of non-mainstream cultures and languages, again looking at the portrayals from a historical perspective.
There are four areas of instruction that must be made responsive because they act as the gate - keepers to academic success for all students, meaning that without success in these four areas overall achievement will be limited. The four areas are (1) classroom management, (2) academic vocabulary, (3) academic language (writing), and (4) academic literacy (reading). These four areas will be the core of the instructional program at Validation Academy at 42nd Street.

What is outlined next is the theoretical basis for the emphasis on these four areas.

Responsive Classroom Management
No one can argue against the need for an effectively managed classroom (Marzano, 2009). Students need to function optimally and to learn in a safe, secure, positive learning environment conducive to learning. Under the pedagogical area of classroom management, there are four subcategories: ways or responding, ways of discussing, ways of moving, and use of attention signals. On the whole, what the subcategories represent is what *all* classrooms should have effectively and efficiently in this pedagogical area. Every classroom should have effective and efficient ways of having students respond to questions and to prompts and to discuss topics. Every classroom should have effective and efficient attention signals for when the teacher needs to bring everyone back after conducting a discussion in groups. Every classroom should have student moving strategically and for learning purposes.

Responsive Academic Literacy
The next general category is utilizing responsive use of text, fiction and non-fiction. Having strong literacy skills, in reading, writing, speaking, and listening is the gatekeeper to success in most content areas. Students who are strong readers and writers tend to be strong in math, science, and social studies (Krashen, 2004). Think about it. Have you every seen a student in a basic reading class and in an Algebra 2 class. The answer is no. Thus, the use of text is a very important area for infusing CLR. The recommendations are for CLR teachers to strategically use reading alouds, as a form of storytelling and therefore a cultural base for their students. A variety of read alouds are highly promoted in CLR. Also promoted is bringing in supplemental text selections to the core texts. This means that the science teacher, while reading the state mandated book, will include supplemental articles, stories, and facts to co-exist with the standards-based topics covered in the book. The purpose of supplementing the book is to add a perspective that might be more relevant to the lives of the students, particularly culturally and linguistically (Harris, 1999). Finally, we encourage the use of engaging literacy strategies, many of which are connected to oral and written language development.

Responsive Academic Vocabulary
With vocabulary, the focus is building on the words as concepts that students bring to the classroom as their own. Many of these words come from their cultural backgrounds, from their lives at home and in their communities. Essentially, these words that the students already own

are conceptually connected to academic vocabulary. Missing are the academic labels. So, the students have the meanings conceptually, they simply do not have the words or labels. In this area, CLR teachers focus on use of effective common vocabulary strategies: wide and abundant reading, contextualization and conceptualization of words, knowledge of word parts, and utilization of synonyms. The teachers build on the students' words using a tool we have developed called the personal thesaurus, focused on Tier 2 words and focusing on content-specific words in what Isabel Beck (2002) calls Tier 3 words or words that have low frequency in text. The personal thesaurus is used to have students expand their academic vocabulary by building on the word that they bring the school. These are words that they own based on home and community experiences. The premise is that the students have conceptually knowledge of the words and their words but they are in need of the academic labels. Through a process of synonym development, students are connecting the conceptual words they have with the academic labels they are exposed to, therefore expanding their vocabulary. With the Tier 3 words, which are in many cases content-areas specific words, we have developed another tool called the personal dictionary based on the Frayer Model. In brief students create their personal dictionaries using words learned commonly in math, science, social studies, and other areas.

Responsive Academic Language
The last category involves the CLR teacher working with the student and the process of contrastive analysis or codeswitching through the instructional experience in the classroom. The experience involves an age old second language methodology known as contrastive analysis, which entails having students look at linguistic forms in the their home language and then translate those forms into their target language. Contrastive analysis can be used with written and oral language. In particular, when using the writing process, this type of analysis can be used during the revision and the editing stage. The idea is that instead of having students "correct" their language, educators would have the students "switch" to the language of school. The final subcategory in responsive switching is situational role-playing. Having students practice situational appropriateness by role-playing is fun for students. These roleplays entail students making language and behavioral considerations based on the audience and the purpose of the communication.

How this plays out in the classroom comes in a variety of forms. Students can practice switching or contrastive analysis by participating in sentence lifting exercises, doing situational role playing, or providing in the moment translations from their home language to the target language. An example would be if you had a student respond to a question in his/her home language. Let's assume the response was correct. You would then have him/her translate that from their home language into the Standard English or Academic Language. Doing switching on a regular basis can be empowering for the student over time because their linguistic behaviors are validated and affirmed while the learning the benefits of speaking and writing in Standard English and Academic Language.

Success in these four areas of instruction will serve to support and encourage the student's

development of cultural and linguistic knowledge and awareness of themselves, their community, the nation, and the world as an entrée to a standards- based, academically rigorous and intellectually stimulating curriculum.

III. Full and Immediate Implementation of Common Core Standards
Validation Academy will initiate its curriculum with the use and the following of the common core standards. Having a common core content base is obviously important. These grade-by-grade standards are researched and evidence-based, internationally benchmarked, and include rigorous content and skills. These standards are an initial effort to articulate, through the lens of the teacher, what effective teaching and learning looks like. Unlike the current state standards, the common core standards focus on today's learners who will need both the academic and global skills and knowledge necessary to navigate the world—attributes and dispositions such as problem solving, curiosity, creativity, innovation, communication, interpersonal skills, the ability to synthesize across disciplines, global literacy, ethics, and technological expertise will be required. These outcomes will be the aim of all teaching at VA. These teaching standards describe what teachers should know and be able to do in today's learning context to ensure students reach these learning goals. For example, cross-disciplinary skills (e.g., communication, collaboration, critical thinking, and the use of technology) are woven throughout the teaching standards because of their importance for learners. Additionally, the core teaching standards stress that teachers build literacy and thinking skills across the curriculum, as well as help learners address multiple perspectives in exploring ideas and solving problems. The core teaching standards also address interdisciplinary themes (e.g., financial literacy, global awareness) and the teacher's ability to build on content that draws upon multiple disciplines

Describe the instructional strategies that will be implemented

With Danielson's Framework For Teaching, Culturally and Linguistically Responsive Teaching, and Use of the Common Core Standards as the foundational instructional basis, Validation Academy will utilize Robert Marzano's suite of research-based effective strategies or what he calls high yield strategies. Marzano recommends that districts/schools don't make the following mistakes in developing their instructional strategies. Thus, Validation Academy's instruction **will not**:

1. Focus on a narrow range of strategies
2. Assume that high-yield strategies must be used in every class in the same way
3. Assume that high yield strategies will always work the same way for every child

Indeed, the comprehensive list of research-based strategies that relate to effective teaching is listed below. This list comprises the suite of strategies that teachers at Validation Academy will be implementing.

I. CONTENT

A. Lessons Involving New Content

STRATEGIES
1. Identifying critical information (e.g., the teacher provides cues as to which information is important)
2. Organizing students to interact with new knowledge (e.g., the teacher organize students into dyads or triads to discuss small chunks of content
3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions)
4. Chunking content into "digestible bites" (e.g., the teacher presents content in small portions that are tailored to students' level of understanding)
5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)
7. Recording and representing knowledge (e.g., the teacher ask students to summarize, take notes, or use nonlinguistic representations)
8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)

B. Lessons Involving Practicing and Deepening Content That Has Been Previously Addressed

STRATEGIES
9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)
10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)
11. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)
12. Examining similarities and differences (e.g., the teacher engages students in comparing, classifying, creating analogies and metaphors)
13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias)
14. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information)
15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)

C. Lessons Involving Cognitively Complex Tasks (Generating and Testing Hypotheses)

STRATEGIES
16. Organizing students for cognitively complex tasks (e.g., the teacher organizes students into small groups to facilitate cognitively complex tasks)
17. Engaging students in cognitively complex tasks (e.g., the teacher engages students in decision-making tasks, problem-solving tasks, experimental inquiry tasks, investigation tasks
18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)

II. ROUTINE ACTIVITIES

D. Communicating Learning Goals, Tracking Student Progress, and Celebrating Success

STRATEGIES
19. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal)
20. Tracking student progress (e.g., using formative assessment, the teacher helps students chart their individual and group progress on a learning goal)
21. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)

E. Establishing and Maintaining Classroom Rules and Procedures

STRATEGIES
22. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure)
23. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning)

III. BEHAVIORS THAT ARE ENACTED ON THE SPOT AS SITUATIONS OCCUR

F. Engaging Students

STRATEGIES
24. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students' level of engagement)
25. Using academic games (e.g., when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content)
26. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining,

voting technologies)
27. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)
28. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)
29. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)
30. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content)
31. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests)
32. Presenting unusual information (e.g., the teacher provides or encourages the identification of intriguing information about the content)

G. Recognizing Adherence and Lack of Adherence to Classroom Rules and Procedures

STRATEGIES
33. Demonstrating "withitness" (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)
34. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)
35. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly)

H. Maintaining Effective Relationships with Students

STRATEGIES
36. Understanding students' interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)
37. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students)
38. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally)

I. Communicating High Expectations

STRATEGIES
39. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students)
40. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-

expectancy students)

41.   Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students)

Why are these strategies well suited to address the needs of the student population you plan to serve?

As explained in detail throughout this section, research and empirical evidence have proven that these strategies are effective with high need populations. In addition they provide a common language of instruction – a way to talk about instruction that's shared by all teachers and connected to student learning. The common language of instructions provides a feedback loop for teachers, which will be necessary for classroom observations, grade level meetings, and evaluations. – all meant to increase pedagogical skill.

b.   **Core Academic Curriculum:** Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards. 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. If you are a traditional, pilot, ESBMM, or network partner team seeking curriculum and instructional autonomy, include an explanation of how you will use the autonomy.

Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards.

The foundation of our philosophy about instruction addresses this prompt. To go further, our educational plan is a comprehensive approach to teaching and learning which is aligned to our stated vision and mission. The following are specific objectives of that provide and ensure equal access to the student population Validation Academy at 42nd Street intends to serve:

1.   View culture as a powerful variable that influences teaching and learning processes.
2.   Acknowledge the legitimacy of the cultural heritage of different ethnic groups both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
3.   Build meaningful bridges between home and school experiences as well as between academic abstractions and socio-cultural realities
4.   Use a wide variety of instructional strategies that are explicitly connected to learning styles and learning strengths
5.   Teach students to know and praise their own and each others' cultural and

linguistic heritages
6. Incorporate culturally responsive information, resources, and materials in all the subjects and skills

Based upon the foregoing, the foundational tenets of the educational program are as follows:

1. Create a complete educational environment conducive to learning at all times
2. View student interest, curiosity, and choice as an asset and a contribution to the educational process
3. Affirm, accept and accommodate cultural and linguistic expression, behavior, and thought
4. Provide opportunities to learn how to think holistically
5. Emphasize foundational literacy and language skills
6. Differentiate instruction according to developmental-appropriateness
7. Apply a holistic approach to gaining knowledge - integrating subjective and objective experience and learning in all subjects
8. Establish a learning community that provides ongoing professional growth opportunities for teachers to expand, explore, and experience new ideas, concepts, and teaching methodologies
9. Create meaningful home-school connections that impact learning for all students
10. Create meaningful community-school connections that positively influence the perception of schools and their functionality in the local community

As mentioned before, Hollie (2011) has identified four broad pedagogical areas that can be infused with CLR strategies and activities. Each of these categories is headed by the term *responsive* to note the angle of culturally and linguistically responsiveness. The pedagogical areas become the general categories that we think by definition all classrooms, regardless of grade level or content area, should have in place effectively and efficiently and therefore become the basis of any successful curriculum.

The cultural and linguistic pedagogy is based on an instructional formula that any teacher can use after a foundational understanding of the theory. The formula is in three parts:

• focusing on a general pedagogical category or area of instruction
• establishing the quantity and the quality of the pedagogy in the classroom, and
• infusing the CLR elements (strategies and activities) into the teaching.

The *how* of methodology comes in two parts. The first part is the strategy and the second part is the activity. The term *strategy* is used as a verb, in the sense that the instructional activities must be strategically and deliberately determined. Teachers must weigh several factors, including outcome, purpose, standards-based relation, time allotted, resources, student's background knowledge, environmental space, assessment methods as well as a host of other variables. Considerations of these factors will in effect determine the strategy or the activity to

be utilized. The activity is what carries forth the strategy, putting the strategy to action. Activities can range greatly. The difference in a strategy and activity can be summed up metaphorically in how we play chess. Skilled players come to the match with a strategy in mind, a game plan, and a pattern of attack. The players then carry out a plan through movement of the players or activities, if you will. CLR, therefore, involves having a game plan and then a series of moves to implement that plan.

The school and classroom learning environment will have a particular focus as well. Similar to the other areas of instruction, where the students are learning must be responsive Understanding the environment-behavior relationship enables teachers to organize and equip the classroom so that successful learning behaviors are likely to occur. All arranged environments influence learning behavior, therefore, all spaces organized through furniture placement, all learning materials selected and placed in the environment and the arrangement of those materials for the learner's use can have a profound impact on student achievement by sending strong messages that encourage them to act in particular ways. This is an important aspect of the pedagogy. A culturally and linguistically responsive room environment is key in understanding the environmental-behavior relationship that enables teachers to organize and equip the classroom so that situational behaviors are likely to occur. All arranged environments can influence behavior, therefore, how spaces are organized through furniture placement, how learning materials are selected and placed in the environment and the arrangement of those materials for the learner's use can have profound impact on the student achievement by sending strong messages that encourage them to act in particular ways. Students in general thrive in environments that stimulate language development and literacy acquisition by surrounding students with a language rich environment rife with symbols and print. The arranged environment creates the spatial context in which movement and learning activities takes place. Also, the classroom environment has to provide resources rich in context, it terms of instructional materials, that includes relevant, validating and affirming high interest instructional resources that enhance student engagement in the learning process.

> **i. Curriculum Development.** *(If applicable)* Describe the curriculum development process. In the appendix, attach a timeline that outlines plans to develop curricula for the school.

The curriculum development process entails six steps:
- Identification of instructional needs
- Assessment of key student needs (targeted learners)
- Identification of goals and specific measurable objectives
- Identification of instructional strategies designed to address needs and goals
- Implementation
- Evaluation and Feedback

Core Subjects

Validation Academy's curriculum is based on the Common Core Standards. Overall, all students will be able to demonstrate competence in academic reading, written self-expression, mathematical reasoning, and conduct research in science and history/social studies using the grade-level content standards. VA has a complete focus on the whole child using the arts – performing and visual.

Academic Reading (Comprehensive Reading Instruction) - bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material.

Oral and Written Self-Expression (English/Language Arts) - bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.

Mathematical Reasoning - bringing students' mathematical skills to grade-level expectations and demonstrating the ability to apply data analysis and mathematical generalizations to problems.

Research in Science and History/Social Science - combining the above skills to produce thoughtful research papers and performance-based projects, particularly in science and social studies

Focus on the whole child through the arts as part of the core, in-school program particularly dance, music, theater, visual arts

- Learning through active practice, rehearsal, and creation or performance works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essays or journal writing on one's observations, feelings, and ideas about the arts.
- Participating in arts criticism on the basis on observation, knowledge, and criteria
- Understanding the multicultural significance of the arts
- Make connections between concepts in the arts across subject areas
- Connect and apply what is learned in the arts to other art forms and subject areas and to careers
- Focus on nutrition and physical fitness

Learning Spans - Some students learn at a faster pace while other students need more time. In place of traditional grade levels, Validation Academy at 42nd Street employs learning-spans (differentiated instruction and looping). Learning spans take the approach of developmentally appropriate placement of students rather than age-appropriate placement. Developmental

appropriate placement involves the acquisition and demonstration of particular abilities and knowledge based on where the student is experientially versus an age-number. Research findings indicate that students who participate in multiage classes experience significant achievement in language and mathematics and have higher attendance over traditionally grouped students (Kinsey, 2001). Though learning spans can be roughly equivalent to grade levels and ages, it is possible for younger students to move on to the next learning span once all the requirements for the earlier spans have been met (Delphi Schools).

Learning spans provide students an opportunity for learning in the subject areas of reading and math without the pressure of progressing at exactly the same pace. Each student is approached as an individual learner, with his/her learning needs served as such. No student is placed in a span beyond two years of his/her age. The learning spans are as follows (traditional grade levels with ages are noted in parenthesis): Primary (K-1 grade levels, ages 5-7), Intermediate (2-3 grade levels, ages 6-8), Upper (grade levels 4- 5, ages 9-10).

Primary Skills
(Kindergarten/First Grade)

Academic Reading (Comprehensive Reading Instruction) - bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material.

Oral and Written Self-Expression (English/Language Arts) - bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.

Core English/Language Arts State Standards
- Identify, think about, and manipulate individual sounds in words (phonemic awareness)
- Print uppercase and lowercase letters correctly and with ease
- Match sounds to letters and letters to sounds
- Read stories and poems with one-syllable words and words with as many as five sounds
- Write words and short sentences from dictation
- Knows the parts of a book and their functions
- Reads familiar texts emergently, i.e., not necessarily verbatim from the print alone
- Recognizes and can name all uppercase and lowercases letters
- Extend introductory reading skills and increase confidence and fluency
- Print legibly and confidently
- Spell frequently used words with basic word patterns accurately
- Write accurately and confidently from dictation
- Read stories and short chapter books independently

- Independently writes many uppercase and lowercase letters
- Writes own name (first and last) and first names of some friends or classmates
- Writes to express own meaning
- Writes most letters and some words when they are dictated
- Composes readable first drafts using appropriate parts of the writing process
- Uses basic punctuation and capitalization
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing   appropriate relationships between printed text, illustrations, and other graphics
- Expresses ideas openly
- Follows directions
- Speaks with audience in mind

Instructional Materials Under Review
- Keys To Reading Success – Beginning Reading Program developed by Ricki Linksmann
- Differentiated Reading Program (Hollie)
- Treasures Reading Series (McGraw-Hill)
- Learning and Reading A-Z instructional materials (web-based)
- Signature Literature List (Hollie)

Core Math State Standards
- Understand the relationship between numbers and quantities
- Compare numbers and sets of objects
- Understand and use numbers to 31
- Sort and compare objects according to common attributes, and learn to identify and extend simple patterns
- Apply understanding of counting and numeration to time and money
- Understand simple addition and subtraction by using concrete objects to model problems
- Apply problem-solving strategies
- Understand relationship between symbols and quantity; number sense
- Do simple addition and subtraction
- Understand the concepts of addition and subtraction (using both numeric equations and currency and coins), greater than, less than, and equal to, how to make reasonable estimations of numbers and amounts, and how to use shapes represent fractional portions (half, third, quarter)
- Understand place, value, and 1s and 10s
- Develop estimating and counting skills
- Learn to identify, count, and form numerals (by 1,2,5,10) to 100, and to distinguish between odd and even numbers
- Learn to solve simple equations and the terminology needed to communicate their understanding of these concepts
- Measure simple units, describe data and objects and solve simple problems

- Develop classification skills, be able to sort and recognize patterns and shapes
- Understand units of time and measurement
- Develop methods of solving problems in reasonable ways
- Make decisions about how to set up and solve problems, and justify their reasoning
- Achieve a proficiency in reading, writing, comparing, and ordering whole numbers to 100
- Develop a more formal understanding of addition and subtraction and know the basic facts to 18
- Begin to understand and use place value (ones and tens) by adding, subtracting, and comparing two- digit numbers
- Continue to apply numeration skills to time and money
- Explore plane and solid figures and their attributes
- Measure objects using nonstandard units and some simple standard units
- Apply targeted problem-solving strategies

Primary Instructional Materials
- Everyday Mathematics series
- Various Supplemental Material

Core Social Studies State Standards
- Develop a wide-ranging interest in the world and its people through stories, art, music, discussion, and more
- Understand how geography influences the way people live, and develop spatial sense through regular work with maps and globes
- Recognize how people and animals adapt to various environments
- Recognize important figures in American history and appreciate their contributions as models of virtue and conduct
- Identify self and family in relation to community and world
- Develop an understanding of the needs of people in different times and places around the world
- Develop an understanding of the rights and responsibilities of individual and of groups
- Develop basic knowledge of the U.S. and world geography
- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and surviving, innovating and inventing, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
- Become familiar with mythologies, traditions, and belief systems of various cultures
- Identify important figures, events, and concepts related to the historical origins of major world religions
- Recognize lasting contributions in ideas (for example, democracy, republican government, civil service) from various civilizations

Primary Instructional Materials
- History Alive Series
- Teacher-created materials

Core State Science Standards
- Learn how scientists make observations by asking meaningful questions and conducting careful investigations
- Communicate observations orally and through drawings
- Observe and describe properties of common objects using the five senses
- Know that water can be a solid or a liquid and can change back and forth from one state to the other
- Understand that the Earth is composed of land, air, and water through a study of land and water forms
- Observe daily weather changes and know that weather changes across seasons, and how those changes affect Earth and its inhabitants
- Identify resources used in everyday life and understand how these resources can be conserved
- Describe the characteristics of living things
- Identify the basic needs of plants and animals
- Use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying
- Observe common objects using the five senses
- Describe the properties of common objects
- Appreciate the natural world and explore and investigate its attributes
- Compare and sort common objects based on one physical attribute
- Communicate observations orally and in drawings
- Learn that scientists ask meaningful questions and conduct careful investigations
- Perform experiments
- Record observations using pictures, numbers, graphs, or written statements
- Learn the metric system of measurement
- Identify matter as a solid, liquid, or gas, and know that each has different properties
- Demonstrate that properties of substances can change when mixed, cooled, or heated
- Understand the basic needs of both plants and animals
- Know that different plants and animals inhabit different kinds of environments and have physical adaptations that help them survive and thrive in their respective habitats
- Learn that animals rely on plants and other animals for food and shelter, and infer what animals eat from the shapes of their teeth
- Know that roots take in water and nutrients, and that leaves use sunlight to make food
- Use simple tools to measure weather conditions and record daily changes
- Understand seasonal weather changes

Primary Instructional Materials

- Inquiry based science
- FOSS Kits

Intermediate Skills
(Second/Third Grade)

Core English/Language Arts State Standards
- Extend reading skills and discuss literature from a variety of genres
- Listen to, memorize, and recite poetry from classical and contemporary authors
- Legibly write and properly space words and sentences
- Write sentences and paragraphs from dictation
- Compose paragraphs that follow the conventions of mechanics and usage
- Solve and create analogies
- Match vocabulary words and their meanings
- Develop habits of analytical thinking: identify problems, use inference, ask pertinent questions, and draw conclusions
- Understand and appreciate literature through writing, dramatization, and art activities
- Comprehension skills and strategies
- Literary responses
- Listening and speaking strategies
- Analysis of oral and written communications
- Grammar, mechanics and usage
- Composition skills
- Vocabulary and word study
- Spelling

Instructional Materials Under Review
- Keys To Reading Success – Beginning Reading Program developed by Ricki Linksmann
- Differentiated Reading Program (Hollie)
- Treasures Reading Series (McGraw-Hill)
- Learning and Reading A-Z instructional materials (web-based)
- Signature Literature List (Hollie)

Core Math State Standards
- Read, write, compare, and order whole numbers to 1,000
- Add and subtract two-digit numbers
- Work with patterns and sequences
- Study properties of basic shapes
- Identify place values to 1,000
- Make measurements with standard units

- Identify lines of symmetry and create simple symmetric figures
- Place value
- Addition and subtraction
- Multiplication and division concepts and facts
- Statistics and probability
- Measurement and time
- Geometry
- Fractions
- Decimals

Primary Instructional Materials
- Everyday Mathematics series
- Various Supplemental Materials

Core Social Studies State Standards
- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and survival, innovation and invention, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
- Become familiar with mythologies, traditions, and belief systems of various cultures
- Identify important figures, events, and concepts related to the historical origins of major world religions
- Recognize lasting contributions in ideas (for example, democracy, republican government, civil service) from various civilizations
- The Renaissance - background, Italian, and global
- The Reformation
- The Age of Discovery
- The world - South America, Spain, Portugal, The Indies, Japan
- The American Revolution

Primary Instructional Materials
- History Alive Series
- Teacher-created materials

Core State Science Standards
- Learn to make observations by asking meaningful questions and conducting careful investigations like real scientists do
- Communicate observations orally and through drawings
- Observe and describe properties of common objects using the five senses
- Know that water can be a solid or a liquid and can change back and forth from one state to the other

- Understand that the Earth is composed of land, air, and water through a study of land and water forms
- Observe daily weather changes and know that weather changes across seasons and how those changes affect Earth and its inhabitants
- Identify resources used in everyday life and understand how these resources can be conserved
- Describe the characteristics of living things
- Identify the basic needs of plants and animals
- Weather
- Classification of vertebrates
- Ecosystems
- Properties of matter
- The human body
- Energy and light
- The solar system and beyond

Primary Instructional Materials
- Inquiry based science
- FOSS Kits

Upper Skills
(Fourth Grade/Fifth Grade)

Reading
- Identify literary elements such as theme, plot, setting, and characters in literature
- Understand literary devices such as similes, metaphors, and personification
- Build understanding of word types and relationships while expanding vocabulary
- Listen and respond to oral communication
- Deliver oral presentations organized around a coherent thesis statement
- Compose written works of various genres
- Conduct research using resource materials and citing them appropriately
- Expresses ideas openly
- Follows directions
- Speaks with audience in mind
- Reading literary and informational texts from a variety of genres, Grade 5 literature students learn to describe and connect ideas, arguments, and perspectives, and make connections between literary works. They develop an understanding of how texts are structured and organized, and understand the author's purpose.
- In the Language Skills program, students learn about word origins and relationships, and use literary and historical clues to determine the precise meaning of vocabulary words. Employing Standard English conventions, they create compositions that contain formal introductions, supporting evidence, and conclusions, focusing on a specific audience and purpose.

Instructional Materials Under Review
- Keys To Reading Success – Beginning Reading Program developed by Ricki Linksmann
- Differentiated Reading Program (Hollie)
- Treasures Reading Series (McGraw-Hill)
- Learning and Reading A-Z instructional materials (web-based)
- Signature Literature List (Hollie)

Mathematics
- Use place value in rounding and working with money
- Apply addition and subtraction concepts
- Estimate sums and differences
- Divide and multiply by one and two digits
- Identify standard and metric measurements
- Use statistics and probability
- Add and subtract fractions
- Use geometry to determine volume, perimeter, and area
- Operations
- Problem Solving: Mixed Problems

- Problem Solving: Addition, Subtraction, Multiplication, and Division
- Number Theory and Fractions
- Fractions: Addition and Subtraction, Multiplication and Division
- Decimals: Addition and Subtraction, Multiplication and Division
- Ratio, Proportion, and Percent
- Problem Solving: Number Systems
- Probability and Statistics
- Geometry
- Measurement Topics
- Metric Measurement, Area, and Volume

Primary Instructional Materials
- Everyday Mathematics series
- Various Supplemental Materials

Social Studies
- Continue and conclude the chronological and geographical survey from roughly the Stone Age to the Space Age.
- Focus on major events from the Enlightenment to recent times.
- Develop historical analysis skills.
- Work with maps, globes, and other geographic tools to develop spatial sense.
- Explore the roots and basic principles of American democracy, and
- Develop an understanding of what it means to be a good and responsible citizen.
- Become familiar with people, places, and events of the past
- Connect the past to the modern world.
- Understand the huge strides made in medicine, communication, technology, and government in the last 300 years.
- Recognize that war led to the collapse of colonialism and the birth of new nations.
- Use the Geography Essentials program to learn about map reading, topological features, map scales, time zones, climate, trade routes, transportation, and U.S. geography.
- Identify self and family in relation to community and world
- Develop an understanding of the needs of people in different times and places around the world
- Develop an understanding of the rights and responsibilities of individual and of groups
- Develop basic knowledge of the U.S. and world geography
- European Exploration
- The Thirteen Colonies
- Road to Revolution
- The American Revolution
- The Constitution
- The New Nation

- A New Age and New Industries
- Americans Take New Land
- Reform and Reflection
- Slavery and Sectionalism
- The Road to Civil War
- The Civil War
- Reconstruction

Primary Instructional Materials
- History Alive Series
- Teacher-created materials

Science
- Understand the interdependence of life in ecosystems.
- Understand plant and animal interactions.
- Describe population factors.
- Identify behaviors and inborn or learned.
- Identify mixtures, solutions, and solutes.
- Identify invertebrates
- Understand magnetism and electricity.
- Identify properties of rocks and minerals.
- Understand weather.
- Understand the Earth's history using the fossil record.
- Use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying
- Observe common objects using the five senses
- Describe the properties of common objects
- Appreciate the natural world and explore and investigate its attributes
- Compare and sort common objects based on one physical attribute
- Communicate observations orally and in drawings
- The World's Oceans
- Earth's Atmosphere
- Forces of Motion
- Chemistry
- Cells and Cell Processes
- Taxonomy of Plants and Animals
- Animal Physiology

Primary Instructional Materials
- Inquiry based science
- FOSS Kits

Visual & Performing Arts - The visual and performing arts play an important role in making sure Validation Academy at 42nd Street's overall instructional program is well rounded. The California visual and performing arts standards include the four disciplines of:

1. Dance
2. Music
3. Theatre
4. Visual Arts

The following strands will be taught for each of the above disciplines:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, and Applications

Validation Academy at 42nd Street's main visual arts and music instructional program will be teacher-created and will build upon the Core Knowledge visual arts and music resources. Dance instruction may be integrated with physical education and the theatre arts may be integrated with the language arts and history-social science lessons. The teachers will be supported by highly-qualified administrators who have experience in teaching visual and performing arts. The visual and performing arts will also be an effective vehicle for nurturing parent involvement. For example, parents will be invited to see their students' artwork displayed on campus or to watch their students perform a song or a play in a school-wide assembly.

Teachers can infuse the visual and performing arts into other curricular areas, including language arts and math. For example, music can be used to promote oral language development. When an entire class is learning how to sing a song together, it is a safe, non-threatening environment because an individual student is not being put on the spot – everyone is producing the language together in a fun way. Learning to sing songs involves reading as well, as students read song lyrics from charts and music sheets. As students use hand motions and other forms of Total Physical Response (TPR) to learn new songs, this builds connections in the mind and supports learning. Learning music also incorporates many math concepts, including counting, patterning and understanding fractions.

Theatre also supports the language arts skills of listening, speaking, reading, and writing. In order to perform their parts, students need to read their parts and speak with confidence, fluency, and expression. Many visual arts lessons are also connected to mathematics since they teach the use of geometric shapes, symmetry, and patterns. The visual arts curriculum allows for students to experiment with different mediums such as clay and paint to create tangible works of art. The majority of the visual arts instruction takes place during the History period

since many arts lessons can also tie into history lessons as students learn about different cultures' artwork and how art has changed over time. Many times, art and history go hand-in-hand since the visual arts, music, theatre, and dance are often shaped by history and/or play an active role in shaping history, culture, and civilizations.

Physical Education and Fitness Validation Academy at 42nd Street follows the Physical Education Model Content Standards as described by the California Department of Education

- **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.

- **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Validation Academy at 42nd Street's physical education program includes skills instruction that prepares students for participation in team sports. Skills instruction and team sports infuse in students a sense of discipline, respect for authority, teamwork, self-esteem, and fair play. Skills and team sports also help students to practice following directions to learn different activities. They also involve developing motor skills and physical fitness as well as increasing recreational interest.

Additionally, students develop motor skills by actively engaging in activities that are taught systematically and explicitly, such as throwing, catching, and rolling balls. Other transferable skills such as running, jumping, kicking, and ball control are taught since these basic transferable skills are essential for participation in many sports. These skills prepare students for major instructional units, including flag football, soccer, basketball, and/or kickball. Students also apply their listening skills as they follow instructions.

Below is a sample yearlong physical education program that may change based on the school's facilities and students' needs:

- August/September: Stretching and breathing techniques; teach and practice specific gross motor skills such as different jumping and running drills as well as throwing

and catching skills

- October: Football skills, drills, and games; Dance: Basic Dance Steps, Line Dancing

- November: Aerobic exercises and track and field exercises; Dance: Classical dance, ballet

- December/January: Soccer and/or Kickball skills, drills, and games; Dance: Hip hop, jazz

- February: Martial Arts skills, drills, and games; Dance: Ballroom dance

- March/April: Basketball skills, drills, and games; Dance: Musical theatre dance routines

- May/June: Softball skills, drills, and games; Dance: Cultural dances from around the world

    ii.   **Management of Multiple Schools:** *For network partners and charter schools.* Describe the organization's role in developing curricula for the schools you currently manage. Describe how the curriculum is or is not aligned across schools. If you are not currently managing schools, define what this process will look like.

Same as explained in previous sections discussion the instructional program and curriculum.

c.   **WASC Accreditation:** *High schools only.* Explain how the school will meet A-G requirements and outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

Not applicable.

d.   **Addressing the Needs of All Students:** Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5.

English Learners and Standard English Learners - Based on the target neighborhood's school profile, Validation Academy at 42nd Street anticipates having a significant proportion of English Learners and is dedicated to serving their needs. The team leaders are also sensitive to the needs of Standard English Learners, as each of the principals has been trained in the Academic

English Mastery Program (AEMP) through LAUSD and as also worked as program staff training other teachers in the methodology. Therefore, staff will be trained to meet the needs of both its English Learner and Standard English Learner students. More specifically, English Learners and Standard English Learners will be supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed.

The School may use materials such as **QuickReads**, which builds fluency by delivering science and social studies content through the use of comprehensible text. **Step Up to Writing** provides instruction and practice in sentence structure, punctuation, grammar, and how to write a paragraph. When appropriate, the school may also utilize the **English Language Development resources** that are provided by the textbook publishers that Validation Academy at 42nd Street uses for the four core curricular areas of language arts, mathematics, history-social science, and science. Teacher-created lessons based on AEMP may be additional resources provided to our students, with an emphasis on helping Standard English Learners. For example, students may engage in contrastive analysis lessons that empower students to "code switch" between Nonstandard Languages and Standard American English/Mainstream American English.

Teachers will receive professional development and will be familiar with appropriate methods for teaching English Learners, such as providing sheltered instruction using Specifically Designed Academic Instruction in English (SDAIE). When appropriate, the school employees will participate in professional development opportunities to further their knowledge base. Other support methods may include offering after school intervention programs, Saturday school, and/or summer school. Many activities may be hands-on rather than solely text based, thereby diminishing the reliance on reading and listening as the only learning modalities. For example, the school plans to teach hands-on science laboratory experiments as part of its science classes.

Validation Academy at 42nd Street will administer a home language survey to identify incoming students who may be English Learners and it will use the California English Language Development Test (CELDT) in accordance with SB 638 to identify English Learners, to monitor their progress in learning English, and to reclassify them when they become proficient in English. New enrollees will be tested within thirty (30) days of enrollment unless they were already recently tested in a different California public school.

Socioeconomically Disadvantaged Students Validation Academy at 42nd Street's main mission is to empower socioeconomically disadvantaged students and therefore, its instructional methodology and program are carefully created and chosen with this population in mind. The school has also designed its program so that all students will obtain access to the regular grade-level curriculum, but there will also be opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention, Saturday school, and/or summer school may be provided for students who are academically behind. The school also plans multiple field trips throughout the school year in order to provide socioeconomically disadvantaged students with firsthand experience outside of the classroom

in order to strengthen their "cultural currency" that will enhance their understanding of their grade-level curriculum inside the classroom.

Academically Gifted Students Teachers are prepared to provide additional challenges for academically gifted students, even though the research-based curriculum is already academically demanding. The teacher differentiates instruction so that academically gifted students will have an opportunity to work on more advanced curriculum. Other subjects may have heterogeneous ability grouping to give students opportunities to work and learn from each other. Research shows that people deepen their understanding of various concepts through the process of working with and teaching others.

Students Achieving Below Grade Level Validation Academy at 42nd Street's ongoing assessments help to identify students who are performing below grade level. The Pre-Referral Intervention Manual (PRIM) by Stephen B. McCarney is available to assist teachers in developing a comprehensive plan of pre-referral intervention strategies for students who are at- risk of not meeting grade-level standards. Students simply needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, and/or tutors. A Student Success Team meeting is conducted with a student's parent/guardian and school personnel if a student is still not achieving grade-level standards. When additional interventions are needed, the staff is proactive in coordinating appropriate support services such as after school intervention programs, peer tutoring programs, Saturday school, and/or summer school.

Students With Special Needs and Students With Disabilities:
Validation Academy at 42nd Street believes that all students deserve fair and equitable access to the curriculum, including students with special needs and students with disabilities. Support will be provided to students in accordance to their IEPs. Additionally, many of the strategies used for groups listed above, such as using comprehensible input, are also sound instructional strategies with students with special needs. Additional sound strategies including breaking down tasks into more manageable pieces, which is a strategy described in *Teach Like a Champion* by Doug Lemov.

Meeting the Needs of Other Special Populations
Schools such as Validation Academy at 42nd Street that are located in Los Angeles have the unique opportunity to educate a diverse student population with diverse needs. Therefore, the school teaches its staff to be sensitive to students' diverse and unique needs and differences and to use appropriate teaching strategies to meet different students' needs. In addition to the different strategies previously described above regarding meeting the needs of specific student populations such as English Learners, Standard English Learners, Socioeconomically Disadvantaged Students,

Academically Gifted Students, and Students Achieving Below Grade Level, the school also plans to promote culturally responsive teaching and a culturally responsive school environment by utilizing a variety of instructional materials from diverse backgrounds such as African American, Latino American, and Asian American authors, artists, and/or historians. The school also plans to teach its staff and students to be sensitive to not only cultural and ethnic differences, but also gender, ability, and socioeconomic differences. Additionally, the school plans to create a safe and supportive school environment by having clear expectations of students' behaviors and teaching students explicit pro-social behaviors.

e. **Vertical Articulation:** Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.

Other schools in the area include Celerity Charter, which is co-located on the school's campus along with Audubon Middle School, Crenshaw High School and Continuation School along with CATCH Charter High School which is co-located on Audubon's campus. Early Childhood care is offered through a number of private home-based care providers.

It will be very important to establish vertical articulation with our neighboring schools as we are all involved in the same work with the same goal of raising the academic achievement of our students in the area. We would partner by participating in workgroups to discuss and plan for the matriculation of our students between the area schools. Having relationships with day care providers and early childhood centers allows us to set up an early pipeline for kindergarten readiness. Likewise planning between the middle and high schools supports smooth transition and student readiness at each stage of learning.

f. **Early Care and Education:** *If you will provide services for teen parents and/or early care and education.* Discuss how you will address the needs of young children (ages 0-5) and their families. If the school site does not offer such services and you plan to include it as part of your school, discuss how you plan to initiate and implement early learning on your campus.

Not applicable.

g. **Service Plan for Special Education:** Explain how the 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. Review and complete Appendix E. NOTE: The response to this section does not count towards the 100-page application limit.

Central to providing this appropriate educational experience is Validation Academy at 42nd

Street's use of an inclusionary model in both identifying and serving the needs of all students. We recognize that students will come to the school with a full range of learning strengths and weaknesses. Validation Academy at 42nd Street is committed to the appropriate identification of these needs and where feasible, the adaptation of the curriculum to allow for every student to experience success. Our goal is not to label the child, but to label phenomena with which any of our students may be contending in order to provide appropriate learning opportunities and access to curricula.

Students must be educated with their non-disabled peers to the maximum extent appropriate. Because each student may require different kinds of tasks for instruction and services, the educational strategies should be built around the student's needs and how these fit within the general educational program of the school.

Validation Academy at 42nd Street will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

Validation Academy at 42nd Street will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the School.

Validation Academy at 42nd Street will adhere to all Los Angeles Unified School District policies and procedures regarding special education. The School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

Validation Academy at 42nd Street will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD polices and procedures. The School will maintain copies of assessments and IEP materials for district review.

Validation Academy at 42nd Street will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

Validation Academy at 42nd Street will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The School will participate in internal validation review (DVR).

Validation Academy at 42nd Street is responsible for the management of its special education budgets, personnel, programs and services. The School will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Validation Academy at 42nd Street will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the School. The School may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to the appropriate office. The School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Validation Academy at 42nd Street from District schools or District affiliated charter schools, the School will provide those related services required by the students' IEPs upon the students' enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District *for thirty (30) days after enrollment*. This will allow the School time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students' transition. When requested by Validation Academy at 42nd Street, a District special education representative may participate in a student's first IEP meeting at the School to assist with transition issues.

For students transferring to Validation Academy at 42nd Street from other school districts, the School will provide 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 will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Validation Academy at 42nd Street will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Upon parents request for assessment, Validation Academy at 42nd Street will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent.

Validation Academy at 42nd Street will conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

In the event that Validation Academy at 42nd Street is unable to provide an appropriate placement or services for a student with special needs, the School will contact the District to discuss placement and service alternatives. Validation Academy at 42nd Street IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of the School, including but not limited to placement at a District school or at a non-public or private school, will be considered.

If an Individualized Education Program (IEP) team that includes Validation Academy at 42nd Street personnel places a student in a special education program provided by another entity without District representation on the IEP team, the School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

Validation Academy at 42nd Street will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The School's general program of instruction for students with disabilities will be responsive to the required sequence of courses and related curricular activities provided for all students in the school. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Validation Academy at 42nd Street shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non- disabled peers.

Validation Academy at 42nd Street will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. The School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The School will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

Validation Academy at 42nd Street will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the

Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the School will convene a manifestation determination IEP. Validation Academy at 42nd Street will collect data pertaining to the number of special education students suspended or expelled.

See Appendix for the Special Education Service Plan.

B-2. Professional Development (PD)

a. **Professional Culture:** Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.

The culture of Validation Academy at 42nd Street is one of a professional learning community, nurturing high academic success through a progressive student-centered, rigorous standards-based curriculum, which infuses the innovative use of technology. The culture is built upon the active full participation of the K-5 student body, committed staff, faculty, families and school community.

The overall object is to engage families, students, staff, teachers, administrators and support community in the excitement around brining change and improved student outcomes to Validation Academy at 42nd Street. The leadership team has experience in creating new and effective school culture through their work with CLAS Charter School. There a true community of learners extending from school staff to students to parents exists where all stakeholders are reflective and active participants in the growth and skill building taking place at the school. The leadership team is adept at developing parent education workshops to address needed paradigm shifts and bring buy-in to the new vision. Their work with staffs across the country point to an ability to build consensus and capacity.

Those skills will be drawn upon to build a community of trust and mutual respect. The time leading up to the opening of the school year will be spent conducting needs assessments, listening to stakeholders and otherwise building the foundation for reflective change. The first year of the school will be spent implementing the common vision as articulated by the stakeholders. The subsequent years of operation will be spent growing and shaping school culture collaboratively.

With the academic and holistic needs of the students at the core of our concerns, we will work within this diverse environment to create and implement policies that are supportive and validating for all stakeholders and students.

Describe the professional culture you envision at the proposed school.

Validation Academy at 42nd Street believes that teachers and the school itself must be lifelong learners just as much as their own students. This expectation is consistent with Standard #6 (Developing as a Professional Educator) of the California Standards for the Teaching Profession, which is published by the Commission on Teacher Credentialing. Specifically, standard #6 of the California Standards for the Teaching Profession is as follows:

Standard 6: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

As you can see, teaching is not just a career for oneself, but it is also a commitment to others, including students, families, and fellow teachers. Validation Academy at 42nd Street has established a culture where teachers see this commitment not as a burden, but as a source of pride. They embrace professional development because they see it as an opportunity to add to their repertoire of skills as a professional educator. Since they are working toward a shared vision of student achievement, they are excited to collaborate with each other as they share their struggles and successes in an effort to make each other stronger as educators.

Explain how the professional culture you envision reinforces the Instructional Program outlined above.

Validation Academy at 42nd Street recognizes that having a sound instructional program alone is insufficient at raising academic achievement, and that you need strong teachers to deliver the curriculum. The professional culture envisioned seeks to develop master teachers who can masterfully support the instructional program. Since the impact of the instructional program is correlated with the effectiveness of the teacher, it makes sense to build a strong professional culture.

Identify activities and structures that will support the achievement of the professional culture envisioned.

Training Academy: The Training Academy is the centerpiece of Validation Academy at 42nd

Street's professional development program. In the spirit of creating a "sense of synergy" where the entire school community is focused on student achievement, every single employee in the entire organization, including support staff, attends the first day of the Training Academy. This is where everyone is reminded to the school's vision of student achievement, and it gives a sense of purpose and meaning that drives the staff for the entire rest of the year. During the Training Academy, the expectations for the year are laid out, and teachers know that throughout the year, professional development will be focused on student achievement.

Ongoing Weekly Professional Development: Professional development occurs every Wednesday after school. Teachers know that this is a consistent time in which the teaching staff comes together to reflect on the previous week and to plan for upcoming weeks. The weekly professional development consistently refers back to the major themes and concepts that were discussed during the summer Training Academy. The format varies from whole group to grade level meetings to department meetings, depending on the topic.

Lesson Study: Lesson study is a professional development process used to help teachers examine their practice. Teachers plan a lesson, deliver the lesson in an actual classroom, observe the lesson, and analyze its effectiveness. To facilitate the observation phase, lessons may be videotaped. Having teachers conduct lesson studies of themselves shows that the school values their opinions of themselves and of each other.

Mentoring and Coaching: Mentoring and coaching are provided to teachers so that they can learn from a more experienced educator. The mentor or coach work with teachers in a non-evaluative setting so that they feel safe sharing and struggles that they may have and can give and receive honest feedback.

Conferences and Workshops: The school sends teachers to conferences and workshops so that they can learn from experts outside of the school. Investing in their training communicates to teachers that their professional growth is valued. Upon returning to campus, teachers are then expected to share what they learned with their peers.

Discuss how you plan to introduce the activities and structure to teachers.

These structures and activities will be introduced throughout the year. During the interview and hiring process, the leaders outline the vision and goals of Validation Academy at 42nd Street This way, applicants know the culture of the school upfront and can factor that into their decision to work for the school. Those who accept a teaching position do so with a full understanding of what it means to be an educator at Validation Academy at 42nd Street.

Teachers will receive training during the weeklong Training Academy. During that training, the expectations for the year are laid out. Administrators will receive training during the two-day Leadership Academy, and the Support staff will receive training during the two day Support

Staff Training. During weekly training and during mentoring and coaching sessions, professional development opportunities that come up such as conferences and workshops are discussed.

B-2b Professional Development (PD)

a. **Professional Development**: Describe what effective PD will look like at your school. Identify the school's goals and strategy for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of the student population? In the appendix, attach a tentative PD schedule that illustrates your allocation of time for PD activities throughout the year. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with the PD schedule. If you are a traditional, pilot, ESBMM, or network partner team seeking PD autonomy, include a description of how you will use the autonomy.

School-Wide Professional Development Plan

Validation Academy at 42nd Street is committed to extensive staff development before, during, and after each school year. In order to be seen as a genuine model for students, teachers must be seen as active learners.

Professional development will be data driven, research-based and centered on identified student needs. A professional learning community will be build where teachers and staff are fully involved in a self-reflective process of improvement, impacting student success using models of peer coaching and mentoring resulting in greater teacher efficiency and capacity.

Prior to each school year, a professional development program will be held for staff. During this time all new staff will receive assistance in the areas listed below. For continuing staff this will be a time of either further developing and refining their work in these areas or, actually leading the professional development workshops as it is Validation Academy at 42nd Street's aim to create a learning community for all stakeholders. The topics to be covered include, but are not limited to the following:

- Child and adolescent development
- Research on teaching and learning
- Strategies for carrying out effective advisory programs including interpersonal skills and conflict-resolution training
- Culturally relevant pedagogy
- Portfolio and exhibition development with students
- Pedagogic tools including Socratic Seminars, Reciprocal Teaching, project and thematic-based teaching, and narrative assessment
- Curriculum development focusing on integrated curriculum
- Connections between teachers, communities, and families
- Specific training in core content areas

During the school year there will be additional sessions on these and other topics further refining teacher practice as the year unfolds. Additionally, occasionally during the day there will be faculty study time. At this time students will be given time to study or read while their teacher reads or does research in their presence. Again, the School's goals include not only faculty development but students having role models of adults as learners as well.

Our intention is to work directly in classrooms and establish relationships with teachers over an extended period of time to produce real, sustainable results in increasing academic achievement for underperforming students in a way described by Michael Fullan (2009) as learning while doing the work, not while sitting in professional developments In general, professional development success is directly tied to high levels of implementation and fidelity with the program or innovation. We strongly believe that our approach to professional development, which is the infusion of culturally and linguistically responsive strategies and activities into the core academic program, increases those chances of attaining high levels of implementation and student success.

Our comprehensive professional development program is designed to accomplish three objectives:
1) Build teachers' background knowledge in the cultures and languages of underserved students,
2) Build teachers' skill level in five specific instructional strands, and
3) Create exemplary classroom models at school sites for emulation.

In order to meet our objectives, the professional development package is presented in three levels, each layer acting as a scaffold to full implementation.

Level 1 – Builds Teachers' Knowledge
This layer involves four full day sessions (four day summer institute) of knowledge and content building. For most participants, culturally and linguistically responsive teaching (CLR) is a new concept that has been misunderstood and/or misconstrued. After experiencing these four sessions, participants will have a solid understanding of the socio-historic connection to present- day systemic failure and why culturally and linguistically responsive teaching is necessary.

Level II – Build Teachers' Skill Level Capacity
Our second level is Building Teachers Skill Level Capacity, focusing on classroom instruction through a series of workshops. Level two emphasizes the how-to of the instructional strategies and activities. In this tier, educators are provided with specific, detailed instruction on how to infuse Culture and Linguistically Responsive (CLR) strands on a day-to-day basis. Although culturally and linguistically responsive teaching is not a curriculum, there are steps classroom teachers can take each day to impact learning for their Standard English Learners or underserved students. Delivered by the real experts, classroom teachers with a practitioner's

focus, each of these workshops is 90 minutes to 2 hours to a full day in length and can be combined into full days of training.

Level III – Direct School/Classroom Support
Level III, Creating Exemplary Classrooms, brings the professional development directly to the classrooms through demonstration lessons with actual students and a coaching component to provide critical feedback.. When educators receive direct support at schools, consistent and deep implementation of instructional innovations occur. Direct school support comes in three forms – demonstration lessons by experts, coaching with an expert, and lastly establishing a critical friends group.

Describe what effective Professional Development (PD) will look like at your proposed school.

Validation Academy at 42nd Street will use an on-going program of professional development that engages in capacity building to ensure that teachers have the skills to deliver the school's instructional program. The year will begin with teachers coming together to discuss student data.

Throughout the year, we will continue to look at different data sets as a means of marking our areas of successes and areas where more work is needed. A reference that will be made available to teachers is *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* by Laura Lipton and Bruce Wellman. This will be followed by a discussion on supporting English Language Learners using Sheltered Instruction and Scaffolding Instruction. These two areas are critical in order to effectively use SIOP and/or SDAIE strategies in every content area.

Our goal is to have all students proficient in English before they leave middle school. In their article, "What Teachers Need to Know About Language," Lily Wong Fillmore and Catherine E. Snow provide a rationale for why current and prospective teachers need to know more about language than was thought necessary before. The authors provide a checklist emphasizing courses that in-service teachers need to take to prepare them for the multilingual, multicultural classrooms of today.

Teachers will be actively involved in curriculum development and receive training prior to the start of each school year. Summer reading may include *Culturally Responsive Teaching*: *Theory, Research, & Practice* by Geneva Gay, and *Teach Like a Champion* by Doug Lemov**.** These books will, in part, help teachers consider using multiple modalities, multiple assessments, and multiple entry-points so that all students can meet the standards

Weekly meetings will be held to implement an on-going professional development plan and to create an atmosphere of professional dialogue about various issues. Validation Academy at 42nd Street will arrange for training from a variety of professional development providers in addition to using in-house expertise. One of the team's members, Anthony Jackson, has been trained in LAUSD's special education administrator training program for Assistant Principals, Elementary

Instructional Specialists (AP-EIS). Thus, Mr. Jackson or one of the school's Resource Specialist Teachers can provide professional development in special education, including understanding the IEP process.

Whenever possible, professional development will be provided by the publishing companies and/or by content area experts (guest speakers) on how to use and teach the specific instructional programs selected by the school. Experienced teachers and the administrators can also lead professional development based on their personal teaching experiences, research, and observations. Beginning teachers will receive extra support through BTSA (Beginning Teacher Support and Assessment).

Validation Academy at 42nd Street plans to designate funds for conferences such as the annual California Charter Schools Conference and other outside professional development. The School will encourage every teacher to belong to one professional organization in her/his content area and to consider attending a local or national conference every two years such as attending the National Science Teachers Association (NSTA) conference or the California Mathematics Council (CMC) conference. Throughout the year, teachers may have the opportunity to conduct peer observations as a part of Lesson Study or Critical Friends.

Additional details of the school's professional development plan and specific professional development providers will be determined throughout the year by the students' and teachers' needs. During the first year of operation, there will be many subjects and topics that need to be covered but realistically not all the topics can be covered all at once. Thus, the school will have to prioritize its professional development plan and make changes as necessary based on teachers' and students' needs.

Identify the school's goals and strategy for ongoing PD.

Validation Academy at 42nd Street's goals for ongoing professional development are two-fold:

1. Set a high standard of teaching, and
2. Help teachers get from their present level of performance to the level of a master teacher.

Since teachers have varying levels of skill and experience, Validation Academy at 42nd Street will use the strategy of the gap analysis model to help teachers continually improve and work toward the level of a master teacher.

Validation Academy at 42nd Street will use a simplified version the gap analysis model used in the Rossier School of Education at USC and described in *Turning Research Into Results: A Guide to Selecting the Right Performance Solutions* by Clark and Estes.

A simple version of the gap analysis model has the following steps:

1. Identify the desired level of performance
2. Describe the actual level of performance
3. Assess causes of the gap between desired performance and the actual performance
4. Come up with solutions to close the gap

This model is important because all too often, people identify a gap, then jump straight to a solution to close the gap without understanding the cause of the gap. As a result, people end up implementing the wrong solution. In the gap analysis model, the causes of the gap must be analyzed first before any solutions are recommended. Using the gap analysis model allows teachers to reflect thoughtfully on the situation and be more deliberate about coming up with solutions.

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.

The student information and data system that will be used is a centralized system that will aggregate data from the entire school over multiple years, and every teacher will use the system. This allows the instructional program to develop instructional coherence throughout the school. For example, the system allows for the use of longitudinal data in which students are monitored over several years as they progress from one year to the next. The system will show how a student is performing in each subject across grade levels. If an entire class of students performs well in but suddenly starts performing poorly in the next grade, the data may indicate that there is a problem that needs to be addressed. In this way, the school can help to make sure that the quality of instruction is consistent throughout the grade levels and that everyone is on the same page. This builds instructional coherence and support for the instructional program.

The professional development plan is also meant to build capacity in an effort to improve teaching and learning, school performance, and student achievement. By identifying gaps that teachers need to work on, they become more skilled and can be more effective at addressing instructional challenges that arise in the future.

How will the PD program be differentiated to support teachers at various stages?

Beginning teachers have a high need for more guidance and mentoring. For this reason, they will be provided support through programs such as BTSA (Beginning Teacher Support and Assessment), and they will be assigned a mentor teacher. During the Training Academy that occurs over the summer, new teachers will come in for additional days of training to bring them up to speed with more experienced teachers.

In the interest of lifelong learning, teachers with more skill and experience also need

professional development that addresses their unique needs. For example, they need time to reflect on themselves and think about how they can continually improve. If they do not, there may be a tendency to fall into a routine and stagnate as an educator. Therefore, more experienced teachers will receive professional development that is differentiated for their needs.

Teacher Orientation
All new teachers will participate in the program as described above and below

PD Calendar
4 Days of Foundational Training   July 2012
10 Capacity Building Workshops   August 2012 – June 2013
8 In-Class Demonstration/Coaching Cycle   September 2012 – April 2013
8 Focused Professional Development Sessions (content area or strategy specific) September 2012 – April 2013

Program Evaluation
The PD program will be evaluated in three ways:

1. Participant evaluations and surveys
2. Focus group discussions by grade levels spans
3. Third party evaluation will be conducted on an annual basis

Professional Culture
Using the theoretical framework of Michael Fullan's "Six Secrets", Validation Academy at 42nd Street will develop a culture that is built on the foundational principles of professional collaboration, community, and competency. Fullan's Six Secrets provide a model for organizations to follow in order to increase the chances of those principles become actions that are commonplace the Secrets are Love your employees, Connect peers with purpose, Capacity building prevails, Learning is the work, Transparency rules, and Systems learn. Each of these secrets will transfer into overall professional culture that leads to school success - student achievement.

Teachers and staff will work collaboratively to develop and implement strategies supportive of the overall school culture and of creating opportunities for student success. Grade level meetings with participation of teachers as well as support staff will become forums for discussion of specific plans and strategies, for evaluating strengths and areas of continued attention. All communication between those working at Validation Academy at 42nd Street will taken place within the context of what is best for our students and the goal of academic success.

Teachers will work together to make decisions relating to student progress and any needed adjustments in the instructional program. The vehicle for these conversations will

be Grade Level Student Achievement Teams (GSAT). GSATS are critical inquiry groups which engage teachers in an exciting, critical and dynamic collaborative learning process. GSATs encourage teachers as researchers and facilitate the process of garnering effective, consistent instruction throughout the school. The GSAT components include:

MEETINGS GSAT meets after regular work hours to discuss instructional issues that are related to student outcomes and student achievement. Possible topics include lesson planning and lesson study, student products, instructional strategies, use of resources, classroom environment, and assessment. The primary goal is to improve instructional practices in the classroom and create a climate where teachers feel comfortable as researchers sharing and discussing their practice.

PEER COACHING This research-based professional development method encourages and enhances collegiality and improved instruction. It is an on-going, confidential process that allows teachers to share expertise, provide feedback and support, and assist each other in developing and refining classroom skills. Peer coaching provides one-to- one opportunities for non-evaluative feedback in a non-threatening situation. At its essence, the peer coaching model allows teachers to learn from one another as they plan instruction, develop support materials, and watch one another work with students, while considering the impact of their behavior on student outcomes and achievement.

FOCUS ON STUDENT WORK This critical friends group of teachers meets on a monthly basis after school to extend the discussion to specific student outcomes and broader issues within the school. The process encourages teachers to offer feedback to each other in challenging but non-threatening ways. The purpose is to increase student achievement and to create an avenue for open, candid dialogue in a positive environment.

Evaluation
Each teacher at Validation Academy at 42nd Street is responsible for developing a customized, personal professional development plan in collaboration with the instructional leadership.

The Professional Growth Plan, commonly known as the PGP, serves two purposes. One is to inspire professional growth, through reflection and collaboration. It assumes that the classroom teacher, as a professional is interested in making whatever they are doing better, no matter how good they already are. It assumes that the teacher desires to increase their knowledge in the various areas that are the foci of the work. It assumes a commitment to change, not just professionally but personally. The second purpose of the PGP is evaluation. Used as a summative assessment, it determines growth from year-to-year and the capacity for which the teachers are to continue to work at Validation Academy at 42nd Street.

The PGP is divided in to five categories. Each is meant to stimulate a process of reflection, collaboration, and evaluation.

Increasing Our Knowledge Base and Being Professional - Building knowledge in the areas of instruction in general, culturally and linguistically responsive teaching and learning, literacy and language, technology, content area, education psychology, and other issues.

Focused Instructional Planning - We pride ourselves in intense, focused, structured instructional design. Excellent teaching is always based in thorough preparation and careful thought.

Contribution to the Community - Think of one's contribution to the community as a legacy to Validation Academy at 42nd Street. This contribution is something that one can look back on as say, "I started that, I created that, and I made that difference."

Student Achievement - High stakes is the name of the game in education today. We live/die by our test scores, whether we like it or not, regardless of fairness. Thus, our focus has to be high stakes teaching

Taking the Whole Self - An unhappy person makes for unhappy teaching. An unhealthy person makes for unhealthy teaching. An unkempt person makes for unkempt teaching.

Individuals who are having challenges in helping students achieve will work with administrators to develop a Professional Improvement Plan (PIP). The PIP will be used over a period anywhere between 30 -90 days to identify specific steps and strategies to be used to bring about a change in classroom effectiveness. The PIP will be used to paid the individual with a more successful partner who can serve as mentor and provide feedback and support during this time. The idea will be that an ongoing investment is being made in the teaching staff just as an ongoing investment is being made in the students. We believe in continuous improvement and as such will work hard to ensure that all avenues of support are being utilized to give the teaching staff what they need to be successful. After the PIP period a meeting will be held with administrators and peer mentor (if requested) to discuss outcomes and next steps.

Feedback
- Confidential surveys and ratings will be sued to collect and deliver feedback to administrators. This information will be used to further develop teachers and other school staff members.   Survey and ratings results will indicate areas of strengths and areas in need of support thus informing administrators of changes to consider to topics for professional development.
- Further, Validation Academy at 42nd Street will utilize a Program Evaluation Committee to evaluate the success of the overall academic program. This committee will convene

each March to design and disseminate the confidential Program Evaluation Questionnaires. Changes will be made to the evaluation questionnaires, if necessary, based on the previous year's experience in terms whether the question was understandable, whether it was a good question giving the information sought, and/or whether there are new questions to be added or old ones deleted. The evaluation results will be turned over to the administrators and Curriculum Committee to determine what, if any, changes are to be made to the program for the coming year.

i. **Management of Multiple Schools:** *For network partners, charter schools, and local district teams*. Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.

Same as has been detailed in the previous section.

d. **Teacher Orientation:** Describe the orientation 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.

Describe the orientation program for new and existing teachers.

Validation Academy at 42nd Street will conduct a Training Academy over the summer before the school year begins. All teachers, including new and existing teachers, are required to attend. The Academy lasts between three to five days in August, after the scores from the previous year's California Standards Test have been released.

The first day of the combined training starts off with a data-driven session in which each school's previous performance results are reviewed. Once students' needs and causes are identified, the school's instructional philosophy and strategic plan to address these needs for the upcoming school year are then presented. Going over data first and identifying student needs helps to better prepare teachers to deliver the curriculum. For example, if the data shows that using visual models helped struggling students to improve by making abstract concepts more concrete, then teachers will better understand this part of the curriculum.

Additionally, the combined training sets the stage for vertical teaming and cross-grade- level collaboration, including both within the school and between schools. This is beneficial for teachers at all grade levels. For example, upper grade teachers get a better understanding of what their students should have learned in the past, and lower grade teachers get a better understanding of what their students will be expected to learn in subsequent grades. When teachers see instruction outside of their own grade level, it leads to greater instructional coherence between grade levels. It also gives teachers a better idea of how to differentiate instruction if students are performing below grade level or above grade level.

After the combined training, subsequent sessions are then broken up according to grade level so that needs specific to a certain grade span can be addressed. In addition to the Training

Academy that is required for all staff, new teachers also attend a New Teacher Training designed to bring new teachers up to speed with the school's instructional philosophy and to acquaint them with student needs. New teachers may observe in summer school classes so that they can see instruction in action. They may also help to lead these classes under the direction of a more experienced teacher.

During the weeklong Summer Academy, teachers will be exposed to the many resources and expertise available within the organization. As mentioned above, Anthony Jackson, co-founder of CLAS Charter, can assist with leading the answering and clarifying any issues dealing with Special Education. Dr. Sharroky Hollie, Co-founder of CLAS Charter, teaches **all** teachers how to teach basic math and reading, using phonemic awareness and syllabication as well as how to put together a yearlong syllabus. Daniel Russell, Lead Teacher, CLAS Charter will lead the discussion on classroom management.

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

The teacher orientation prepares teachers to deliver the curriculum, utilize the instructional strategies, and differentiate instruction by providing them background knowledge and the rationale for the instructional approach. When teachers are provided with a rationale, they better understand a concept and are more likely to implement the concept.

At a past orientation, the concept of fluency and its impact on reading comprehension was explained. Teachers listened to audio samples of students who read the same passage, but with varying levels of fluency. When listening to the audio samples, teachers noted that they had a much easier time comprehending the student that read with full fluency than the student that read with partial fluency. Since teachers had a better understanding of the profound impact of fluency on their own comprehension, they saw the value of teaching fluency to their students.

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

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

Open communication is the key to assessing the success and effectiveness of professional development on an ongoing basis and making changes as needed. At the end of each session, teachers will anonymously fill out a paper or online survey to provide feedback. This way, subsequent professional development can be modified to address these needs. Validation Academy at 42nd Street has a culture in which teachers feel comfortable sharing their professional development needs with each other via both grade-level and department

meetings, and they readily communicate these needs to administrators and to grade-level or department chairs. Classroom observations and student assessments are also indicators that are used to determine whether professional development is effective. Conferences are held with teacher to follow up with individual teacher strengths and needs.

One strategy that proves successful is to videotape model lessons and present the video to the entire staff during training. By using this video review, the staff can see their peers implementing the practices that were discussed previously. In this way, the effectiveness of the professional development is reviewed, and changes can be made as necessary.

Student assessment results will also be an indicator of the effectiveness of professional development. For example, we will use the SRI (Scholastic Reading Inventory) quarterly to check the progress of students. If teachers are successfully implementing recommended strategies, it should reflect in the progress of their students.

5f.   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.

Validation Academy at 42nd Street will use its professional development autonomy to structure its two-hour weekly staff meetings in one of three different configurations. These configurations create a professional learning community that facilitates collaboration in multiple ways to improve instructional practice and student learning.

In the first configuration, the entire teaching staff from all subjects and all grade levels is together at one time. This allows the staff to discuss topics that are relevant to the entire school community. For example, one topic that is applicable to the every class on campus is the topic of helping students become self-directed learners by teaching them about metacognition (one's knowledge of one's own cognitive processes). Since every teacher in the school needs to know about metacognition, this topic will be covered during an all-staff meeting.

The second configuration is grade-level meetings, and it allows teachers within a same grade level to have discussions about students that are in all of their classes. For example, if the 6th grade English teacher and the 6th grade Math teacher notice that the same 6th grade student is struggling in both classes, they can come up strategies to help the student that are consistent between classrooms.

The third configuration is department meetings. For example, all the Math teachers in grades six, seven, and eight would meet. This allows cross-grade level collaboration to take place. For example, an eighth grade teacher may get advice about a student who is struggling with the sixth grade skill of simplifying fractions. The eighth grade teacher may also communicate to

seventh grade teachers about what students should learn in the seventh grade in order to be more successful in the eighth grade.

B-3. Assessments and School-wide Data

Validation Academy at 42nd Street believes that assessment is an extricable element of the education process. According to Richard Mayer in *Applying the Science of Learning,* the central mission of education is to help people learn, and assessment is needed to determine whether that mission is being accomplished and whether people are indeed learning. Mayer describes "The Big Three" as consisting of Learning, Instruction, and Assessment, which are shown below.
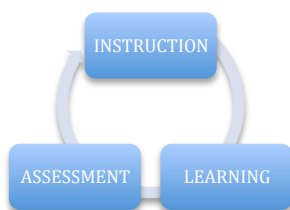
Mayer's figure explains that learning is in the center of the education process and that effective instruction is intended to cause learning. The figure further shows an arrow leading from learning to assessment because assessment provides feedback as to what was learned. Additionally, an arrow leads from assessment back to instruction because assessment is useful for responding to student needs and for planning for future instruction. Mayer explains that since not all instruction is equally effective, there needs to be a means to determine what works best.

Validation Academy at 42nd Street's school assessment philosophy has already been working extraordinarily well in actual practice for the past seven years. 42nd Street staff prides themselves as being data- driven. As a result, its students have shown great academic progress.

In addition to using *Applying the Science of Learning* as the research basis behind its assessment philosophy, Validation Academy at 42nd Street also uses *A Taxonomy for Learning, Teaching, and Assessing* by Lorin W. Anderson and David R. Krathwohl. The taxonomy provides practical guidance for accurately assessing student learning. For example, according to the taxonomy, a student who studies only by memorizing definitions on flash cards may do well on multiple choice questions which typically assesses *factual knowledge*. However, the same student may do poorly on essay questions because essays typically assess *conceptual knowledge*. The taxonomy explains that the type of assessment used must match the type of knowledge being assessed.

> a. **Student Assessment Plan:** Describe the school-wide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific

Describe the school-wide assessment plan for the proposed school.

Validation Academy at 42nd Street will use a variety of formative and summative assessments since no single measure can paint a complete picture of student achievement all by itself. Also, since student learning is a constantly fluctuating measure, Validation Academy at 42nd Street will use assessments on an ongoing basis so that teachers always know what students are learning.

The different assessment methods selected will ensure that the assessments guide instruction and that there are no surprises at the end of the year. For instance, since assessment will occur throughout the year, teachers will be able to immediately implement new strategies or re-teach lessons based on their students' current assessment data. Additionally, students may be recommended for intervention programs (i.e., after school intervention, Saturday school, and/or summer school) based on the results of on-going assessment data. As a result of the on-going assessments, teachers, parents/guardians, administrators, and students should always know how well students are performing based on grade-level state standards at any given point in time. They should not need to wait until the end of the year to find out how well students are performing. Assessment data will also be used throughout the year to help determine professional development needs so that teachers can obtain the help and support they need in order to assist their students in a timely manner.

What formative and summative measures will you use to determine student progress and success?

Formative Assessments: Rather than waiting until the end of the year to measure outcomes, Validation Academy at 42nd Street uses formative assessments throughout the year. Teachers use publisher-created assessments that are included in the curriculum that the school purchases. Teachers also use teacher-created tests to assess skills not already covered by publisher-created tests. Formative assessments are often administered weekly, biweekly, and/or monthly, depending on the test and the subject. Technology may also be used for formative assessments. The Scholastic Reading Counts program is a technology-based assessment that schools use to provide weekly analysis of students' reading comprehension. Additionally, teachers use formative assessments constantly throughout the day during the course of their lessons. When teachers ask students questions to check for understanding during the lesson, notice where students are confused, and clarify a concept, they are using a form of formative assessment and instantly making instructional adjustments.

Summative Assessments: Summative assessments will include publisher-designed and/or school-designed assessments. Teachers will compare students' growth in core assessments at the beginning of the year versus the end of the year. Additionally, since assessment occurs throughout the year, there should be no surprises at this point. Summative assessments can also be technology-based such as the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI). SRI tracks students' independent reading levels (Lexiles) over time. SMI monitors students' math abilities over time. State mandated summative assessments include the California Standards Test (CST), the California English Language Development Test (CELDT), and the California Physical Fitness Test.

Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state- required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

ASSESSMENT	TIMING/FREQUENCY	GRADES ASSESSED	RATIONALE/PURPOSE
Teacher Observation	Daily	All	Formative assessment that provides immediate feedback on student learning so that teachers can readily adjust instruction to meet student needs
Quizzes, Chapter and Unit Tests, Lab Write ups, Projects, Writing Assignments	Varies, at least once every 10 days	All	Formative assessment that provides timely feedback on student learning
Periodic Assessments	3-4 times per year	All	Summative assessments that provide immediate feedback on content specific learning. The main purpose is to track student growth over time.
Physical Fitness Testing	Annually	5, 7	Summative assessment evaluating overall student fitness
California Standards Test	Annually	2-8	Summative assessment

			evaluating student proficiency levels in core subjects
CELDT	Annually	English Learners	Summative Assessment monitoring English Language Development

4d. Assessment Development:

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

Since Validation Academy at 42nd Street will purchase existing curricula that already comes with assessments, the curriculum and assessments is already developed. The Principal will make sure that the assessment schedule is in place.

B-3b. Graduation Requirements:

Describe the graduation requirements.

Students must pass all their classes with an A, B, or C in order to be promoted to the next grade level. If students fail two or more core classes, they will not be promoted to the next grade level. If they fail one core class, the decision to promote or retain will be decided on a case-by-case basis by teachers and administrators. If a student is promoted but fails a class again in the subsequent grade, the student will not be promoted to the next grade level.

The Illuminate Student Information System will be used to measure student progress and determine readiness to graduate. The system will keep track of each students' transcript to make sure the required courses are successfully completed on a timely basis.

B-3c. Data Collection and Monitoring
Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform programmatic and instructional decisions and address specific student needs, improve instruction, make adjustments to curricula and other school components, and inform professional development.

Describe the school-wide data collection and monitoring plan.

The school's administration will coordinate the collection and monitoring of pupil achievement data. The school will use technology and centralized databases to manage the vast amount of information that are part of the assessment system. Data will be collected via the LAUSD Secondary Information System (SIS) and Illuminate Student System (SIS) and Illuminate Data and Assessment Management SystemTM (DnA) which provides reporting tools and graphs that assist in the analysis of data. These systems not only allow for the collection of data, they allow staff to run reports in order to analyze the data and make it actionable.

Teachers will be issued a networked laptop computer so that they can use a browser to enter assessment data. The Illuminate Data and Assessment Management System allows for individual student answer sheets to be scanned into the computer to be automatically be graded and have scores automatically posted to the teacher's grade book. The data in the grade book will then be used to generate quarterly report cards.

Reports can also be run on the system that can help identify students in need of intervention based on their assessment results. This way, intervention classes can be scheduled in response to students' instructional needs.

What data will the school collect to measure student progress?

Many types of data will be collected to measure student progress. For example, data on students' English Learner classification will be collected using the District's ISIS system. This allows for English Learners to be identified so that teachers can differentiate instruction for them in consideration of their language needs.

Since Validation Academy at 42nd Street will be using a centralized student information and assessment system, teachers will maintain their grade books online. Teachers will take attendance on their laptops, enabling the administrators and the office staff to identify students who are absent or tardy. This way, the school can quickly follow up on students and make sure that they not missing any school. Teachers will collect data on student performance, including grades on homework assignments, quizzes, classroom assignments, projects, chapter tests, and unit tests. Additionally, teachers will track student behavior on their computers as well.

By keeping track of attendance, grades on assignments, and student behavior on the same system, it helps paint a more complete picture of a students, makes it easier to measure their progress, and facilitates adjusting instruction to meet their needs.

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.

Inform programmatic and instructional decisions: Collecting data using a centralized system

allows for the aggregation of data, which helps inform programmatic and instructional decisions. For example, if the results of a reading assessment show that a group of students is struggling with reading comprehension, these students can be group accordingly, and a program can be designed to address their specific instructional needs

Assess student needs: The data system allows specific analysis of student needs. For example, if students are struggling with reading comprehension, the data may reveal that students are having trouble with a specific area of reading comprehension, such as understanding figurative language.

Intervene with students who need additional help: As mentioned before, since Illuminate makes it easy to identify groups of students who are struggling, and interventions can be planned to address their needs. These interventions may take place in the classroom since the teacher will know exactly who is struggling, or interventions can take place outside of the regular school day, such as after school, during Saturday school, or during summer school.

Improve instruction: Illuminate allows teachers to conduct error analysis to better understand why students are making certain mistakes. It not only shows how many students got a specific question correct or wrong, but it also shows teacher how many students picked a specific answer choice. For example, if the correct answer choice to a math question is choice C, but most student picked choice B, the teacher can analyze the responses to determine why so many students picked the same wrong answer, and he can re-teach the concept accordingly.

Make adjustments to curricula and other school components: As shown above, data can be used to quickly make adjustments to the curricula and instruction. Additionally, other school components can be adjusted as well since the data system combines information from attendance, student performance data, and student behavior data. This includes the creation on intervention programs, following up on students who are struggling because of inconsistent attendance, and providing support to students who are struggling academically because of behavior issues, or vice versa (have behavior issues because they are struggling).

Inform professional development: The data system can also be used to inform professional development. For example, assessments may reveal that eighth grade English students in a particular class are performing well, and the teachers may not know how to challenge them. In this case, professional development will be planned to help teachers provide extension or enrichment activities.

B-3ci. Management of Multiple Schools: *For network partners, charter schools, and local district teams*. Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, district-, or network-levels.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate
   a. **Description of School Culture:** Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.

Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety.

Validation Academy at 42nd Street refers to its students as "scholars," and it actively promotes a culture and climate that is in line with its vision of college admissions for its students.

Academic Achievement: Validation Academy at 42nd Street creates a culture in which academic achievement is valued and celebrated, and students are taught about college. For example, a tradition at Validation Academy at 42nd Street is for all incoming students to take a college campus tour to help them visualize their college goals and to help them understand why academic achievement is important.

Student Motivation to Succeed: Validation Academy at 42nd Street motivates its students by helping them attribute their success to hard work and effort rather than external factors such as luck and circumstance. This approach is based on attribution theory, which was developed by Fritz Heider, Edward Jones, Harold Kelley, Lee Ross, and Bernard Weiner. Carol Dweck also explains attribution theory her book *Mindset: The New Psychology of Success.*

Personalization: Adolescents go through many changes as they develop their sense of self and personal identity. For example, the National Middle School Association (NMSA) explains that young adolescents often "believe that personal problems, feelings, and experiences are unique to themselves." Since personalization is such an important issue at this age, Validation Academy at 42nd Street values each individual and help make them feel that their school experience is personalized.

Safety: The NMSA explains that successful schools for your adolescents are inviting, supportive, and safe. The culture will promote a safe campus in which interactions between and among students and adults demonstrate a high level of respect. The school promotes an environment that is free of bullying, harassment, and teasing.

Identify specific ritual, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned.

Morning Affirmation: Each school day starts with the Morning Affirmation where students and

faculty join together to start the day. They recite the Pledge of Allegiance, and other affirming poems to remind ourselves that we are a community of learners committed to making the best choices each day.

Scholar Lessons: At the beginning of each year, students are taught the Scholar Lessons, which are twenty concrete practices that students engage in order to have a scholarly campus. These are "hidden rules" of successful students that will be made explicit for students.

Character Education: With the topic of bullying in the forefront of the headlines and on the President's agenda, we use Character Counts from the Josephson Institute as our main source of character development, and Discipline Without Stress by Dr. Marvin Marshall as our training method to aid teachers in developing strategies for classroom management.

Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

Incoming students will attend a Summer Bridge program so that they are introduced the school culture before the first day of school. During Summer Parent Orientations starting in June 2012, parents will learn about the expectations of the school and will learn about the culture. Teachers attend a Training Academy over the summer, and the school culture is discussed at that time. Other staff are also an integral part of creating a positive culture, and they receive training over the summer along with the teachers.

B-4ai.   Management of Multiple Schools

Describe how the organization will transition the culture of the existing school(s)/campus(es) to the proposed new school(s)/campus(es). How will the organization leverage current expertise within existing school(s)/campus(es) to accomplish this transition?

We assign experienced leadership who already know the desired culture to the new campus. For example, when we started with an elementary school and added a middle school, one of the existing elementary Co-Directors was assigned to be a Co- Director at the new site. With a strong leader in place who is already skilled at creating a shared vision, it makes it easier to develop the culture at the new school and it leverages their expertise.

A second approach is to have a combined organizational training as a method of induction of new personnel into the culture of the school. One of the ways this is done is through the Training Academy that occurs over the summer before the school year begins. At this training, the entire organization is there, and schools vision is explained. This way, new personnel can see that even though the campus is know, the culture of achievement in the organization is already established. This gives personnel a clearer standard to live up to.

During the Training Academy, the history of the organization is also explained as are the past

results of each of the schools. This gives personnel the context and frame of reference to understand why things are done a certain way. Also, when they see that the culture works as evidenced by increased student achievement, it makes it easier to buy in to the culture.

Parent Orientations are another key way that the culture is transferred. Parents attend the orientation over the summer before the school year begins. Much of the same information that was presented to teachers is also presented to parents, including the history of the organization and evidence of effectiveness via past results. The Parent Orientations are led by the school's Principals as well as the executive staff.

A final approach that has been used in the past is to conduct a Summer Bridge program for all new incoming students over the summer before the school year beings. This gives students an opportunity to learn and understand the culture of the school in a smaller setting, and it gives students and teachers and opportunity to get to know each other, thereby building a greater rapport. During the Summer Bridge, Scholar Lessons are taught, which is a set of 20 practical ways for students to be successful. These are the "hidden rules" of successful students that are made explicit so that all students can benefit.

B-4 b. Student Support and Success: Describe exactly what student success will mean at your school. What will you do to ensure students are successful?

Describe exactly what student success means at your proposed school.

Not only do we want them to strive for high academic standards, but they should also have high moral and ethical standards, be hard working, respectful, and responsible. Student success also means preparing students for life after middle school and high school. We plan to use a simplified versions of *Career Choices,* which asks students to draw up a ten-year plan so that they can define for themselves what success means.

Validation Academy at 42nd Street will motivate kids to come to school and stay in school by helping them feel successful in all aspects of their lives, including academically and socially. Helping students to feel successful academically involves providing them with the instruction that they need to do well in class, as well as teaching them that success depends on hard work and effort. From a social standpoint, helping students succeed socially includes teaching students about positive peer interactions and teaching empathy.

B-4 c. Social and Emotional Needs: Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis. Describe how the effectiveness of these programs will be measured.

Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve.

The book *This We Believe: Keys to Educating Young* describes lessons learned about adolescents over the past 35 years and gives advice for schools to be successful. Based on these findings, Validation Academy at 42nd Street will provide a number of programs for its students outside of academics. The school will implement a character education program such as Character Counts, Wise Quotes, and School Days. These programs cover topics including positive peer relations and bullying. Students will have opportunities to develop their identity and independence through clubs, after school programs, and organizations such as ASB. Counseling will also be provided to students to help them cope with social and emotional needs.

Explain how individual students will be identified and monitored on an ongoing basis at the school.

We will use the SST as a means of identifying which students are in need of support. This includes students outside of the IEP process. An adult, usually the classroom teacher, would begin the process by noting that student is in need of services and/or support. This information would be passed onto the Student Success Coordinator, who along with the Principal is in charge of monitoring students on an ongoing basis. Additionally, students and parents can speak to school staff to request assistance.

Describe how the effectiveness of these programs will be measured.

The effectiveness of the program will be measured by conducing interviews and anonymous surveys of those that are served. This will provide feedback to improve the programs. Other measures include the attendance, then number of office referrals, number of students needing less support, the number of students who turn their grades around, and the number of students who assume more responsibility for their work.

B-4d. College and Career Readiness: Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

Describe the specific programs that our proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they chose.

Validation Academy at 42nd Street's vision is for students to eventually attend the four-year college of their choice, and we wholeheartedly embrace this vision. In fact, as their very first field trip during our Summer Bridge program, all incoming students go on a college campus tour. Advisory classes are key conduits to expose students to college and career opportunities.

During advisory, students will be exposed to colleges nationwide. Field trips to colleges both locally and nationally (funding permitting) will be arranged. Students will learn about college entrance exams. College nights will be held to inform the families and students about the opportunities a college education hold for them.

B-4e.   School Calendar/Schedule: Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement. Attach a copy of the school year calendar as well as the daily schedule for both faculty and students (see Appendix K and L for samples). If you are a traditional, pilot, ESBMM, or network partner team seeking scheduling autonomy, describe how the school will use the autonomy.

Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students.

Validation Academy at 42nd Street operates on a single-track, modified traditional calendar of 180 days of instruction. Teachers attend the Teacher Training Academy in August before the school year begins. Classes begin at 8:15 a.m. and end at 3:20 p.m. The school has early release Wednesday for all grades so that staff meetings and professional development activities can be held every Tuesday afternoon, including common planning time for teachers. This time can also be used to conduct parent conferences, SST meetings, and IEP meetings. All classes will be part of the regular instructional day, including English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, and Physical Education.

Discuss how student and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

How Students and Faculty Will Be Grouped for Instruction: A number of grouping strategies will be used depending on the instructional needs of students. For example, both homogeneous and heterogeneous grouping will be used. Homogenous grouping will allow students who are performing at approximately the same level to be grouped together, allowing the teacher to more effectively key in on academic challenges that the students have in common. Conversely, heterogeneous grouping may also be used in different settings so that higher-performing students and lower-performing students can learn from each other.

Faculty are assigned to students based on student needs. For example, more experienced teachers who are stronger at instruction may be assigned to work with struggling students because these teachers are better equipped to address the instructional needs of this group of students.

Target Class Sizes and Teacher-Student Loads: The target class size will be approximately 24 students per class. If possible, students who are struggling academically will be placed in

smaller class sizes so that they can receive more individualized attention. While we believe that small class sizes are better than large class sizes, budget factors must be considered in determining class size. Additionally, we believe the effective teachers are a more important factor for student achievement than even small class sizes.

How the Proposed Schedule Promotes Student Achievement: The main rationale for the allocation of instructional time to different subject matter in the sample daily schedules is that the school wants to provide students access to every subject every day in order to build upon the learning that takes place in the classroom and to help students retain information better. For example, students may find it easier to retain information in a math class if they have class five times a week rather than three times a week because they have more opportunities to practice difficult concepts over time (distributive practice). Since a large number of students come to the school performing below grade level, teachers will have more time to differentiate instruction during the regular school day since they will be teaching the same group of students for the same subject every day. Thus, teachers will be able to spend more time reviewing difficult concepts and lessons for struggling students as well as enhancing lessons for high-achieving students.

B-4f. Policies: Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.

Please see Appendix C for the school's promotion, graduation, and discipline policies.

B-5. Parent and Community Engagement
  a. **Background:** Describe the community you will serve**.** Include an analysis of the strengths, assets, values and critical needs of the community. Discuss how the school aligns with community needs and expectations.

Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values, and critical needs of the community.

Validation Academy at 42nd Street seeks to serve students in the 90008 zip code of South Los Angeles, and the school design team has a proven track record of providing a transformational education for the students in this community.

The demographics of the target zip code consists of a majority of the schools enrolling 99% Hispanic and African American students in grades K-12 (See Table 1). Additionally, the school's target neighborhood has a high rate of low-income families with the majority of the schools consisting of 70-90% of the students qualifying for free or reduced price lunch.

Although Validation Academy at 42nd Street will be located in a high-poverty inner city neighborhood, its community still has many strengths, assets, and values, which can be

categorized as the three "P's" – People, Places, and Programs.

> **People:** One strength of the community is that it has many people who value creating a better life for children. Parents are one group of people who have been instrumental in the school's success..

> **Places:** Los Angeles is known as an urban cultural center. It is in close proximity to USC, and students have visited campus numerous times. Museums such as the California Science Center are located within one mile, and students have been to theatres such as the Ahmanson Theatre and Dorothy Chandler Pavilion.

> **Programs:** Validation Academy at 42nd Street's community also has many programs that are available for students. For many years, we have partnered with ABC Learning, which provides after school services free of charge for students. There are several parks in the area that provide athletic programs such as softball, swimming, and soccer.

In addition to having strengths, assets, and values, the inner city has critical needs that cause many stresses for residents.

> **Education Needs:** The neighborhood has struggled for generations with low- performing schools. The average API ranking for elementary schools, middle schools, and high schools in the neighborhood is a ranking of 1 out of 10, placing neighborhood schools in the bottom 10% of schools statewide.

> **Economic Needs:** According to citydata.com, the average adjusted gross income (AGI) on the 2004 income tax returns was $20,486 in the 90008 zip code, far below the state average of $58,600. There were 9,774 single parent households in the 90008 zip code alone.

> **Housing Needs:** Housing is a major issue as well. In the 90008 zip code alone, there were 6,809 households with six or more people living in it. Often, this overcrowding is a direct result of the economic needs described above.

From this analysis, one can see that families in the neighborhood have many more issues that they must deal with that compete with the need for greater educational outcomes. However, Validation Academy at 42nd Street intends to address the community's educational needs, since education is part of the solution to the societal challenges presented above.

Discuss your rational 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.

The 90008 zip code of inner city South Los Angeles is an area of great need, as shown in the

analysis above. We are intentionally selecting this area because we wanted to be a part of the solution and directly address these needs. We have personal and professional ties to the area and a deep commitment to its improvement. We have been serving area for the past nine years with CLAS Charter School, filling a critical need of greater educational outcomes and raising expectations in the inner city.

Outside of the classroom, our leadership team has taken its inner city students on a cross-country trip to Washington, D.C., down south, beyond our borders to Jamaica and even to Ghana. During these trip, students learned valuable lessons about the history of our country, the history of their ancestors and they learned how to be our next generation of leaders who will help make our world a better place to live by "bringing out the best in others."

Additionally, the work begun at CLAS Charter is not just a community asset, but a district asset and a **national asset** as well. The professional development work that we have done with other educators speaks to the national need to be better informed of culturally responsive practices. When schools and districts want to see the pedagogy in action, it is to our schools that they come and even our students and family share a sense of pride that something special is happening in our classrooms.

We believe that when community members are fully informed, they are as fully empowered as anyone else to do good. Therefore, we have already participated in community outreach activities, including those organized by LAUSD and those that we have initiated own our own and in partnership with civic organizations.

If Validation Academy at 42nd Street is selected, it will continue to conduct outreach in order to engage the community. It plans to do so by conducing information and feedback sessions for the community. Parents will continue to help with in-person outreach, and postcards will be mailed to households as well, which has been an effective outreach technique in the past.

> **b.** **Strategies**: Describe your team's history and experience serving this or a similar community. Explain the team's vision for engaging this community and the underlying theory that supports it. Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the school will provide for parents and guardians.

Describe your team's history and experience serving this or a similar community.

Sharroky Hollie is a tenured assistant professor at California State University, Dominguez Hills in the teacher education department. Professor Hollie teaches reading for secondary teachers, classroom management, and methodology. He has been a visiting professor in diversity for Webster University in St. Louis in the School of Education. As well as a guest lecturer at Stanford University.

Dr. Hollie is the co-founder of the nationally acclaimed laboratory school, Culture and Language Academy of Success (CLAS) in Los Angeles, which is a K-8 independent charter school that espouses culturally responsive pedagogy as its primary approach. Sharroky directs and develops the curriculum, professional development, and teacher development.

Sharroky Hollie is also the executive director of the Center for Culturally Responsive Teaching and Learning, which is a non-profit organization dedicated to providing stellar professional development for educators desiring to become culturally responsive. With the Center, Sharroky serves as a national expert, traveling around the country training thousands of teachers.

He is a featured author for Pearson publishing, co-authoring with Jim Cummins in the Cornerstone and Keystone textbook series and as a contributing author in the Prentice Hall anthology. His work has appeared in several edited texts, including Teaching African American Learners to Read, an International Reading Association publication edited by Mary Hoover and Bill Hammond (2005) and the anthology, Talkin Black Talk, edited by John Baugh and H. Samy Alim (Teachers College). Dr. Hollie's first book is *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* available through Shell Education (2011)and his second book, co-authored with Dr. Anthony Muhammad is *The Skill to Lead, The Will to Teach*, published by Solution Tree (2011).

Anthony Jackson currently serves as Chief Operations Advocate for the Culture and Language Academy of Success charter school (CLAS), in support of the school's vision of culturally and linguistically responsive pedagogy.

Previously he served as Coordinator, Elementary Literacy, in LAUSD's Local District G, where he was responsible for overseeing the implementation of the District's Open Court reading program. Prior to that he was a Specialist, Standard English Language Learners for the Academic English Mastery Program (AEMP) in Local District G. He served four years as an instructional adviser to the AEMP, formerly the Language Development Program for African American Students.

Mr. Jackson taught 2nd through 6th grade students for 10 years at 99th Street Accelerated School in Watts. He earned his Bachelors Degree in Political Science from UCLA and continued graduate studies in education at University of California, Riverside and California State University, Dominguez Hills, where he received a Masters Degree in Educational Administration.

Mr. Jackson has been either workshop presenter or speaker at conferences sponsored by the Los Angeles Council of Black Administrators (COBA), The Los Angeles Chamber of Commerce, The California State Department of Education, San Francisco Unified School District, Sacramento City Schools, and LAUSD 's Language Acquisition and Professional Development Branches.

He has served as an adjunct faculty member at Pacific Oaks College, teaching a course in Sociolinguistics for educators. He is also a partner in Learnmedia, a consulting firm for educational technology and leadership ventures. He is a strong advocate for the role of technology in the academic preparation and success of our youth and has trained over 1100 educators in using computers and other 21st Century technologies as tools in literacy acquisition and language development.

During the 1991-92 school year, Mr. Jackson was one of 3 general elementary educators in the nation, and 36 teachers overall, honored as Disney American Teacher Award recipient. His insights regarding the education of our youth have been shared in a variety of media including *The Disney Channel*, National Public Radio, *The Wall Street Journal*, *The Accelerated Schools Resource Guide* (published by Stanford University's Accelerated Schools Project), *60 Minutes*, *Education Week*, *Teacher* Magazine, and *Los Angeles* Magazine.

His current education interest is defining the culturally responsive school administrator

Janis Bucknor, Esq. is a Co-Founder of CLAS Charter School and supports the school as a Development Officer. A liscenced attorney, Mrs. Bucknor has a background in education law, non-profit entities and community advocacy.

Prior to starting CLAS, Janis was a Specialist in the Academic English Mastery Program working with Anthony and Sharroky under the leadership of Dr. Noma LeMoine.

Janis earned her undergraduate and law degree from the University of Southern California. She was awarded a Masters in Educational Leadership from Pepperdine University where she is completing her doctoral dissertation as well.

c. **Key Community Partnerships:** Discuss the specific ways in which community members will be included in the ongoing success of the school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, describe how you will develop and cultivate community partnerships with early education programs and stakeholders. **Please do not include letters of support.**

Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.
Describe the role of key community partnerships throughout the first five years of the school and explain: 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing and cultivating these partnerships.

The school currently has existing partnerships that we would continue to foster. Established Community Partnerships include:

Nestle USA, which adopted the school in 1991. This 20-year partnership with has served the students of 42nd Street in numerous ways:

- Reading Is Fundamental (RIF) a national literacy program whose primary mission is to bring reading motivation to all children, especially those in disadvantaged households. RIF achieves this goal by putting new books into the hands of children along with fun literacy activities. Children select the books according to their interests. They feel empowered and renewed, and they begin to see new possibilities. 42nd Street students past and current receive books three times per school year helping to create a community of readers and learners.
- Wildlife On Wheels a highly entertaining and informative programs that teach students and our community to respect and care for animals, their habitats and the world at large.
- ABC's of Character to help reinforce the districts emphasis of anti-bullying and character development, from Attentiveness to Zeal for the past three years every student has had the opportunity to learn, study, and put into practice good character traits that lead to a successful future.
- Take Your Child to Work Day at Nestle headquarters in Glendale California
- Career/Speaker Bureaus at 42nd Street
- Pen Friends and Class Pals writing program
- Sponsors and judges for our 5th Grade Talent Shows and Science Fairs, and hosting and chaperoning fieldtrips.
- Fitness Clinic with Nestle USA and the Los Angeles Clippers featuring Blake Griffin. One hundred students participated in fitness drills, discussed the importance of leading a healthy lifestyle and creating goals to be more activity in their day lives.

Los Angeles Clippers - In 2009, 42nd Street formed a new partnership with the Los Angeles Clippers. This partnership enables the students to participate in:

- Read to Achieve Reading Minutes Challenge and Story Book Challenge
- Fit Program Fit Day
- Teacher Appreciation Nights
- Fit Campus Program designed to enhance the quality of students lives by reinforcing the importance of a healthy lifestyle through exercise and nutrition.

OASIS Institute – The school has participated in the OASIS program for the past three years. The OASIS volunteers have the time, patience and life experience to make a profound difference in the lives of children. Working with elementary schools, OASIS matches volunteers with children in grades K and 4 to work one-on-one on a weekly basis as tutors, mentors, and friends.

UCLA Bruin Corps - The school has participated in the Bruins Corps program for the past six years. The Bruin Corps is a community service-learning program with the goal of providing equal access to educational opportunities in under-resourced communities in East, West, South Los Angeles and the San Fernando Valley. UCLA students tutor children in grades 3rd – 5th in Language Arts and Mathematics that are performing Below Basic. The goal of the Corp is to move these students to the level of Proficient in one school year.

NBC Universal – The school has shared a partnership with NBC Universal for the past six years. Through this partnership NBC Universal has prepared our students for the academic school year by providing each student with a backpack filled with school supplies. NBC Universal also provides various rewards and recognition programs for the students and their families.

In addition to these existing partnerships we will bring additional services and support through newly cultivated relationships we have with the Southern Christian Leadership Conference, the Black Parent Union and the Los Angeles Chapter of the NAACP that each seek to work in support of improved parent involvement and community outreach, student support services and academic enrichment opportunities in the arts and STEM areas.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight
  a.   **School Type:** Briefly explain the rationale for applying to operate your school as a Traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school. Explain how you will handle the logistics and any challenges related to implementing a particular model, particularly if you will be transitioning the school from a different existing model. If you are a traditional, pilot, ESBMM, or network partner team seeking governance autonomy, explain how you will use the autonomy.

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

There are certain decisions that have already been made by the current school staff with respect to operations and governance. Inasmuch as we are proposing to staff Validate Academy at 42nd Street with the current teachers we want to respect the choices they have made in this area. In their deliberations during the PSC process staff chose the Expanded School-Based Management Model (ESBMM).This governance model focuses on aligning all resources to support the vision, mission and values /core beliefs with the goal of improving achievement for all students.

According to current staff, ESBMM was selected in order to accomplish such goals as improving student achievement, allowing greater flexibility in planning and design, accountability, and local control. Supporting professional learning communities within the school, establishing and sustain accountabilities for essential instructional strategies of instruction and project-based learning.

According to the staff's internal assessment, challenges related to implementing the ESBMM would be transitioning teachers, staff and parents toward a more consistent, collaborative decision-making process where everyone has a voice. An additional challenge would be developing strong grade level teams to identify, create and implement effective teaching practices and how the curriculum is implemented on a daily basis. We believe that the first step in this process has already been taken in that the decision has been made to institute such am important change. The leadership experience our team brings takes into account the needs in this area and we would work to build trust and a collaborative culture to implement the new governance model.

Teachers, staff, parents, and community receives training in the following areas:

•   Roles and responsibilities of members
•   Roberts rules of order for the Governing Board
 •   7 norms of collaboration for decision making
 •   Problem-solving process to reach consensus
 •   School Budgeting
 •   Hiring and selecting staff
 •   Internal and external professional development
 •   Adaptive Schools
 •   Professional Learning Communities

The Professional Learning Community policies and procedures for decision making within Validation Academy at 42nd Street are developed by the school community and aligned to support the school's vision, mission and values/core beliefs. Staff, parents, and community members have opportunities to provide meaningful input on matters that affect the quality of the school program, the allocation of resources, and school protocols that impact student behavior and performance.

School governance is developed collaboratively with the goal of designing unique and innovative responses to challenges at the school. The proposed governance structure is developed along the guidelines of the ESBMM. This model allows the school greater flexibility in making local decisions over instruction, assessment, and fiscal matters.

The proposed school governance model adheres to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements except for specific waivers as requested. The Governing Board will be co-chaired by the Principal and

Chapter Chair.

The School Site Council is formed following Education Code 62002.5 and 52852. The council shall be composed of: the principal; classroom teachers; other school personnel elected by their peers; parents of pupils attending the school and community members elected by parents. Classroom teachers are a majority of the staff side. In addition, the English Learner Advisory Committee (ELAC) and the Compensatory Education Advisory Committee (CEAC) is formed based on the appropriate composition guidelines for each Committee.

The implementation of the ESBMM will allow greater autonomy and opportunity to create a teaching and learning environment conducive to greater student achievement. Input from teachers and parents indicate a greater need to provide students with extended learning opportunities. In addition, under this governance model teachers are provided professional development hours beyond current practices, to focus on data and to target learning gaps.

The process for acquiring teacher input and decision making include, but are not limited to the following:

- Governing board
- Grade-level chairs
- Faculty meetings
- Use of technology
- Common planning time

        b.   **School Level Committees:** Describe the decision-making bodies and general areas of 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. Describe the process for gaining input from all stakeholder groups in making key decisions.

Describe the decision-making bodies and general areas of decision- making responsibility for each body that will exist in the school.

The Governing Board will be the primary decision-making body within Validation Academy at 42st Street. It will be comprised of 50% teachers and staff and 50% parents and community members. Monthly meetings will support the mission, vision and values of the school, which reflect the importance of stakeholders as active and engaged participants in the education process. The primary goal is to transform the vision and mission from theory to reality. The Governing Board is responsible for all decisions regarding:

- The instructional program
- Operation of the school

- Budget development
- Purchase of materials
- Develops professional plan and the staffing and hiring process
- Reviews the Elect-to-Work compact

Advisory Council and Committees

SCHOOL SITE COUNCIL

The School Site Council is formed following Education Code 62002.5 and 52852. The council shall be composed of: the principal; classroom teachers; other school personnel elected by their peers; parents of pupils attending the school and community members elected by parents. Classroom teachers are a majority of the staff side. In addition, the English Learners Advisory Committee and the Compensatory Education Advisory Committee is formed based on the appropriate composition guidelines for each council/committee.

Roles and Responsibilities

The School Site Council is the decision-making council for Consolidated Application Programs operated at the school to improve student achievement. The Council shall develop and approve the Single Plan for Student Achievement in consultation with stakeholders with the review, certification and advice of any applicable school advisory committee, including (CEAC), (ELAC) and the Gifted & Talented Education Program Advisory Committee (Education Code 64001). The Council shall annually update and revise the Single Plan for Student Achievement, including proposed expenditures of funds allocated to schools that receive categorical funding. It is recommended that categorical budgets be reviewed with on a quarterly basis.

The Council shall receive the necessary training (recommended at least once per semester) to en- able it to carry out its responsibilities to develop, monitor, and modify the plan and the budget. The Council must meet at least eight (8) times per year, to carry out its responsibilities and it is strongly recommended that each meeting last a minimum of 60 minutes or the time needed. Council meetings should be arranged at a time convenient for all members. It is recommended that meeting time does not interfere with the educational time spent with the students.

ADVISORY COMMITTEES

The council/committees discuss and advise the Governing Board on issues and needs of Title 1 or English Learners to help raise student achievement. These groups meet monthly and are comprised of elected parents of students that participate in the Title 1 or EL programs.

Roles and Responsibilities Compensatory Education Advisory Committee (CEAC)

Committee members shall receive training so they may advise and make written recommendations to the Principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students. Additionally, the Committee shall participate in the following (Board Rule 1370):

Assessment of educational needs Establishment of priorities Planning of the educational program and budget resources Evaluation of the school and its academic effectiveness.

Roles and Responsibilities of English Learner Advisory Committee (ELAC)

Each school with more than 21 or more English Learner students (including Special Education schools) shall establish an elected ELAC. ELAC must advise and make recommendations on the following four (4) legally required topics:

• Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English learners (EC 64001 [a])
• Assist in the development of the school's Needs Assessment
• Review and make recommendations on the school's Language census (R-30)
• Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c]) 5

Detail how your school governance structure allows for real and meaningful impact on school decision-making, and how they will interact with each other?

See previous section.

Describe the process for gaining input from all stakeholder groups into decisions.

The members of the School Site Council and Committees include the major stakeholder groups of teachers, parents, students, staff, and administrators. Since the teacher, parent and staff representatives are elected by their peers, it shows that they are trusted by their peers and allows them to effectively serve as a liaison for their respective groups. Also, there is a balance of representation so that all voices are heard. This process makes sure that input can be gained from all stakeholder groups and that everyone is represented.

c. **Governing Council:** *Pilot schools only.* Describe the composition of the Governing Council and the process for membership selection.

Not applicable.

B-7. School Leadership

     a.   **Principal Selection:** Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision. Also describe the process that will be used to select the school leader. In the appendix, attach a formal job description for the Principal.

Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision.

We view Validation Academy at 42ns Street as a unique school that intends to have a transformational effect on its students and the high-need community in which they live. As such, we need a strong, hard working leader who is up to the task of not just managing a school, but leading it to meet its high expectations. Specific criteria include:

Ability to build positive relationships, being an instructional leader and influencer of culture,

Problem solver: –a school leader will deal with numerous problems during the course of the day, and very few things will always run perfectly. The school's leader must be a problem solver who can handle these issues to maintain a smooth operating campus that stays focused on student achievement.

Strong management and coordination skills: The operation of a school consists of many different people working with many different functions, including instruction, discipline, reporting, attendance, and budgeting, to name a few. The school leader must be effective at managing people and making sure that all functions are performed well. The smoother a school operates, the more it can focus on academic achievement.

Work with diverse backgrounds: The school leader must be able to work with many students and adults from diverse backgrounds and unique characteristics. For example, the school leader must be able to work with both low-performing and high-performing students. Additionally, the leader must know how to work with both new and experienced teachers. The school leader must be able to work with diverse people and help them have a common shared vision of achievement.

Additionally, describe the process that will be used to select the school leader. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

The selection process for a school leader begins with looking internally for qualified applicants and promoting from within. The job opening will also be posted on sites such as edjoin.com. Candidates will be required to fill out an application, submit a resume, write essay questions, teach a demonstration lesson, and attend one or more interviews. References will be checked

as well.

Please attach a job description for the Principal.

The job description for the Principal is attached in the Appendix.

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.

Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program.

Our current leadership team will both play key roles in the development, implementation, and evaluation of the Instructional program. As mentioned, they are all long-time educators who have experience operating successful schools..

Discuss how the leadership 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.

Our leadership team is experienced in creating a culture of achievement in which all parties are collaborating in the interest of student achievement. A key component in fostering collaboration is the annual Training Academy that takes place over the summer before the school year begins. During this training, the school's shared vision of student achievement is presented, and goals for the upcoming school year are created. During the training, the curriculum and instructional strategies used to achieve those goals are presented.

Throughout the year, the leadership team conducts weekly professional development that takes place as a whole group, by grade levels, or by departments. Teachers are also trained on how to be effective users as data so that they can refine the instructional program as needed. This allows teachers and administrators to regularly assess how students are performing, and allows adjustments to be made to the curriculum.

B-8. Staff Recruitment and Evaluation[1]
a.   **Staffing Model.** Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the

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[1] Note that staffing plans must be aligned with District and union agreements regarding staffing, recruitment, and performance reviews. Applicants requesting staffing autonomies must submit waivers for approval (see Part C: Internal Management of the application below).

Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions.

Validation Academy at 42nd Street anticipates having approximately the same number of students as its current enrollment and anticipates having approximately the same number of special education students. As such, it will use the same staffing model that is currently in place now. In subsequent years, when the number of special education students and their needs becomes more clearly defined, the staffing will be adjusted to reflect the needs of students.

The school will follow the norm chart for LAUSD with a student teacher ratio of 24:1 for grades K-3 and 32:1 for grades 4th-5th. The model of flexible grouping, team teaching and departmentalization will further ensure that small group instruction takes place.

In an effort to reduce the adult to student ratio instructional aides will be placed in classrooms. The principal and the PLC will determine classroom assignment and number of daily instructional aide hours per classroom. Priority will be given to primary classrooms (K-1), classrooms with predominantly ELD Levels 1-3 and classrooms with struggling students.

To meet the needs of students with disabilities the school will utilize a Bridge Coordinator whose responsibility will be to support the instructional and compliance activities involved in working with students with disabilities. The position will require the person to have successful classroom experience and knowledge of Special Education programs and policies. The Assistant Principal-EIS and the Bridge Coordinator will be responsible for keeping parents in- formed, holding monthly meetings and writing and distributing a monthly newsletter to parents of children with identified learning disabilities.

The staff that is selected to work with the children at 42nd Street will have a strong background in working with students who are English Learners and students who are Standard English Learners. The staff will work together to ensure the success of all students.

Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school.

The staffing model above aligns with the mission, vision, and instructional program of the school because it provides for highly qualified and trained teachers to deliver a rigorous curriculum covering all of the core content areas. Experience and training in second-language acquisition, the needs of Standard English Language learners, STEM initiatives, enrichment and intervention services all fit together to match the mission and vision of the school. Additionally,

there will be adequate supervisory staff on campus to make sure the campus is orderly and focused on academic achievement.

     b.   **Recruitment and Selection of Teachers.** Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. If you are a traditional, pilot, ESBMM, or network partner team requesting staffing autonomy, explain how you will use the autonomy. Note that pilot school applicant teams must attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

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.

Forty Second Street Elementary School will participate in the selection of teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full-time classroom teaching positions will be filled by NCLB highly qualified credentialed employees.

Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement. Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume and letters of recommendation from former supervisors. The interview team will consist of one office staff, two teachers one being a grade level specific teacher, parent, and administrator. Hiring would be based on a tiered process where candidates move from potential candidate to selected candidate. The Tiers are as follows:

- Application
- Interview
- Classroom Observation in candidates classroom
- Classroom Observation at Validation Academy
- Selection

Selected candidates are expected to demonstrate that they have the school website are familiar with the mission, vision and core beliefs of the school. Each applicant will be notified of the decision in writing within 24 working hours. Once a candidate is selected as a potential teacher they will be asked to read and sign the Elect-To- Work compact.

Upon employment, the teacher will be expected to:

- Work to achieve school-wide attendance and achievement goals as set by Los Angeles Unified School District
- Actively participate on a variety of teams to support the vision and mission of the

school; each teacher will participate in monthly content-area meetings and bi-monthly grade-level team meetings to be held outside of professional development time and will be scheduled by these teams at the time most convenient for them (before school, lunch, after school, weekends)

- Participate in common planning time twice a month from 7:00 a.m. - 8:00 a.m. or 3:00 p.m. - 4:00 p.m.
- Develop and teach at least one interdisciplinary lesson or unit during the course of each semester and submit these lesson and unit plans to the school curriculum library.
- Plan, schedule and participate in all/minimum of three community-building activities (e.g. Picnic, ice cream social, orientation, family nights)
- Plan, schedule and participate in the annual Science Fair, Student Books/Art Exhibitions, Grade-Level Benchmark and Culmination Events
- Plan and participate in the peer observation process (teach, plan, reflect) as part of a collaborative, professional culture
- Participate in an "open door" approach to teaching and learning in which other teachers and staff are always welcome in the classroom
- Participate in additional summer professional development retreat (workshops) - dates to be determined by the staff
- Provide Special Education teachers when necessary monthly time to complete special education paperwork for annual review IEP's and special education testing, quarterly program reports or related paperwork
- Learn from constructive criticism from peers, administrators, community members, and families
- Welcome teacher-to-teacher visits as part of professional development
- Model positive reinforcement towards others
- Provide at least two hours weekly of unpaid services for before/after school tutoring and coordinating school programs and be available to students outside of class time, these hours must be documented and submitted to designee on a weekly basis
- Participate in Individualized Education Plan, Student Success Team and intervention meetings as needed to support student achievement
- Adhere to district guidelines regarding professional and ethical behavior
- Be open to the adoption of new teaching practices and professional development opportunities
- Assist the administration when necessary with temporary duties and coverage to ensure the safety, well-being, and smooth functioning of the school
- Other duties as assigned by the administrator

All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner.

Key teaching positions are teachers who also serve as either BTSA Support Providers and/or

Mentor Teachers. Their additional job responsibilities are described below:

1. BTSA Support Provider: Serve as a BTSA Support Provider (Mentor) for 1-2 teachers who are participating in a BTSA Program and complete all required BTSA Support Provider duties. BTSA Support Providers must commit for 2 years and complete the school's designated BTSA Support Provider 2-year training program.
2. Mentor Teacher: Serve as a Mentor for newly hired teachers.

Discuss the school's planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

As much as possible we will recruit teachers who are not only experienced, but are also effective as instructors. We understand that its mix of experienced and new teachers may depend on the availability of the applicant pool. Additionally, We believe that with the proper training and support, even new teachers with less experience can be effective. Therefore, we place just as much emphasis on teacher effectiveness as it does on teacher experience.

How will you use staffing autonomy to create optimal learning-centered cultures for students?

Under the shared decision model we will have staffing autonomy and assign teachers to classrooms in which they are most needed, thereby creating optimal learning- centered cultures for students. For example, as long as they are qualified to teach a class according to NCLB and the California Commission on Teacher Credentialing, a veteran teacher with strong instructional skills can be assigned to a class that has a large proportion on English Learners and who need strong instructional support. We can do this because it is a charter school that has staffing autonomy, and we have established a "We're all in this together" culture in which teachers are willing to teach wherever they are most needed.

Additionally, since Validation Academy at 42nd Street is an inner city school with a high-need population, all teachers and leaders will be trained in intervention techniques in both math and reading. This means that there will be more adults available who will be able to provide help to struggling students, especially students who are in need of support at the basic level.
All teachers will teach an Advisory class. All teachers go through a training to give them the background knowledge to facilitate all of the programs that will be offered during Advisory, including programs such Career Choices and Character Counts.

c. **Performance Reviews.** Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff. *For internal teams*: Explain how the following four measures will be incorporated into evaluations: observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community.

Each teacher is responsible for developing a customized, personal professional development plan in collaboration with the instructional leadership.

The Professional Growth Plan, commonly known as the PGP, serves two purposes. One is to inspire professional growth, through reflection and collaboration. It assumes that the classroom teacher, as a professional is interested in making whatever they are doing better, no matter how good they already are. It assumes that the teacher desires to increase their knowledge in the various areas that are the foci of the work. It assumes a commitment to change, not just professionally but personally. The second purpose of the PGP is evaluation. Used as a summative assessment, it determines growth from year-to- year and the capacity for which the teachers are to continue to work at Validation Academy at 42nd Street.

The PGP is divided in to five categories. Each is meant to stimulate a process of reflection, collaboration, and evaluation.

1. Increasing Our Knowledge Base and Being Professional - Building knowledge in the areas of instruction in general, culturally and linguistically responsive teaching and learning, literacy and language, technology, content area, education psychology, and other issues.

2. Focused Instructional Planning - We pride ourselves in intense, focused, structured instructional design. Excellent teaching is always based in thorough preparation and careful thought.

3. Contribution to the Community - Think of one's contribution to the community as a legacy to Validation Academy at 42nd Street This contribution is something that one can look back on as say, "I started that, I created that, and I made that difference."

4. Student Achievement - High stakes is the name of the game in education today. We our judged by our test scores, whether we like it or not, regardless of fairness. Thus, our focus has to be high stakes teaching.

5. Taking the Whole Self - An unhappy person makes for unhappy teaching. An unhealthy person makes for unhealthy teaching. An unkempt person makes for unkempt teaching.

Individuals who are having challenges in helping students achieve will work with administrators to develop a Professional Improvement Plan (PIP). The PIP will be used over a period anywhere between 30 -90 days to identify specific steps and strategies to be used to bring about a change in classroom effectiveness. The PIP will be used to paid the individual with a more successful

partner who can serve as mentor and provide feedback and support during this time. The idea will be that an ongoing investment is being made in the teaching staff just as an ongoing investment is being made in the students. We believe in continuous improvement and as such will work hard to ensure that all avenues of support are being utilized to give the teaching staff what they need to be successful. After the PIP period a meeting will be held with administrators and peer mentor (if requested) to discuss outcomes and next steps.

B-9. Sharing a Campus
   a. For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explain how you will ensure all operations run smoothly on-site. Describe how you would ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules. Note that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement (see Appendix M for sample). If you are proposing to collaborate with any other applicant teams for the campus, please indicate which applicant teams you plan to partner with.

Not applicable.

C.   INTERNAL MANAGEMENT

This section is applicable to internal and Network Partner teams only. Briefly highlight the areas in which autonomies are necessary for the implementation of your Instructional Plan and proposed budget development process.

C-1. Waivers. Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.

There are no waivers requested at this time. The collective bargaining agreement between LAUSD and UTLA guarantees the rights of all teachers.

C-2. Budget Development: *For Traditional, ESBMM, Pilot and Network Partner Schools.* Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your school's priorities from start-up through year three. Describe the process for developing the annual school budget. In particular, explain how you will engage and incorporate input from a broad cross-section of stakeholders.

Per Federal and District guidelines, before categorical funds are spent, the parents and staff of the school must elect the members who form the School Site Council, Compensatory Education Advisory Committee (CEAC) and the English Learner Advisory Committee (CEAC). The parents and teachers must hold separate elections to vote for their representatives on the council and

committees. The principal of Validation Academy at 42nd Street will schedule a parent orientation meeting during the first two weeks of school. The election will be held 10 days later for committees and school site council. As the parents are electing their representatives the teachers will also elected their representatives on the Council. After the parents and teachers on the School Site Council have been selected, the school will conduct the elections for officers of School Site Council. The leadership team will review the school's mission, vision, core values and current achievement data to align the compensatory resources to the Single Plan for Student Achievement.

The school will receive its funding via the District's transparent budgeting process based on student enrollment. The transparent budgeting process will allow all the stakeholders to have input and access into the decision making budgeting process. These funds will be based on a Per Pupil Funding model, which will be distributed centrally to the school. These funds are unrestricted funds allocated to the school based on the students' Average Daily Attendance. This Per Pupil Funding will allow the school community flexibility in terms of budgeting so that the school may develop a budget, which meets the needs of the students. Forty Second Street will follow all Federal and State mandates regarding budgeting and follow all court mandates, consent decrees, and collective bargaining agreements in making decisions regarding how Per Pupil Funds are spent.

The Governing Board will make decisions regarding the use of the Per Pupil funds based on the school's mission, vision and core beliefs outlined in this plan. In addition, the school principal will make budget recommendations and decisions based on the Public School Choice plan and the implementation plan identified in this proposal. The projected per pupil funding for the school is approximately $2,800,000.00. These funds will be allocated to purchase the District's recommended staffing ratios and resources. All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The school governance council will provide the approvals on budgetary matters.

These funds will be used to purchase classroom teachers, the principal, office and custodial staff, supervision staff, and the instructional materials. The vision and mission of the school is to provide the students a rigorous, engaging, and meaningful standards-based instructional program and a leadership curriculum so that students are academically successful, fully literate, the school will purchase an Instructional Coach/Bridge Coordinator using categorical funds. Additional categorical funds will be used to purchase the Categorical Programs Advisor/English Learner Coordinator, Bilingual Teacher's Assistant, Instructional Aides, Parent Community Representative, professional development, general supplies, conferences for parents and staff and non-capital equipment.

The school uses the District's BTS system to pay the certificated and classified staff. In addition, the school uses the IFS system to manage the integrated financial system. The school continues to partner with various foundations and organizations and aggressively pursue grants for

funding of school programs and activities.

The school will receive categorical funds based on the number of students who qualify for free or reduced meal program and the number of English Learners enrolled on Norm Day. The school will receive some of the following categorical funds: Federal Title I funds, Title I-PI, State Economic Impact Aid-Limited English Proficient (EIA-LEP), Federal Title III, Economic Impact Aid-State Compensatory Economic funds (EIA-SCE), T2A-TQ, and Title I Parent Involvement. These funds will be used to provide additional resources for the students of the school. These funds enrich and supplement the core instructional program provided to all students. The categorical funds do not supplant the school's general per pupil funding. These funds are spent based on the Single Plan for Student Achievement, which is written by the school stakeholders. The SPSA is aligned to the vision, mission, and core beliefs of the school. The school's School Site Council (SSC) approves the SPSA. The school budget is based on the assessed needs of participating students as determined by the school conducting a comprehensive needs assessment and as described in the Single Plan for Student Achievement.

All funds (District, State and Federal) allocated to the school are expended in accordance with District, State and Federal budgetary guidelines, regulations, and policies. The Governing Board will provide the approvals on budgetary matters. The budgets will be developed with recommendations from the appropriate parent committees (CEAC and ELAC). Their written recommendations will be brought to the School Site Council (SSC) for review and approval and then to the Governing Board for final approval.
T
he school's Per Pupil Funds will allow the stakeholders the ability to make decisions based on the PSC plan. The goal is to provide all students with a rigorous, standards-based education, which will enable them to become literate, gain leadership skills and become advocates for their community. These are the priorities when the school leaders make budget decisions. The principal and the stakeholders will hold regular budget meetings were data is examined to determine that the budget is spent on the priorities based on student need.

D. OPERATIONAL MANAGEMENT

D-1. Portfolio Development.
   a. **Portfolio Growth.** *For charter schools and network partners.* Describe the organization's proposed scope of growth over the next five years both in LAUSD and beyond (years, number and type of schools, target cities, etc.).

   Not applicable.

   b. **Operations.** *For charter schools and network partners.* Provide evidence of the organization's successful management of the non-academic operations of schools/campuses in your portfolio (e.g. back-office support, facilities maintenance). Indicate "N/A" if you have not managed schools/campuses before.

Not applicable.

    c. **Portfolio Evaluation.** *For charter schools, network partners, and local districts.* Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate. Indicate "N/A" if you have not managed schools/campuses before.

    Not applicable.

D-2. Organizational Responsibilities and Goals. *(For charter schools and network partners.)*
    a. **Core Functions.** Describe the core functions of the organization in relation to the schools/campuses it operates or will operate both now and in five years.

    Not applicable.

    b. **Leadership.** Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school. Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization planning to operate schools for the first time, please discuss how your organization will staff up to support the new work.

    Not applicable.