LAUSD
Public School Choice 2.0
REVISED
Central Region Middle School #7, School B

Business and Technology School

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Central Region Middle School #7B:
Business and Technology School
Pilot School

Section 1: Executive Summary

The CRMS#7 School of Arts and Culture and CRMS#7 Business and Technology School are applying in partnership with Synergy Kinetic Academy, a charter school. Each of our teams hopes to operate one of three small learning communities on Central Region Middle School #7 (CRMS#7). If selected, we agree to work collaboratively to operate the entire campus so that all students at all three schools will attain high levels of academic success.

1a. Mission Statement

The mission of CRMS#7 Business and Technology School is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. By integrating relevant thematic units and real world applications through an emphasis on business and technology, students will understand civic responsibility and the impact they can make on the global network as genuine agents of change.

Designed as a community-based school, we will welcome all cultures and ethnicities, community stakeholders, and constructive ideas to help promote the success of the students and the establishment of a solid college-going culture. Educators will work collaboratively with each other and community partners to deliver locally designed and enhanced lessons, which utilize proven instructional strategies and theory. The success of the school will rely on the commitment and inspiring partnerships formed between the focused student body, passionate staff, skilled faculty, dedicated parents, and involved community members.

Vision Statement

By recognizing the importance of the middle school within the "pipeline" of schools, CRMS#7 Business and Technology School has an overarching vision to connect the elements of technological and economic programs operating at the elementary and high school levels, to further enhance arts education, and to increase the retention rates of the neighborhood students in our local schools. Our teachers and school leadership will actively collaborate with the elementary school leaders who will prepare students in the years before matriculation to our middle school. We will also foster synergistic relationships with the lead teachers and administrators of the small learning communities of the local high school which our students will attend.

Additionally, the vision of CRMS #7 Business and Technology School places the individual child as the primary focus, where all stakeholders strive to help students to both articulate and achieve

their learning goals. Teachers and school leadership will promote the highest expectations and success of all members of the school community to collectively develop the students into lifelong learners. Students will benefit from the personal learning environments fostered by the dedication of teachers who work cooperatively to promote academics across the curriculum through business and technology. Connecting the stakeholders of CRMS#7 to the network of local community resources, and elementary and high schools through authentic, meaningful interaction will help to establish this institution as the flagship educational complex and model of excellence for the Los Angeles Unified School District. Purposeful collaboration with teachers, parents, and school leadership from all the schools within the feeder pattern will provide a seamless transition for students as they progress from Pre-Kindergarten through high school graduation and beyond.

1b. Student Population

CRMS#7 Business and Technology School is one of three independent small schools that will serve approximately 440 students of the 1320 total student population on the middle school campus. The complete educational complex of CRMS #7 is designed to primarily relieve the overcrowded, year-round student population of George Washington Carver Middle School, as well as slightly impacting the student population at Los Angeles Academy Middle School. Similar to the student population of the local middle schools being relieved by CRMS #7, 95% of students who will attend the school are of Hispanic background, with the remaining 5% being of African-American descent. Over 87% of students are classified as economically disadvantaged, and therefore CRMS#7 Business and Technology School will participate as a school-wide Title One site with all students receiving free or reduced price lunches. Included with the incoming sixth graders and the relieved population of seventh and eighth graders are approximately 10% of the student population classified as eligible for services provided through Special Education. Additionally, special services will be required to meet the needs of the English Learner population, comprising 37% of the student body, as well as the approximately 5% of students designated as Gifted and Talented (see Attachments 2-3 for demographic information on the local middle schools).

1c. Instructional Program

One feature of the instructional program at CRMS#7 Business and Technology School that will enhance student achievement across all subject areas is the focus on providing a phased in introduction to the secondary grade levels. The middle school will employ several multiple-subject credentialed teachers to service the needs of the sixth graders, as they make the dramatic switch from the self-contained classroom of the elementary school years. Sixth graders will be scheduled in two core classes that will not have a passing period. A teacher will be assigned to a group of students for two consecutive periods, teaching English Language Arts and Social Studies, or Mathematics and Science. Aside from Physical Education, the teachers who are assigned to the sixth graders for their core periods will also teach the same groups for their electives. In this model, a sixth grade student will only have three or four different teachers for the seven scheduled periods, further personalizing their instruction. The seventh and eighth grade schedules will still have the core period model for English Language Arts and Social

Studies, and Mathematics and Science, but they will be exposed to a greater variety of teachers during the day, mimicking a high school schedule. Additionally, the opportunity to loop with core students from the seventh to eighth grade year in the core classes will be supported by the school leadership team.

The instructional program at CRMS#7 Business and Technology School will embrace the business and technology as a vehicle to connect themes across all curricular areas. Through partnerships with the local businesses of Los Angeles, they will work collaboratively with teams of teachers to help introduce universal themes of business and technology which are presented in the units of study across all subjects. Teams of teachers will work collaboratively with entrepreneurs to align the pacing plan of lessons during the semester to optimize student achievement and understanding. Through the use of technology, with its varied aspects and applications, each student will have the opportunities and challenges that will allow them to successfully prepare for their future. In the 21st century, understanding, creating, and utilizing technology will be an integral part of virtually every aspect of daily life. The elective sequence of classes unique to the middle school will prepare students to enter a rigorous curriculum at the high school level.

These strands of elective classes will directly connect to the programs at Thomas Jefferson High School's small learning community, Academy of Business and Communication (ABC). Students interested in business and technology will explore three years of electives, beginning with a study of global economy and an introduction to technology in sixth grade. In seventh grade, the students will continue to explore the national economy through different media and in eighth grade students will focus on local economy as they develop a service learning project to address a need in the community. Students who are interested in technology will follow a similar pathway through their elective sequence, which will provide opportunities for students to master basic and advanced technical, academic, and job-related skills. The utilization of technology will provide innovative methods to utilize higher thinking and problem solving skills. This will foster innovative critical thinking through the acquisition of research and development skills. This will provide for the acquisition of evolving computer/technology proficiencies. These students will dedicate their eighth grade year to developing service learning projects in local elementary schools and in the community. Finally, CRMS#7 Business and Technology School intends to build an elective sequence that will feed directly into the Academy of Business and Communication of Thomas Jefferson High School.

1d. School Culture

CRMS#7 Business and Technology School will emphasize a college-going culture which will be evident in the attitude of the students, the teaching philosophy, and the physical environment of the school. Through a weekly seminar class, scheduled during the Tuesday Flex period, teachers will be able to lay a foundation or enhance the students' understanding of preparing themselves for a college education. Students will reflect on how the actions they make today will eventually lead to their readiness for college and careers in the very near future. The teachers will plan with the end of the semester or year in mind when addressing the curricular or academic needs of the students; however, the teaching philosophy at the school will emphasize a much longer term range of educational goals. Infused within lessons will be opportunities to explore the services provided by the local universities and college students to increase the interactions the middle

school students will have with institutions of higher education. For example, teachers will stack the standards presented in a Social Studies, English Language Arts, and Economics class by visiting a local business and participating in an employee led tour of a component of the business which may be aligned to a particular unit of study. Finally, the hallways, common areas, and classroom doors of CRMS#7 Business and Technology School will be decorated with college themed posters and logos, reflecting not only the alma mater of the teachers, but of schools across the country.

Even though school uniforms will be adopted by each of the three schools on the CRMS#7 campus, students will participate in regularly scheduled college attire on Fridays to further promote the students' exposure to college life. Within the locally designed curriculum of the seminar class, students will be able to calculate their expected college graduation date, and then personally backward plan the steps they must fulfill to make this dream a reality. The middle school students will even begin to explore the options of majors and minors, based on their subjects or careers of interest. Just as students will be able to explain their current Grade Point Average to one another or a campus visitor with great confidence, they will be able to articulate their projected graduation year and degree with ease. Students at CRMS#7 Business and Technology School will have a detailed understanding of the A through G high school graduation requirements prior to their culmination from eighth grade. Students will also meet with student leaders from each of the small learning communities at Thomas Jefferson High School to help them identify the sequence of classes to take when they leave middle school and develop a four year plan for their high school courses.

Establishing a school culture that is conducive to student and adult success will be a priority that cannot be overlooked in the first months of opening CRMS#7 Business and Technology School. Actively engaging the teachers and other adult stakeholders in one-on-one conversations, as well as group vision and team building exercises will be critical. The instructional leadership team will embrace the organizing strategies of their principal community partner, One-LA, to help nurture this culture of understanding (see section 9). Emphasis will also be placed on creating traditions or embracing the activities unique to the school that will be celebrated as the history of the school develops.

1e. Accountability and Performance Goals

It is well known that the secondary schools in urban school districts and neighborhoods such as South Los Angeles have historically struggled to compete with other areas on the numerous testing and accountability measures. However, the school leadership of CRMS#7 Business and Technology School whole-heartedly believes that the trend will stop at a school site which embraces the success that is occurring at the local feeder schools and inspires students to be driven to achieve in their future academic endeavors.

Within the feeder pattern of Jefferson schools, there is a dramatic decline in the accountability measures as students move from elementary school to high school. For example, at the local elementary schools the average percent proficient and advanced is 35.6% on the English Language Arts section of the CST, and 46.5% on the Mathematics section. At the local middle school, the same percentages fall to 15.5% and 15.6%. By the time the students enter high school, the percentage scoring proficient and advanced on the English Language Arts sections

remains stable at 15.3%, while the percentage on the Mathematics sections drops to 2.1% (see Attachments 2-7). A goal of the staff at CRMS#7 Business and Technology School will be to not only halt the downward trend of test scores as students enter the secondary level, but to build upon the student achievement that the elementary schools are experiencing.

One specific area that will be targeted by the teachers and leadership team at CRMS#7 Business and Technology School will be the percentage of students scoring at the Far Below Basic and Below Basic performance levels on the CST, English Language Arts section. Based on the baseline data from the 2009-2010 test scores of the relieved middle schools, the initial goal of this pilot school will be to reduce the percentage of students scoring at the lowest two levels on the CST English Language Arts section from 54%, down to 40% in the first year. The team will continue to target this academic performance indicator in the following years, improving on the test scores in each sub-group.

When examining the percentage of students scoring at the Far Below Basic and Below Basic on the CST English Language Arts section at each sub-group based on the current data for the relieved schools, the following goals for the initial year of operation have been established by the applicant team: English Learners will be reduced from 85% to 63%; African American students will be reduced from 66% to 49%; Latino students will be reduced from 52% to 39%; and economically disadvantaged students will be reduced from 53% to 40%. To attain these academic goals, the teachers and school leadership will utilize proven learning strategies, including differentiated instruction, Thinking Maps, the spiraling of key standards throughout the school year, SDAIE and ELD strategies, after school intervention, and Response to Intervention and Instruction models.

Another area that the teachers and leadership team at CRMS#7 Business and Technology School will focus on is the percentage of students scoring at the Far Below Basic and Below Basic performance levels on the CST, Mathematics section. The initial goal of this pilot school will be to reduce the percentage of students scoring at the lowest two levels on the CST Mathematics section from 62%, down to 46% in the first year. The team will continue to target this academic performance indicator in the following years, improving on the test scores in each sub-group by at least 5 percentage points each year.

When examining the percentage of students scoring at the Far Below Basic and Below Basic on the CST Mathematics section at each sub-group based on the current data for the relieved schools, the following goals for the initial year of operation have been established by the applicant team: English Learners will be reduced from 83% to 62%; African American students will be reduced from 75% to 56%; Latino students will be reduced from 61% to 45%; and economically disadvantaged students will be reduced from 62% to 46%. The teachers and school leadership will use similar strategies in addressing the CST English Language Arts goals to attain these goals on the Mathematics section, including differentiated instruction, Thinking Maps, the spiraling of key standards throughout the school year, after school intervention, and Response to Intervention and Instruction models.

Furthermore, as the school will strive to meet the Annual Yearly Progress goals established by No Child Left Behind, the instructional leaders also intend to exceed the District performance levels on accountability measures such as the CST, which is currently at 43.4% proficient and advanced on English Language Arts, and 48.0% on Mathematics. Using the baseline data from

the relieved schools, the teachers and leadership team of CRMS#7 Business and Technology School will develop a four-year plan to exceed the District's performance level on the CST and other high stakes accountability measures. Initially the pilot school will strive for an increase in students scoring Proficient and Advanced on the CST English Language Arts section from 15.5% to 25% in the first school year. Similarly, the goal for the CST Mathematics section will be an increase from 15.6% to 28% Proficient and Advanced. Annual growth in the percentage of students scoring Proficient and Advanced on these two exams will be targeted between 5 and 8 percentage points. Other measurements of accountability include growth in student achievement on the California English Language Development Test (CELDT), periodic assessments, and locally designed summative assessments.

A special focus will be placed on shrinking the Long-Term English Learner population, pushing for reclassification prior to the completion of middle school. When setting goals specifically for the English Learner population, the teachers and school leadership of CRMS#7 Business and Technology School will look initially at the percentage of students scoring proficient on the CELDT each year, allowing them to meet at least one of the three criteria for reclassification. Currently, the baseline data from the relieve middle schools shows 26% of the English Learners scoring Proficient on the CELDT. The goal for the first school year will be increase this rate to at least 32%, and then 5 to 8 percentage points in the subsequent years. This goal, along with the commitment to reducing the population of students scoring far below Basic and Below Basic on the CST English Language Arts section, will ensure that more English Learners will be eligible for reclassification. A related goal for this sub-group targets the current reclassification rate of this population. The teachers and leadership team will initially strive to reclassify 11% of the English Learner population in the first school year, and increase the percentage by one to two percentage points in each of the subsequent years.

Aside from the academic accountability goals, the applicant team for CRMS#7 Business and Technology School will also take into consideration the concerns of the parent and school community as we shape a school culture of our own. The current School Accountability Report Card and conversations with parent feedback groups facilitated by Families in Schools during the fall raise areas of opportunity to rectify at the pilot school. Since a goal of increasing the student attendance rate from 94.2% to 96.2% has been established by the applicant team, a similar goal has been made for the certificated and classified staff. The baseline data for the relieved middle schools shows a 92.2% attendance rate for the adults on campus. The leadership team of CRMS#7 Business and Technology School intends to increase the attendance rate to 96.3%, modeling successful behaviors for the students. Strategies to achieve the attendance goals for both students and staff include monthly recognition programs and awarding these positive behaviors whenever possible.

Other accountabilities for CRMS#7 Business and Technology School are based on the annual parent and student surveys. In the initial year of operation, the teachers and leadership team will focus on four areas of school culture and climate. The first goal will be to increase the percentage of parents who feel welcomed on campus form the baseline data of 94%, to 98% during the initial school year. All staff members will be trained on customer service skills, and the communication between staff and parents will consistent via newsletters, the school marquis, meetings, parent center training and volunteer opportunities. A second goal will be to increase the percentage of parents who speak with teachers about their child's schoolwork from 46% to 92%. To improve this form of constructive communication, the school will commit to monthly

parent events such as award assemblies, parent conferences, parent workshops, coffee with the principal, and student performances.

The third and fourth goals will focus on the students and their attitudes toward certain aspects of the middle school. The baseline data shows that 71.4% of the students feel safe at the relieved schools. The third goal of CRMS#7 Business and Technology School will be to increase the percentage of student who feel safe to 95%, by making the Positive Behavior Support Plan a priority, and incorporating character education lessons during the flex period in the seminar classes, as well as in other subject areas when appropriate. The final accountability goal will examine the percentage of students who plan to complete college. The current baseline data shows that only 48% of the youngsters plan to graduate from a college or university. By creating a school-wide college going culture, the stakeholders of CRMS#7 School of Arts and Culture will increase this statistic to 95% of the students aspiring to graduate from college. To achieve this goal, the staff will foster an environment that is filled with positive messages and decorations from institutions of higher education. Teachers will collaborate to develop lessons to teach during the seminar or homeroom period that will emphasize preparation for success in high school and college. The school will also invite guest speakers from the local colleges and universities, such as professors, current students, and alumni from the local high schools who already graduated from college.

1f. Community Analysis and Context

CRMS#7 Business and Technology School will serve a section of South Los Angeles located in a neighborhood just northeast of the historic Central Avenue Jazz District. The community holds onto a rich African-American tradition, even though dramatic demographic changes have occurred in the past three decades. Currently, more than 90% of the students in the local schools are of Latino descent, with the majority entering the school system classified as an English Language Learner. A major obstacle to the upward mobility of the residents of this community continues to be the level of education of the adult citizens. Those who work are almost exclusively generating their income from blue collar jobs in the nearby clothing factories or other service industries. A recent study by Healthycity.org shows that of the adults age 25 and older, nearly 75% did not finish high school, and less than 5% have a two- or four-year college degree.

The members of the writing team for CRMS#7 Business and Technology School are deeply connected to the community through either being raised in the neighborhood, or having worked nearly exclusively at a variety of school levels in the immediate area. An area of focus for the writing team is to provide the youngsters who will attend the middle school with positive role models and exposure to a world beyond the confines of the 110, 10, 5, and 105 Freeways. Three of the team members were born and/or raised in the neighborhood surrounding the school, attending all local LAUSD schools. All of the other main contributors of this proposal have served the community in several capacities at a number of elementary and secondary schools within the Jefferson cluster of schools. Needless to say, experience and desire to help the community are qualifications of all the team members.

Seeing the importance of connecting the energy and successful programs at the other schools within the feeder pattern of schools led the writing team to use the metaphor of a "pipeline" to describe the family of schools in the neighborhood. Using CRMS#7 Business and Technology

School as a hub of activity between the different levels of schools, the instructional leaders understand the value of exploring the programs succeeding at the elementary and high school level. It is imperative that the voices of educators, students, and parents are heard throughout the process of the proposal development. The members of this writing team have actively engaged with and participated in large and small group meetings, and individual discussions with parents, teachers, and administrators at nearly all the schools impacted by the opening of CRMS#7 Business and Technology School. The concerns and wishes of the elementary level parents and teachers were of particular interest because many students within the local area choose to not attend the public middle schools. They opt for the charter or private school alternatives. The writing team intends to put the programs that the constituents want in a school in place at CRMS#7 Business and Technology School, giving parents an incentive to keep their children in our school system.

1g. Leadership

The leadership team of CRMS#7 Business and Technology School will look more like the Round Table of Camelot, where all have equal voice, as opposed to a top down model which is traditionally adopted by many business and school models. In the center of any of the leadership team's decisions, all stakeholders will place the students first, avoiding all adult-based agenda policies to be initiated. Key stakeholders will include the voices of the parents, via the English Learner and Compensatory Education Advisory Councils (ELAC and CEAC). Parents and community members will also be part of the decision-making process as members of the School Site Council and School Governance Councils. Teachers who are hired to work at CRMS#7 Business and Technology School will be asked to participate on at least two support teams or councils, taking a leadership role in at least one. The teams that have been established at this time include the Safety Team, Language Appraisal Team (LAT), Coordination of Services Team (COST), Students with Disabilities Team (SWD), Data Team, and Instructional Leadership Team (see Attachment 8). Additionally, the Principal, Counselor, and other support staff will participate in a variety of leadership roles, as needed.

The instructional leader who has been identified to be the principal of CRMS#7 is Mr. Hugo Carlos. An extensive list of experience in the local neighborhood, credentials, education, high recommendations, and history working with community partners makes Hugo Carlos the ideal candidate to introduce the middle school to the district. Mr. Carlos was born and raised in South Los Angeles, just blocks away from the school site of CRMS#7. He attended local elementary schools, including 32nd Street School, Trinity Street School, and 28th Street School. Mr. Carlos began teaching elementary grades at Hoover Elementary School in 1996, commuting from his original South Los Angeles neighborhood where he bought his first home. After teaching for six years, at Hoover Street School, he became the math coach and English Learner Coordinator. His first administrative job was at Harmony Elementary School in 2005 as the Assistant Principal, Elementary Instructional Specialist (APEIS). After two years, he transitioned to Grant Elementary School as the Categorical Programs Coordinator. He subsequently returned as APEIS and Intervention Support Coordinator at Ninth Street Elementary School. Mr. Carlos has experience working with secondary students through his participation in Thomas Jefferson High School's 8th grade Summer Bridge Program in 2010. Currently, he is the Elementary Access to Core Expert at Local District 6. Mr. Carlos has the experience and credentials to lead a successful

school in his home neighborhood. His vision for a successful school in South Los Angeles, and the support network of highly qualified teachers, influential community leaders, dedicated parents, and university students will provide an additional intangible positive impact on the new middle school.

1h. School Governance Model

The leadership team of CRMS #7 Business and Technology School has selected to write a proposal following the Pilot school model primarily due to the increased autonomy of staffing teachers and administrators. As mentioned in a famous quote by American cultural anthropologist Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." By embracing the ideals of this great American, the leadership team recognizes the unique opportunity of writing a plan and opening a school with a small group of individuals dedicated to transforming the educational landscape of their community. The provisions delineated within the Pilot school model will enable the leadership team and teachers to overcome some of the historical barriers to establishing a highly successful school, such as the issues of "must-place" teachers and the adoption of culturally "irrelevant" curriculum. The structures within the Pilot school model that will promote the true transformation of a middle school in South Los Angeles include, but are not limited to, the complete autonomy over staffing, budget, curriculum selection, assessment development, school governance, and scheduling.

In exchange for the increased autonomy provided by the Pilot school model, the leadership team also understands that the Los Angeles Unified School District will demand a higher level of accountability and expectations of student performance on the Annual Measurable Accountability Objectives (AMAOs). However, by being able to organically create a school leadership team and meticulously hire the educators who make the perfect fit for the vision of the CRMS #7 Business and Technology School, the principal will not need to train the adults to construct a relational culture. Inviting educators who already embrace the ideals of the school to join the family of teachers and students at the middle school will enhance the collaborative nature of this small school model. By working together and building upon the authentic relationships between all stakeholders at the middle school, meeting the increased accountability measures will be an attainable goal.

Section 2: Instructional Program

2a. Instructional Philosophy

With a direct emphasis on the study of the economic principles and computers, CRMS#7 Business and Technology School will make cross-curricular connections with universal themes in business and technology presented in all subjects. The development of partnership with the local businesses of Los Angeles is planned to help provide teachers support in implementing comprehensive, sequential and thematic instruction in business and technology for all students.

School-wide professional development opportunities will assist teachers in taking advantage of the connections, which may enhance their curriculum and instruction.

The core instructional philosophy of CRMS#7 Business and Technology School is aligned with the long-term goals and perspectives of the students as members of the Los Angeles community and global economy. Students and teachers will be expected to prepare for the rigors of periodic assessment throughout the school year, which will in turn lead to the readiness of addressing the demands of the high-stakes annual State exams. However, the goal of succeeding on a short term basis, from quarter to quarter, or year to year, will take the back seat to the ultimate endeavor of establishing attainable long term educational and career goals, and making the appropriate decisions in preparation for achieving potential aspirations in adulthood. The essentials of any school program – Language Arts, Mathematics, Social Studies, Physical Education, and Science – will be taught to the students of CRMS#7 Business and Technology School. In addition, the educators of this school community will look beyond the curriculum, standards, and instructions, and teach the student for not just who they are today, but who they want to be 10 or 20 years beyond their inception as a member of the CRMS#7 Business and Technology School community.

In addition to the District approved curriculum and arts programs, which will be adopted by CRMS#7 Business and Technology School, an emphasis will be placed on exploring and developing educational and career objectives, allowing the students and parents to more clearly visualize how the effort put forth in the present will translate to tangible goals in the very near future. Addressing these essential foundations of intrinsic motivation will be a priority of the staff members of CRMS#7, presented during the flexible period of the normal school day (see Attachment 9).

Introducing the youngsters to the careers of adults working in the Greater Los Angeles community through meaningful research and guest presentations will provide the students a deep understanding of what they must do to reach their goals. By developing a career and college-readiness curriculum with the staff and the support network of professionals committed to partnering with CRMS#7, students will be able to learn about different educational and career pathways, meet the professionals who currently work in these sectors, and ask meaningful questions of adults who work in the desired fields yet still find time to share their experiences with the future leaders of the Angelino community.

The instructional program of CRMS#7 Business and Technology School will provide an opportunity for all stakeholders to explore and promote a college-going culture within their community. As students interact with a large number of mentors from Los Angeles area universities, professional artists, and other community organizations to improve their understanding of college, they will be able to clearly articulate their future goals and understand how what they do will impact the process of attaining their dreams. All of the families of CRMS#7 Business and Technology School students, as well as the younger students who will eventually matriculate to the school, will be direct beneficiaries of this instructional philosophy as their awareness and excitement for a college education and career readiness is fostered and nurtured.

The proposed instructional program of CRMS#7 Business and Technology School is directly

aligned with the educational issues and the fragmented feeder pattern of schools facing the impacted neighborhood. Currently in South Los Angeles several local elementary schools are successfully working toward meeting the District, State, and Federal annual goals for student achievement. However, as the students matriculate to middle school, several families decide to search for other options for their children, including charter schools. The "flight" from our local public schools is further exacerbated when students progress from middle to high school. Numerous factors may contribute to some of the most talented and bright students leaving the neighborhood public school system, but they all essentially come down to fear. It could be fear of the unknown, fear of the known statistics, fear of the historical reputations, fear of the instructional program of staff, or any other misconceptions.

The theory behind linking the local elementary schools with CRMS#7 Business and Technology School and eventually the high school programs, is to increase the familiarity of the students and families being served by the community's schools. By offering opportunities to explicitly teach a range of business and technology themes across all curricular areas, while tapping into the skills and lessons learned in elementary school, students will feel more connected to the school mission and vision. Also, there will be continuity in place with the local elementary schools through the collaboration with CRMS#7 Business and Technology School. Students will be able to further develop their talents during their three years at the middle school level, and enter the Small Learning Community at Thomas Jefferson High School, Academy of Business and Communication (ABC), prepared to take higher level elective classes. This connection between the different school levels in the neighborhood will help the local schools retain some of their most talented students, while increasing the motivation for all students to have pride in their education and neighborhood.

2b. Core Academic Curriculum

The core academic curriculum that will be used at CRMS #7 Business and Technology Culture is based on the adopted Standards for California Public Schools using the McGraw-Hill/Glencoe California edition textbooks, approved by the State and the Los Angeles Unified School District (LAUSD). The focus theme of the middle school will emphasize the business and technological elements across all content areas, and students will experience a three-year program, modeled after the small learning community structure of numerous high schools. The program will culminate at the end of the eighth grade year with a civic engagement project that will introduce students to the elements of service learning, a high school graduation requirement. The students of CRMS #7 Business and Technology School will be exposed to a series of classes that will establish a strong foundation and prepare them to be successful in the small learning community models, which have been adopted by several local LAUSD high schools.

The Business and Technology School will offer a rigorous curriculum that supports a business and technology focus. Electives will include economics, introduction to computers, social networks and business organization. The elective sequence of classes unique to the Business and Technology School will prepare students to enter a rigorous curriculum at the high school level. The elective sequence of classes will prepare students to enter a rigorous curriculum at the high school level. These classes will enable students to develop critical thinking skills, problem solving skills, collaborative skills and entrepreneurship. Through the use of technology, with its varied aspects and applications, each student will have the opportunities and challenges that will allow them to

successfully prepare for their future. In the 21st century, understanding, creating, and utilizing technology will be an integral part of virtually every aspect of daily life. Specific core classes will integrate business and technology into their curriculum to facilitate greater business awareness for the students. Students will also develop their business and technology knowledge through guest speakers, integration of local businesses and through civic service projects. Students will be exposed to an area of focus in the arts in middle school, and then they will be able to further develop their skills in the high school program.

Although the theme of Business and Technology School will be infused throughout the curriculum, the teachers and leadership team will not abandon the emphasis on academic success and achievement in the core content areas. The thematic planning and collaboration between the teachers and community partners will help students to see connections between the business and technology in the core content areas. The enhancement of lessons in English, Mathematics, Science, and Social Studies by incorporating common themes in the business and technology will be the priority. Business and technology education will supplement the core curriculum as best as possible, when the connections can readily be made. The school leadership is committed to ensure that a business and technology education will not supplant any aspect of the core content areas, emphasizing academic achievement based on mastering the California state standards at each grade level and subject.

2b.i. Curriculum Plan and Autonomy

Computer Technology

Sixth graders at CRMS #7 Business and Technology School will have the opportunity to explore the computer basics during the computer class offered during the Flex period. In the first semester, the computer class will focus on the basics of the widely used computer programs, as well as keyboarding skills. As the year progresses, the students will be taught how to use a variety of software programs using project-based lessons, including word processing, publishing, presentation, and photography software. Sixth graders will also focus on how to conduct Internet research. Students are expected to work cooperatively and complete their projects in a timely fashion.

Seventh and eighth graders will also utilize the computer lab to conduct research and to publish the final drafts of their projects. With the guidance of teachers across all curricular areas, students will be comfortable using the popular computer applications and publishing software. Students will be able to create sophisticated PowerPoint presentations and increase their comfort level when presenting to classmates, at assemblies, or to others at off-campus engagements. Finally, all students will work on their electronic portfolio throughout the last semester of the eighth grade year, submitting a CD or USB to the CRMS #7 Business and Technology School archive of college-ready students.

English

The language arts program at CRMS #7 Business and Technology School is focused on the reading, writing, speaking, and listening skills necessary for success in all academic areas. Cross-cultural and artistic connections are deliberately met throughout McGraw-Hill/Glencoe's

California Treasures (English Language Arts) and Expressions (for English Language Development), the curriculum adopted by the school. Through the autonomies provided by the Pilot school model, the English Department team will be able to develop and enhance the textbook adoption, creating a unique pacing plan and assessment projects that will be embedded in the curriculum.

Teachers choose from a wide range of titles, provided by the Glencoe Literature Library, that introduce students to many genres including novels, historical fiction, myths, non-fiction, short stories, and poetry. The educators at CRMS #7 Business and Technology School will ensure grade-level and reading level appropriateness through the readability measurements aligned with the Degrees of Reading Power (DRP) index. Using the varied selection of literature, students will increase reading fluency and develop vocabulary. They will analyze characters and authors' intent. Students will act out scenes and write from the point of view of a character. They will create storyboards, posters, and projects to process and illustrate what they are learning. An emphasis on cultural foundations, diversity, and artistic influence within the selected literature will be placed in the sixth grade English classes at CRMS #7 Business and Technology School.

Along with the many discussions that occur in connection with literature and history, students also write extensively on a number of topics. They may write about their personal reading in journals as part of regular sustained silent reading. They write personal essays, sometimes as a response to an event in reading or history. Students participate in a variety projects. Often these projects require discussion, note-taking, writing, drawing or dramatizing and presenting to others in a variety of settings. As part of this process, grammar, language mechanics and spelling skills are taught and stressed as essential components of the well-educated sixth grade student.

The seventh grade English program at CRMS #7 Business and Technology School continues the successful groundwork begun in 6th grade. In addition to individual book choices, classes read carefully chosen novels from the Literature Library and shorter works together. Works are analyzed for theme, figures of speech, and connections to other works as well as the traditional examination of setting, plot, and character. Students can utilize the library during some of the scheduled Flex classes, with periods of sustained silent reading monitored by the Accelerated Reading Program (AR). AR will motivate students to read novels of their own choice at their appropriate reading level and enables fluency, comprehension, and practice. Specific reading strategies are taught in conjunction with this program to ensure focused reading.

Teachers will further develop students' writing by continuing with the school-wide instructional strategies and the writer's workshop model. The writing program includes strands of vocabulary development, grammar, spelling, and mechanics. Students begin with a very structured approach to paragraph construction and expand to complete essays that demonstrate clarity, organization, and analysis. The essay forms studied at this level include narrative, descriptive, persuasive/justification, and response to literature. Exercises in creative writing encourage students to imaginatively express their understanding of themselves, the works they are studying, and the world. Seventh graders will also be expected to give written analysis of the great works of art studied in their studio art and design class.

In eighth grade Language Arts, students build upon the foundation created in 6th and 7th grade. Students expand their knowledge of correct spelling conventions and varied sentence structure in

order to write and read critically. Students learn how to write persuasive essays on significant cultural and historical topics, as well as develop a literary response to the novels they read as a class and individually. Students create compositions with a well-defined thesis, supporting body paragraphs and a clear substantiated conclusion. In addition, students read and write creatively on a daily basis. Students also acquire literacy skills through role-playing, reader's theatre, and oral presentations.

During the second semester of the eighth grade year, students will begin to work on their electronic middle school portfolio. Students will include writing samples from the writing genres studied during the year – Narrative, Expository, Response to Literature, and Persuasive. The electronic portfolio will also include a personal statement and resume. Eighth grade English teachers will also provide time for students to incorporate the project-based learning assignment from the art elective class as well as other essential documents. Students will also take a locally designed California High School Exit Exam (CAHSEE) diagnostic prior to the end of the second semester.

History

Core teachers who teach the English Language Arts and Social Studies curriculum will have the opportunity to work with their students on several cross-curricular projects emphasizing the arts. Teachers at all grade levels will focus on the concept of GRAPES in each unit studied throughout the three years at CRMS #7 Business and Technology School to provide consistency for the students. Specifically, GRAPES is an acronym for Geography, Religion, Achievements, Political Structure, Economics, and Social Structure, which are all universal themes presented in the history of world civilizations.

The sixth grade history program is focused on Ancient Civilizations, including geography, culture, and major political movements. CRMS #7 Business and Technology School will utilize the curriculum presented in McGraw-Hill/Glencoe's Discovering Our Past series. The primary units of study are Early Humans, Elements of Early Civilizations, Mesopotamia, Egypt, India, China, Greece, and Rome. Students are exposed to authentic literature and a variety of sources of information film and art to understand why civilizations developed when and where they did. While studying the various cultures, arts and technology are explored and used to develop, reinforce, and extend learning. Exploration into the artistic development of the human form and the variety of medians used throughout the centuries of early history will be connected to overarching concepts. Unit projects ask students to create storyboards, Grecian urns and sculpture, as well as to perform skits, readers' theatre, and dramatizations or dances that reflect historical themes.

Seventh grade students study the social, cultural, artistic, and technological changes that occurred in Europe, Africa, Asia, and the Americas AD 500-1789. The textbook, which Social Studies teachers will use as a guide to this period of study, is the McGraw-Hill/Glencoe's Medieval to Modern Times. Students will study the geography and history of great civilizations and cultures that were developing and their interactions with each other: Rome, Islam, African Kingdoms, China, Japan, Medieval Europe, the Renaissance, Reformation, Age of Exploration, Inca and Aztec civilizations, and the Enlightenment. Seventh graders examine the growing economic

interactions as well as the exchange of ideas, beliefs, technologies, and commodities. They will learn about the roots of democratic ideas and the continuing influence of these ideas in the world today. Throughout the units of study, Social Studies and Studio Art teachers will work collaboratively to plan lessons that are thematically connected.

In eighth grade, students will explore American History through McGraw-Hill/Glencoe's American Journey to World War I. Students will study ideas, issues and events from the framing of the Constitution to the Industrial Revolution and beyond. To enliven their study of history and to gain a different perspective, students read historical novels and American literature as a whole class and in Literature Circles format during each unit of study. Teachers will present reading selections from Literature Library to read with the whole class to enhance students' understanding of the overarching themes, such as the Westward Movement. Examples of literature circle titles include novels such as The Kidnapped Prince, The Story of Olaudah Equiano, Fighting Ground, and The Autobiography of Ms. Jane Pittman. Students also read and analyze novels including Raisin in the Sun, Of Mice and Men, and To Kill a Mockingbird to gain appreciation for central themes related to our collective American identity and to make connections with the historical lessons taught within the Social Studies framework. Project-based learning is a crucial instructional strategy in eighth grade Social Studies, as students prepare themselves to work collaboratively on a number of assignments.

Math

Sixth graders at CRMS #7 Business and Technology School will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers, as they will accurately compute and solve problems. They apply their knowledge to statistics using the concepts of mean, median, and mode of data sets and calculate range. As students analyze data, sampling processes will be checked for possible bias and misleading conclusions. While reviewing probability, they will use addition and multiplication of fractions routinely to calculate the outcome of common events. Additionally, students will work with and conceptually understand ratios and proportions and compute percentages. By the end of the year, they will also know about π (pi) and the formulas for the circumference and area of a circle and use letters for numbers in unknown part of an expression. Finally, a special focus will be placed on solving one-step linear equations and use multiple problem-solving strategies to find answers to practical problems. The ability of mastering the one-step linear equations will provide a solid foundation for the Pre-Algebra and Algebra curriculum in the following two years. McGraw-Hill/Glencoe's California Mathematics series and California Math Triumphs will be implemented by the Mathematics Department in conjunction with locally designed intervention lessons and strategies. Intervention opportunities to address the large number of students who are not proficient in math are provided during the Flex period, as well as during the three intersession periods between each quarter (see the proposed school calendar, Attachment 10).

At CRMS #7 Business and Technology School all students will be prepared to master Algebra. In seventh grade students will further solidify the algebraic foundations as they become adept at manipulating numbers and equations and understand general principles at work. They will use factoring of numerators and denominators and properties of exponents. Additionally, seventh graders will know and use the Pythagorean Theorem to solve problems in which they compute

the length of an unknown side. They will also compute surface area and volume of three-dimensional objects and understand how area and volume change with a change in scale. Students will make conversions between different units of measurement and use different representations of fractional numbers (fractions, decimals, and percents) and will be proficient at changing from one to another. Seventh graders will increase their facility with ratio and proportion, compute percents of increase and decrease, calculate simple and compound interest, graph linear equations, and deal with the idea of slope and its relationship to ratio. Seventh grade math teachers will work collaboratively to design project based learning assignments, in which students will be provided the opportunity to make real world connections and applications to the content studied in class.

Since math literacy is crucial in our modern technological society, all eighth grade students CRMS #7 Business and Technology School will study Algebra. In this course, students work extensively with the equations, graphs, and systems of linear and quadratic functions. They also apply various problem-solving strategies to solve challenging word problems on topics such as banking investments, school design, recreational center design, consumer decisions, and aeronautics.

Math teachers will adhere to the adopted Framework of Standards for California Public Schools using the McGraw-Hill/Glencoe's California Algebra 1 textbook as a tool to implement the eighth grade math program. Locally designed lesson enhancements and pre-teaching assignments, in conjunction with the aligned intervention resources of California Math Triumphs, will allow teachers and students to be successful in the Algebra classroom. The foundation of algebraic principles studied in sixth and seventh grade will also help students to experience mastery of this difficult subject area. The math department teachers will collaborate to design the most effective pacing plan and assessment schedule for our students. The lesson introductions/warm-ups and concepts studied throughout the school year are spiraled, so students revisit topics over the year to develop a deep and long-lasting understanding of Algebra. This course promotes a balance of conceptual understanding and skill proficiency, and it provides the foundation for students' future math courses in high school and at the university level.

Science

In sixth grade, CRMS #7 Business and Technology School students explore the forces that shape and change our Earth through the McGraw-Hill/Glencoe's California Focus on Earth Sciences curriculum. Using the scientific method as a basis and an inquiry approach, students explore plate tectonics, earthquakes, volcanoes, weather, ecosystems, etc. A common theme in sixth grade Earth Science is cycles, such as the life cycle in ecosystems, convections currents in plate tectonics, and water cycle/convection in weather. Sixth graders, as well as students from all grade levels, will design their own practical science experiment and produce a presentation for the Science Fair, showcasing their mastery of the scientific method. The Science Fair will be an annual family event, scheduled prior to the completion of the third quarter.

CRMS #7 Business and Technology School presents the biological sciences to students in seventh grade, using the framework of McGraw-Hill/Glencoe's California Focus on Life Science. Students will learn about the basics of cellular biology, including puberty, reproduction, and genetics during this year. Evolution and the development of the modern human is another focus

of instruction and scientific investigation in the seventh grade science curriculum. Finally, living systems and the vital systems of the human body will be studied. The studio art and life science teachers will collaborate to make connections between themes of the two subjects, such as the human muscular or skeletal systems and symmetry, to enhance understanding of both subject areas.

In eighth grade, students conduct scientific investigations in chemistry and physics in through McGraw-Hill/Glencoe's California Focus on Physical Science curriculum. Students will utilize the scientific method to conduct numerous group projects during this course. Science teachers will emphasize collaboration, hands-on investigations and the use of technology, as students study the physical sciences. The philosophy of the science classroom is that CRMS #7 Business and Technology School is a community of learners who work together, using technology and other traditional tools of science to discover the basic principles that underlie each of the topics studied. Students and teachers strive to create a supportive and stimulating think tank in which the wonders of the physical universe are appreciated and understood.

Students in eighth grade will study several themes in Physical Science that will provide opportunities to foster group investigations. In the matter and chemical reactions unit, students create models of atoms, element brochures, and periodic tables as a means of understanding the form and function of atoms, molecules and their interactions. In the forces and motion unit, after our investigation of the three laws of motion, students will apply their knowledge in different projects. In the solar system unit, each student builds a scale model of the solar system to visualize the vast distances in our universe. Students will also explore the circumstances that create our seasonal changes, and eclipse, the equinox and solstice, and a general overview of the nine planets in our solar system.

Additionally, throughout the three years at CRMS #7 Business and Technology School, students will be exposed to topics traditionally taught during a separate Health elective. Teachers and school leaders will develop a three-year curriculum plan gradually to introduce several key concepts covered in the traditional Health class. Topics included in this locally designed curricular plan include: nutrition, personal health, substance abuse, safety and injury prevention, consumer and community health, individual growth and development, and diseases.

Physical Education

The sixth grade Physical Education (PE) program at CRMS #7 Business and Technology School will focus on the difficult transition that the youngsters experience as they leave the familiar confines of elementary school. The PE teachers will work specifically with the sixth graders to ease the transition to the secondary schedule (for example, locker rooms and preparation for PE class). Teachers will explore basic elements of movement and its relationship to child development. Activities in physical education classes emphasize self-improvement, participation and cooperation in a non-competitive atmosphere. Students will participate in skill development, physical fitness, team sports, individual sports, net games, rhythmic/dance, as well as cooperative games. During Physical Education classes, students are encouraged to practice communication skills, psychomotor, locomotor, non-locomotor, manipulative perceptual motor skills, fitness/wellness as well as developing good body management skills.

Seventh and eighth grade students participate in a comprehensive sequential physical education program. This system promotes physical, mental, emotional and social wellness. Activities include net games, circuit training, team games, jump rope, individual games, and track/field. Physical Education teachers focus on skill development, rather than competition. A non-competitive atmosphere allows students to try new physical activities. Students will know "why" they are learning specific skills and how they are benefiting personally. As an extension to Physical Education, students will learn and understand the need for appropriate nutrition and exercise during the Flex period classes.

English as a Second Language

The students who enter CRMS #7 Business and Technology School as a participant in the English as a Second Language (ESL) program will receive instruction in an ESL core class, regardless of grade level. The ESL students will develop their listening, speaking, reading, and writing skills as they explore Hampton Brown's Edge curriculum. Proper placement of the English Language Learners will be emphasized, as the school will take a proactive approach to addressing the needs of Long Term English Learners (LTELs). The lead teachers and administration will be committed to meeting with the fifth grade teachers of the feeder elementary schools to ensure proper placement in the secondary ESL program. The teachers who are knowledgeable of both the students and structure of the secondary ESL program will carefully consider the work samples within the ELD portfolios, test scores, grades, and personal narratives about the students which will touch upon some of the intangibles that cannot be gleaned from simply looked at a data transfer data card.

A Waiver to Basic program option will be explored for students who enter CRMS #7 with less than a year of their initial USA enrollment. CRMS #7 School of Arts and Culture and the CRMS #7 Business and Technology School will work collaboratively to meet the needs of students at the ESL 1A and 1B levels. The vision of this small program within the school's instructional plan will be to provide intense first and second language instruction across all subject areas, preparing the students to be included in the mainstream grade level classes by the beginning of their second year. This Waiver to Basic program will resemble the elementary model, which is being used as a basis for the sixth grade curricular plan at CRMS #7. The English Language Learners who enroll in the program at the school will receive intensive instruction during the regular school day and will be able to take advantage of before school, after school, and intersession enrichment or intervention opportunities to accelerate language acquisition. With this model, the ESL level 1A through 2B students will not lose an additional elective opportunity during the regular school day.

Teachers, students, and administrators will strive to accelerate language acquisition through the programs and strategies employed within the ESL program, allowing students to enter high school designated as a Reclassified Fluent English Proficient (RFEP) or Preparing to Reclassify Program (PRP) student. The ESL program model will be clearly communicated to students and parents, with the intention to motivate progress through the series of ESL classes so students will have access to the A through G English classes when the enter high school. In addition, a special emphasis will be placed on the process and goal of Reclassifying or exiting the ESL sequence of

classes, with regular recognition and celebration of the students who attain these goals.

AVID

CRMS#7 Business and Technology School will adopt the Advancement Via Individual Determination (AVID) program to further develop the intrinsic motivation of students to attend a four-year university. Initially, the school will schedule one AVID elective for the sixth grade class, and expand the program to two sixth grade and one seventh grade offering by the second year of operation. The third year will experience additional growth as we will add another section to the sixth grade class, and continue the existing clusters of students. Using this model, the middle school will have three AVID sections designated for each grade level by the third year of operation. AVID teachers will be trained to implement the curriculum with fidelity as they attempt to couple the development of self-management skills while infusing motivation to attend a four year college. Students will learn study skills and the resiliency to withstand the social, intellectual, and personal demands of preparing for and going to a four-year college of their choice.

2b.ii. School-site Curriculum Development Timeline

Prior to the opening of CRMS #7 Business and Technology School, the complete staff of teachers will have ample opportunity to map out a locally designed pacing plan for the different subject areas. Professional development meetings during the summer will focus on the creation of a detailed customized curriculum and assessment schedule for the first semester. A long-term plan will also be devised to map out the entire school year, taking into consideration the California Standardized Test window. Teachers will work in subject-alike teams as well as explore cross-curricular connections with teams of teachers who share students. For example, the sixth grade teachers can work in groups of three to plan how some of the themes in the English Language Arts/Social Studies curriculum can be taught in conjunction with concepts presented in Mathematics/Science and the business or technology elective classes. Teachers will use the subject specific California state content standards in conjunction with adopted Glencoe/McGraw-Hill textbooks and curriculum as a guideline to develop a culturally relevant year-long plan.

Customizing the curriculum for seminar classes will be much more time consuming for the staff because there is not a set curriculum in place, and the materials covered should be truly specific to the needs of our LAUSD students and the calendar of academic events scheduled for the school site. The Flex period every Tuesday will be designated for the seminar class, and the teachers at each grade level will collaboratively develop lesson plans and activities to cover throughout the school year. The idea behind the seminar class is to personalize the learning experience and maximize the impact of the teacher to student relationship throughout the three years at CRMS #7 Business and Technology School. Teachers will present lessons on earning excellent grades, class credits, college admission requirements, career opportunities, high-stakes testing, test taking strategies, goal development, personal wellness, values, character, a preview of the A through G requirements, and the Individualized Curriculum/Graduation Plan.

2c. Addressing the Needs of All Students

As stated in the instructional philosophy of CRMS #7, the Response to Instruction and Intervention (RTI^2) model ensures that the needs of all students are addressed. The core tenet of this model is all students can effectively meet high standards utilizing the RTI^2 multi-tiered framework. The RtI^2 model is a framework based on the prerequisite of good first instruction and the use of data for appropriate acceleration and interventions for all students. The RTI^2 model seeks to personalize instruction by creating the conditions to identify students in need at an early stage and provide immediate strategic assistance, progress monitoring, and the implementation of research-based instructional interventions. In addition, the utilization of the Problem Solving Process provides the tool to ensure that all variables are considered to inform accommodations and/or modifications to the personalized instructional program for each student. The variables that must be considered are student's background, learning style, curriculum, pedagogical strategies, classroom environment, school environment and other variables. By defining the problem, analyzing the problem, implementing a plan and evaluating the plan, the data will provide information to determine the next step in this cyclical process.

Based on the instructional philosophy, the following is a brief summary of the 3 tiers of the RTI^2 model, based on BUL-4827.1 *Multi-Tiered Framework for Instruction, Intervention, and Support*, REF-4984.1 *Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support* and REF-1276 *Secondary Instruction and Services – Students with Disabilities Accessing the Core Curriculum*. Tier 1 is known as "Core Instruction" to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. Tier 2, known as "Strategic or Supplemental Intervention," is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students that need additional time and type of instruction to learn successfully. Strategic interventions include more intensive, immediate instruction aligned to students' instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 3, known as "Intensive Intervention," is for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2, and designed to accelerate student progress. Tier 3 typically includes use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicates that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier 3 is more frequent. Student performance is monitored closely to evaluate progress and the effectiveness of all instruction and intervention. Intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers 1, 2, and 3 in order to match learning supports to both academic and behavioral/social-emotional needs.

CRMS #7 Business and Technology School strives to meet the unique needs of all students by creating a personalized instructional environment. In striving to meet this goal, there will be an emphasis on students that have traditionally performed below their peers. Thus, the school will implement specific instructional practices to facilitate the conditions for academic achievement. In addition, class schedules will be adapted to create a personalized instructional environment for all students. CRMS #7Business and Technology School will implement program adaptability to

meet student's needs of all students during their Flex period and Seminar class. Thus, to address the special needs of English Learners (ELs), Students with Disabilities (SWD), Gifted and Talented Education (GATE), and Standard English Learner Students (SELs), the school will implement specific instructional practices that will be used to deliver the core curriculum to specific student groups. The school will utilize the RTI^2 model and the Problem-Solving Process to provide the personalized instructional environment for all students. The effective use of a Multi-Tiered Problem-Solving Process will ensure the academic, behavioral and social/emotional success of all students within the CRMS #7. CRMS#7 will utilize data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on students needs.

CRMS #7 Business and Technology School will implement strategies and services for English Learners (ELs), Students with Disabilities (SWD), Gifted and Talented Education (GATE), and Standard English Learner Students (SELs) to receive personalized instruction to meet their unique needs. The teachers and instructional leaders will ensure the implementation of research-based approach by providing professional development, the work of the Professional Learning Communities (PLCs), Academic Language Development, using the Cognitive Coaching model, Instructional Rounds models, Understanding by Design and student progress monitoring.

The District implemented an initiative to accelerate the academic progress of ELs due to ELs not meeting the three Annual Measurable Academic Objectives (AMAOs). The District's initiative focuses on the implementation Specifically Designed Academic Instruction in English (SDAIE), so ELs can access the core curriculum. The SDAIE sessions will be implemented through professional development sessions during the first six months of the professional development schedule. The school will utilize the Instructional Rounds model and Cognitive Coaching model to gauge the effectiveness of implementation and progress monitor students. These strategies are effective for all English Learners including Long Term English Learners (LTEL). Through the framework of the 3 C's (Content, Comprehension and Connections) and an I (Interaction) (LAUSD, 2010), ELs can access the core curriculum more easily. In addition, CRMS #7 will plan professional development on the implementation of the Sheltered Instruction Observation Protocol (SIOP) model (Echevarria, Vogt and Short 2008) and Cognitive Academic Language Learning Approach (CALLA) (Chamot and O'Malley, 1994). In addition, there are specific school based recommendations for LTELs based on Reparable Harm (Olsen, 2010) that CRMS #7 Business and Technology School plans to integrate.

2d. Instructional Strategies

Throughout all curricular areas, teachers will utilize key instructional strategies in the classroom. Emphasis will be placed on both oral and written communication as well as the inclusion of technology on the behalf of students and teachers. Elements of Specifically Designed Academic Instruction in English (SDAIE), Project-Based Learning, Thinking Maps, and school-wide reading and writing projects emphasizing Culturally Responsive and Relevant Education (CRRE) will be evidenced in all departments and grade levels. Providing teachers time to share implementation strategies and best practices during professional development opportunities will ensure that the core instructional strategies weave throughout all classrooms. CRMS#7 will cohesively adopt these instructional strategies with not only the immediate product of the lesson

in mind, but with the intention to instill the critical thinking skills, which are necessary for success in the future.

Following the key components of Project-Based Learning and the SDAIE lesson model, students will have ample opportunities to interact with one another in their classrooms, developing the interpersonal skills demanded by the workplace in a majority of today's careers. Not only will CRMS#7 prepare students to apply the knowledge learned in their classrooms, but they will work together to solve both simulated and real-life problems. Students will work cooperatively in small groups in several projects throughout the year to learn by doing, as they put the theories they learn into action.

Since nearly all of the students who attend CRMS#7 Business and Technology School will be matriculating from Local District 5 elementary schools, the teachers will continue with the students' exposure and understanding of the graphic organizer strategy presented by Thinking Maps. Including the eight basic graphic organizers developed by Think Maps in the instruction and within the classroom environment, students will be provided with a familiar visual language to help organize or conceptualize new information. Rather than exerting energy toward redesigning or rolling-out a new theory of graphic organizers, the school leaders and teachers of CRMS#7 Business and Technology School can focus on the students' prior knowledge of the Think Maps system. Professional development opportunities will therefore examine how to more effectively infuse the practices of Thinking Maps across the curriculum in a seamless fashion.

The smaller student body of CRMS#7 Business and Technology School will foster a more personal experience for the students and staff on many levels. Additionally, the more intimate setting will provide opportunities for all students, parents, and staff to more easily share common experiences. The adoption of a school-wide reading and writing project, emphasizing Culturally Responsive and Relevant Education (CRRE), will allow all stakeholders to have meaningful conversations about monthly writing prompts and explorations into the themes presented in the adopted "Books of the Month." The goal of this instructional strategy will be to explore culturally relevant themes and to promote a culture of learners across all stakeholders.

Section 3: School Culture and Climate

3a. Description of School Culture

The school culture and climate of CRMS #7 Business and Technology School will focus on preparing each individual student to be ready for the challenges of college and their career from the very moment they enroll at the middle school. Through the teacher leadership teams, parent advisory councils, and the Governing School Council, structures will be adopted to ensure all students will have the greatest opportunity to be successful at the middle school level and beyond. Intervention and enrichment will be folded into the students' schedule to meet individual needs during a flexible elective period that will meet four times a week. Specific intervention and enrichment programs will also be made available to students during their intersession periods within the school year and in the summer weeks to extend the amount of

weeks students spend at school. In the early years of operation, the staff will promote the development of traditions that can contribute to the college-going culture of CRMS #7 Business and Technology School. The professional learning environment of this school will support all adults to increase the understanding and support of the unified school culture.

Just as the professionals working at CRMS #7 Business and Technology School will have the highest expectations for each other, the same expectations for the students will be evident in the school's discipline plan and code of content. The collaborative culture of the educators is based on the trust and norms established by the group, and the same is expected of the youngsters. Similar to how the Election to Work agreement will be developed by the adult stakeholders of the school, student representatives will create their own creed that all students will be able to understand and recite with automaticity. Students will have an increased sense of ownership and belonging to the school if they are active participants in contributing to the school culture and traditions.

Within the structure of the Flex period, students will be able to meet on a regular basis with their seminar teacher, further personalizing the educational experience at CRMS #7 Business and Technology School. All adults will have a seminar class of approximately 22-25 students, where a locally designed curriculum addresses the establishment of a college-going culture. Students will explore short-term and long-term goals in terms of education, career, and personal life. Seminar teachers will enhance and build upon the Individualized Culmination Plan (ICP) meetings, conducted by the counselor with the parents and students on a bi-annual basis. The seminar teacher will also provide the first line of contact to parents, establishing a relationship where discussions about problematic issues as well as praise can be regularly communicated.

CRMS #7 Business and Technology School will be extremely consistent and strict with the rules and routines established by the school's Safety Team. All students will be expected to wear designated uniforms, but will be granted occasional free-dress days focusing on college attire when certain criteria or goals are met. Examples of other items restricted by the dress code will include open-toed sandals, caps/hats, earrings (other than studs), jewelry, belts (other than black/brown), tennis shoes (other than solid black or white). Beyond the adoption of a designated uniform policy, additional items will not be allowed on campus, including but not limited to cellular phones and other personal electronic devices, earphones, toys, and skateboards. The school will vigilantly support a zero-tolerance policy to the established rules and routines, and school officials will immediately conference with parents and the students when items are confiscated or rules are violated.

3b. Student Support and Success

Student success will be measured by multiple measures at CRMS #7 Business and Technology School. On one front, the growth and gains students make on the various District assessments and locally designed formative and assessments will help students to monitor their own progress. Students will understand what tests they are taking, why they are required to take the exams, and what they must do to be successful. However, beyond the assessment tools available at all secondary schools, the students will be able to develop a deeper understanding of the competitive and rigorous school culture. It is this culture that our youngsters will understand that they are

competing against students on a national and global scale as they prepare themselves for college.

Through the Flex period option and the seminar classes, the students at CRMS #7 Business and Technology School will be exposed to the complete transition from elementary to secondary. Student success will be monitored in these classes through locally designed pre- and post-assessments on topics relevant to a new student in sixth grade. Teachers will cover the purpose and calculation for grade point average, as well as explicitly explain the credit based system of secondary schools. Success in secondary schools will be connected to the promotion of attaining career and educational goals in their future. Seventh and eighth graders will be exposed to the collegiate mentors through their participation in many programs and partnerships during the school year. Examples include the student volunteers throughout the state of California who participate in the alternative Spring Break program, and UCLA students working toward their Civic Engagement minor by designing activities to specifically meet the needs of our students.

Student, parent, and staff recognition on a continuous basis will also contribute to the establishment of a positive and goal orientated school culture. Students will be recognized for excellent attendance, high academic achievement, improvement in periodic assessments, and contributions to the school community. Parents will be rewarded for their participation in any of the numerous parent committees and events, and their involvement in school activities. The school's leadership will also highlight outstanding contributions and best practices of the teachers, as we look to promote the successes in each classroom to become the school-wide norm.

3c. Social and Emotional Needs

The leadership team of CRMS #7 Business and Technology School will seek the support of the experts working for the Pupil Services and Attendance Department of LAUSD at Local District 5, to help initially train the staff on how to identify and meet the social and emotional needs of our students. Even with a small staff, the educators at CRMS #7 Business and Technology School will be committed to building a Coordination of Services Team (COST), to provide an opportunity to address the students who may need additional support at the school. As the programs and staff at the middle school grow, a formal COST group will meet twice a month to discuss the additional services that can be provided to students who are referred to the team. Furthermore, the seminar teachers and core teachers will be the first point of contact for the students who may be experiencing difficulty or adverse conditions at school or home.

Additionally, CRMS#7 Business and Technology School will collaborate with its two partners on campus, Synergy Kinetic Academy and CRMS#7 School of Arts and Culture, to leverage funding which will provide five days a week of the LAUSD VISTA (Volunteer In Service To America) Community Partnership Program. The VISTA program will be in its pilot phase during the 2011-2012 school year. Funding for a VISTA participant will be provided to secure assistance that focuses on parent and community engagement activities. These activities include increasing parental engagement, School Site Council capacity building, increasing attendance and retention, implementing or expanding tutoring and mentoring opportunities, recruiting volunteers, and other options, as determined through a school needs assessment.

3d. College and Career Readiness

The students will be exposed to the several college and career readiness preparation programs throughout the three years they attend CRMS #7 Business and Technology School. As stated in the school's mission, it will be a priority of the adults on campus "to nurture students who are intrinsically motivated to prepare themselves for college and their future careers." The educators at the middle school intend to do this through educating the students about the process and requirements they must meet to be eligible for post-secondary options in the sixth grade. In realizing that in many communities across the country, the college-going culture is embedded in students' lives at a very young age, the teachers must be very deliberate in instilling these ideas to the middle school students. The environment of the classrooms and common areas of the school will reflect a collegiate atmosphere, with teachers proudly displaying their alma mater and the major/minor they studied.

Another vital component of the establishment of a college-going culture follows Dr. Ruby Payne's philosophy of understanding poverty, helping students to have more options in their own lives. Dr. Payne describes the importance of role models in her publications, and the staff of CRMS #7 Business and Technology School intends to leverage the energy and expertise of our local college students as mentors. Several teachers on the writing team have participated in partnerships with UCLA and CSU Los Angeles, involving the internships or mentoring of the college students on their K-12 campuses.

3e. Parental involvement

The educators of CRMS #7 Business and Technology School understand that the parents are one of the most valuable and powerful influences on a child's education. All too often in secondary schools, parents are not viewed by as true partners in improving student performance and defining the needs of the school community. Engaging with parents and developing leadership capacity will be one of the primary goals of the school's leadership and the principal community partner, One-LA.

Through careful examination of the parental concerns raised by a focus group, in a meeting conducted by Families in Schools at Carver Middle School on September 27, the message is clear: Parents want to help improve their local schools, and they want the school leadership team and teachers to support them in doing so. The main issues that arose from the focus group included improving communication between the teacher and parent, developing better relationships with the adults at the school and the parents, providing more opportunities and a wider variety of parental workshops, defining the expectations and assessment measures of the students, explaining the process of post-secondary and career preparedness, and teacher professionalism.

To address the parent concerns identified at the Carver Middle School meeting, the leadership team of CRMS #7 Business and Technology School is committed to giving the parents not only the opportunity to be heard and influence the development of the school culture, but the physical space and time to do so. Being a community-based school, CRMS #7 will be open to the parents and community of the students who attend. With this in mind, it is imperative that the school

has a functioning parent room will serve as a welcoming center for new enrollees and community partners. Not only will students be introduced to the services provided at CRMS #7 Business and Technology School, but parents will be introduced to the engagement opportunities facilitated by the parent leadership organizations and counsels.

A community representative will be a vital member of the school community, serving as both an organizer and a manager of the parent volunteer opportunities. The person who is hired for this position will operate the welcoming center and schedule parent meetings and trainings based on a needs assessment. Teachers will be able to collaborate and share with parents on a rotational basis in the parent center with the help of the community representative. The school's auditorium will be utilized for larger parent trainings, the monthly English Learner Advisory Council (ELAC) meetings, and Compensatory Education Advisory Council (CEAC) meetings. All parent engagement opportunities will be posted at the school's information center, monthly calendars, and on the website.

Finally, parents will play an important role in the personalization of the students' education through the weekly seminar class. All teachers will act as an advisor to their small cohort of students enrolled in their seminar class, and each teacher will solicit parental assistance. CRMS #7 Business and Technology School intends to empower at least one parent to be the "room parent" for each cohort of students in the seminar classes, following the teacher and specific group of students for the entire three years of attendance at the middle school. This parent will work in conjunction with the community representative to organize celebrations and events at the school-wide level, as well as for the individual students in their seminar class. The room parent will also promote the reflective culture of the school as parental feedback and concerns will be analyzed on a small group level (by parents of the seminar class students) in attempt to be proactive in the problem solving process. Communication and contact with the parents on behalf of the teacher and room parent or community representative will ensure that all parents are informed of student progress and school events.

3f. School Calendar and Schedule

CRMS#7 Business and Technology School will adhere to the LAUSD traditional calendar for the 2011-2012 school year.

CRMS#7 Business and Technology School intends to switch to a modified-traditional calendar for the 2012-2013 school year, which includes 180 days of instruction distributed strategically throughout the school year. The proposed schedule is similar to the tentative LAUSD single-track instructional school calendar 2011-2012, beginning on August 12 and continuing through June 4. However, with the greater level of autonomy provided by the Pilot school model, the applicant team is proposing four quarters of instruction, with short intersession periods between each quarter to maximize intervention opportunities for students who may be falling slightly behind (see Attachment 10). The reason for this modified traditional calendar is to offer a more balanced semester with a slightly longer winter recess and a shorter summer break. The two-week intervention sessions between each quarter is designed to help the students who did not fully master the standards and learning objectives of their classes during the allotted nine- to ten-week quarter.

Following an intensive professional development and planning week for the teachers, students will begin the first quarter, lasting 47 days from July 30 through September 28, 2012. A two-week intersession will be scheduled for a group of students who are not passing their classes, focusing on English Language Arts and Mathematics. Additional spaces for enrichment classes in a variety of areas also may be available. The second quarter will continue for 41 days, from October 15 through December 21, 2012. The winter break is proposed to extend four weeks, with the fourth week designated for a short one-week intervention session for the students who are continuing to struggle with their English Language Arts and Mathematics classes. The third quarter is scheduled for 43 days, spanning from January 14 through March 15, 2013. An extended spring recess will follow, lasting for three weeks, with the final two weeks being designated for a larger intersession, much like the program scheduled between first and second quarters. Finally, students will return for the last quarter, beginning April 9 and continuing through June14, 2013.

From experience working in the eight by two, or the block schedule format of classes, in local urban secondary schools, the applicant team has realized the shortfalls of such a system. The students who succeed in the block format must be extremely disciplined, have school site and external support, and maintain an excellent attendance record to avoid missing a class for several days. With this in mind, it has been decided that a seven period day would best meet the needs of the population of students being served by CRMS#7 Business and Technology School (see Attachment 9). Students will greatly benefit from having the opportunity to learn from their teachers on a consistent, daily basis. To minimize the passing periods, and to further personalize the learning experience of our students, all core classes will not be dismissed between the regularly scheduled passing periods. Rather, a smooth transition will take place within the core classroom as the teacher moves from English Language Arts to Social Studies, or Mathematics to Science. Adhering to some of the successful structures at the elementary school level, this core class transition will resemble more of a fifth grade classroom than a secondary classroom.

Another feature of the daily class schedule at CRMS#7 Business and Technology School is the 30-minute Flex period on Tuesdays through Fridays. This shorter period will be used by teachers and students to further personalize the educational experience at the school in several ways. First, the Flex period on Tuesdays will be designated for seminar classes, in which all staff will be assigned a group of 22-25 students to personally mentor and counsel through the three years of middle school. For the Flex classes on Wednesday through Friday, students will participate in their AVID class (all three days), or they will rotate through a mixed intervention or enrichment class. The additional class options will consist of intervention in reading, writing, or math, as well as enrichment in computers, leadership, and arts electives.

The regular day bell schedule will consist of 380 instructional minutes following the bell schedule listed below (see Attachment 9 for a complete schedule):

Regular Day Bell Schedule (Tuesday through Friday, Periods 1 -7 with Flex)

Regular Day Bell Schedule Tuesday through Friday, Periods 1 - 7 with Flex		
8:05-8:55	Period 1	50 minutes

8:59-9:49	Period 2	50 minutes
9:53-10:43	Period 3	50 minutes
10:43-11:13	Lunch A	30 minutes
11:17-12:07	Period 4A	50 minutes
10:47-11:37	Period 4B	50 minutes
11:41-12:11	Lunch B	30 minutes
12:11-1:01	Period 5	50 minutes
1:05-1:55	Period 6	50 minutes
1:59-2:29	Flex Period	30 minutes
2:33-3:23	Period 7	50 minutes

The professional development day bell schedule will consist of 210 instructional minutes following the bell schedule listed below (see Attachment 11 for a complete schedule):

Professional Development Day Bell Schedule (Mondays, Periods 1 -7 without Flex)

PD Day Bell Schedule Monday, Periods 1-7 without Flex		
10:11-10:41	Period 1	30 minutes
10:45-11:15	Period 2	30 minutes
11:19-11:49	Period 3	30 minutes
11:49-12:19	Lunch A	30 minutes
12:27-12:57	Period 4A	30 minutes
11:49-12:19	Period 4B	30 minutes
12:27-12:57	Lunch B	30 minutes
1:01-1:31	Period 5	30 minutes
1:35-2:05	Period 6	30 minutes
2:09-2:39	Period 7	30 minutes

3f.i. Autonomy

CRMS#7 Business and Technology School will leverage the autonomy provided within the Pilot school model to modify the existing models of scheduling, benefiting staff and students by maximizing planning and classroom time. Essentially, the class time on professional development days (Monday) will be dramatically reduced to provide teachers time to collaboratively plan for the week, meet departmentally or by grade-level, meet based on specific needs/concerns, and for more formal staff meetings. The banked time for professional development will be utilized before school on Mondays, allowing for four complete, uninterrupted days of instruction for the remainder of the week. The days will be slightly longer on Tuesday through Friday, however the benefit of consistent student class time and quality interaction with the teacher on a daily basis far outweigh the block scheduling model that many schools are adopting.

Section 4: Assessments and School-wide Data

4a. Assessment Philosophy

The assessment philosophy of CRMS#7 Business and Technology School is based on Common Formative Assessments: How to Connect Standards-Based Instruction and Assessments. The pillars of the framework include Professional Learning Communities (PLCs), creation of formative assessments, Data-Driven Decision Making and a focused assessment system. In CRMS #7's assessment philosophy, these pillars are viewed through the perspective of Response to Instruction and Intervention (RtI^2) model's three tiered system. Student assessment will be aligned with the proposed instructional program utilizing the problem solving model. The key is the alignment of annual state assessments with the school-based formative assessments.

There are six major components of the standards-based comprehensive instruction and assessment system (Ainsworht and Viegut, 2006). The six components are: power standards, "unwrapping" the standards; formative and summative assessments; instructional unit design; collaborative scoring of student work; and, data-driven instructional decision making. The Professional Learning Communities (PLCs) (DuFour, 2004; Ainsworht and Viegut, 2006) will provide the foundational structure to implement formative assessments. A PLCs focus is to examine student work to diagnose the student's needs to improve student achievement. A benefit of creating common formative assessments is the integration of instruction and the assessment system. Through the PLCs, they would "unwrap" the standards.

Data-Driven Decision Making
Data-Driven Decision Making (Marsh, Pan and Hamilton, 2007) is a conceptual framework that recognizes that decisions should be informed by multiple types of data such as process data (quality of instruction), outcome data (formative and summative results), input data (school demographics) and satisfaction data (opinions). An assumption of the framework is once data is collected it must be organized and combined with the understanding of the situation through a process of analysis to provide information. The information become actionable knowledge when the data is synthesized, apply knowledge to prioritize, and generate possible solutions. At this point, actionable knowledge can inform different types of decisions such as addressing needs of students.

CRMS #7 Business and Technology School will utilize a cyclical problem solving model to design differentiation of instruction. This process involves five steps and determines the best course of action for instructional differentiation for each student. The five steps of the cycle (Ainsworht and Viegut, 2006) are: the charting of student performance data; analyzing the data; setting a goal for improvement; selecting specific teaching strategies to meet that goal; and determining result indicators to gauge the effectiveness of the selected teaching strategies.

Assessment System
The categories of the effective assessment system are based on REF-4984.1 *Implementing a Multi-*

Tiered Framework for Instruction, Intervention, and Support. An effective assessment system has four main assessment objectives: universal screening, progress monitoring, diagnostic assessment and outcome assessment. Universal screening is utilized to identify students at the beginning of the year that are at risk based on assessment data. Progress monitoring is utilized during the year to determine whether students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged. Diagnostic assessment informs instructional planning to meet the critical needs of individual students. Outcome assessment evaluates whether the instruction or intervention provided is powerful enough to help all students achieve or exceed grade-level standards by the end of each year. Most universal screening and outcome are summative assessments, and most formative assessments are progress monitoring and diagnostic assessments.

Universal screening is a quick and efficient measure of overall ability and critical skills known to be strong indicators that predict student performance. The administration to all students is an initial baseline. Diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and intervention. Outcome assessments are frequently group-administered tests of important identified outcomes.

Progress monitoring is brief periodic instructional checks to ensure student to are making adequate progress. CRMS #7 Business and Technology School will utilize progress monitoring to assess students academic progress. Progress monitoring will be utilized to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring may be implemented with an individual student, small group of students or an entire class. The results of progress monitoring will be used to set appropriate individual goals and adjust instruction as needed. Implementing progress monitoring will require determining students' current levels of performance, as well as identifying learning objectives. Students' academic functioning will be evaluated on a regular basis—weekly, biweekly, or monthly, based on individual students' needs. Actual and expected rates of learning will be compared. This will inform the teacher of students' progress, which allows him/her to make appropriate instructional decisions.

The creation of assessment is based on Understanding by Design (Wiggins and McTighe, 2005) and SMART goals (Conzemius and O'Neil, 2002). There 3 stages of backward design: identify the desired results, determine acceptable evidence and plan learning experiences and instruction. This creates the alignment between the assessed and being taught to students.

Finally, CRMS #7 Business and Technology School will implement a culture of high and clear expectations, and goal setting (Marzano, 2003). Setting academic goals as a whole school (Schmoker, 2006) has a coalescing effect for the school. When creating goals, they should be challenging for students. Students should create their own goals to monitor their progress.

4b. Autonomy

CRMS #7 Business and Technology School will utilize its autonomy to construct assessments and assessment schedules based on the unique needs of the student population. Once the student population is determined, an extensive review by the School Data Team will be undertaken to determine areas of strength and need. This data will determine the school's master schedule. This

data will then be provided and analyzed by the staff to determine appropriate instruction and assessment. All staff will utilize Understanding by Design (McTighe and Wiggins, 2005) and the Response to Instruction and Intervention (RtI^2) framework to align instruction with assessment. Initial evaluation of data will allow for focused instruction in the core content areas. Instruction focused on individualized needs will be applied in each class and/or in the Learning Center.

The School Data Team will meet at the beginning of each semester and throughout the school year to determine if the district-required periodic assessments adequately measure the state standards for each grade. If the Data Team determines that additional assessment is required, each PLC will determine the grade-level assessments necessary to adequately gauge student's performance level. The school will utilize the Content Standards and Frameworks, the STAR CST Blueprints, the CELDT Blueprints and District Periodic Assessments to determine assessments.

4c. Student Assessment Plan

CRMS #7 Business and Technology School will administer summative and formative assessments to measure students' mastery of the state standards. The school year will begin with the review of CST, CELDT, and Periodic Assessment scores to program students and evaluate areas of strength and need for all students. The table lists the national, state, district, and classroom assessments to be scheduled each year. The exact dates and testing windows will be determined by the guidelines of the national, state, and district testing program in June.

Examination	Timeline/Date	Reason
Annual California English Language Development Test (CELDT)	September to October	Required state test that identifies achievement level for English learners
Initial California English Language Development Test (CELDT)	Throughout the school year	Required state test that identifies achievement level for English learners initially enrolled in US school
CA Physical Fitness Test	February to April	Required state test for the 7th grade students to measure health and fitness
California Standards Testing (CST)	March-May	Required for all students
California Standards Writing Test 7th CST Grade writing	March-May	7th grade students
California Modifies Assessment (CMA)	March-May	Required for specific students based on IEP recommendation by the team
California Alternate Performance	March-May	If necessary based on student enrollment

Assessment (CAPA)		
District Periodic Assessments	Three times per year	Required for all students
Grade-level Formative Tests (Initial, Mid-year, End-of-year)	Three times per year	Required for all students
Formative Tests	September-June	Required for all students

4d. Assessment Development

The majority of the assessments at CRMS #7 are state and District developed assessments. However, CRMS #7 will implement a process to develop grade-level initial, mid-year and end-of-year assessments. This is a proposed timeline prior to school opening.

August-September 2011	Teachers will participate in a 1 week orientation during which they will attend training sessions regarding : • School mission and vision • Selection of committee members • Rituals and routines, school policies • Initial school-wide positive behavior support plan (SWPBS) • Long-term pacing plans • Student performance portfolios • Cross-curricular universal themes • District mandated annual presentations • Seminar curriculum development for first semester • Develop several curricula frameworks • CELDT schedule/activities/administration • Departmental collaborative lesson design • SDAIE across all content areas (emphasis: metacognition)
September – December	• Midterms/Quarter grades • CST data presentation • Departmental collaborative lesson design/Critical-friend protocol for feedback • SDAIE across all content areas (emphasis: Thinking Maps) • Response to Instruction and Intervention (RTI^2) • Classroom observation protocol • SDAIE across all content areas (emphasis: cooperative groups)

4e. Data Collection and Monitoring

The school will utilize web based Student Information System (SIS), Integrated Student Information System (ISIS), Welligent IEP System, Core K12, MyData, the District system for enrollment, attendance, and grade system to collect data and monitor student progress. These District web based systems offer historical tracking of student academic and other demographic information. All staff members will be provided professional development to access the data. In addition, CRMS #7 Business and Technology School will utilize the Data-Driven Decision Making (Marsh, Pan and Hamilton, 2007) framework. It is a conceptual framework that recognizes that decisions should be informed by multiple types of data such as process data (quality of instruction), outcome data (formative and summative results), input data (school demographics) and satisfaction data (opinions). The abundance will inform decision on the master schedule and instructional decisions. Through the work of the PLCs, instructional teams can implement instructional decision to personalize instruction.

4f. Graduation Requirements

At CRMS #7 Business and Technology School, student progress toward 8th grade culmination and attainment of passing credits in all content areas will be carefully monitored through each student's Individualized Curriculum Plan (ICP), based on the information presented in LAUSD's Bulletin 3407.1 (see attachment 12). The school counselor and seminar teachers will work together to meet with parents and students at least twice a year to discuss progress toward meeting the requirements indicated on the ICP. To be aligned with the A through G graduation requirements and accepted classes for admission to CSU/UC schools, students will be encouraged to earn no lower than a "C" in any class. Additionally, students must earn an average of 60 credits during the regular school years, with no less than a total of 180 credits earned by the end of eighth grade to participate in the Culmination activities. Students who are not meeting the average of 60 credits earned per semester will have ample opportunities to make up credits and work through the numerous intervention and intersession opportunities.

Section 5: Professional Development

5a. Professional Culture

"… there is no valid teaching from which there does not emerge something learned and through which the learner does not become capable of recreating and remaking what has been taught." --Paulo Freire

The professional development design at CRMS #7 Business and Technology School will nurture a true community of collaborative learners who will uphold the integrity of the school mission and vision. The school culture will enable any willing faculty member to grow as a professional life long learner and stimulate an atmosphere of excellence. Discussion and dialogue of teaching and student learning will be the main goal of each professional meeting. Through constant

reflection of our mission and vision and pedagogical practices, we will develop a strong sense of self and conviction with clear values, beliefs, and expectations that will result in the highest levels of student success.

In order to have a highly effective professional culture it is imperative that we begin by establishing positive rituals for working collaboratively. This requires developing collegial interaction and collective efficacy. In chapter 5 of The Adaptive School , Garmston and Wellman (2009) state "Efficacious groups use more creative approaches to problem solving, persevere longer, work more diligently, and achieve outcomes more successfully than groups without efficacy." The implications for our school would mean instead of holding whole group meetings where only a few instructional leaders present and teachers are passive receptors of information, teachers will take an active role in their own learning. Teachers will engage in intellectual work to problem solve and develop best practices. They will assume decision-making roles and plan the next steps. By having involvement, this will further ensure our commitment to the school's vision.

5b. Professional Development

In the following vignette, we will describe the significant benefits of having such meetings. Meetings spent collectively deciding what is important to the individual teacher and the school will work as an on-site support network.

Background Knowledge for the Vignette: The following is a description of the second meeting in a series. In the first meeting, through data analysis of the most recent district, state, and locally designed assessments, the CRMS #7 Business and Technology School faculty identified a serious gap in vocabulary development. Thus, they prioritized vocabulary development as most important for the student population. The facilitators would be two to three teachers who were identified, by a prior teacher survey, as feeling most capable and knowledgeable in that area. This group would collaborate to design a series of differentiated workshops. The teacher-led workshops would include theory, practice, and a variety of resources of highly proven strategies from Open Court Reading, Thinking Maps, Guided Language Acquisition Design (GLAD), and Gifted Strategies, and LAUSD's English Language Development Practicum. The workshops would give the presenters an opportunity to share their experience in a small group setting. Their expertise will serve the larger community at hand, and thus eliminate the need to spend money on outside resources and presenters. The design of the workshops would adhere to the five Principles of Design (*The Adaptive School,* Garmston & Wellman, 2009).

It is 8 o'clock on a Monday morning and the professional development promptly begins. The facilitators, Mr. Carlos, Ms. Maxon, and Ms. Payés, open the meeting by acknowledging the hard work of the staff and how today's meeting will be purposeful to the larger work in context. Mr. Carlos states, "Our objectives for today will be to explore techniques for presenting content information in ways that students comprehend and review various ways to modify, model, and provide language support in all content areas." The teachers choose one of two workshops to attend. A debriefing session follows and the teachers discuss their learning and observations. In addition, the grade levels/departments identify a content area to implement these research-based practices within the next two weeks per a recent analysis of several data.

The debriefing session would allow us to interact and find congruence with the values and beliefs

of CRMS #7 Business and Technology School. Teachers would engage in a dialogue that would lead them to discussing solutions or next steps. In Chapter 4 of The Adaptive School, Garmston and Wellman (2009) state, "Dialogue honors the social-emotional brain, building a sense of connection, belonging, and safety…this way of talking forms a foundation for coherent, sustained effort, and community building."

The second professional development session would allow teachers and instructional leaders to collaborate and cognitively plan short and long-term lessons that are designed to be highly effective and engaging. Each group would informally share their final product to stimulate new ideas among the various groups. Each group would incorporate measures that qualitatively and quantitatively assess the effectiveness of lessons. Each team would determine what evidence they will observe that will truly showcase the varying degrees of student understanding as well as the manner in which this evidence will be observed. Such measures may include an objective analysis of student work through the use of rubrics, formal and informal peer observations, and student feedback.

After assessing the outcomes of each lesson design, the group will reflect, refine, and redesign if necessary. Reflection will be an established ritual at CRMS #7 Business and Technology School. It would allow the individual to check for understanding, to further connect with the information, and find clarity in the direction the school is headed. After individual reflection, the group will reconvene and determine the next steps. In Chapter 10, Garmston and Wellman (2009) discuss how collegial interaction employs healthy forms of cognition and metacognition resulting in stronger pedagogical practices and student achievement. Each professional development will reflect these principles. Approaching professional development in this perspective of collaborate design, the group will become a true community of learners dedicated to an ongoing cycle of improvement. It will also place a sense of urgency in the application of the strategies/lesson ideas learned from the professional development meetings. Often times, teachers are not given the time to apply what they have discussed and learned in a professional development, and good ideas become lost.

An example of collegial interaction will be the peer lesson observations or coaching that will occur during conference periods. Teachers can observe other master teachers when they do not have a scheduled class, and master teachers/instructional leaders can give feedback on the implementation of the topics covered in the professional development during their own conference periods. This will enhance reflection opportunities.

Another pertinent component of working collaboratively in order to attain high levels of student success is to maximize teacher time spent outside of the classroom. It is imperative that the Instructional Leadership thoughtfully decide what information can be written in a email memo, thread, or post and what information needs to be discussed with all groups or some groups. With careful planning of the agenda, meetings will be more successful since teachers will feel like their time is being valued. It is often times that teachers feel frustration over having to attend a meeting that isn't pertinent to them or when meetings go over time limit because it was spent discussing topics that could have been written in an email. At CRMS #7 Business and Technology School meetings will include only those who need to be there or wish to attend to eliminate conflict and frustration. It will be the expectation that all staff members read a weekly electronic post or comment on a thread on Google Groups, which is free and does not overload easily. Google Groups is very user-friendly and private. It would be linked to the school website

and this format would be the way to share the school calendar, latest news, and lesson study pod casts where everyone would be able to comment. Google Groups has many easy-to-implement business solutions that would eliminate time spent on actual meetings discussing housekeeping issues. Lastly, this type of online forum would allow each member of the professional learning community to have a voice. Consequently, professional development will always focus on teaching practices and student learning.

The professional development practices described above will acknowledge and respect teachers as intellectual professionals. Engaging in such a unique developmental design, teachers and leaders will be able to examine instructional practices that effectively address the varying dynamics of each classroom and essentially produce organic solutions for the local needs of our school site. Establishing these rituals will protect the time spent on professional learning so we may truly be dedicated to the refinement of the teaching craft.

5c. Teacher Orientation

An added benefit of the small staff size of CRMS#7 Business and Technology School is the personalization of the teachers' work environment. Prior to the opening of the first year, all staff members will work collaboratively to establish the rituals and routines that promote the successful learning environment presented in the school's mission and vision statements. A culture of respect and trust will be fostered among this small group of professionals in the months and weeks before the students begin the 2011-2012 school year through a variety of team building and goal development activities. The first members of the school's staff will be responsible for much of the high expectations and quality of the learning environment for the students.

However, the reality of the staffing situation at CRMS#7 Business and Technology School is that even though some of the most talented and dedicated teachers will be hired, not all will remain with the staff forever. The instructional leadership team realizes that many of the members of the inaugural staff will be some of the best teachers in the school district, who may have aspirations and a calling to eventually provide services outside of the classroom or school site. With this movement in mind, the school must brace itself for the inevitable introduction of new staff members, and provide a means of orienting these additions to the team, assisting with a smooth transition to the school's culture.

The staff members of CRMS#7 Business and Technology School will adopt a mentoring system to help new staff members acclimate to the rigorous challenges of the learning environment at the school. With no more than six teachers per grade level or department, it is imperative that all team members contribute to the orientation process of new staff members. Since the collaborative culture of teacher interactions, lesson designing, and long-term planning has already been identified as a priority in the professional development plan, teachers on each team will identify their own strengths and weaknesses as they will work to meet the needs of not only the newer teachers, but for all staff members. Additionally, National Board Certified Teachers (NBCT) and Beginning Teacher Support and Assessment (BTSA) support providers will be actively sought to join the staff with the intention of keeping these forms of assistance and collaboration between teachers local.

5d. Professional Development Calendar

The professional development calendar will be created with the end of the school year and California Standards Test in mind, as it will incorporate the backward planning model and the establishment of SMART (Specific, Measurable, Attainable, Relevant, and Time-Based) goals. The Governing School Council will strategically design the calendar, with input from the Instructional Leadership Team, principal, and administrators from Local District 5. An emphasis on using periodic assessment data in a timely manner will drive the professional development dialogue and topics. Teachers and instructional leaders will be the experts who will deliver the presentations to the staff in a format that promotes participation and collaboration from all educators.

The following list represents a proposed professional development calendar with tentative topics and responsible presenters:

August 2011
Intensive staff professional development week

- School mission and vision
- Selection of committee members
- Rituals and routines, school policies
- Initial school-wide positive behavior support plan (SWPBS)
- Long-term pacing plans
- Student performance portfolios
- Cross-curricular universal themes
- Artist-in residence
- District mandated annual presentations
- Seminar curriculum development for first semester

Principal, counselor, Local District support, and the Music Center

September 2011

- CELDT schedule/activities/administration
- Art across all content areas
- Departmental collaborative lesson design
- SDAIE across all content areas (emphasis: metacognition)

Principal, teachers, and the Music Center

October 2011

- Midterms/Quarter grades
- CST data presentation
- Departmental collaborative lesson design/Critical-friend protocol for feedback
- SDAIE across all content areas (emphasis: Thinking Maps)

Principal, teachers, and counselors

November 2011

- Response to Instruction and Intervention (RTI^2)
- Classroom observation protocol
- Language Appraisal Team (LAT)/Student Success Team (SST)
- Technology as a PD tool
- SDAIE across all content areas (emphasis: interactive notebooks)

Principal and teachers

December 2011

- Finals/Semester grades
- Student/Staff/Stakeholder recognition
- SDAIE across all content areas (emphasis: student presentations)
- Student performance portfolios
- Seminar curriculum development for the second semester

Principal, teachers, and counselor

January 2012

- CST blueprints/power standards
- Business and technology across all content areas

Principal and teachers

February 2012

- CST blueprints/power standards
- Criteria for identifying Gifted and Talented students

Principal, teachers, and counselor

March 2012

- CST schedule/activities/administration
- Midterms/Quarter grades

Principal, teachers, and counselor

April 2012

- Departmental collaborative lesson design
- Spelling Bee
- Sports Week
- Election to Work Agreement

Principal, teachers, and counselor

May 2012

- Departmental collaborative lesson design/Critical-friend protocol for feedback
- Business and technology Fair
- Community Festival
- Revisit school mission and vision statements

Principal and teachers

June 2012

- Finals/Semester grades
- Student performance portfolios

- Student/Staff/Stakeholder recognition
  Principal, counselor, and teachers

5e. Program Evaluation

Since the governing structure of CRMS#7 Business and Technology School does not embrace the top-down approach, feedback and suggestions on the professional development model will be provided on a regular basis from the Instructional Leadership Team. Additionally, a reflective evaluation will be used at the conclusion of each meeting to provide the presenters with an idea of the effectiveness of the professional development. The feedback from fellow staff members will help to indicate what topics require more time to address, and what topic can be set aside. Modifications to the professional development plan and schedule can be executed as needed, as the lead teachers can collaborate with the principal to better meet the needs of the staff. Establishing a professional development schedule based on teacher interests and evaluation of needs is crucial in connecting the instructional practices addressed at meetings with an increase in student achievement in the classroom.

5f. Autonomy

CRMS#7 Business and Technology School will utilize the autonomy provided within the Pilot school model to maximize the effectiveness of the professional development plan. Aside from the personalization of the professional development schedule for the issues, concerns and challenges unique to the school site, the school leadership will also modify the traditional structure of the LAUSD staff meeting experience. The time and day of the scheduled professional development meetings are shifted to Monday mornings, allowing teachers to meet with by grade-level, department, smaller teaching teams, or with the whole staff. Teachers will report to the school site at the regularly established time, however, they will have more than two hours to start the week with a combination of professional development opportunities and collaborative planning time with their colleagues. The school day will be dramatically shorter on Mondays, but the required instructional minutes will be met through the slight extension of the school day from Tuesday through Friday. Additionally, the Flex period will not be scheduled for professional development days, and the students' remaining seven classes will be reduced to 30-minute periods.

Section 6: Serving Specialized Populations

6a. Special Education

<u>Implement and Monitor the Special Education Compliance Processes</u>

CRMS #7 Business and Technology School will utilize the Los Angeles Unifies School District Enrollment Form, specifically Section D Student Educational Information to identify the services a student receive(s). All office personnel will be trained to request a copy of current Individualize

Education Plan (IEP). If the student has an IEP, the administrator responsible for special education will review documentation for appropriate placement. A designated staff member will contact special education unit for appropriate placement before the student enrolls at CRMS #7. The office personnel and administrator/designees familiarize themselves with the form and their duties to ensure that students who require special services are identified and promptly provided appropriate school programs and services. Once the student is enrolled, the student's active IEP in the Welligent IEP system can be accessed from their previous school. If the student is transferring from another school district, office personnel will promptly request and obtain the IEP and any other records from the previous district.

There is a process to determine a child's Free and Appropriate Public Education (FAPE). There will be a process in place, understood by all staff members, for referring students who may require special services. Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the *Request for a Special Education Assessment Form*. Once a written request for a special education assessment has been received, the administrator/designee has 15 days to develop and provide the parents with a special education assessment plan. The parent approves, signs, and returns the assessment plan. The assessments are conducted and reports are prepared. The IEP meeting is scheduled and team members notified no later than 10 calendar days prior to the scheduled date of the meeting. The IEP meeting is held within 60 calendar days of receipt of signed special education assessment plan. The school will ensure that documents are translated, if necessary, prior to the scheduled IEP meeting. The IEP will be implemented immediately. The parent is provided reports on student's progress as often as parents of general education peers are provided reports on student progress. Subsequently, the IEP meeting is held to review its appropriateness within one year of the previous IEP meeting.

CRMS #7 Business and Technology School will have a system in place to ensure that IEP meetings are held within the required timelines utilizing the LAUSD's Welligent IEP system and an internal calendar. Then IEP team members will be appropriately selected and notified of IEP meetings utilizing the Welligent IEP system and memorandum. This will provide the opportunity to align all team members schedule to ensure attendance. The school will create a system to inform all staff of their responsibilities for the IEP meeting, during the meeting, and in the implementation of the IEP. All IEP team members will be prepared for the meeting by implementing a system that requires all pertinent information and documentation inputted five days before the IEP meeting in the Welligent IEP system. The school will ensure that the rights of the parents prior and during the IEP meeting. The IEP meeting will be conducted consistent with District policies, guidelines and procedures. The school will ensure that if appropriate that translator is provided.

Implement and Monitor Instruction Including Assessment and IEP's

CRMS #7 Business and Technology School will adhere to the Individuals with Disabilities Education Act that requires students with disabilities to be educated in the least restrictive environment (LRE). Implementation and monitoring of special education compliance processes are based on Special Education Policies and Procedures Manual, *Secondary Instruction and Services – Student with Disabilities Accessing the Core Curriculum* found in REF-1276, and *Multi-Tiered Framework for Instruction, Intervention, and Support* found in BUL-4984.1 to guide practices relating to instruction, prevention and intervention.

Teachers will review the content standards and the essential standards by grade level to become familiar with the standards that need to be addressed throughout the school year. All students will have access to grade level materials. Teachers will spend time backwards planning the lessons and reviewing the standards to ensure that students are taught using grade level standards. Teachers will work together in various configurations, vertical grade planning, multiple level grade planning, and same grade level planning. Authentic data, running records, and periodic assessment data will be used to assess how well the students are doing in meeting grade level standards. As the students' needs are identified in the various tiers, the teachers will accommodate the students and provide appropriate intensity and depth of instruction to ensure success.

The District requires a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the District's general education curriculum at the student's grade level, or the District general education curriculum using accommodations or modifications of grade level curriculum. A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This research-based approach facilitates the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in an IEP.

Tier I (Base Instruction) is grounded in grade level content standards and uses District approved curriculum and instructional strategies. It is focused on building content literacy, defined as fluent use of listening, speaking, reading and writing skills, and strategies needed to learn in each of the academic disciplines. Intervention is provided through the program using materials aligned with the course.

Tier 2 (Extended Instruction) is that which is provided above the base program. It refers to the provision of additional support and services beyond the instruction and interventions embedded in the core program. As in Tier 1, Tier 2 instruction is based on the foundation of research-based instructional practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student's IEP. The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition, instructional support through the use of co-teaching and co-planning provides a higher level of support to students.

Tier 3 (Intensive Instruction) refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provided beyond the base program outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate *severe* literacy or math deficits requiring more specialized, intensive instruction. Tier 3 instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education. Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a

learning center or a special day class).

CRMS #7 Business and Technology School will utilize progress monitoring to assess students academic progress in core educational skill areas. The results of progress monitoring will be used to set appropriate individual goals and adjust instruction as needed. Implementing progress monitoring will require determining students' current levels of performance, as well as identifying learning objectives. Students' academic functioning will be evaluated on a regular basis—weekly, biweekly, or monthly, based on individual students' needs. Actual and expected rates of learning will be compared. This will inform the teacher of students' progress, which allows him/her to make appropriate instructional decisions.

Implement and Monitor Special Education Supports and Services

The school will initiate the Students with Disabilities (SWD) Team to provide assistance in the implementation of the supplementary instructional program supports which include accommodations and modifications. The accommodations and modifications are essential for all students to access the general education curriculum. These supports are vital and are integrated into students IEP. The accommodation and modification on the IEP may include: classroom and campus environment needs; specialized equipment; pacing of instruction; alternate presentation of subject matter; material adaptation; modification of assignments; self management/follow-through strategies; social interaction support; tested adaptations; and identification and use of motivators and positive reinforcement strategies.

The SWD Team will ensure the collaboration between general education teachers, special education teachers, paraeducators, other school support staff and related services personnel. There will be opportunities to have staff work collaboratively in planning, instructing, and evaluating the performance of students with disabilities. There will be assistance and guidance for school staff to adjust their schedules and duties in order to implement LRE. There will be opportunities to work collaboratively with to provide staff development and technical assistance related to the SWD Team in the implementation of instructional services. The team will ensure the development and implementation of instructional interventions within the general education program. The SWD Team will assume primary responsibility for including students with disabilities, who are assigned to their classes, in meaningful ways within instructional activities.

The school leadership will create the conditions for collaboration with the special educator to identify and implement specific curricular adaptations and instructional strategies identified as needed by the student with a disability. Additionally, the professional development plan will create opportunities to work collaboratively with others, utilize effective instructional practices to support effective LRE implementation. It will be a goal of the educators at CRMS#7 Business and Technology School to provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities. Lastly, the school will ensure that the related services and IEP objectives of all special education students are addressed in their daily schedules.

Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally from his or her instructional program. The IEP team's determination of related services shall be included in a summary offer of FAPE within the IEP. It is recommended that the IEP team administrator of the school contacts the appropriate District personnel before the IEP team meeting, to ensure that the team is fully

knowledgeable of the array of program options for the students.

Section 7: Performance Management

7a. Performance Goals and Metrics

7b. Rationale

These two sub-sections are part of the post-approval phase of the Public School Choice process.

Section 8: Community Analysis and Context

8a. Description

The proposed instructional program is aligned with the critical needs of the community severed by CRMS#7. A statistical analysis of the 90011 zip code, located in the heart of South Los Angeles, depicts a dysfunctional "college-going" pathway. Using a "pipeline" as a metaphor for the pathway to college and careers, this targeted area represents a plumbing system with leaks, oxidation, cracked pipes, and clogs. The 2000 Census reveals the educational attainment levels of the adult residents in the 90011 zip code to be:

- Nearly 75% did not graduate high school.
- Slightly over 13% reported that their highest level of schooling culminated with their high school graduation.
- Seven percent have taken some college classes.
- Less than 2% of the population has earned their Associate of Arts from junior college, and about the same amount graduated from college with a Bachelor's Degree
- Only 0.84% of the residents have attained their Master's Degree (www.healthycity.org, 2007).

The low percentage of residents going to college may be attributed to the fact that many successful graduates eventually move out of the area. Those who remain can be viewed as citizens with less social capital. Education philosopher Pedro Noguera defines social capital, explaining that it is the total number of tangible and intangible resources, actual and virtual, that can be accrued by an individual or group of people. All of these resources are virtually "enmeshed in a durable network of more or less institutionalized relationships of mutual acquaintance and recognition." The citizens of this geographic area largely lack the network that can be used to generate social capital. Consequently, in areas like South Los Angeles, Noguera suggests that the development of social capital and the networks supporting the advancement of

education beyond high school graduation can be addressed through the improvement in the way urban schools serve their students. Specifically, urban schools can become the hub of community, educational, social service, and familial resources, improving relationships and communication between all members.

The neighborhood of CRMS#7 has not historically fostered a college-going culture necessary to promote access to higher education at a larger scale. Despite the dismal statistics describing the educational attainment of the community members, a few strong, largely self-motivated, young adults manage to overcome the odds and achieve the goal of higher education. Several interested groups, such as church organizations, non-profit organizations, school programs, nearby universities, and local mentors, make a positive impact on the lives of this relatively small number of students and provide assistance for the journey to college.

8b. Background and Support

All members of the CRMS #7 Business and Technology School applicant team have worked together in numerous capacities at schools within the South Los Angeles neighborhood of LAUSD's Local District 5. The relationships between each of the team members have been deeply forged throughout their shared experiences in the previous six years. Some members graduated from Master's programs together, some were members of the same administrative team at Harmony Elementary, some were fellows of the same Los Angeles Writing Project cohort, and some had the pleasure of teaching on the same grade-level team or departmental team. All of the applicant team members have a profound commitment to the network of schools they have served in their careers as educators in LD5's South Los Angeles neighborhood.

Of the primary six members of the applicant team, three grew up in the community they work or serve, attending schools such as 28th Street School, Trinity Elementary, 32nd Street School, John Adams Middle School, and Thomas Jefferson High School. The other three primary members of the applicant team were all introduced to the South Los Angeles community of Local District 5 schools during their student teaching assignment or initial teaching position, at schools such as Trinity Elementary and Harmony Elementary School. Two members have worked or currently work with many of the adults and parents of the students in the community, as teachers in the LAUSD Adult School Division in the neighborhood. A commonality of all applicant team members is that they all chose to stay in the same neighborhood that will be served by CRMS#7 Business and Technology School.

Through their extensive work in the South Los Angeles area, the members of the applicant team are bringing several partnerships from the existing community and Greater Los Angeles Area to the proposed school site. The most important connection the applicants will bring to the middle school is the buy-in and support of the teachers, parents, and school leadership of several local elementary schools. In particular, positive relationships with the Nevin Elementary School community, just a block away from the site of CRMS#7 Business and Technology School, as well as the 20th Street Elementary School community, will improve the dramatic transition of the elementary students as they matriculate to the secondary level. Elements of these schools' English Language Development, Mathematics, Arts education, English Language Arts, and College Readiness programs will be well represented in the curriculum and philosophy of the middle school. Equally important is the continuity of the tremendous parental support at the

English Learner Advisory Committee (ELAC) and Compensatory Education Advisory Committee (CEAC) of the elementary schools, as the school leadership will make the campus just as inviting and open to parental input.

At the high school level, the applicant team of CRMS#7 Business and Technology School is being completely supported by the lead teachers and administrators of Thomas Jefferson High School's small learning community called Academy of Business and Communication. The high school teachers and leadership are looking forward to partnering with the students and teachers of CRMS#7 Business and Technology School to make a seamless transition to their program, located merely two blocks away. The service learning graduation requirement will be fulfilled by several high school students as the develop projects to serve the community through the middle school. Not only does the high school intend to work with the middle school students through mentoring and joint professional development opportunities, but they will work in conjunction to prepare the students to be highly proficient by the start of their ninth grade year. By better preparing the middle school students, Thomas Jefferson High School will be able to take their students to an even higher level of education through their emphasis on business and technology.

At the collegiate level, the applicant team of CRMS#7 Business and Technology School has received pledged support from existing partnerships that have matured in the previous three to five years. The applicant team will bring the extensions of the relationships and existing partnerships created at the local elementary and high schools to the new middle school site. Based on the service learning model, more than 200 students from UCLA have designed and fulfilled project commitments benefiting the current schools and students of the applicant team members. Working with UCLA's Center for Community Learning, applicant team members have been able to reach out to professors and students seeking service learning opportunities in South Los Angeles. Previous projects include hosting students at the Los Angeles Times Festival of Books, serving as college mentors for AVID students, designing parent education modules for establishing the college-going culture, developing field trip and panel discussion opportunities at local museums, creating a K-12 day as a student at UCLA, and organizing a club fair for the high school. Currently, the Hillel student group at UCLA is working with one of the applicant team members on a six-month project that will culminate with participation in the "Alternative Spring Break" program. In this program, a group of college students throughout California will work on their service learning project at Thomas Jefferson High School for their entire spring break. By continuing these relationships, the type of energy and mentoring provided by the college students will become an instant tradition at CRMS#7 Business and Technology School (see Attachment 13).

Section 9: Community Engagement Strategy

9a. Engagement Plan

CRMS#7 Business and Technology School will pride itself in being viewed as a true community school within the South Los Angeles neighborhood it serves. The educators and students will consider the entire school attendance boundary as its campus, rather than merely the confines of

the fence surrounding the school's property. To help establish a center of activity and engagement, the middle school will be open and available for community discussions, sporting events, festivals, resource fairs, and informational seminars.

Using the "pipeline" metaphor to describe the school system in the South Los Angeles area, CRMS#7 Business and Technology School will serve as a hub or center of activity which will connect the numerous outlets flowing in, such as elementary schools, and naturally send students and families to Thomas Jefferson Senior High, which is located only two blocks away. The issues facing the families and community of CRMS#7 Business and Technology School are unique to the grade-levels in middle school, however many concerns may overlap across levels of schools in the neighborhood. Identifying and addressing the key educational and community issues with all local stakeholders will be an essential priority of the school leadership as a proactive problem solving approach is used to improve the rate of success in all schools, and in particular, CRMS#7 Business and Technology School.

9b. Key Community Partnerships

See Attachments 14-16, Letters of Support/Memorandums of Understanding

CRMS#7 Business and Technology School intends to genuinely engage the community through the proven organizing strategies of One LA-IAF. Establishing the principal school partnership with One LA, an affiliate of the largest national leadership and organizing network in the country, will focus the efforts of all the educators and community members served by the middle school. With the guidance of One LA, the adults who contribute to the education of each middle school student in the CRMS#7 community will be able to work together more effectively toward the school's vision and mission statement. The adults will display the positive energy and spirit that all students need to witness in their middle school years. Surrounding all members of the school community with an attitude of optimism and success will contribute to the school culture of high expectations of the school's culture from the very first moment the doors are opened.

One LA will be an authentic community partner with the middle school, rather than simply a service provided. The organizing strategies which One LA will help to implement at CRMS#7 Business and Technology School and within the community allows all contributors to the school to articulate and practice the skills necessary to achieve the common goal of bringing success to the students. As Senior Organizer Sister Maribeth Larkin articulated in one of the planning meetings, One LA will be a partner in the following areas:

- Identify adults in across all areas of the community who have a connection to the well-being of the school and its success, and then establish a common vision.
- Intentionally address the school culture, as they analyze the operational features, and then be proactive in improving the structures in place.
- Evaluate the political environment within the city or school district, and search for opportunities within the system to take action for positive change.
- Linking the school leadership, parents, and teachers with other organizations in the local community to develop synergistic relationships.

Additionally, CRMS#7 Business and Technology School will continue the relationships nurtured with the local colleges and universities, such as UCLA, USC, CSULA, Trade Tech Community College, and others over the previous five years. Since team members have worked extensively with numerous professors, clubs, and organizations at these institutions of higher learning, the established mentoring programs will expand to the middle school level. The incorporation of the professors and students from the local colleges will complete the pipeline of education as the students will be exposed to adults who have graduated or are currently in college, from their years in Pre-Kindergarten through high school graduation.

The college and university mentors will provide CRMS#7 Business and Technology School with the vital support of AVID (Advancement Via Individual Determination) tutors, college student panel discussions, assistance with service learning and community engagement, and well as in the development of workshops for parents and other community partners. The school's leadership will also continue the "Alternative Spring Break" program that writing team members created and established at Thomas Jefferson High School in 2008. In this program, students volunteer a week of service, working on a specific project, in which they identify a need and address it as they benefit the school community. Professors and art students from the local colleges will also come to the middle school for presentations aligned to the curriculum and established pacing plan, as well as team teach with teachers across all subject areas.

Finally, CRMS#7 Business and Technology School will reach out to the feeder pattern of elementary schools to ensure the active communication between all the school leaders and parents throughout the year. The ongoing dialogue will be purposeful with the intent of making the transition to secondary school as smooth and seamless as possible. Likewise, the middle school will embrace elements of Thomas Jefferson High School's Academy of Business and Communication small learning community to ensure all students within the Jefferson cluster of schools stay a part of the Jefferson cluster of schools. Using CRMS#7 Business and Technology School as the center of community engagement, the elementary schools and high school will become a familiar and natural part of a student's progression from Pre-Kindergarten through high school graduation, post-secondary options, and beyond.

Section 10: School Governance and Oversight

10a. School Type

The leadership team of CRMS #7 Business and Technology School has selected to write a proposal following the Pilot school model primarily due to the increased autonomy of staffing teachers and administrators. As mentioned in a famous quote by American cultural anthropologist Margaret Mead, "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has." By embracing the ideals of this great American, the leadership team recognizes the unique opportunity of writing a plan, and opening a school with a small group of individuals dedicated to transforming the educational landscape of their

community. The provisions delineated within the Pilot school model will enable the leadership team and teachers to overcome some of the historical barriers to establishing a highly successful school, such as the issues of "must-place" teachers and the adoption of culturally "irrelevant" curriculum. The structures within the Pilot school model which will promote the true transformation of a middle school in South Los Angeles include, but are not limited to, the complete autonomy over staffing, budget, curriculum selection, assessment development, school governance, and scheduling.

In exchange for the increased autonomy provided by the Pilot school model, the leadership team also understands that the Los Angeles Unified School District will demand a higher level of accountability and expectations of student performance on the Annual Measurable Accountability Objectives (AMAOs). However, by being able to organically create a school leadership team, and meticulously hire the educators who make the perfect fit for the vision of the CRMS #7 Business and Technology School, the principal will not need to train the adults to construct a relational culture. Inviting educators who already embrace the ideals of the school to join the family of teachers and students at the middle school will enhance the collaborative nature of this small school model. By working together and building upon the authentic relationships between all stakeholders at the middle school, meeting the increased accountability measures will be an attainable goal.

10b. Applicant Team Capacity

All of the primary members of the applicant team for CRMS#7 Business and Technology School currently are working or have been connected to the surrounding schools being served by the neighborhood of school site. All members have a vested interest in the community and believe that the highest level of student achievement can be a reality with the dedication and best effort of all stakeholders. Many have worked exclusively in the schools of the designated area of South Los Angeles. Some of the applicants have even attended the local elementary schools, as well as graduated from nearby Thomas Jefferson High School in the 1980's and 1990's. All primary members of the applicant team have a history of working together in a number of different capacities, including assistant principal, bilingual coordinator, lead teacher, instructional coach, and support provider. The applicant team respects and reveres the relationships that have been established between all the schools within the feeder pattern of schools leading to Thomas Jefferson High School, as well as numerous community partners. Finally, the writing team members see the value in maintaining open communication between all community stakeholders and school leaders as we all work toward the common goal of closing the achievement gap in the academic performance of our students.

Hugo Carlos, primary applicant, Principal of CRMS#7 Business and Technology School

Mr. Carlos was born and raised in South Los Angeles, just blocks away from the school site of CRMS#7. He attended local elementary schools, including 32nd Street School, Trinity Street School, and 28th Street School. Mr. Carlos began teaching elementary grades at Hoover Elementary School in 1996, commuting from his original South Los Angeles neighborhood where he bought his first home. After teaching for six years, at Hoover Street School, he became the math coach and English Learner Coordinator. His

first administrative job was at Harmony Elementary School in 2005 as the Assistant Principal, Elementary Instructional Specialist (APEIS). After two years, he transitioned to Grant Elementary School as the Categorical Programs Coordinator. He subsequently returned as APEIS and Intervention Support Coordinator at Ninth Street Elementary School. Mr. Carlos has experience working with secondary students through his participation in Thomas Jefferson High School's 8th grade Summer Bridge Program in 2010. Currently, he is the Elementary Access to Core Expert at Local District 6. Mr. Carlos has the experience and credentials to lead a successful school in his home neighborhood.

(see resume, Attachment 18)

Thomas M. Welch, co-applicant, Principal of CRMS#7 School of Arts and Culture

Mr. Welch began teaching lower elementary grades at Trinity Street School in 1999, and later transferred to help open a new school in South Los Angeles, Harmony Elementary. At the new school site he taught fourth grade for one year, where he earned National Board Certification (NBC) status in the area of *Teaching English as a New Language*. Later, Mr. Welch was prompted out of the classroom to serve as Harmony's Writing Coach, English Language Development Coach, and Bilingual Coordinator before making the transition to the local high school. He continues to work at Thomas Jefferson High School as the Bilingual Coordinator, as well as teaching several ESL and English enrichment and intervention classes during the summer, for Saturday school, and after school through the Beyond the Bell program. Additionally, Mr. Welch teaches a mixed level ESL class for John Adams Adult School in the evenings. Mr. Welch currently holds numerous leadership positions, and has the experience and credentials to lead a successful school.

(see resume, Attachment 19)

Jennie Phan, Lead Teacher, Mathematics/Science core

Ms. Phan was introduced to the South Los Angeles network of schools through her participation in the Teacher Education Program at UCLA in 2006. She fulfilled her student teaching position at Harmony Elementary, under the expert tutelage of 2008 California Teacher of the Year finalist, Mrs. Lorena Beas, and Ms. Anita Maxon (an applicant team member). She brought her talent, passion, and dedication to a fortunate fourth grade class at Harmony during the following school year, but was displaced due to her seniority level. For the last three years, Ms. Phan has been teaching at the middle school level, and is currently a sixth grade teacher at Bret Hart Middle School in LAUSD's Local District 8. Her energy and precocious teaching prowess make Ms. Phan a respected and welcomed addition to the applicant team.

(see resume, Attachment 20)

Mayra A. Payés, Lead Teacher, English Language Arts/Social Science core

Ms.Payés is a Los Angeles native, who attended several LAUSD schools in her academic journey. Having gone through the educational pipeline, Ms. Payés has experienced both the rewards and the ramifications of attending schools in South LA. After graduating from UCLA she found it her civic responsibility to serve her community as an educator.

To ensure she provided a quality education she enrolled at UCLA Teacher Education Program, which has an unfounded dedication to promoting excellence in urban, low SES schools. She purposefully sought a school in South LA who had a vision for excellence. She joined Harmony Elementary School its opening year in 2004. Ms. Payés found excellent leadership and mentorship at Harmony. To broaden and develop her expertise, she became a National Writing Project Fellow and has gone through extensive training in writing across the curriculum and grade levels. She is currently teaching an after-school ESL Writing Intervention class at Thomas Jefferson High School. Ms. Payés is committed to the South LA area.

(see resume, Attachment 21)

Anita D. Maxon, Lead Teacher, English Language Arts/Social Science core

Prior to graduating from the Integrated Teacher Education Pathway program at California State University, Long Beach in May 2004, Ms. Maxon accepted an early contract offered by the Los Angeles Unified School District. Determined to serve the neighborhood that fostered her mother's love for learning and civic responsibility, Ms. Maxon sought a teaching position in South Los Angeles. As a fourth and fifth grade teacher at Harmony Elementary School, Ms. Maxon strived for pedagogical excellence and was inspired by several mentor colleagues. Inspired to understand the dynamics of the teaching craft, Ms. Maxon participated in a variety of professional learning communities by serving as a four-year member of School Site Council, a fellow of the National Writing Project, and a member/leader for Harmony's Vertical Writing Team. In addition, Ms. Maxon taught a CAHSEE Prep class at Thomas Jefferson High School for the 2009-2010 academic school year. To further her education and hone her leadership skills, Ms. Maxon earned her Master's degree in Curriculum and Instruction through the University of Phoenix and an administrative credential through the Urban School Leaders program at California State University, Dominguez Hills. She currently serves as the Bilingual Coordinator at Harmony Elementary School.

(see resume, Attachment 22)

Maria Quintero, Parent and Community Member

Ms. Quintero has been a part of the community being served by CRMS#7 School of Arts and Culture for over forty years. She was born and raised in this neighborhood of South Los Angeles, where she continues to call home. Ms. Quintero is a product of LAUSD schools, attending 28th Street Elementary School and John Adams Middle School, before graduating from Thomas Jefferson High School in the 1980's. All four of her children are also members of the LAUSD family of local schools. Currently, Ms. Quintero works as an Office Technician serving her alma mater, Jefferson High, a position she is proud to have held for fifteen years.

(see resume, Attachment 23)

Additional applicant team members:

Jesus Angulo, Director/Principal Leader of Secondary Schools, Local District 5

Celia Ripke, Director/Principal Leader of Elementary Schools, Local District 5

Dr. Octavio A. Pescador, Founding Research Associate, UCLA Paolo Feiere Institute, Graduate School of Education and Information Studies
Coordinator for the UCLA Center of Mexican Studies, UCLA Latin American Institute

Stephen Butler, Area Organizer, One – LA

Randy Palisoc, Principal/Founder, Synergy Kinetic Academy

Meg Palisoc, Chief Executive Officer, Synergy Academies

Russell Lawton, Assistant Principal, Synergy Charter Academy

Maricar Catalan, Harmony Elementary School

Cristin M. Carroll, Harmony Elementary School

Mary Ann Vasquez, Harmony Elementary School

Lindsay Burt, Harmony Elementary School

Patricia Morales, Harmony Elementary School

Ana Flores, Harmony Elementary School

Liliana Roman, South Region Elementary School #2

10c. School Governance and Oversight

10c.i. Autonomy

CRMS #7 Business and Technology School will embrace a school governance structure that is truly student-centered, taking input from all stakeholders into consideration during the decision-making process. As seen in the School Governance and Oversight flow chart (see Attachment 8), the students will be the primary focus, with all school site committees channeling support to foster an environment that promotes student achievement. Important decisions impacting the entire school community as well as individual students will be discussed on a multitude of different levels to ensure the best possible outcomes.

10c.ii. School Level Committees

The local Election-to-Work agreement will require all staff members participate on two of the school level committees. Members of the CRMS #7 Business and Technology School community will take a primary leadership role on one committee, and act as a contributing

associate on at least one other committee. This shared leadership model will ensure inclusion of all teachers and out of classroom support personnel in the development of the policies and procedures that will shape the culture and vision of the school. It will also lead to the staff truly taking ownership of the middle school by including their voices and opinions in the decision making process. The following is a list and brief description of the initial school level committees:

Safety Team
Responsibilities of the Safety Team include assisting in the development of the Safe School Plan, establishing the school dress code for staff and students, creating and updating the School-wide Positive Behavior Support plan, planning for emergency drill procedures, developing procedures for campus visitors/volunteers, and performing other duties as assigned.

CoST - Coordination of Student Services Team
The Coordination of Student Services Team will serve as clearinghouse for student referrals from teachers based on social, academic, and emotional concerns. Members of CoST will approach referrals through a variety of lenses and determine the best intervention measures for the child based on his/her individual needs. The meetings will be held weekly and involve all support members, teachers, and parents.

Language Appraisal Team
The members of the Language Appraisal Team will assess and monitor the language acquisition of English Learners who are struggling to make adequate progress toward English proficiency. Team members will review referrals, meet with teachers and parents to discuss intervention options, and make recommendations to the counselor for appropriate scheduling. Particular emphasis will be placed on the monitoring of the Long Term English Learners, as well as the students who recently enroll in the ESL program as new English Learners

Students with Disabilities Team
The focus of the Students with Disabilities (SWD) Team will be to ensure that the school complies with the requirement of special education policy and procedures. The SWD Team will oversee the implementation of the Annual Plan and the review the school progress in meeting the requirements through the analysis of data. The team will diagnose needed targeted intervention and plan professional development to accelerate their progress. In addition, the SWD Team will promote the collaboration between general education teachers, special education teachers, paraeducators, other school support staff and related services personnel to meet the needs of all students through the work of the PLCs.

Data Team
The Data Team will provide essential contributions to several of the other committees as they address the needs of the students of CRMS#7 Business and Technology School. Members of this team will provide timely and valuable insight and reports to drive instruction as assessment data for the CST, CELDT, and periodic assessments are released. The Data Team will also provide other reports and fulfill other duties as

assigned.

Instructional Leadership Team
The Instructional Leadership Team will consist of grade-level elected teachers and will serve as a communication hub for the grade levels, departments, and Leadership Team. The grade-level representatives will use this time to update online forums to inform their grade level of upcoming events, professional developments, and address teacher concerns.

10c.iii. Governing School Council

Governing School Council
The Governing School Council is unique to the Pilot model being adopted by the middle school. Responsibilities of the Governing School Council include setting the school vision, approval of the Election-to-Work agreement and school budget, staffing decisions (with Superintendent having final authority of the selected school leader), policy development, such as the internal appeals process, and review of the Safety Plan and Positive School-wide Behavior Plan. Two members of the Governing School Council will also serve as the Building Council, addressing issues related to the School Impact Report.

Additional Councils

School Site Council
The School Site Council at CRMS#7 Business and Technology School will be responsible for making decisions on the recommendations from the ELAC, CEAC, and several school committees. All fiscal transfers and significant purchases will go through the School Site Council. Pending approval and development of the bylaws for this council, the initial composition will include the principal, a teacher from each of the three grade levels, four parent/community representatives, and one member of the classified staff.

English Learner Advisory Committee
The English Learner Advisory Committee (ELAC) will be comprised of parents of English Learners and community members. The committee will meet at least once a month to review statistical information impacting the English Learner population at the school, provide suggestions for the Single Plan for Student Achievement (SPSA), and make spending recommendations to the School Site Council.

Compensatory Education Advisory Committee
Being a school-wide Title 1 program, the parents and community members will participate on the Compensatory Education Advisory Committee (CEAC), to make recommendations on the school's budget and SPSA. This committee will meet at least once a month, and serve as the catalyst for parent and community involvement at CRMS #7 Business and Technology School.

Section 11: School Leadership

11a. Principal Leadership

The mission of CRMS#7 Business and Technology School is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. The principal must share this philosophy and collaborate with stakeholder to achieve the mission and vision. Criteria to select the CRMS#7 principal are based on *Class Description Principal, Secondary School.* The criteria includes, but is not limited to:

- The ability to collaborate with stakeholder to implement the school's vision and mission.
- The ability to work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
- Provide leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement.
- Maintains positive public relations and outreach contacts with parents and community groups.
- Provide guidance, supervision, and assistance in instructional practices and curriculum development in a reflective manner.
- Maintain a positive school climate that ensures the safety, health, and welfare of students and personnel.
- Organize and conduct school extra-curricular activities.

In addition to meeting the above criteria, the applicant must meet the required District criteria:

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc.
- hold a California Administrative Services Credential
- have a Master's degree

Finally, the additional desirable qualifications for the school principal are:

- Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the community.
- Knowledge of the District's resources relating to multicultural development and instructional materials.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.

- Knowledge in Understanding by Design, SDAIE strategies, Thinking Maps, and other instructional initiatives

Selection Process

This is the most critical decision for the school. It is vital to select a principal that is aligned with the school's vision and mission. In order to identify high quality candidates, the position will be posted on the LAUSD website to allow a large pool of qualified candidate to apply. Since the school will not have a School Governance Council, the hiring process will be conducted by a LAUSD District 5 Director/Principal Leader and members of the CRMS # 7 design team. The final approval will be made by the District 5 Superintendent.

See Attachment 24, Job Description for Principal

Proposed Candidate:

The instructional leader who has been identified to be the principal of CRMS#7 Business and Technology School is Mr. Hugo Carlos. An extensive list of experience in the local neighborhood, credentials, education, high recommendations, and history working with community partners makes Hugo Carlos the ideal candidate to introduce the middle school to the district. Mr. Carlos was born and raised in South Los Angeles, just blocks away from the school site of CRMS#7. He attended local elementary schools, including 32nd Street School, Trinity Street School, and 28th Street School. Mr. Carlos began teaching elementary grades at Hoover Elementary School in 1996, commuting from his original South Los Angeles neighborhood where he bought his first home. After teaching for six years, at Hoover Street School, he became the math coach and English Learner Coordinator. His first administrative job was at Harmony Elementary School in 2005 as the Assistant Principal, Elementary Instructional Specialist (APEIS). After two years, he transitioned to Grant Elementary School as the Categorical Programs Coordinator. He subsequently returned as APEIS and Intervention Support Coordinator at Ninth Street Elementary School. Mr. Carlos has experience working with secondary students through his participation in Thomas Jefferson High School's 8th grade Summer Bridge Program in 2010. Currently, he is the Elementary Access to Core Expert at Local District 6. Mr. Carlos has the experience and credentials to lead a successful school in his home neighborhood. His vision for a successful school in South Los Angeles, and the support network of highly qualified teachers, influential community leaders, dedicated parents, and university students will provide an additional intangible positive impact on the new middle school.

11b. Leadership Team

Due to the limited projected funding, it is imperative that the leadership team consists of lead teachers from each grade-level, the school counselor, and a coordinator who can take on a dynamic role. These members will collaborate together to support teachers as they develop, implement, and evaluate the instructional program. They will listen to teacher concerns, and provide a variety of possible solutions as they ensure that the school's vision and mission are being upheld.

11c. Principal Evaluations

The LAUSD District 5 Director/Principal Leader will be responsible for evaluating the school

principal. They will utilize the LAUSD evaluation process

- At the beginning of the year, the principals will submit an Initial Planning Sheet (IPS) that outlines his or her goals and objectives for the school year.
- The District 5 Director/Principal Leader will hold an Initial Planning Conference with the principal to review the IPS and discuss a timeline for implementation.
- The District 5 Director/Principal Leader will be available throughout the year to consult and advise on the goals.
- The District 5 Director/Principal Leader will visit the campus to observe and provide feedback.
- In December and May, the school will provide a survey to its students, parents, teachers, classified staff and other staff, based on the *California Professional Standards for Educational* to assess the principal.
- In January and May, the school will provide survey results and available student data to review the progress in meeting the Initial Planning Sheet objectives. The *Evaluation of Certificated Management Personnel Final Evaluation* provided to the principal. In June, in order to be transparent, a summary of the evaluation will be presented to the community and staff to prepare for the following school year.

Section 12: Staffing

12a. Staffing Model

Due to the focus on the gradual transition from elementary to the secondary level at CRMS#7 Business and Technology School, the recruitment of teachers will be open to both single-subject and multiple-subject credentialed educators. For the first five years of operation, it is intended that students will be placed with multiple-subject teachers in sixth grade, and loop with single-subject teachers in seventh and eighth grade. The sixth grade teachers will be scheduled core classes in English Language Arts and Social Studies, or Mathematics and Science. Additionally, these teachers will be assigned single period elective and intervention classes, working with the core group of students in their block classes. The seventh and eighth grade model will be similar to the sixth grade schedule; however the counselor will expose students to a variety of teachers outside of their two core classes. For example, all electives and non-core classes will be taught by different teachers to prepare the youngsters for the structure of high school scheduling.

At CRMS#7 Business and Technology School, it is anticipated that 140 students will be enrolled in each grade level. Aside from the mainstream academic program, the school is planning to allocate one Special Education and one Waiver to Basic ESL teacher. To meet the demands of four core groups of students in each grade, the school is expecting to hire six English Language Arts/Social Science teachers and six Mathematics/Science teachers. The school will initially staff 1.5 full time employees (FTE) for the Physical Education department, to complement the 1.5 FTE provided by CRMS#7 School of Arts and Culture, covering both small schools. Additionally, to meet the needs of the business and technology theme, the school will staff one economics/business elective teacher and one computer/technology teacher. Initially, the out of classroom support will consist of the principal, school administrative assistant, and counselor. When Title One funding becomes available in the winter of 2011, CRMS#7 School of Arts and

Culture and the Business and Technology School intend to split fund a Title One/Bilingual/Gifted Coordinator and a nurse for an additional three days of coverage, as well as one community representative for each small school.

The staffing model for CRMS#7 Business and Technology School will meet the needs of all students during their three years at the middle school. The focus on adding different sequences of business and technology elective classes will ensure that students will be prepared for the rigorous classes offered in a variety of areas at Thomas Jefferson High School's small learning community, Academy of Business and Communication. The instructional leaders of CRMS#7 Business and Technology School will work with the leadership of CRMS#7 School of Arts and Culture to ensure the needs of special education and English Learners are met despite the smaller school model of both sites. Students with these special instructional needs will have a choice in the thematic emphasis of the school they wish to attend, however, the administrators at each site will collaborate to provide the instructional model appropriate for each student. Students in the ESL program at CRMS#7 Business and Technology School may have to take their core classes at CRMS#7 School of Arts and Culture to meet their language goals in the first or second year. Likewise, a student with a specific learning disability in a particular subject such as math may be required to take one or two classes at the other CRMS#7 Pilot school which is housing a teacher who is qualified to meet the student's specific need.

12b. Recruitment and Selection

The teachers who will be targeted to join the family of educators at CRMS#7 Business and Technology School must be committed to understanding and addressing the issues facing the South Los Angeles neighborhood being served by the school. Preferably, the teachers must have experience working at schools within the feeder pattern of schools, or are themselves a product of the neighborhood. Additionally, the selected teachers must have the highest expectations for all students, and embrace the Election to Work Agreement agreed upon by the school's stakeholders from year to year. All the adults on campus must have a genuine interest in serving the community and children of the school.

CRMS#7 Business and Technology School will focus on the gradual transition of the students moving from the elementary to secondary level. To address the historical dramatic decline in academic performance in the a students make the transition to middle school, the school leadership intends to make the sixth grade experience as similar to fifth grade as possible by adopting some of the instruction elements of elementary school. Furthermore, the leadership team will aggressively recruit the most talented upper-grade level elementary teachers from the feeder schools to assist the students with the difficult transition. The two sixth grade core English Language Arts/Social Studies teachers at the school will have a solid background in the teaching strategies of Open Court Reading and Writer's Workshop, as they will apply their knowledge of the elementary Language Arts program to the middle school curriculum, McGraw-Hill/Glencoe's California *Treasures* and *Expressions*. The two sixth grade core Mathematics/Science teachers will have an equally strong background in the implementation of hands-on, cooperative group learning strategies and lessons to promote student inquiry and the problem solving process.

The staff selection for teaching positions in seventh and eighth grade will consist of educators who are more familiar with the secondary school model. The leadership team will also seek teachers who have some experience at the high school level and are familiar with the academic demands of college preparatory classes and curriculum. Flexibility is another quality the leadership team is searching for in a teacher, as the plan for the school promotes the looping of the core classes from seventh to eighth grade to maximize the personalization of the instructional time.

12c. Autonomy

The Pilot school model will provide more autonomy for the school selection committee to build a staff that will positively contribute to the collaborative nature of the school culture. The staffing will consist of a combination of experienced teachers and a group of teachers who are relatively new to the profession. The veteran teachers who will be sought by the selection committee must bring a wealth of instructional leadership experience, and will be open to providing support to other teachers at the school site. Targeting National Board Certified (NBC) teachers will be a priority, as mentoring will be of great importance, and the logging of the required NBC service hours can be utilized in the partnering of teachers and professional development opportunities at the school site. The less experienced teachers will benefit from the on-site mentoring opportunities of the NBC teachers, in addition to the collaborative planning and professional development meetings.

CRMS#7 Business and Technology School will take advantage of the autonomy provided within the Pilot school model by placing the development of the Election-to-Work agreement as a high priority for the Governing School Council. By collaboratively developing and modifying the agreement to work at the school site on an annual basis, the staff will be ensured that their colleagues have a clear understanding of the expectations they have for each other. The Election-to-Work agreement will clearly outline the expectations of all staff members, helping the teachers, principal, and out of classroom support personnel to hold one another accountable for their responsibilities (see attachment 25).

Evaluation

Classroom observation and instructional supervision will be a common practice at CRMS#7 Business and Technology School. The principal will adopt a "10 by 5 plus two" schedule for classroom visitations and co-teaching opportunities. This means the instructional leader will visit ten classrooms for at least five minutes on regular school days, and provide feedback to the teacher. Documentation of the visit will be promptly provided via email, recapping content, learning objectives, student orientation, Bloom's taxonomy/cognition, differentiation, and questions/comments. Additionally, twice a week, the principal will schedule a meeting with two teachers prior to a lesson observation or co-teaching opportunity. This will be an opportunity for the teacher and principal to discuss a lesson plan in more detail, and it will serve as an informal observation. A short debriefing of the lesson will also follow the visit, recapping the experience. A more formal observation will occur on a yearly basis during the spring semester.

Section 13: Finances

13a. Financial Sustainability

The CRMS#7 School of Arts and Culture and CRMS#7 Business and Technology School is applying in partnership with the Synergy Kinetic Academy, a charter school operation. All three entities understand that sharing the same campus will require open communication and a positive relationship between the instructional leaders at each site. However, the financial considerations of sharing a campus can only be explored through the two institutions, applying as LAUSD pilot schools. Using increased autonomy, the two pilot applicant teams will take advantage of their small student body and meet student needs by split funding essential positions.

The school leadership of both the CRMS#7 School of Arts and Culture and CRMS#7 Business and Technology School will explore the benefits of sharing the costs of several key positions to serve the population at both sites. For example, the split funding of a Bilingual/Title 1 Coordinator in the first year would benefit both school sites, as the total combined enrollment is estimated at 840 students. Another possibility of a split-funded position between the two schools is an additional ESL teacher to maintain single-level ESL classes to primarily focus on the students in their first or second year of English Language Development. A teacher such as this can also support the other populations of English Learners, such as the LTELs in classrooms or the Language Lab.

The vision, mission, and goals of CRMS#7 Business and Technology School will be maintained through a commitment placing the needs of the students at the highest priority. When budget allocations are distributed to the school site, directing as much money to the classroom as possible will enhance the quality of the learning experience of the students. A focus will be on a dedication of funding to reduce class size by hiring additional teachers or designing the responsibilities of out of classroom personal to teach for a designated number of periods per day. Funding the necessary teaching positions in the economic, business and technology department will also fulfill the mission of the school, providing the students with different sequences of electives to choose during their three years at the middle school.

Within the autonomy provided by the pilot school model, the school leadership of CRMS#7 Business and Technology School will be able to leverage the abilities of the talented teachers initially hired to join the staff. This can only occur if the school leadership team truly has the final word in the hiring of staff members, circumventing the numerous hours lost on managing and supporting a "must place" teacher. As categorical funding opens through the completion of the SPSA and development of required councils, it is the intention of the applicant team to eventually transition some of the teachers into hybrid administrative roles in year two, minimizing the size of the out of classroom administrative team. For example, a teacher working with ESL can be transitioned to the Bilingual Coordinator for half of the day, benefiting from the support of the principal in several of the responsibilities. Another teacher may follow the same model for the Title 1 Coordinator position.

13b. Additional Funding

The basic curricular needs of the students will be met within the funding provided by the school district. However, the applicant team of CRMS#7 Business and Technology School is aware of the necessity of the school's additional financial commitment to sustain a comprehensive business and technology education program throughout a student's three years at the middle school. Budgetary allocations from the school discretionary funds will be dedicated to support the different sequences of business and technological education at the school, however the survival of this emphasis will rely on external financial support. The school leadership will make it a priority to actively seek monetary grants and partnership beyond the institutions that have already pledged support.

13c. Autonomy

The school leadership of CRMS#7 Business and Technology School will leverage the budgetary autonomy granted through the Transparent Budget Initiative and use of unrestricted per pupil funding to help shape the professional culture and expectations of the school in the first year. The instructional leadership team, principal, and other committees will heavily focus on setting a strong foundation for the school through intense professional development and attention to the details that are essential to establishing the framework for a high-performing school. Special focus will be placed on creating highly efficient Professional Learning Communities, establishing the school-wide rituals and routines that are aligned with the mission and vision, and providing time for small groups of teachers to collaborate in their development of lesson and long-term pacing plans.

The mission and vision of the school will be met in year one via the increased flexibility of the unrestricted per pupil funding allocation. The emphasis on developing a sequence of electives in the business and technology will be initiated with the first class of sixth grade students, providing a teacher to create the foundation of the three-year sequence of electives. Pending recommendation of the previous year's teacher and portfolio, some seventh and eighth grade students will also be included in the initial year of the program. This gradual development of the business and technology program will also help to solidify CRMS#7 Business and Technology School's role as a vital component of the pipeline of schools on South Los Angeles. Students will begin to prepare themselves for the rigors of the Thomas Jefferson High School small learning community, Academy of Business and Communication (ABC).

The budget priorities for year two will address any additional needs or support that may have not been fulfilled in the initial year of operation. The applicant team also envisions the opening of a few part-time out of classroom positions to help the principal with the responsibilities of categorical programming (Title 1) and the management of the English Learners (Bilingual).

If not addressed in the first year of operation, the leadership team intends to utilize the proposed modified traditional school year calendar to specifically target groups of students to participate in the brief intersession opportunities in year two and beyond. The flexibility provided by the Transparent Budgeting Process will help fund intensive inter-quarter review classes for students

who are in jeopardy of not passing a class by the end of the semester. English Language Arts, ESL, and Mathematics will be the subjects of focus for this program. Pending availability, enrichment classes may be offered in other areas such as science and art.

Year three will mark the culmination of the first group of students completing a three-year sequence of arts electives within a specific area of study. The budgetary needs of this third year will center on finalizing the elective pathway for the business and technology programs. Students in their third year at the middle school will also participate in their service learning project, emphasizing the skills and concepts they mastered within their specific sequence of business and technology electives.

The leadership team will explore using the per pupil funding allocation made available in years three, four, five, and beyond to address any further needs identified by the SPSA, advisory councils, and school committees. Priorities for the flexible budget development will be to continue the sequence of arts electives and to enhance the intervention opportunities in English Language Arts and Mathematics during the day by scheduling students to participate in lab classrooms or additional support classes in these subjects. Emphasis will remain on the classroom, keeping student to teacher ratios low and personalizing the instructional needs of the students as much as possible.

13d. Budget Development

The budget development process at CRMS#7 Business and Technology School will consider the input from all of the different groups of stakeholders. Prior to making any budgetary recommendations, the principal will meet with District fiscal specialists to estimate the basic allocation and per pupil funding amount available to the school. Then, the process will begin with input from the advisory councils (ELAC and CEAC) and school site committees. Recommendations will be presented to the School Site Council, and eventually be approved by the Governing School Council to determine the budget priorities. Due to the collaboration between the two pilot school applicants, the Governing School Council will meet with their counterparts from CRMS#7 School of Arts and Culture to make the final financial decisions. Throughout the budget development process, the minutes of any council meeting will be publicly posted, supporting the transparency of the budgeting process.

Section 14: Implementation

14a. Implementation plan

The leadership team of CRMS#7 Business and Technology School will dedicate ample time and resources to setting the vital structures of the school and professional development priorities in place before the first day of the 2011-2012 school year. The principal and school leadership will collaborate with CRMS#7 School of Arts and Culture School and Kinetic Charter Academy to implement several of the initial rituals and routines essential to the opening of a new school site. The two pilot schools and charter school will also seek opportunities to link their professional

development plans, to maximize meeting time before and during the school year. All three small schools will collaborate to develop a Memorandum of Understanding, outlining the operational plan for CRMS#7 prior to the end of June 2011.

From May through August, the principal of CRMS#7 Business and Technology School will work very closely with the principals of CRMS#7 School of Arts and Culture, and Synergy Kinetic Academy to collaboratively plan for the opening of the school in September. The chemistry and long-standing relationship between the three leaders will accelerate the collective decision-making process, ensuring that the entire school site will be ready for the opening of the school. Issues that the leadership team will address as soon as possible include, but are not limited to: staffing, classroom designations, the master schedule, textbooks, uniforms, long-term calendar planning, shared professional development responsibilities, locker assignment, school policy development, nurturing further community partnerships, registration of students, recruitment of parent leaderships, and classroom observation protocols.

The first year priorities of CRMS#7 Business and Technology School include an intensive teacher orientation period, promoting an understanding of the positive school culture and preparing the teachers for the expectations and goal for the school year. Within the teacher orientation period, planned for one week in August,, teachers will collaborate to develop long term pacing plans and class syllabi to present to the parents and students on the first day of school. School leadership will also provide annual district mandated presentations, and work with the staff to create or update the Positive School-wide Behavior Management Plan. Elements of Dr. Garmston's Adaptive Schools Leadership will be introduced prior to the beginning of the first semester, exposing the staff to a common professional development or meeting philosophy. Teachers will also introduce elements of Adaptive Schools in their classrooms to help students embrace the professional culture that will be established at he school site.

During the first year, the school's partnership with the Thomas Jefferson High School's Academy of Business and Technology will begin with a small group of teachers in sixth grade and gradually grow in the following years. The school will also leverage its relationship with One – LA to develop a cohesive school culture aligned with the vision and mission statements. School site committees will be formed and descriptions of the roles and responsibilities will be published as official school documents. Finally, the staff will be introduced to the targeted school-wide instructional strategies, particularly focusing on the implementation of SDAIE across all content areas in the first year (See Attachment G).

Throughout the first year, regular data analysis of periodic assessments, locally designed assessments, and assessments based on the LAUSD Core K-12 assessments tool will provide leadership and teachers with valuable information to shape the professional development and departmental plan. The principal and leadership team will work closely with the other two small schools to set precise targets for improvement in specific areas. The leadership team will strive to motivate teachers to move toward the established targets as the school year progresses. The data team will also monitor progress toward the goals and provide feedback to teachers to support in meeting the short and long-term academic goals. As the leadership team and teachers meet to review data periodically, they will engage in problem solving cycles to address student needs.

Especially during the first months of operation, the staff will play a crucial role in the development of the school culture and the establishment of several rituals and routines of CRMS#7 Business and Technology School. As mentioned in the Elect to Work Agreement, teachers will take a lead role in one committee or leadership activity, and act as a contributing member to at least one other group at the school site. This philosophy will add to the culture of distributive leadership at the school site, and it will promote active involvement among the staff

The elements of the school-wide elective program unique to CRMS#7 Business and Technology School will take five years to fully develop. The first phase of implementing the sequence of business and technology electives will focus primarily on the two or three cohorts of sixth grade teachers, impacting a segment of the initial group of sixth grade students. The second phase will dramatically impact the school-wide emphasis, as the original groups of students promote to seventh, and the size of the sixth grade cohort of teachers doubles. The third year will offer the business and technology elective sequence for all sixth grade cohorts, and continue the professional development opportunities with the previously trained teachers. The complete rollout will be executed in year four and five, as the sixth grade class of the 2013-2014 school year matriculates to seventh and eighth grade. The eighth grade service learning component emphasized in the sequence of arts classes and school philosophy will be required in the third year of operation.

14b. Waivers

The applicant team of CRMS#7 Business and Technology School will adhere to several of the stipulations delineated in the Memorandum of Understanding between the Los Angeles Unified School District and United Teachers Los Angeles (UTLA), entitled "Los Angeles Pilot Schools Agreement" (December 2, 2009), published on the UTLA website (see Attachment 26). Specific waivers will be requested for staffing procedures, work hours, schedule, participation on leadership teams, and the transfer process. The applicant team is requesting that priority is given to the members of the writing team who have contributed almost six months of uncompensated time on the proposal. Additionally, matrix development and teacher placement is based on student need, as opposed to seniority (waiver for Article IX-A). In year two and beyond, staffing will not be affected by seniority and any "must place" transfer situations.

A waiver to modify elements in Article IX of the Collective Bargaining Agreement at CRMS#7 Business and Technology School will be requested to meet the requirements of the initial Election-to-Work agreement. One modification is that teachers will be on-site from 7:45-3:33 daily, and the regularly scheduled professional development meetings will be changed to Monday mornings. A second waiver will be requested to extend required professional development opportunities before, during, and after the school year for up to 17 days, compensated at District Sponsored Training (DST) rate or at the teachers' tenthly-time rate. Finally, a waiver will be requested for Article XI 2.0 to accommodate the increased autonomy of the pilot school in its ability to transfer teachers who are not meeting the higher expectations of the established school culture. Modifications within Article XI 2.0 will meet the demands of the Election-to-Work agreement, created by the stakeholders of CRMS#7 School of Arts and Culture and approved by the Governing School Council.
See LAUSD/UTLA Waiver-Side Letter Request Forms, Attachments 27-29

Appendix of Attachments

Attachment 1:	Updated Letter of Intent
Attachment 2:	Data Summary Sheet, Carver MS
Attachment 3:	Data Summary Sheet, LA Academy MS
Attachment 4:	Data Summary Sheet, 20th Street ES
Attachment 5:	Data Summary Sheet, 28th Street ES
Attachment 6:	Data Summary Sheet, Nevin ES
Attachment 7:	Data Summary Sheet, Jefferson HS
Attachment 8:	School Governance and Oversight Map
Attachment 9:	Proposed Regular Day Bell Schedule
Attachment 10:	Proposed Modified Traditional Calendar
Attachment 11:	Proposed Professional Development Day Bell Schedule
Attachment 12:	Middle School Individualized Culmination Plan
APPENDIX D:	**Service Plan for Special Education**
Attachment 13:	List of Supporters for CRMS#7 School of Arts and Culture
Attachment 14:	Letter of Support, LAUSD, Local District 5
Attachment 15:	Letter of Support, One - LA
Attachment 16:	Letter of Support, Jefferson HS, ABC
Attachment 17:	Letter of Support, UCLA Center for Latin American Studies
Attachment 19:	Resume, Hugo Carlos
Attachment 18:	Resume, Thomas Welch
Attachment 20:	Resume, Jennie Phan
Attachment 21:	Resume, Mayra Payés
Attachment 22:	Resume, Anita Maxon
Attachment 23:	Resume, Maria Quintero
Attachment 24:	Job Description for Principal
Attachment 25:	Tentative Election-to-Work Agreement
APPENDIX G:	**Implementation Plan**
Attachment 26:	Los Angeles Pilot Schools Agreement
Attachment 27:	LAUSD/UTLA Waiver-Side Letter Request 1
Attachment 28:	LAUSD/UTLA Waiver-Side Letter Request 2
Attachment 29:	LAUSD/UTLA Waiver-Side Letter Request 3
Attachment 30:	LAUSD Conduct Agreement
APPENDIX H:	**Assurances Form**

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PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

LETTER OF INTENT

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

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

APPLICANT TEAM INFORMATION	
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)*	
Address: **5800 S. Eastern Avenue** **Commerce, CA 90040**	**Phone Number:** **(323) 240-4695**
Website: **http://www.localdistrict5.org/**	**Email Address:** **hxc4567@lausd.net**
School site for which your team is submitting a Letter of Intent	**Central Region Middle School #7** **School B: Business and Technology School**
School type for which your team is applying	**Pilot**

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

Name:	Phone:	Email address:	School/Affiliation
1. Hugo Carlos	(323) 240-4695	hxc4567@lausd.net	LAUSD, Local District 6
2. Tommy Welch	(323) 605-3988	tmw3346@lausd.net	Thomas Jefferson HS
3. Mayra Payés	(323) 828-0657	map3097@lausd.net	Harmony ES
4. Anita Maxon	(562) 356-7160	adm2011@lausd.net	Harmony ES
5. Jennie Phan	(714) 200-9584	jenniephan_02@yahoo.com	Bret Harte MS
6. Maria Quintero	(323) 521-1272	mquin12@lausd.net	Community Member
7. Maricar Catalan	(310) 756-5607	mjfortuno@gmail.com	Harmony ES
8. Mary Ann Vasquez	(213) 925-6628	maryvasquez29@hotmail.com	Harmony ES
9. Lindsay Burt	(323)578-4081	lindsayburt4@gmail.com	Harmony ES
10. Ana Flores	(323) 828-4798	amf2609@lausd.net	Harmony ES
11. Cristin M. Carroll	(323) 251-7851	cristymcallie@yahoo.com	Harmony ES
12. Liliana Roman	(323) 494-3449	nosavo@yahoo.com	South Region ES #7
13. Celia Ripke	(323) 224-3100	celia.ripke@lausd.net	Director, Local District 5
14. Jesus Angulo	(323) 224-3173	jangulo@lausd.net	Director, Local District 5

① CARVER MS
4410 MC KINLEY AVE
LOS ANGELES 90011

Met AYP in 2010: No (Criteria met = 13 Criteria possible = 25)
Program Improvement Status: Year 5

Year Entered PI: 1997-1998

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 1,837			
African American	7%	Special Education	13%
American Indian	0%	Gifted and Talented	4%
Asian	0%	Economically disadvantaged	89%
Filipino	0%	English Learners	40%
Latino	92%	Reclassified as Fluent	
Pacific Islander	0%	English Proficient	39%
White(not Latino)	0%		

② STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	6.7%	9.1%	2.5
Math	5.4%	8.6%	3.3

⑥ API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:	549	548	-1	No	1	2
2006-07:	549	549	0	No	1	2
2007-08:	549	573	24	No	1	2
2008-09:	570	541	-29	No	1	2
2009-10:	540	561	21	No	1	1

⑦ GIFTED

	2008-2009	2009-10	Chg
Identifed Gifted - All	5.7%	4.4%	-1.3
Identifed Gifted - African Amer	3.5%	3.0%	-0.6
Identifed Gifted - Latino	5.9%	4.5%	-1.4

⑧ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	15.9%	17.2%
% Strong Agree or Agree		
Opportunities for Involvement	86.6%	85.4%
Feel Welcome at school	83.9%	84.6%
High Level of Reported Involvement	32.2%	33.8%

⑨ ENGLISH LEARNERS (EL)

	MET	2009-10 Target	2009-10 (Prelim)
AMAO 1 - CELDT Annual Growth	No	53.1%	37.4%
AMAO 2 - Attaining Eng Prof: Els less than 5 Yrs	No	17.4%	9.8%
Els 5 yrs or more	No	41.3%	25.9%
AMAO 3 - Proficiency in ELA	No	56.8%	11.6%
Proficiency in MATH	No	58.0%	13.6%

	2007-08	2008-09	2009-10
Reclassification Rate Trend:	16.0%	11.6%	10.0%

③ CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	2,699	2,272	2,163	1,959	1,753	11.7%	13.1%	15.5%	13.3%	15.5%	2.2	3.8	1.0
African American	180	156	129	147	122	6.7%	7.7%	10.1%	5.4%	5.7%	0.3	-1.0	-0.2
Asian													
Latino	2,480	2,110	2,029	1,803	1,627	12.2%	13.5%	15.9%	14.0%	16.2%	2.2	4.0	1.0
English Learner	1,427	1,118	1,062	868	716	1.5%	0.4%	0.9%	0.5%	1.1%	0.6	-0.4	-0.1
SWD	229	199	217	225	208	0.9%	1.0%	0.5%	0.4%	1.0%	0.6	0.1	0.0
Socio-Econ Disadv	2,615	2,170	2,014	1,949	1,737	11.8%	13.4%	15.5%	13.3%	15.4%	2.1	3.6	0.9

④ CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	2,718	2,271	2,154	1,961	1,752	9.7%	9.2%	14.9%	11.0%	15.6%	4.6	5.9	1.5
African American	181	156	127	148	122	3.3%	2.6%	5.5%	6.1%	7.4%	1.3	4.1	1.0
Asian													
Latino	2,499	2,109	2,022	1,804	1,626	10.2%	9.7%	15.6%	11.4%	16.2%	4.8	6.0	1.5
English Learner	1,444	1,117	1,059	867	716	1.9%	1.4%	2.4%	1.5%	3.2%	1.7	1.3	0.3
SWD	233	199	216	223	208	0.4%	1.0%	0.5%	0.9%	1.4%	0.5	1.0	0.2
Socio-Econ Disadv	2,633	2,169	2,006	1,952	1,736	9.9%	9.5%	15.0%	11.0%	15.6%	4.6	5.7	1.4

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2008-09	2009-10	Chg	CHANGE IN BB/FBB 2008-09	2009-10	Chg
ELA Gr 6	554	3.4%	14.4%	39.0%	25.6%	17.5%	14.0%	17.9%	3.9	56.6%	43.1%	-13.5
ELA Gr 7	580	1.0%	15.3%	27.2%	27.2%	29.1%	14.0%	16.4%	2.4	58.7%	56.3%	-2.4
ELA Gr 8	619	2.3%	10.2%	27.5%	23.7%	36.3%	12.1%	12.4%	0.3	59.8%	60.0%	0.2
Math Gr 6	552	7.2%	19.0%	25.5%	31.0%	17.2%	15.4%	26.3%	10.9	59.0%	48.2%	-10.8
Math Gr 7	556	2.2%	13.7%	25.4%	38.1%	20.7%	12.4%	15.6%	3.4	63.5%	58.8%	-4.7
General Math	181	0.0%	1.1%	8.8%	39.2%	50.8%	0.0%	1.1%	1.1	87.0%	90.0%	3.0
Algebra I	439	0.7%	7.5%	17.3%	43.5%	31.0%	8.2%	8.2%	0.0	72.5%	74.5%	2.0
Geometry	24	0.0%	8.3%	50.0%	37.5%	4.2%		8.3%			41.7%	
History-Soc Sci	622	1.4%	6.8%	28.1%	23.6%	40.0%	8.3%	8.2%	-0.1	64.6%	63.6%	-1.0
Science Gr 8	622	7.1%	14.8%	24.6%	22.0%	31.5%	20.2%	21.9%	1.7	60.8%	53.5%	-7.3

⑩ SAFE SCHOOLS

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
All:	13.0%	28.6%	15.5
African American:	34.5%	66.7%	32.2
Latino:	11.6%	25.6%	14.0
Attendance			
Staff	91.2%	92.2%	0.9
Student	94.4%	94.2%	-0.2
Student transciency	25.0%	25.1%	0.1
Student Survey			
% of Students that responded	69.4%	0.1%	-69.3
% Strong Agree or Agree:			
Feel safe in their school	71.4%	33.3%	-38.1

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

Attachment 2

① LOS ANGELES ACAD MS
644 E 56TH ST
LOS ANGELES 90011

Met AYP in 2010: No (Criteria met = **12** Criteria possible = **25**)
Program Improvement Status: Year 5

Year Entered PI: 1999-2000

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 2,184			
African American	7%	Special Education	10%
American Indian	0%	Gifted and Talented	9%
Asian	0%	Economically disadvantaged	89%
Filipino	0%	English Learners	33%
Latino	93%	Reclassified as Fluent	
Pacific Islander	0%	English Proficient	44%
White(not Latino)	0%		

⑥ API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:	549	553	4	No	1	2
2006-07:	560	578	18	No	1	3
2007-08:	578	605	27	No	1	4
2008-09:	602	619	17	No	1	4
2009-10:	618	613	-5	No	1	5

⑧ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	17.0%	24.0%
% Strong Agree or Agree		
Opportunities for Involvement	86.8%	88.2%
Feel Welcome at school	87.8%	86.3%
High Level of Reported Involvement	35.0%	35.7%

② STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	7.5%	6.8%	-0.7
Math	12.2%	9.9%	-2.3

⑦ GIFTED

	2008-2009	2009-10	Chg
Identifed Gifted - All	8.5%	9.1%	0.6
Identifed Gifted - African Amer	3.0%	2.7%	-0.3
Identifed Gifted - Latino	9.0%	9.6%	0.6

⑨ ENGLISH LEARNERS (EL)

	MET	2009-10 Target	2009-10 (Prelim)
AMAO 1 - CELDT Annual Growth	No	53.1%	42.3%
AMAO 2 - Attaining Eng Prof: Els less than 5 Yrs	Yes	17.4%	24.7%
Els 5 yrs or more	No	41.3%	28.3%
AMAO 3 - Proficiency in ELA	No	56.8%	17.1%
Proficiency in MATH	No	58.0%	15.6%

	2007-08	2008-09	2009-10
Reclassification Rate Trend:	15.6%	17.3%	16.5%

③ CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	2,790	2,333	2,269	2,244	2,148	14.1%	14.4%	20.1%	24.8%	27.7%	2.9	13.6	3.4
African American	306	223	207	182	161	8.5%	7.6%	16.9%	18.7%	17.4%	-1.3	8.9	2.2
Asian													
Latino	2,474	2,102	2,057	2,057	1,976	14.7%	15.2%	20.5%	25.4%	28.6%	3.2	13.9	3.5
White													
English Learner	1,364	1,069	1,011	900	699	2.3%	1.3%	1.5%	1.8%	0.7%	-1.1	-1.6	-0.4
SWD	276	255	232	226	205	1.1%	0.4%	2.2%	1.8%	1.5%	-0.3	0.4	0.1
Socio-Econ Disadv	2,730	2,168	2,251	2,222	2,117	14.2%	14.3%	20.2%	25.0%	27.9%	2.9	13.7	3.4

④ CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	2,761	2,324	2,234	2,223	2,135	9.5%	11.1%	16.7%	18.5%	22.1%	3.6	12.6	3.2
African American	300	220	201	175	158	4.3%	4.1%	5.5%	9.1%	11.4%	2.3	7.1	1.8
Asian													
Latino	2,451	2,096	2,028	2,043	1,965	10.1%	11.8%	17.8%	19.4%	23.1%	3.7	13.0	3.2
White													
English Learner	1,352	1,063	993	894	695	1.8%	1.7%	3.5%	2.9%	2.7%	-0.2	0.9	0.2
SWD	270	255	228	222	202	1.1%	0.4%	0.4%	2.3%	2.5%	0.2	1.4	0.4
Socio-Econ Disadv	2,701	2,165	2,216	2,201	2,104	9.6%	11.2%	16.8%	16.6%	22.3%	3.7	12.7	3.2

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2008-09	2009-10	Chg	CHANGE IN BB/FBB 2008-09	2009-10	Chg
ELA Gr 6	710	7.7%	21.3%	28.5%	22.3%	20.3%	27.1%	29.0%	1.9	43.6%	42.6%	-1.0
ELA Gr 7	739	7.7%	20.6%	25.6%	21.7%	24.5%	27.1%	28.3%	1.2	42.0%	46.2%	4.2
ELA Gr 8	699	8.9%	16.7%	26.5%	21.7%	26.2%	19.8%	25.6%	5.8	45.7%	47.9%	2.2
Math Gr 6	710	9.6%	20.7%	24.1%	27.5%	18.2%	27.3%	30.3%	3.0	49.2%	45.7%	-3.5
Math Gr 7	653	2.9%	17.2%	27.3%	33.2%	19.4%	12.6%	20.1%	7.5	57.5%	52.6%	-4.9
General Math	294	0.0%	2.7%	19.0%	43.2%	35.0%	3.7%	2.7%	-1.0	72.1%	78.2%	6.1
Algebra I	420	3.3%	20.5%	30.0%	31.9%	14.3%	18.8%	23.8%	5.0	52.6%	46.2%	-6.4
Geometry	58	6.9%	24.1%	41.4%	27.6%	0.0%		31.0%			27.6%	
History-Soc Sci	688	6.1%	10.9%	25.4%	17.9%	39.7%	16.0%	17.0%	1.0	52.7%	57.6%	4.9
Science Gr 8	693	16.9%	15.4%	20.6%	19.6%	27.4%	33.3%	32.3%	-1.0	44.5%	47.0%	2.5

⑪ SAFE SCHOOLS

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
All:	14.9%	15.0%	0.1
African American:	52.4%	59.9%	7.4
Latino:	12.1%	11.8%	-0.3
Attendance			
Staff	92.4%	92.8%	0.4
Student	94.9%	94.9%	-0.1
Student transciency	32.5%	32.2%	-0.3
Student Survey			
% of Students that responded	63.4%	69.1%	5.7
% Strong Agree or Agree:			
Feel safe in their school	80.9%	83.3%	2.4

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

Attachment 3

① **20TH ST EL**
1353 E 20TH ST
LOS ANGELES 90011

Met AYP in 2010: No (Criteria met = **16** Criteria possible = **17**)
Program Improvement Status: Year 5
Year Entered PI: 2005-2006

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 654			
African American	3%	Special Education	8%
American Indian	0%	Gifted and Talented	1%
Asian	0%	Economically disadvantaged	96%
Filipino	0%	English Learners	57%
Latino	96%	Reclassified as Fluent	
Pacific Islander	0%	English Proficient	14%
White(not Latino)	0%		

⑥ **API**

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:	597	651	54	Yes	1	1
2006-07:	650	687	37	No	1	4
2007-08:	681	717	36	No	2	5
2008-09:	716	717	1	No	3	7
2009-10:	717	745	28	No	2	5

⑧ **PARENT AND COMMUNITY ENGAGEMENT**

Parent Survey	2008-09	2009-10
% of Parents that responded	25.8%	41.3%
% Strong Agree or Agree		
Opportunities for Involvement	92.9%	89.0%
Feel Welcome at school	94.3%	93.7%
High Level of Reported Involvement	47.5%	42.0%

② **STUDENTS WITH DISABILITIES (SWD) - CST**

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	38.9%	0.0%	
Math	33.3%	11.1%	

⑦ **GIFTED**

	2008-2009	2009-10	Chg
Identifed Gifted - All	1.0%	1.4%	0.3
Identifed Gifted - African Amer	0.0%	0.0%	0.0
Identifed Gifted - Latino	1.1%	1.4%	0.4

⑨ **ENGLISH LEARNERS (EL)**

	MET	2009-10 Target	2009-10 (Prelim)
AMAO 1 - CELDT Annual Growth	Yes	53.1%	55.7%
AMAO 2 - Attaining Eng Prof: Els less than 5 Yrs	Yes	17.4%	19.5%
Els 5 yrs or more	No	41.3%	34.1%
AMAO 3 - Proficiency in ELA	No	56.8%	32.9%
Proficiency in MATH	No	58.0%	47.8%

	2007-08	2008-09	2009-10
Reclassification Rate Trend:	15.4%	14.8%	18.0%

③ **CST TRENDS: English Language Arts**

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	516	465	453	408	427	21.9%	26.9%	28.5%	33.1%	40.3%	7.2	18.4	4.6
African American	13	16	15	14	20	7.7%	31.3%	26.7%	28.6%	25.0%	-3.6	17.3	4.3
Latino	502	449	437	394	406	22.3%	26.7%	28.6%	33.2%	41.1%	7.9	18.8	4.7
White													
English Learner	391	322	298	227	216	13.6%	12.7%	16.8%	15.9%	23.1%	7.2	9.5	2.4
SWD	47	53	40	18		0.0%	1.9%	2.5%	0.0%				
Socio-Econ Disadv	497	465	452	408	410	22.1%	26.9%	28.5%	33.1%	39.8%	6.7	17.7	4.4

⑩ **SAFE SCHOOLS**

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
All:	1.8%	0.4%	-1.3
African American:	3.3%	4.8%	1.4
Latino:	1.7%	0.3%	-1.4
Attendance			
Staff	95.1%	95.6%	0.5
Student	95.6%	95.0%	-0.6
Student transciency	21.5%	25.5%	4.0
Student Survey			
% of Students that responded	96.4%	95.8%	-0.6
% Strong Agree or Agree:			
Feel safe in their school	81.5%	85.9%	4.4

④ **CST TRENDS: Mathematics**

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	516	465	452	408	429	40.1%	42.2%	48.5%	48.8%	52.9%	4.1	12.8	3.2
African American	13	16	15	13	21	23.1%	31.3%	33.3%	30.8%	33.3%	2.5	10.2	2.6
Latino	502	449	436	395	407	40.6%	42.5%	49.1%	49.4%	54.1%	4.7	13.5	3.4
White													
English Learner	391	322	297	227	217	33.5%	32.3%	37.4%	34.8%	37.8%	3.0	4.3	1.1
SWD	47	53	40	18		12.8%	9.4%	7.5%	11.1%				
Socio-Econ Disadv	497	465	451	408	412	40.4%	42.2%	48.6%	48.8%	52.7%	3.9	12.3	3.1

⑤ **CALIFORNIA STANDARDS TESTS (CST) (2009-10)**

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2008-09	2009-10	Chg	CHANGE IN BB/FBB 2008-09	2009-10	Chg
ELA Gr 2	115	**23.5%**	**32.2%**	17.4%	13.0%	13.9%	33.3%	55.7%	22.4	27.6%	26.9%	-0.7
ELA Gr 3	106	**4.7%**	**14.2%**	34.9%	32.1%	14.2%	19.3%	18.9%	-0.4	46.5%	46.3%	-0.2
ELA Gr 4	116	**17.2%**	**23.3%**	31.0%	18.1%	10.3%	54.0%	40.5%	-13.5	16.1%	28.4%	12.3
ELA Gr 5	90	**10.0%**	**35.6%**	32.2%	15.6%	6.7%	30.4%	45.6%	15.2	26.5%	22.3%	-4.2
Math Gr 2	116	**41.4%**	**24.1%**	16.4%	14.7%	3.4%	51.4%	65.5%	14.1	28.6%	18.1%	-10.5
Math Gr 3	106	**28.3%**	**27.4%**	20.8%	19.8%	3.8%	49.1%	55.7%	6.6	23.2%	23.6%	0.4
Math Gr 4	116	**23.3%**	**25.0%**	30.2%	15.5%	6.0%	56.2%	48.3%	-7.9	19.1%	21.5%	2.4
Math Gr 5	91	**18.7%**	**20.9%**	29.7%	27.5%	3.3%	39.2%	39.6%	0.4	30.4%	30.8%	0.4
Science Gr 5	90	**5.6%**	**31.1%**	33.3%	24.4%	5.6%	18.1%	36.7%	18.6	38.1%	30.0%	-8.1

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

Attachment 4

① 28TH ST EL
2807 STANFORD AVE
LOS ANGELES 90011

Met AYP in 2010: No (Criteria met = 9 Criteria possible = 17)

Program Improvement Status: Year 5

Year Entered PI: 2004-2005

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 1,338

African American	1%	Special Education	8%
American Indian	0%	Gifted and Talented	6%
Asian	0%	Economically disadvantaged	85%
Filipino	0%	English Learners	65%
Latino	99%	Reclassified as Fluent	
Pacific Islander	0%	English Proficient	12%
White(not Latino)	0%		

⑥ API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:	605	644	39	No	1	2
2006-07:	645	664	19	No	1	3
2007-08:	662	659	-3	No	1	3
2008-09:	662	670	8	No	1	1
2009-10:	670	675	5	No	1	1

⑧ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	27.9%	40.9%
% Strong Agree or Agree		
Opportunities for Involvement	93.2%	93.4%
Feel Welcome at school	94.2%	92.9%
High Level of Reported Involvement	47.6%	45.7%

② STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	11.4%	14.7%	3.3
Math	15.7%	23.8%	8.1

⑦ GIFTED

	2008-2009	2009-10	Chg
Identifed Gifted - All	9.2%	6.0%	-3.2
Identifed Gifted - African Amer	0.0%	0.0%	0.0
Identifed Gifted - Latino	9.4%	6.1%	-3.3

⑨ ENGLISH LEARNERS (EL)

	MET	2009-10 Target	2009-10 (Prelim)
AMAO 1 - CELDT Annual Growth	No	53.1%	43.9%
AMAO 2 - Attaining Eng Prof: Els less than 5 Yrs	No	17.4%	8.2%
Els 5 yrs or more	No	41.3%	18.8%
AMAO 3 - Proficiency in ELA	No	56.8%	22.5%
Proficiency in MATH	No	58.0%	35.0%

	2007-08	2008-09	2009-10
Reclassification Rate Trend:	17.2%	10.0%	11.9%

③ CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	1.131	998	924	902	825	19.3%	22.1%	22.3%	25.1%	27.2%	2.1	7.9	2.0
African American	34	28	26	18		14.7%	7.1%	19.2%	11.1%				
Latino	1.096	969	896	883	818	19.4%	22.6%	22.3%	25.3%	27.3%	2.0	7.9	2.0
English Learner	872	681	551	533	485	11.7%	10.9%	6.5%	9.2%	10.7%	1.5	-1.0	-0.2
SWD	74	62	76	88	34	4.1%	4.8%	2.6%	2.3%	2.9%	0.6	-1.2	-0.3
Socio-Econ Disadv	1.093	917	924	902	825	18.9%	22.0%	22.3%	25.1%	27.2%	2.1	8.3	2.1

⑩ SAFE SCHOOLS

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
All:	0.1%	0.4%	0.3
African American:	0.0%	0.0%	0.0
Latino:	0.1%	0.4%	0.3
Attendance			
Staff	95.4%	94.8%	-0.6
Student	96.8%	96.9%	0.0
Student transciency	17.4%	16.1%	-1.2
Student Survey			
% of Students that responded	86.9%	80.3%	-6.6
% Strong Agree or Agree:			
Feel safe in their school	79.5%	84.6%	5.0

④ CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	1.129	999	923	900	834	38.6%	37.4%	36.7%	41.0%	38.5%	-2.5	-0.1	0.0
African American	34	28	26	18		20.6%	7.1%	11.5%	16.7%				
Latino	1.094	970	895	881	827	39.2%	38.4%	37.5%	41.4%	38.7%	-2.7	-0.5	-0.1
English Learner	869	682	550	532	495	33.5%	26.8%	24.0%	26.7%	26.5%	-0.2	-7.0	-1.8
SWD	74	62	75	89	42	8.1%	8.1%	8.0%	9.0%	14.3%	5.3	6.2	1.6
Socio-Econ Disadv	1.090	918	923	900	834	38.5%	37.7%	36.7%	41.0%	38.5%	-2.5	0.0	0.0

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2008-09	2009-10	Chg	CHANGE IN BB/FBB 2008-09	2009-10	Chg
ELA Gr 2	226	**5.3%**	**19.9%**	32.7%	26.5%	15.5%	21.7%	25.2%	3.5	45.4%	42.0%	-3.4
ELA Gr 3	214	**0.9%**	**8.9%**	29.4%	33.2%	27.6%	14.5%	9.8%	-4.7	55.2%	60.8%	5.6
ELA Gr 4	189	**15.3%**	**25.9%**	30.7%	20.6%	7.4%	32.1%	41.3%	9.2	27.9%	28.0%	0.1
ELA Gr 5	196	**4.6%**	**30.1%**	40.3%	17.3%	7.7%	32.4%	34.7%	2.3	32.4%	25.0%	-7.4
Math Gr 2	226	**8.4%**	**19.0%**	32.3%	27.9%	12.4%	35.7%	27.4%	-8.3	34.0%	40.3%	6.3
Math Gr 3	217	**12.4%**	**21.7%**	30.9%	29.5%	5.5%	42.3%	34.1%	-8.2	33.3%	35.0%	1.7
Math Gr 4	193	**25.9%**	**34.2%**	25.9%	12.4%	1.6%	45.4%	60.1%	14.7	27.9%	14.0%	-13.9
Math Gr 5	198	**6.1%**	**28.8%**	32.3%	24.7%	8.1%	41.1%	34.8%	-6.3	37.4%	32.8%	-4.6
Science Gr 5	217	**1.4%**	**23.0%**	37.8%	21.7%	16.1%	28.3%	24.4%	-3.9	38.3%	37.8%	-0.5

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

① NEVIN EL
1569 E 32ND ST
LOS ANGELES 90011

Met AYP in 2010: No (Criteria met = 9 Criteria possible = 17)

Program Improvement Status: Year 5

Year Entered PI: 2004-2005

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 770			
African American	4%	Special Education	10%
American Indian	0%	Gifted and Talented	4%
Asian	0%	Economically disadvantaged	96%
Filipino	0%	English Learners	64%
Latino	95%	Reclassified as Fluent	
Pacific Islander	0%	English Proficient	17%
White(not Latino)	0%		

② **STUDENTS WITH DISABILITIES (SWD) - CST**

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	26.8%	15.9%	-10.9
Math	32.5%	27.9%	-4.6

⑥ **API**

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:	608	593	-15	No	1	2
2006-07:	592	620	28	Yes	1	1
2007-08:	617	654	37	No	1	1
2008-09:	656	697	41	No	1	2
2009-10:	697	700	3	No	1	3

⑦ **GIFTED**

	2008-2009	2009-10	Chg
Identifed Gifted - All	3.9%	3.8%	-0.1
Identifed Gifted - African Amer	2.6%	0.0%	-2.6
Identifed Gifted - Latino	4.0%	4.0%	0.0

⑧ **PARENT AND COMMUNITY ENGAGEMENT**

Parent Survey	2008-09	2009-10
% of Parents that responded	15.6%	40.1%
% Strong Agree or Agree		
Opportunities for Involvement	94.4%	96.9%
Feel Welcome at school	91.2%	92.9%
High Level of Reported Involvement	48.1%	45.0%

⑨ **ENGLISH LEARNERS (EL)**

	MET	2009-10 Target	2009-10 (Prelim)
AMAO 1 - CELDT Annual Growth	No	53.1%	52.6%
AMAO 2 - Attaining Eng Prof: Els less than 5 Yrs	No	17.4%	14.9%
Els 5 yrs or more	No	41.3%	29.8%
AMAO 3 - Proficiency in ELA	No	56.8%	29.4%
Proficiency in MATH	No	58.0%	38.9%
	2007-08	2008-09	2009-10
Reclassification Rate Trend:	11.3%	15.4%	12.4%

③ **CST TRENDS: English Language Arts**

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	592	529	516	527	504	14.4%	21.0%	26.6%	30.2%	32.9%	2.7	18.5	4.6
African American	50	35	31	18	20	6.0%	8.6%	19.4%	44.4%	40.0%	-4.4	34.0	8.5
Latino	540	489	482	506	481	15.2%	22.1%	27.2%	29.6%	32.6%	3.0	17.4	4.4
English Learner	441	362	340	329	279	8.8%	15.5%	16.2%	12.8%	9.3%	-3.5	0.5	0.1
SWD	48	38	36	41	44	0.0%	0.0%	0.0%	4.9%	6.8%	1.9	6.8	1.7
Socio-Econ Disadv	570	513	516	526	502	13.9%	20.3%	26.6%	30.2%	32.7%	2.5	18.8	4.7

⑩ **SAFE SCHOOLS**

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
All:	0.0%	0.5%	0.5
African American:	0.0%	3.0%	3.0
Latino:	0.0%	0.4%	0.4
Attendance			
Staff	95.5%	94.2%	-1.3
Student	96.8%	96.2%	-0.6
Student transciency	33.3%	25.5%	-7.8
Student Survey			
% of Students that responded	82.1%	78.5%	-3.6
% Strong Agree or Agree:			
Feel safe in their school	84.7%	90.8%	6.1

④ **CST TRENDS: Mathematics**

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	590	530	514	527	502	27.1%	29.6%	37.4%	46.3%	41.8%	-4.5	14.7	3.7
African American	50	35	30	18	20	10.0%	8.6%	13.3%	44.4%	20.0%	-24.4	10.0	2.5
Latino	538	490	481	506	479	28.6%	31.4%	39.1%	46.6%	42.8%	-3.8	14.2	3.6
English Learner	439	363	339	328	277	23.2%	23.7%	29.5%	32.3%	22.7%	-9.6	-0.5	-0.1
SWD	48	38	36	40	43	8.3%	5.3%	11.1%	15.0%	16.3%	1.3	8.0	2.0
Socio-Econ Disadv	568	514	514	526	500	26.9%	29.6%	37.4%	46.4%	41.8%	-4.6	14.9	3.7

⑤ **CALIFORNIA STANDARDS TESTS (CST) (2009-10)**

							CHANGE IN PROF/ADV			CHANGE IN BB/FBB		
	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	2008-09	2009-10	Chg	2008-09	2009-10	Chg
ELA Gr 2	124	**12.1%**	**25.0%**	37.1%	12.1%	13.7%	31.6%	37.1%	5.5	33.1%	25.8%	-7.3
ELA Gr 3	124	**4.0%**	**7.3%**	33.9%	29.0%	25.8%	20.1%	11.3%	-8.8	51.8%	54.8%	3.0
ELA Gr 4	132	**22.7%**	**26.5%**	27.3%	13.6%	9.8%	38.3%	49.2%	10.9	32.3%	23.4%	-8.9
ELA Gr 5	124	**9.7%**	**23.4%**	37.1%	17.7%	12.1%	31.1%	33.1%	2.0	38.6%	29.8%	-8.8
Math Gr 2	124	**16.1%**	**25.8%**	27.4%	21.8%	8.9%	51.1%	41.9%	-9.2	22.5%	30.7%	8.2
Math Gr 3	123	**10.6%**	**21.1%**	35.8%	24.4%	8.1%	36.7%	31.7%	-5.0	31.0%	32.5%	1.5
Math Gr 4	132	**34.1%**	**23.5%**	15.2%	24.2%	3.0%	52.6%	57.6%	5.0	32.4%	27.2%	-5.2
Math Gr 5	123	**16.3%**	**18.7%**	31.7%	26.0%	7.3%	45.1%	35.0%	-10.1	36.1%	33.3%	-2.8
Science Gr 5	124	**2.4%**	**25.0%**	36.3%	17.7%	18.5%	24.6%	27.4%	2.8	45.1%	36.2%	-8.9

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

Attachment 6

① JEFFERSON SH
1319 E 41ST ST
LOS ANGELES 90011

Met AYP in 2010: No (Criteria met = 10 Criteria possible = 18)
Program Improvement Status: Year 5
Year Entered PI: 1997-1998

SCHOOL OVERVIEW 2009-2010

Total Students Enrolled: 2,034			
African American	7%	Special Education	11%
American Indian	0%	Gifted and Talented	4%
Asian	0%	Economically disadvantaged	84%
Filipino	0%	English Learners	39%
Latino	93%	Reclassified as Fluent	
Pacific Islander	0%	English Proficient	44%
White(not Latino)	0%		

② STUDENTS WITH DISABILITIES (SWD) - CST

% Scoring Basic and Above	2008-09	2009-10	Chg
ELA	11.3%	8.3%	-3.1
Math	1.4%	1.9%	0.5

③ CST TRENDS: English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	1,671	1,256	1,443	1,494	1,571	6.8%	7.2%	12.3%	12.7%	15.3%	2.6	8.5	2.1
African American	139	85	128	125	118	2.2%	2.4%	8.6%	5.6%	5.9%	0.3	3.7	0.9
Asian													
Latino	1,525	1,166	1,304	1,361	1,440	7.3%	7.6%	12.8%	13.4%	16.0%	2.6	8.7	2.2
White													
English Learner	783	629	674	672	605	0.5%	0.6%	1.5%	2.2%	1.5%	-0.7	1.0	0.2
SWD	152	123	136	141	157	0.0%	0.0%	2.2%	2.1%	1.9%	-0.2	1.9	0.5
Socio-Econ Disadv	1,581	1,151	1,305	1,463	1,555	7.0%	7.3%	12.4%	12.6%	15.3%	2.7	8.3	2.1

④ CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10			
All Students	1,544	1,212	1,394	1,485	1,559	2.1%	1.3%	1.1%	0.8%	2.1%	1.3	0.0	0.0
African American	124	80	122	123	113	0.8%	1.3%	1.6%	0.0%	0.0%	0.0	-0.8	-0.2
Asian													
Latino	1,415	1,126	1,261	1,354	1,434	2.3%	1.3%	1.1%	0.9%	2.2%	1.3	-0.1	0.0
White													
English Learner	713	606	651	668	602	0.1%	0.3%	0.2%	0.1%	0.5%	0.4	0.4	0.1
SWD	132	110	136	141	156	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0 -
Socio-Econ Disadv	1,471	1,105	1,262	1,455	1,544	2.2%	1.3%	1.3%	0.8%	2.1%	1.3	-0.1	0.0

⑤ CALIFORNIA STANDARDS TESTS (CST) (2009-10)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2008-09	2009-10	Chg	CHANGE IN BB/FBB 2008-09	2009-10	Chg
ELA Gr 9	692	2.5%	13.3%	29.8%	26.7%	27.7%	13.8%	15.8%	2.0	56.8%	54.4%	-2.4
ELA Gr 10	497	3.0%	12.1%	32.2%	26.4%	26.4%	13.1%	15.1%	2.0	57.6%	52.8%	-4.8
ELA Gr 11	382	2.9%	12.0%	27.5%	28.8%	28.8%	9.8%	14.9%	5.1	63.6%	57.6%	-6.0
Algebra I	745	0.1%	2.1%	11.4%	45.9%	40.4%	1.2%	2.3%	1.1	90.9%	86.3%	-4.6
Geometry	458	0.0%	2.8%	11.1%	50.4%	35.6%	0.3%	2.8%	2.5	91.2%	86.0%	-5.2
Algebra II	323	0.0%	0.0%	5.6%	25.1%	69.3%	0.3%	0.0%	-0.3	91.6%	94.4%	2.8
HS Math	31	0.0%	9.7%	9.7%	48.4%	32.3%	0.0%	9.7%	9.7	70.0%	80.7%	10.7
World History	654	1.8%	5.4%	20.2%	16.1%	56.6%	6.3%	7.2%	0.9	76.9%	72.7%	-4.2
US History	373	1.3%	11.5%	27.1%	23.9%	36.2%	5.9%	12.9%	7.0	76.3%	60.1%	-16.2
Life Science	490	1.4%	7.8%	26.9%	26.1%	37.8%	5.5%	9.2%	3.7	72.7%	63.9%	-8.8
Biology	652	0.5%	5.1%	26.2%	26.2%	42.0%	4.2%	5.5%	1.3	76.6%	68.2%	-8.4
Chemistry	170	1.8%	7.6%	33.5%	22.4%	34.7%	2.8%	9.4%	6.6	74.0%	57.1%	-16.9
Earth Science	20	0.0%	0.0%	0.0%	10.0%	90.0%	0.0%	0.0%	0.0	100.0%	100.0%	0.0
Int Science	678	0.1%	5.6%	24.5%	24.9%	44.8%	1.8%	5.8%	4.0	75.7%	69.7%	-6.0

⑥ API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2005-06:	482	457	-25	No	1	2
2006-07:	451	457	6	No	1	1
2007-08:	457	516	59	No	1	1
2008-09:	516	515	-1	No	1	2
2009-10:	514	547	33	No	1	1

⑦ GIFTED

	2008-2009	2009-10	Chg
Identifed Gifted - All	2.6%	3.9%	1.3
Identifed Gifted - African Amer	1.2%	1.4%	0.2
Identifed Gifted - Latino	2.8%	4.1%	1.3

⑧ PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2008-09	2009-10
% of Parents that responded	13.0%	15.0%
% Strong Agree or Agree		
Opportunities for Involvement	90.3%	94.6%
Feel Welcome at school	84.1%	88.9%
High Level of Reported Involvement	27.9%	29.7%

⑨ ENGLISH LEARNERS (EL)

	MET	2009-10 Target	2009-10 (Prelim)
AMAO 1 - CELDT Annual Growth	No	53.1%	50.0%
AMAO 2 - Attaining Eng Prof: Els less than 5 Yrs	Yes	17.4%	18.8%
Els 5 yrs or more	No	41.3%	36.4%
AMAO 3 - Proficiency in ELA	No	55.6%	13.3%
Proficiency in MATH	No	54.8%	14.6%

	2007-08	2008-09	2009-10
Reclassification Rate Trend:	4.0%	9.0%	8.7%

⑩ SAFE SCHOOLS

	2008-09	2009-10	Chg
Discipline			
Students Suspended:			
All:	8.1%	7.8%	-0.3
African American:	28.5%	15.9%	-12.6
Latino:	6.3%	7.2%	0.9
Attendance			
Staff	92.1%	92.9%	0.8
Student	89.6%	90.1%	0.6
Student transciency	41.6%	35.2%	-6.3
Student Survey			
% of Students that responded	0.0%	48.0%	48.0
% Strong Agree or Agree:			
Feel safe in their school		88.1%	

⑪ COLLEGE READINESS (Based on A-G Courses)

Grade in 2009-10	% Taking A-G Courses	% A-G with C or Above
9th Grade	84.5%	22.0%
10th Grade	63.5%	12.4%
11th Grade	45.9%	8.5%
12th Grade	34.4%	10.3%

⑫ ADVANCED PLACEMENT 2009-10

Students taking at least one AP course	6.7%
Students passing at least one AP course with a C or above	5.2%

⑬ GRADUATION RATE

CAHSEE Pass Rate(as of May)	2008-09	2009-10	Chg
10th grade:	44.4%	44.4%	0.0
11th grade:	59.3%	70.8%	11.4
12th grade:	77.9%	79.9%	2.0

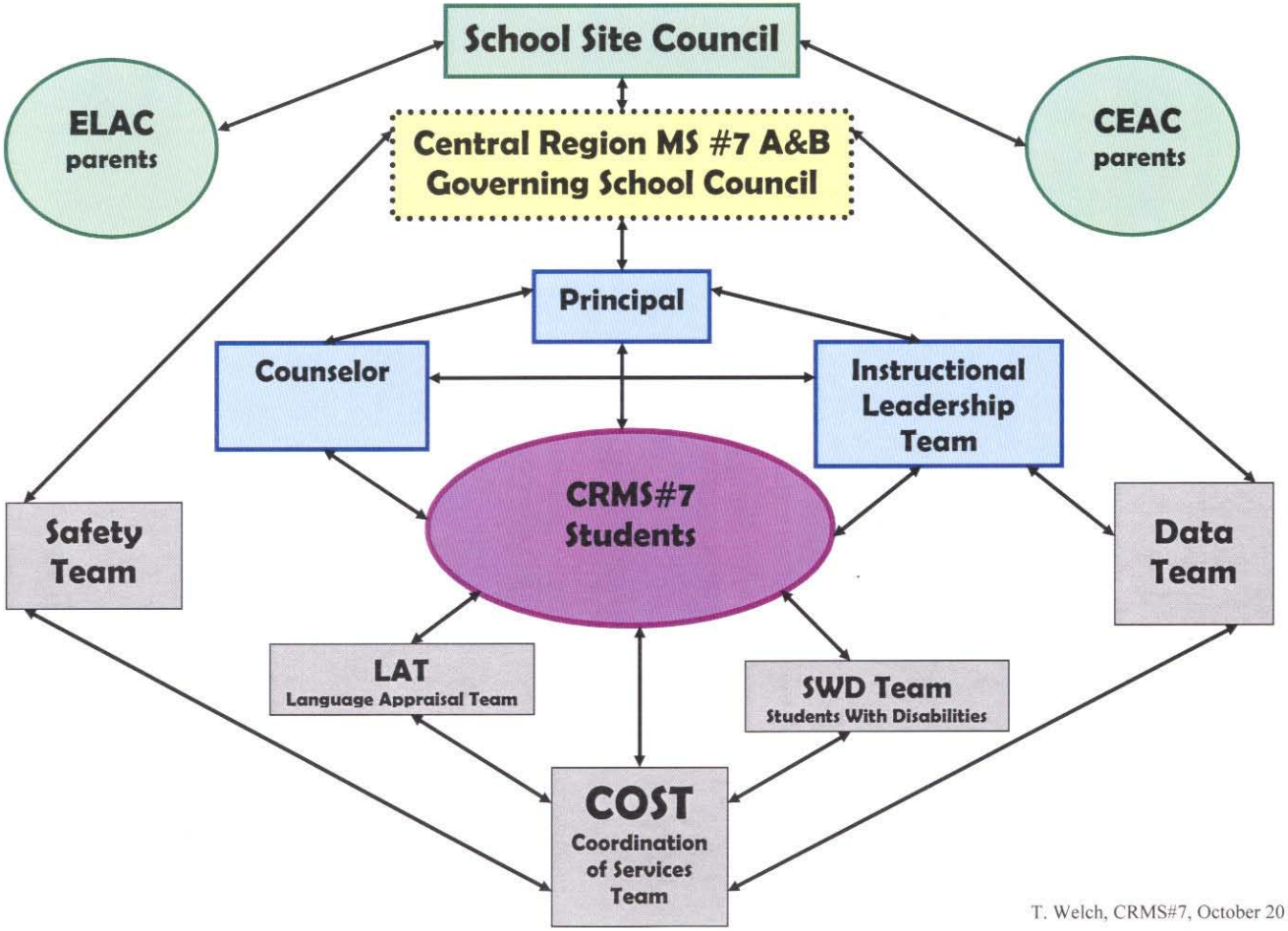
High School Completion:	2007	2008	Chg
Dropout 4 Year Rate:	58.0%	47.3%	-10.7
Dropout 1 Year Rate:	12.7%	11.2%	-1.5
Graduation Rate:	43.1%	48.6%	5.5

*CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

Attachment 8

School Governance and Oversight

School of Arts and Culture
Business and Technology School



T. Welch, CRMS#7, October 2010

Attachment 9

Proposed Regular Day Bell Schedule, CRMS#7 Business and Technology School

	8:05-8:55	8:59-9:49	9:53-10:43	10:43-12:11		12:11-1:01	1:05-1:55	1:59-2:29	2:33-3:23
	Period 1	Period 2	Period 3	Period 4		Period 5	Period 6	Flex Period	Period 7
6th Grade (Approximately 130 Students)	Art History Health Lang. Arts Intervention	Core 6.1 Core 6.2		1st LUNCH (10:43-11:13)	Art History PE Math Intervention	Core 6.3 Core 6.4		AVID Seminar Lang. Lab Math Lab.	PE Health Lang. Arts Intervention
7th Grade (Approximately 130 Students)	Core 7.1 Core 7.2		Studio Art PE Lang. Arts Intervention	Studio Art Health Lang. Arts Intervention	2nd LUNCH (11:37-12:07)	Core 7.3 Core 7.4		AVID Seminar Lang. Lab Math Lab.	PE Health Math Intervention
8th Grade (Approximately 130 Students)	Core 8.1 Core 8.2		Core 8.3 Core 8.4		2nd LUNCH (11:37-12:07)	Studio Art PE Lang. Arts Intervention	PE Health Lang. Arts Intervention	AVID Seminar Lang. Lab Math Lab.	Studio Art Health Math Intervention
ESL (Approximately 40 Students)	Lang. Lab.	Core ESL 1		1st LUNCH (10:43-11:13)	Core ESL 2		PE Health	Seminar Lang. Lab	Studio Art PE
SWD (Approximately 20 Students)	Core SWD 1		Studio Art PE Health Lang. Arts Intervention	1st LUNCH (10:43-11:13)	Art History PE Health Math Intervention	Core SWD 2		Seminar AVID Lang. Lab Math Lab.	Studio Art PE Health Lang. Arts Intervention

T. Welch, CRMS#7, October 2010

CRMS#7 Business and Technology School
Modified Traditional School Calendar
July 2011 - June 2012

Attachment 10

↓Month Date→	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July 2011													W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F		
August 2011	M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W
September 2011	Th	F			Ho	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F	
October 2011			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			UD
November 2011	Tu	W	Th	F			M	Tu	W	Th	Ho			M	Tu	W	Th	F			M	Tu	W	Ho	Ho			M	Tu	W	
December 2011	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F															
January 2012									M	Tu	W	Th	F			Ho	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu
February 2012	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			Ho	Tu	W	Th	F			M	Tu	W		
March 2012	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F										M	Tu	W	Th	F	
April 2012		M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	
May 2012	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th
June 2012	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W											

1st Semester 2011: July 27 - December 16	10-day Staff PD; Q1 = 47 days; 10-day Intersession; Q2 = 41 days	Mid-Terms= 9/26-9/28; Finals= 12/12-12/14
2nd Semester 2012: January 17 - June 15	5-day intersession; Q3 = 43 days; 10-day Intersession; Q4 = 49 days	Mid-Terms= 2/28-3/1; Finals= 6/11-6/13

	= Staff PD
	= School Day
	= Winter/Spring Break
	= Intersession Classes
Ho	= Holiday
UD	= Unassigned Day
	= CST (testing window)

Professional Development Days (Mondays)
Students begin class at 10:11
August 1, 8, 15, 22, & 29, 2011
September 12, 19, & 26, 2011
October 3, 10, 17, & 24, 2011
November 7, 14, 21, & 28, 2011
December 5, 12, 2011
January 9, 23 & 30, 2012
February 6, 13, & 27, 2012
March 5, 12, 15, & 26, 2012
April 2, 9, 16, 23 & 30, 2012
May 7, 14, & 21, 2012
June 4 & 11, 2012

Regular Day Bell Schedule		
8:05-8:55	Period 1	50 minutes
8:59-9:49	Period 2	50 minutes
9:53-10:43	Period 3	50 minutes
10:47-12:11	Period 4 (lunch)	50 + 30 mins.
12:11-1:01	Period 5	50 minutes
1:05-1:55	Period 6	50 minutes
1:59-2:29	Flex Period	26 minutes
2:33-3:23	Period 7	50 minutes

PD Day Bell Schedule		
10:11-10:41	Period 1	30 minutes
10:45-11:15	Period 2	30 minutes
11:19-1:49	Period 3	30 minutes
11:49-12:57	Period 4 (lunch)	38 + 30 mins.
1:01-1:31	Period 5	30 minutes
1:35-2:05	Period 6	30 minutes
2:09-2:39	Period 7	30 minutes

CELDT window: August 1 - 26, 2011
CST window : March 6 - 16, 2012

Attachment 11

Proposed Professional Development Day Bell Schedule, CRMS#7 Business and Technology School

	10:11-10:41	10:45-11:15	11:19-11:49	11:49-12:57		1:01-1:31	1:35-2:05	2:09-2:39
	Period 1	Period 2	Period 3	Period 4 (11:53-12:23 and 12:27-12:57)		Period 5	Period 6	Period 7
6th Grade (Approximately 130 Students)	Art History/ Studio Art Health Lang. Arts Intervention	Core 6.1 Core 6.2		1st L U N C H (11:49-12:23)	Art History/ Studio Art PE Math Intervention	Core 6.3 Core 6.4		PE Health Lang. Arts Intervention
7th Grade (Approximately 130 Students)	Core 7.1 Core 7.2		Art History/ Studio Art PE Lang. Arts Intervention	Art History/ Studio Art Health Lang. Arts Intervention	2nd L U N C H (12:23-12:57)	Core 7.3 Core 7.4		PE Health Math Intervention
8th Grade (Approximately 130 Students)	Core 8.1 Core 8.2		Core 8.3 Core 8.4		2nd L U N C H (12:23-12:57)	Art History/ Studio Art PE Lang. Arts Intervention	PE Health Lang. Arts Intervention	Art History/ Studio Art Health Math Intervention
ESL (Approximately 40 Students)	Lang. Lab.	Core ESL 1		1st LUNCH (11:49-12:23)	Core ESL 2		Art History PE	Art History PE
SWD (Approximately 20 Students)	Core SWD 1		Art History/ Studio Art PE Health Lang. Arts Intervention	1st LUNCH (11:49-12:23)	Art History/ Studio Art PE Health Math Intervention	Core SWD 2		Art History/ Studio Art PE Health Lang. Arts Intervention

T. Welch, CRMS#7, October 2010

ATTACHMENT A

Los Angeles Unified School District
MIDDLE SCHOOL INDIVIDUALIZED CULMINATION PLAN

Name: _____ DOB: _____ Track: _____ SLC: _____
Last Name First Name Middle Initial

STUDENT ID: _____ English Learner (EL/LEP) Yes ☐ No ☐ (ESL ☐ PRP ☐ RFEP ☐ Date_____)
IEP Current: Yes ☐ No ☐ N/A ☐ Date: _____ If yes, ITP Attached (14+yrs) Yes ☐ No ☐

CST	5	6	7
ELA			
Math			

SIXTH GRADE FALL	Mark	Work Habits	Coope-ration	SEVENTH GRADE FALL	Mark	Work Habits	Coope-ration	EIGHTH GRADE FALL	Mark	Work Habits	Coope-ration
English/ESL				English/ESL				English/ESL			
DRWC/ESL				DRWC/ESL				DRWC/ESL			
Math				Math/Algebra 1				Alg/Alg Readiness/Geom.			
Science/Health 6				Science or Health				Science 8			
World History				World History				US History			
Elective				Elective				Elective			
PE				PE				PE			
Interventions				Interventions				Interventions			
A goal I have for myself				A goal I have for myself				A goal I have for myself			

SIXTH GRADE SPRING	Mark	Work Habits	Coope-ration	SEVENTH GRADE SPRING	Mark	Work Habits	Coope-ration	EIGHTH GRADE SPRING	Mark	Work Habits	Coope-ration
English/ESL				English/ESL				English/ESL			
DRWC/ESL				DRWC /ESL				DRWC/ESL			
Math				Math/Algebra 1				Alg/Alg Readiness/Geom.			
Science/Health 6				Science or Health				Science 8			
World History				World History				US History			
Elective				Elective				Elective			
PE				PE				PE			
Interventions				Interventions				Interventions			
A goal I have for myself				A goal I have for myself				A goal I have for myself			

_____ _____ _____ _____ _____ _____
Parent's/Guardian's Signature Date Student's Signature Date Counselor's Signature Date

Copy Distribution: Counselor's Copy_____ Parent/Guardian's Copy_____ Student's Copy_____

Attachment 13

List of Supporters for CRMS#7 Business and Technology School

Schools

Thomas Jefferson High School	Michael Taft, Principal Kelley Budding, Coordinator
Academy of Business and Communication, A small learning community at TJHS	Laura Alvarado, Assistant Principal Courtney Powers, Lead Teacher
Synergy Academies Synergy Kinetic Academy Synergy Charter Academy	Meg Palisoc, Chief Executive Officer Randy Palisoc, Principal Russell Lawton, Assistant Principal
Nevin Elementary School	Denise Pratt, Principal Michael Lyman, Coordinator
20th Street Elementary School	Betsy Castillo, Principal Robert Benitez, Coordinator
Harmony Elementary School	Robert Cordova, Principal Jennifer Morales, Coordinator
LAUSD, Local Distict 5	Jesus Angulo, Director Secondary Celia Ripke, Director Elementary Robert Martinez, Superintendent

Institutions

The Latino Museum	Ana Pescador, Chief Executive Officer
UCLA, Latin American Institute	Dr. Octavio Pescador, Coordinator for the UCLA Center of Mexican Studies

Organizations

One – LA	Sister Maribeth Larkin, Co-Lead Organizer Stephen Butler, Area Organizer
UCLA Hillel	Ariel Mikael, Student Organizer

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5
2151 North Soto Street
Los Angeles, CA 90032
Telephone (323) 224-3190 Fax (323) 222-5702

Ramón C. Cortines
Superintendent of Schools
Roberto A. Martinez
Interim Superintendent, Local District 5

November 30, 2010

Dear Mr. Cortines:

Local District 5 offers our enthusiastic support for the autonomous pilot proposal for the CRMS #7 Middle School, Business and Technology School.

We have seen the passion and commitment for reform and innovation from the teachers putting forth the proposal for an autonomous Business and Technology Pilot School at CRMS #7. They have worked tirelessly to create an exceptional school that will become a beacon for the community. The team's clarity of purpose and vision of what it takes to have an outstanding academic school are demonstrated in their dedication and determination to do the work necessary to have a successful school. We believe that this pilot application has the best chance for success and has our complete backing and support.

As a local district, we look forward to supporting the collaborative efforts that will ensure that CRMS #7 is a place where students and their families, teachers and school personnel, and the community can thrive.

Sincerely,

Roberto A. Martinez

Local District 5 Mission
We, the Local District 5 leadership team provide meaningful and comprehensive support to school communities to ensure academic and social success for all students.

November 22, 2010

Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

RE: Letter of Support for CRMS#7 School of Arts and Culture

To Whom It May Concern:

One LA – IAF is pleased to support the application of CRMS#7 School of Arts and Culture in their application for Central Region Middle School #7.

One LA is a broad-based, non-partisan organization of local, dues-paying member institutions, including congregations, schools, unions and other nonprofit organizations throughout Los Angeles County. It is affiliated with the Industrial Areas Foundation (IAF), the oldest and largest national organizing and leadership development network in the United States.

One LA's work in schools focuses on the building of relationships among various stakeholders: teachers, parents, administrators and other community leaders; the identification of and research on issues of mutual self-interest; and disciplined, organized action. The construction of this network of relationships within the school allows students to see adult stakeholders learning from each other and working together to create a collaborative learning environment. Further, the willingness of these stakeholders to work together around a collective agenda provides the opportunity for them to exercise the relational power to effect change and influence decisions affecting the school-site.

In partnering with CRMS#7 School of Arts and Culture, One LA seeks to

- Identify teachers, parents, administrators and other adults connected to institutions within the community who have an interest in the well-being of the Central Region Middle School #7 and its success, and then work with these leaders establish a common vision and agenda.
- Train leaders to intentionally address the school culture.
- Train leaders to evaluate the political environment within the City and school district, and search for opportunities within the system to take action for positive change.

Again, One LA supports the application of CRMS#7 School of Arts and Culture and looks forward to working with them in their goal to create a high quality and collaborative learning environment at Central Region Middle School #7.

Sincerely,

Sr. Maribeth Larkin

One L.A. – I.A.F.
1545 Wilshire Boulevard, Suite 328 • Los Angeles, CA 90017
(213) 273-8420 fax (213) 273-4727

Ramon Cortines
Superintendent
Robert Martinez
District 5 Superintendent
Michael Taft
Principal

Thomas Jefferson High School
1319 E. 41st Street., Los Angeles, California 90011
Telephone 323-521-1200 Fax 323-231-4755

November 12, 2010

Roberto Martinez, Superintendent
Los Angeles Unified School District
Local District 5
2151 North Soto Street
Los Angeles, CA 90032

Dear Mr. Martinez,

The purpose of this letter is to pledge support to the applicant team of Central Region Middle School #7, Business and Technology School. The themes represented within the proposed vision and mission of the pilot school are clearly aligned with the goals of our small learning community at Thomas Jefferson High School, the Academy of Business and Communication (ABC). The focus on developing skills in technology and a deeper understanding of economic principles at the middle school level will prepare students for the rigorous demands of the ABC community.

We would like to support this new, innovative approach of connecting the public school institutions in the South Los Angeles neighborhood through the exploration and study of Business and Technology. Just as the school leadership will collaborate with the local elementary schools, the members of the Academy of Business and Communication community will work with the middle school on several levels. High school students will design service learning projects to mutually benefit the learning community of both schools. Our Technology, Economics, and elective teachers will also partner with the teachers at CRMS#7 Business and Technology School to share projects and events between the two schools.

The Academy of Business and Communication small learning community looks forward to helping the staff at CRMS#7 Business and Technology School to develop the talents of the local students before they begin their course of study at Thomas Jefferson High School. The establishment of a sequence of study focusing on business and technology at the middle school level will promote the natural transition of students to our high school program, allowing us to maintain and highlight the local talent of the Jefferson community.

Sincerely,

Laura Alvarado,
Assistant Principal, Academy of Business and Communication
Thomas Jefferson High School

Attachment 17

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

GRADUATE SCHOOL OF EDUCATION & INFORMATION STUDIES
MOORE HALL
BOX 951521
LOS ANGELES, CALIFORNIA 90095-1521

November 29, 2010

To Whom It May Concern:

I strongly support the proposal to create a School of the Arts and Culture and a School of Business and Technology led by Mr. Thomas Welch and his instructional leadership team. I have been privileged to work with Mr. Welch for the last three years in various academic projects. Due to his vision, leadership and diligence, UCLA has been able to develop and sustain a campus-community partnership promoting student success at Thomas Jefferson Senior High School and other surrounding institutions.

Mr. Welch is a dynamic instructional leader with superb pedagogical skills and a clear understanding of the educational needs of Angeleno students—particularly language learners and socioeconomically disadvantaged pupils. I met Mr. Welch while he was attaining a Masters of Arts in Education at UCLA. As a culminating project for his graduate program, Mr. Welch took the initiative to create and execute an educational empowerment plan leveraging community, university and LAUSD resources at Harmony Elementary School to promote successful academic transitions from kindergarten to college.

As an academic, it has been truly extraordinary to see a bright, young educational leader apply a theoretical framework with ease and precision to craft an effective program to address real-world problems. Yet, it is even more impressive to witness Mr. Welch's capacity to mobilize his peers, students across various schools and local stakeholders. Not only does he have a clear vision of how a successful school ought to operate, Mr. Welch has the professional wherewithal to create institutional environments where all students have a real opportunity to learn and flourish. It is precisely because of this unique talent, that former Jefferson High School's principal recruited Mr. Welch.

Mr. Welch's accomplishments as a teacher and administrator throughout the educational spectrum—from elementary to secondary—corroborate his capacity to lead. He has single handedly transformed the English Language Learner program at Jefferson High School into a true pathway for inclusion. His success is based on professional competence and an unfaltering commitment to the wellbeing of the students. Rarely does one encounter an administrator engaged in curriculum development, instruction and assessment. It is even more uncommon to find one who performs such activities, both independently and in collaboration with other teachers, after school and during weekends.

Mr. Welch's successful academic transitions program has enabled over two hundred UCLA undergraduates to engage with, and learn from, Jefferson faculty, families and students. Together, and under Mr. Welch's leadership, our students and the Jefferson community have been able to accomplish numerous service learning projects improving academic achievement, promoting community participation and rekindling institutional morale. His presence and guidance has been instrumental to transform the school and to show my students that there are individuals who care and are making a difference in public education.

Again, I strongly recommend Mr. Thomas Welch's proposal to administer schools focusing on arts and business at the Central Region Middle School #7 site. I currently serve as one of three faculty members in the UCLA Community School's governing council (a pilot school) and I can assure you that Mr. Welch is an ideal candidate to create and sustain a successful academic environment for all children.

Please do not hesitate to contact me if I can be of assistance.

Regards,

Octavio Pescador, Ph.D.
Research Associate
UCLA Paulo Freire Institute
pescador@international.ucla.edu
(323) 595-1742 cell
(310) 206-8500 direct

603 Bradshawe Avenue
Monterrey Park, CA 91754

(323) 240-4695
hxc4567@lausd.net

Attachment 18

Hugo Carlos

Objective

To become an instructional Leader at Central Region Middle School # 7

Experience

2010-Present Local District 6, LAUSD Los Angeles, CA

Expert, Local District Elementary Access to Core/English Language Development

- Assists in using student-centered data to identify and design district-wide strategies to address areas of academic need for English learners.
- Work with the Local District and school sites to build capacity in designing and delivering professional development for teachers, administrators and other school staff to ensure ELs' access to core content.
- Facilitates the intentional implementation of vertical articulation of ELs from elementary school to middle school.
- Assists teachers, administrators and other school staff in planning appropriate intervention and accommodations strategies for all ELs.

2009-2010 Ninth Street Elementary School, LAUSD Los Angeles, CA

Intervention Support Coordinator

- Implementation of Response to Intervention and Instruction (RTI^2) model through instruction, assessment and intervention
- Professional development for stakeholders on RTI^2 model
- Implementation and delivery of tiered intervention services and resources thorough collaborative instructional model
- Development and monitoring of student academic progress through intervention plan developed through diagnostic assessment

2008-2009 Ninth Street Elementary School, LAUSD Los Angeles, CA

Assistant Principal, EIS

- Coordinated ongoing instructional collaboration between general and special education personnel to meet the academic needs of students
- Coordinated and monitored SST and IEP process
- Ensured the parents participation in IEP process by ensuring approximately 97 % parent attendance in IEP meeting
- Participated in the guidance and evaluation of certificated and classified personnel including the collaborative evaluation of Designated Instruction and Services personnel
- Prepared, coordinated, and monitored District Validation Review

2007-2008 Grant Elementary School, LAUSD Los Angeles, CA

Categorical Programs Coordinator

- Provided professional development regarding Title I and English Language Learner Programs
- Maintained compliance and documentation of Title I and Bilingual programs
- Maintained Single Plan for Student Achievement, including completion of Assurances and Justifications for School Budget section
- Coordinated stakeholders in establishing the Compensatory Education Advisory Council (CEAC), English Learner Advisory Council (ELAC), and School Site Council (SSC)

2005-2007 Harmony Elementary School, LAUSD Los Angeles, CA

Assistant Principal, EIS

- Supervised instruction through instructional observation and detailed feedback to foster pedagogical growth
- Coordinated ongoing yearlong professional development for certificated and classified staff
- Monitored the implementation of required District procedures in accordance with special education policy
- Planned and coordinated with general and special education staff to implement and ensure that students with disabilities had access to core curriculum
- Prepared, coordinated, and monitored District Validation Review

2004-2005 Hoover Street School, LAUSD Los Angeles, CA

English Learner Coordinator

- Presented professional development for staff and parents of the district-adopted ELD curriculum
- Provided demonstration lessons and support in the implementation of the District ELD program
- Monitored ELD and academic progress of English Learners
- Planned, organized, and facilitated parent workshops to improve parent engagement

2002-2004 Hoover Street School, LAUSD Los Angeles, CA

Math Instructional Coach

- Presented professional development for the district-adopted mathematics program
- Trained teachers to manage and interpret data to deliver appropriate instruction
- Modeled and demonstrated effective instructional lessons through collaboration and co-teaching
- Focused observation of math lessons to provide feedback to improve planning and instruction

1996–2002 Hoover Elementary School, LAUSD Los Angeles, CA

Bilingual Teacher (First, Second, and Third Grade)

- Expanded the range of learning through differentiated instruction to meet the unique needs of individual students
- Utilized multiple teaching methods that included visual, tactical, and auditory pedagogy to reinforce or simplify complex concepts
- Evaluated student progress to implement accommodations for further student development
- Maintained excellent classroom management skills
- Used behavior modification techniques to improve conduct
- Communicated with parents to acknowledge excellent work, improvement and areas of concern through a written messages or phone calls

Education and Credentials

Educational Doctorate: Education — University of Southern California
- Expected in May 2011

Master of Arts: Education — CSU Los Angeles, June 2004

Master of Arts: Sociology — CSU Northridge, June 1998

Bachelor of Arts: Sociology — CSU Northridge, June 1995

Clear Administrative Services Credential — UC Irvine, June 2010
- Expiration Date August 2015

Administrative Services Credential Tier I (2005) — CSU Los Angeles, June 2005

Professional Clear Multiple Subject Teaching Credential/BCLAD (Spanish)
- Expiration August 2015

Professional Growth and Professional Organizations	▪ Waiver to Basic Transitional Program ▪ Trained on Thinking Maps ▪ Critical Friends Group ▪ Trained on ELD Practicum ▪ Council of Mexican American Administrators (CMAA) ▪ Alliance of Asian/Pacific Administrators (AAPA)
References	Available upon request

Thomas M. Welch, Jr.

601 Museum Drive
Los Angeles, CA 90065

(323) 605-3988
tmw3346@lausd.net

Objective To be the instructional leader of CRMS #7 School of Arts and Culture

Experience

2008-current **Thomas Jefferson High School, LAUSD** **Los Angeles, CA**

Bilingual Coordinator

- Monitor the progress of all students classified as English Learners (approximately 900) as they work toward the goal of English proficiency
- Design class programming for students with counselors to ensure attainment of all college preparatory requirements for students in the English Learner program
- Assist in the scheduling of classes for the English and ESL Departments within the four small learning communities on campus
- Administer the annual and initial language assessments for all English learners (California English Language Development Test)
- Manage the Title III and bilingual budgets, and solicit spending recommendations from parents and other stakeholders at monthly council and committee meetings
- Teach multi-leveled ESL intervention classes after school and during the Saturday school program
- Presented to Superintendent Cortines, challenging the LAUSD interpretation of CA Education Code, Section 313, regarding reclassification of English Learners (*Alternative Pathways to Reclassification*) Approval given to Local District 5; school Board endorsement pending to go district-wide
- Teach ESL classes for the after school and Saturday academies
- Teach Intermediate and Advance ESL for Jefferson Community Adult School

2005-2008 Harmony Elementary School, LAUSD Los Angeles, CA

Bilingual Coordinator, English Language Development Coach, and Writing Coach (Kinder – 5th)

- Monitor the progress of all students classified as English Learners (approximately 600) as they work toward the goal of English proficiency
- Plan standards-based grade-level writing assignments and assessments
- Design rubrics which align California English Language Arts (ELA) and English Language Development (ELD) standards to assess student progress
- Present professional development for the district-adopted ELD curriculum at the school site, as well as at the Local District coordinator and principal meetings
- Provide demonstration lessons and support in the implementation of the district writing program
- Train parents to actively engage themselves as participants in their child's ELD progress
- Act as school's California English Language Development Test (CELDT) Coordinator
- Received recognition by Superintendent Ramon Cortines for establishing a model English Language Development program in LAUSD (June 2008)

2004-2006 **Teacher Outreach Program** **Los Angeles, CA**

Coordinator and Founder

- Provided Teacher Assistant opportunities for over 80 high school students in South Central Los Angeles
- Generated funding for repayment of more than 120 Advanced Placement exams
- Supervised the program which has awarded over $11,000 in scholarships to outstanding participants

1999–2005 **Harmony ES and Trinity ES, LAUSD** **Los Angeles, CA**

Teacher (First, Second, Third, and Fourth Grades)

- Grade level chairperson, 1999-2004; School Site Council Vice President 2002-2004, 2005-2009
- Professional Development presenter, Local District H and Local District 5, 2003–2005 (Writers Workshop and Open Court English Language Development Vocabulary Strategies for English Learners)
- Performance Writing Assignment (PWA) Coordinator, 2002-2004

Education

- **2007-2008** **UCLA, Principal Leadership Institute (PLI)**
  Master of Arts in Education/Administration & Tier I Admin. Credential, 4.0 GPA, June 2008

- **2006-2008** **UCLA Extension, Teacher Certification**
  Certification in Teachers of English to Speakers of Other Languages (TESOL), June 2008

- **2006-2007** **University of Phoenix, College of Education**
  Master of Arts in Education/Curriculum and Instruction, November 2007

- **2004** **National Board Certified Teacher**
  Certificated in the areas of *English as a New Language* and *Early Childhood Education*

- **1999-2001** **LAUSD District Intern Program** Los Angeles, CA
  Clear California Credential, Multiple Subject

- **1994-1998** **Occidental College** Los Angeles, CA
  B.A., Economics and Environmental Science

Additional Associations and Projects

2008 - current **Jefferson Community Adult School**

- Developed a partnership between the adult school and the main campus of the high school to assist ESL students who have attained all college requirements, with the exception on English. Designed a plan for school programs which help the student make up the required courses while preparing them for college
- Teacher of the highest levels of ESL for the adult school

2008 - current **UCLA, Principal Leadership Institute, Alumni Presenter**

- Serving as a guest speaker and resource for current graduate students who are participating in the Education Masters and Administrative Credential program I graduated from in June 2008

2007- current **Angeleno Communities Initiative, Contributing Partner**

- Session Presenter at the 12th Annual Western Region Campus Compact Consortium's *Continuums of Service* Conference in Seattle (Building a Global Community through Collaborative Engaged Scholarship) Topic: "UCLA Angeleno Communities Initiative: Service Learning Partnerships with Immigrant LAUSD students" *Proposal accepted and presentation scheduled on April 17, 2009*
- Developed and established several service learning projects within South Central Los Angeles, through partnering with elementary, middle, and high schools in LAUSD, as well as UCLA and CSULA

2007 - current **Los Angeles Writing Project, Fellow**

- Participated, trained, and presented for the California State University, Los Angeles charter
- Presented at the California Writing Project Conference, Writing Research Across Borders February 22-24, 2008, University of California Santa Barbara

2006 **Interactive CD for "The Tiny Little Raindrop" picture book, Producer**

- Wrote and published the English Language Development-based curriculum for a children's book describing the water cycle (Grades Kindergarten through 6th)
- Produced an interactive CD-ROM for "The Tiny Little Raindrop" allowing students to read along with a narrator while digitally flipping through the pages of the story.
- Produced a soundtrack, and co-choreographed a dance, following the major events of the story (Total physical response)

Interests

Curriculum Development, Reading, Traveling, Community Organizing, and Recreational Sports
Soccer coach for kids in Sports of South Central Los Angeles, 2004-2006
Alliance of Asian Pacific Administrators, 2006-current

JENNIE PHAN

504 S Amboy St, Anaheim CA 92802 (714) 200-9584 jenniephan_02@yahoo.com

OBJECTIVE

To become a sixth grade Math/Science core teacher at CRMS#7 School of Arts and Culture

EDUCATION, AWARDS, AND HONORS

2006-2008 University of California, Los Angeles (UCLA) Los Angeles, CA
- Master's Degree in Education

2002-2006 University of California, San Diego (UCSD) La Jolla, CA
- Bachelor's Degree in Human Development
- Minor in education

2002-Present Bill Gates Millennium Scholar
Full scholarship for undergraduate education and graduate education

2008
Recipient of **Riordan's Book Grant**: Class received a classroom library set of books.
Recipient of **Donorschoose** donation: Classroom set of interactive learning games.
Recipient of APLE Scholarship for teaching at a low income school.

CREDENTIALS

Teaching Credential
CLEAR Teaching Credential
Multiple Subject CLAD Credential

TEACHING RELATED EXPERIENCE & EXPERIENCE WITH CHILDREN

2009-Present Bret Harte Preparatory Los Angeles, CA
- Taught 6th grade math, 6th grade science, 8th grade English, and Ancient Civilizations
- Los Angeles Teamworks School Coordinator
- Pearson Learning Team Facilitator
- Leadership Advisor (ASB Student Body)

2002-Present Truc Lam Buddhist Youth Group Westminster, CA

Vietnamese Teacher 2002-Present

- Teach Vietnamese to elementary students
- Vietnamese Curriculum Program Coordinator
- Treasurer of Vietnamese Buddhist Youth Group: Prepare budgets, keep records of incoming transactions

2007-2009 Harmony Elementary Los Angeles, CA

- Taught full time in a 4th grade class
- Student-taught in 2nd and 5th grade classes
- Collaborate with teachers in planning lessons and assessments in the following subject areas: writing, math, science, social science, language arts.
- Assess students' progress in small groups and individually
- Science Lead Teacher: Attend leadership trainings, plan for science lessons across all grade levels, facilitated quarterly assessments, and collaborated with teachers to analyze student data.

2006 Classroom Teacher Assistant San Diego, CA

- Helped facilitate lessons in 1st and 3rd grade classes

2005 Early Childhood Education Center San Diego, CA

Research

- Observed and researched at UCSD Early Childhood Education Center focusing on conflict resolution

2004 Elementary Mentoring Program San Diego, CA

Mentored two 6th grade students from an urban area

Tutored students in all school subjects

Provided information about opportunities for college

2002 Santa Ana Youth Work Program Santa Ana, CA

Teacher's Assistant

WORK EXPERIENCE

2007-Present LOS ANGELES UNIFIED SCHOOL DISTRICT Los Angeles

Elementary & Middle School Teacher

- Taught 2nd, 4th, 5th grade, and 6th grade

2003-2006 APPLEONE Santa Ana, CA

Receptionist / Office Assistant

- Front desk receptionist for Orange County Human Resources
- Corinthian College Inc. – Clerical Work

2005-2006 AVID San Diego, CA

AVID Tutor

- Tutor and mentor students

REFERENCES

- Robert Cordova
  Harmony Elementary School Principal
  Phone: (323) 238-0791
  Email: rcordova@lausd.net

- Jennifer Morales
  Coordinator at Harmony Elementary
  Email: j8morals@hotmail.com
  Phone: (310) 754-9878

- Kenny Tran
  Truc Lam Buddhist Youth Group Leader
  Email: bruinbluu@yahoo.com
  Phone: (714) 200-9035

- Sara Kersey, Ph. D.
  Faculty Advisor, University of California at Los Angeles
  Graduate School of Education and Information Studies
  Phone: (310) 614-7981
  Email: kersey@gseis.ucla.edu

* Letter of recommendations will be provided upon request.

Mayra Alejandra Payés
611 West Riggin Street
Monterey Park, CA, 91754
(323) 828-0657

Attachment 21

Objective: A sixth grade teaching position at Central Regional Middle School # 7.

EDUCATION

University of California, Los Angeles
Bachelor of Arts in American Literature and Culture **June 2002**
Minor in Chicana/o Studies

Graduate School of Education and Informational Studies
Teacher Education Program, UCLA
Multi-subject Credential, BCLAD **June 2004**
Masters in Education **June 2005**

TEACHING EXPERIENCE

Teacher
Harmony Elementary School, LAUSD **June 2004-Ongoing**

- Taught 3rd, 4th, and 1st grade Language Arts, Social Studies, and Math.
- Service English Language Learners by scaffolding lessons without sacrificing the rigor of the lesson.
- Provide on-going workshops on parenting, reading fluency, and math.
- Backward Lesson Planning.
- Nutrition Network Lead Teacher

Intervention Teacher
Beyond the Bell, Thomas Jefferson High School **September 2009- Ongoing**

- Instructed 9th, 10th, and 11th graders in Language Arts and Writer's Workshop
- Created and implemented lessons that provide access to the core curriculum.

Adult School ESL Teacher
Crenshaw Adult School **September 2007-2008**

- Taught Beginning and Intermediate English as a second language course.

Teacher Assistant
Bell High School, Los Angeles Unified School District **2003**

- Assist 9th and 10th grade students with writing workshops.
- Delivered small-group instruction to intensive needs students, English Language Learners.

Project Director
Latinas Guiding Latinas, UCLA/Bell High School **2000-2002**

- Mentored female high school students and exposed them to a college environment.
- Counseled and guided students through the college application process.
- Coordinated parent information workshops on financial aid, college requirements, and other relevant issues concerning their community and student academic success.

LANGUAGES

Bilingual Spanish/English

SKILLS
MS Word, Excel, Power Point

ACTIVITIES

OneLA-is a broad-based, non-partisan organization committed to building power for sustainable social and economic change. One LA-IAF develops a constituency of leaders to become citizens in the fullest sense.

Nutrition Network Lead Teacher- organize and promote healthy lifestyles at home and in the classroom.

Los Angeles Writing Project 2009, Summer Institute Fellow

National Writing Project, Scoring Conference **June 2010**
-Trained in the six traits of writing.

REFERENCES

Thomas Welch, **Bilingual Coordinator**	**Thomas Jefferson High School** **899 East 42nd Place, L.A., CA, 90011**	**(323) 605-3988**
Robert Cordova, **Principal**	**Harmony Elementary School** **899 East 42nd Place, L.A., CA, 90011**	**(323) 238-0791**
Mauricio Escobar, **Teacher**	**Harmony Elementary School** **899 East 42nd Place, L.A., CA, 90011**	**(323) 238-0791**

4739 Carfax Avenue (562) 425-0027
Lakewood, CA 90713 adm2011@lausd.net

Anita D. Maxon

Objective To become a sixth grade English Language Arts teacher at CRMS#7 School of Arts and Culture

Experience

2008-current LAUSD Los Angeles, CA

English Learner Programs Coordinator (Grades Kinder through Fifth)

- Professional development presenter for the district-adopted English Language Development curriculum.
- Provide demonstration lessons and support in the implementation of the district ELD module components.
- Ensure English Learner program compliance and advise during reorganization procedures.
- RTI Cohort Member
- Language Acquisition Team Coordinator

2004–2008 LAUSD Los Angeles, CA

Teacher (Fourth and Fifth Grades)

- Grade level chairperson, 2006-2007.
- Science Lead Teacher, 2005-2006.

2000-2004 LBUSD Long Beach, CA

College Aide

- Assisted students in academic subject matter for grades 2-5 and special education.
- Completed clerical duties as needed.
- Organized student activities and assisted with student supervision.

Education

- 2009-2010 Cal State Dominguz Hills Carson, CA
  Preliminary EAD Tier I Credential
- 2006-2007 University of Phoenix Southern California
  M.A., Curriculum & Instruction
- 2002-2004 Cal State Long Beach Long Beach, CA
  Preliminary California Credential, Multiple Subject
  B.A., Liberal Studies
- 1998-2002 Cerritos Community College Norwalk, CA
  A.A., General Studies

Interests Reading, Gardening, Traveling, Dance, Jogging

Attachment 23

2816 Trinity Street
Los Angeles, CA 90011

Work (323) 521-1272
Home (323) 233-3455
mquin12@lausd.net

Maria Quintero

Objective

To support the CRMS#7 School of Arts and Culture applicant team.

Employment

1997- Present Thomas Jefferson High School Los Angeles, CA

Bilingual Office Technician

- Assume responsibility for all of the clerical functions of the office
- Prepare requisitions for the purchase of supplies, equipment, and instructional materials
- Maintain accurate records of all English Language Learners (appox. 1000)
- Enrollment of new students
- Assist in the English Learners Advisory Committee meetings (Create flyers, mailing, recording minutes, etc.)
- Post information on control sheets maintained by office so that accounts will remain in balance
- Maintain inventory of equipment
- Translate correspondence for parents, school forms and provide phone contact in Spanish to parents.
- Assist with California English Language Development Test (CELDT) and Spanish Language testing
- Updating Student Cumulative Records
- Filing numerous District, State and Federal school documents
- Type 55-60 wpm
- Supervised Student Aides

1985-1996 Bell HS/Thomas Jefferson HS Bell/Los Angeles, CA

Teacher Assistant

- Provided primary language support for ESL Students
- Worked in small groups of students for reinforcement of instructional activities
- Assisted certificated teacher in the classroom
- Tutored students in all academic areas

Education

Los Trade Technical College	General Classes	1987-1994
Metropolitan Skill Center	Certificate in Multi-Clerical	1986
Thomas Jefferson HS	High School Diploma	1985

Trainings/Workshop

CELDT administration training, Excel, Student Information System (SIS) training, Powerful Communication Skills Workshop

References

Thomas Welch, Bilingual Coordinator, TJHS	(323) 605-3988
Claudia Franklin, Categorical Coordinator, International Ctr	(323) 569-7155
Harry Haskell, Principal New Technology HS	(323) 521-1291
Jose Avila, Assistant Principal-Thomas Jefferson HS	(323) 235-8145

Job Description for Principal

The mission of CRMS#7 Business and Technology School is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. The principal must share this philosophy and collaborate with stakeholder to achieve the mission and vision. Criteria to select the CRMS#7 principal are based on *Class Description Principal, Secondary School.* The criteria include, but are not limited to:

- The ability to collaborate with stakeholder to implement the school's vision and mission.
- The ability to work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
- Provide leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement.
- Maintains positive public relations and outreach contacts with parents and community groups.
- Provide guidance, supervision, and assistance in instructional practices and curriculum development in a reflective manner.
- Maintain a positive school climate that ensures the safety, health, and welfare of students and personnel.
- Organize and conduct school extra-curricular activities.

In addition to meeting the above criteria, the applicant must meet the required District criteria:

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc.
- hold a California Administrative Services Credential
- have a Master's degree

Finally, the additional desirable qualifications for the school principal are:

- Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the community.
- Knowledge of the District's resources relating to multicultural development and instructional materials.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.

- Knowledge in Understanding by Design, SDAIE strategies, Thinking Maps, and other instructional initiatives

Selection Process

This is the most critical decision for the school. It is vital to select a principal that is aligned with the school's vision and mission. In order to identify high quality candidates, the position will be posted on the LAUSD website to allow a large pool of qualified candidate to apply. Since the school will not have a School Governance Council, the hiring process will be conducted by a LAUSD District 5 Director/Principal Leader and members of the CRMS #7 design team. The final approval will be made by the District 5 Superintendent.
Proposed Candidate:

Attachment 25

Central Region Middle School #7
Business and Technology School
Tentative Elect to Work Agreement 2011-2012

Introduction

The CRMS #7 Business and Technology School is a 6th through 8th grade Pilot School within Local District 5 in Los Angeles Unified School District (LAUSD) that by union contract with United Teachers Los Angeles (UTLA) has been granted increased autonomy and flexibility to be a site for educational innovations. As a Pilot School it has autonomy in curriculum and assessment, professional development, school calendar, scheduling, budgeting, staffing, and governance. As a Pilot School, the primary decision-making body of CRMS #7 Business and Technology School will be its Governing School Council. The Governing School Council will be comprised of administrators, teachers, parents, students, and community members who will approve the annual Elect-to-Work Agreement, budget, and policies while maintaining the mission of the school. Grievances will be handled according to the Pilot Schools Agreement Memorandum of Understanding (MOU). Teachers at the CRMS #7 Business and Technology School will subscribe to the vision and mission of the school and participate in the development of a collaborative, professional community.

Mission Statement

The mission of CRMS #7 Business and Technology School is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. By integrating relevant thematic units and real world application through an emphasis on the arts and cultural studies, students will understand civic responsibility and the impact they can make on the global network as genuine agents of change.

Designed as a community-based school, we welcome all cultures and ethnicities, community stakeholders, and constructive ideas to help promote the success of the students and the establishment of a solid college-going culture. Educators will work collaboratively with each other and community partners to deliver locally designed and enhanced lessons, which utilize proven instructional strategies and theory. The success of the school will rely on the commitment and inspiring partnerships formed between the focused student body, passionate staff, skilled faculty, dedicated parents, and valuable community members.

Vision Statement

By recognizing the importance of the middle school within the "pipeline" of schools, CRMS#7 Business and Technology School has an overarching vision to connect the highly successful arts programs operating at the elementary and high school levels, to further enhance business and technological education, as well as increase the retention rate of the neighborhood students in our local schools. The teachers and school leadership will actively collaborate with the elementary school leaders who will prepare students in the years before matriculation to our middle school. We will also foster synergistic relationships with the lead teachers and administrators of the small learning communities of the local high school which our students will attend.

Additionally, the vision of CRMS #7 Business and Technology School places the individual child as the primary focus, where all stakeholders strive to help students to both articulate and achieve their learning goals. Educators and school leadership will promote the highest expectations and success of all members of the school community to collectively develop the students into lifelong learners. Students will benefit from the personal learning environments fostered by the dedication of teachers who work cooperatively to promote academics across the curriculum, through the lens of the arts and humanities. Connecting the stakeholders of CRMS #7 Business and Technology School to the network of local community resources, as well as elementary and high schools through authentic and meaningful interaction, will help to establish this institution as the flagship educational complex and model of excellence for the Los Angeles Unified School District. Purposeful collaboration with teachers, parents, and school leadership from all the schools within the feeder pattern, will provide a seamless transition for the students as they journey from Pre-Kindergarten through high school graduation and beyond.

The School Day

Student Hours for the 2011-2012 School Year:
On Monday, the school day begins at 10:11 AM and ends at 2:39 PM due to professional development
On Tuesday, Wednesday, Thursday, and Friday, classes will be from 8:05 AM to 3:23 PM

Teacher Hours: Planning Time 7:45 to 8:05 daily

Monday:	7:45 AM – 3:33 PM (7:45 – 10:00 for professional development)
Tuesday:	7:45 AM – 3:33 PM
Wednesday:	7:45 AM – 3:33 PM
Thursday:	7:45 AM – 3:33 PM
Friday:	7:45 AM – 3:33 PM

Terms and responsibilities for the School Year:

- All teachers will participate in ten professional development days before the beginning of the instructional school year.
- As part of the school's emphasis on increased community engagement, all teachers will be expected to participate in up to six 2-hour evening events for parents and families, Saturday school-wide extracurricular events including school sports, academic celebrations and cultural events.
- All teachers will collaborate with peers to design a seminar curriculum appropriate to their students' needs.
- All teachers will collaborate with the Artist-in-Residence to develop and implement highly engaging lesson plans.
- All teachers are expected to participate in home-visits for students in need.
- All teachers will serve primary leadership roles in one school committee and at least join a second committee in a non-leadership participant role.
- All teachers must visit the school website and Google group page daily to read important notices and upcoming events.
- All teachers will communicate in a professional and timely manner with parents and staff via telephone, emails, and online web sources.
- All teachers will participate in a "living classroom laboratory"- teachers will have their doors open for their peers to observe effective strategies during their conference period.
- All teachers will implement the strategies presented in professional development such as SDAIE, Thinking Maps, Project-Based Learning, and Backwards Planning.

- Produce 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.

Extra Duty Time:

- All teachers will participate in Open House, Back-to-School night, parent conferences, and at least two other family nights and/or community events.
- Compensation for additional hours: Every effort will be made to compensate teachers above and beyond all hours required by the UTLA contract. Compensation will depend on availability of funds.

School Calendar:

The school will follow a modified-traditional calendar based on a LAUSD traditional calendar sharing the same holidays. There will be 180 days of instruction and two pupil free days. Teachers will have up to two weeks of professional development in the summer. School hours are 8:30 AM until 3:33 PM. CRMS#7 School of Arts and Culture students will have a late start on Mondays at 10:11 AM so that faculty can have time for professional development and common planning. The staff will meet daily at 7:45 – 8:05 for common planning grade level collaboration mixed grade collaboration and classroom preparation.

Salary, Benefits, Seniority, and Membership in Bargaining Unit:

CRMS#7 Business and Technology School teachers will continue to accrue seniority within the district as they would if working elsewhere in LAUSD. Anyone hired as a CRMS#7 Business and Technology School teacher will receive wages and benefits established in the LAUSD-UTLA Collective Bargaining Agreement. Teachers will continue to be members of the UTLA bargaining unit. Teachers may receive compensation for additional hours worked above and beyond those required hours in the LAUSD-UTLA Collective Bargaining Agreement (does not include after school professional development). Additional salary may be in the form of stipends, coordinator positions or hourly rates as determined by the governing board.

Voluntary Transfer and Exiting:

You may voluntarily transfer yourself from CRMS#7 Business and Technology School at the end of the school year. When voluntarily terminating your service at CRMS#7 Business and Technology School, you are asked to inform the principal verbally and in writing by the end of spring break of your final year of service at the school site. Permanent teachers may unilaterally excuse themselves from CRMS#7 Business and Technology School following the voluntary excuse timeline set forth annually by LAUSD. Similarly, the Governing School Council may unilaterally excuse you within the involuntary excuse timeline set forth in the annual LAUSD Staffing Calendar. In the event of such dismissal, permanent teachers will be placed on the system-wide list, subject to the terms and procedures of the LAUSD - UTLA contract.

Release of Staff:

According to the autonomies set forth by the governing board, the Principal may release staff members that are unwilling to support and implement the vision and mission of the CRMS#7 Business and Technology School. The release of staff will follow the guidelines as set forth by the LAUSD-UTLA contract and personnel policies of LAUSD. CRMS#7 Business and Technology School may transfer employees when such action is deemed to be in the best interest of the educational program of the school. The employee shall be notified and counseled

regarding the transfer, and written reason(s) for such transfer shall, upon the employee's request, be supplied to the employee. In such cases, the District and school shall assist the employee in securing an appropriate placement (nothing prohibits the employee from also pursuing placement). Within five (5) working days after receiving notice of such a transfer, a unit member may request in writing to engage in CRMS#7 Business and Technology School approved Internal Appeals Process (IAP), as set forth in the Internal Appeals Process outlined in Article IX, Section G in the LAUSD/UTLA Memorandum of Agreement concerning Pilot Schools.

Absences and Coverage:

CRMS#7 Business and Technology School firmly believes that students do their best work when their teacher is present. Teachers should make every effort to schedule personal appointments after he established school day. As per LAUSD's policy, jury duty should be scheduled for off times as to not interfere with the instructional day of the students. When possible, the School Administrative Assistant (SAA) should be notified the day before an absence to arrange for an appropriate substitute or coverage. When this is not possible to inform the office in the prior day, it is the teacher's responsibility to contact the sub-desk to arrange for a substitute and notify the school office manager before 7 AM on the day of absence.

Dispute Resolution:

The CRMS#7 Business and Technology School has an internal appeals process in accordance with the LAUSD–UTLA contract. Teachers, with union representation, may appeal any decision that they feel is unjustified.

Performance Evaluation:

The School Governance Council will develop a rubric based on the California Standards for the Teaching Profession to evaluate teachers. In order to provide a comprehensive evaluation, the principal will also partake in co-teaching a lesson with the teacher being evaluated followed by several informal observations throughout the year. Teachers will receive immediate verbal feedback during a debriefing conference as well as a written document sent via email.

Signatures:

I voluntarily elect to work at CRMS#7 Business and Technology School. By signing this document, I acknowledge that I have read and understand all of the provisions of the CRMS#7 Business and Technology School Elect to Work Agreement and that I agree to all the aforementioned terms.

_____
Name (print)

_____ _____
Signature **Date**

_____ _____
Principal's Signature **Date**

Implementation Plan for CRMS#7 Business and Technology School

Appendix G

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Teacher Selection (Section 12a)	Before Year One April-June 2011	Principal, Initial Leadership Team (Applicant Team)	Autonomy within the Pilot School model	100% of staff members hired and matrix set by June 2011	Observation
School-wide Rules, Rituals and Routines (Section 5c)	Before Year One July 2011	Principal, Counselor, Teachers	Collaboration with Synergy Kinetic Academy, Positive School-wide Behavior Plan	Behavior plan established and student referral forms/process finalized	Monitoring/evaluation of Positive School-wide Behavior Plan
Teacher Orientation (Section 5c)	Before Year One July 2011	Principal, Counselor	Funding for all teachers for 10 days	Attendance Logs, Teacher Syllabi, and Reports	Feedback forms
Seminar Curriculum (section 2b.ii.)	Before Year One July 2011	Principal, Counselor, Teachers	Time provided within Teacher Orientation	Locally designed seminar curriculum for each grade level	Teacher and student reflection
Computer and Learning Labs Installed	Before Year One July 2011	Principal	Desktop based classrooms (2) and laptop carts (6) online (w/printers)	Classes scheduled for Flex period rotations; labs utilized by classroom teachers	Observation, Student scheduling
School Site Committees (Section 10c.ii.)	Year One August 2011	Principal	Stakeholder participation	Membership established, meeting schedule posted, minutes published	Observation, Meeting agendas and minutes
SDAIE, P.D. Roll-out (Section 2d)	Year One September 2011 – February 2012	Principal, Instructional Leadership Team	Professional Development Plan	PD plan implemented, agendas, attendance logs	SDAIE Observation Protocol forms, evidence of strategy used in the classroom

Implementation Plan for CRMS#7 Business and Technology School

Appendix G

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
School Culture, One – LA (Section 9a)	Year One September 2011	One – LA, Area Organizers	Scheduled PD time, Community Asset Mapping, Weekend Retreat, Community House meetings	Revision/Review of the mission and vision statements	Community/Staff engagement feedback forms and notes
CELDT administration	Year One September 2011	Principal, ESL and ELS teachers	Testing Schedule and CELDT PD	100% of English Learners assessed	Student testing data (arrives in January 2012)
Safety Plan (Section 10c.ii.)	Year One October 2011	Safety Team	PD presentation	Safety Plan submitted and approved	Safety Plan
Parent Involvement and Advisory Councils (Section 3e)	Year One October 2011	Principal	Community Representative, Parent Center	Advisory Council announcements, agendas, minutes, and parent classes scheduled	Observation and documentation of meetings
Quarter grades and 1st Periodic Assessment review, Action Plan	Year One November 2011	Principal, Counselor	Access to LAUSD's My Data and other assessment tools	Action Plan of intervention implementation	Student improvement on the semester report card
Seminar Curriculum (section 2b.ii.)	Year One December 2011	Principal, Counselor, Teachers	Time provided during PD	Locally designed 2nd semester seminar curriculum for all grades	Teacher and student reflection
Semester grades and CELDT review, Action Plan	Year One January 2012	Principal, Counselor	Access to LAUSD's My Data and other assessment tools	Action Plan of intervention implementation	Student improvement on the 3rd quarter report card
Planning for CST scheduling and identification of "power" standards	Year One January-March 2012	Principal, Instructional Leadership Team	CST Blueprint and access to LAUSD's My Data	Power standards spiraled into instruction prior to CST administration	Observation, improvement on student testing data (arrives in August 2012)

Implementation Plan for CRMS#7 Business and Technology School

Appendix G

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Quarter grades & 2nd Periodic Assessment review, Action Plan	Year One April 2012	Principal, Instructional Leadership Team	Access to LAUSD's My Data and other assessment tools	Action Plan of intervention implementation	Student improvement on the 2nd semester report card
End of year evaluations and surveys	Year One May 2012	Governing School Council	End of year evaluation/survey	Summary report of end of year evaluation/survey	Summary report
Culminating Professional Development Retreat	Year One June 2012	Principal, Instructional Leadership Team	Funding for all teachers for 3 days	Grade level and department notes/action plan; annual evaluation	Team reports and action plan for 2012-2013 school year
Teacher Orientation (Section 5c)	Before Year Two July 2012	Principal, Counselor, Instructional Leadership Team	Funding for all teachers for 10 days	Attendance Logs, Teacher Syllabi, and Reports	Feedback forms
Expand Business and Technology Elective Program (Phase 2)	Year 2 July 2012 - June 2013	Principal, Counselor, Instructional Leadership Team	Funding for expanded partnership with local business and university partners	Fully implemented sequence of electives for 6th and 7th grades	Participation rate of 6th and 7th grade students (100%)
Expand Business and Technology Elective Program (Phase 3)	Year 3 July 2013 - June 2014	Principal, Counselor, Instructional Leadership Team	Funding for expanded partnership with local business and university partners	Fully implemented sequence of electives for all grades	Participation rate of all students (100%)

MEMORANDUM OF UNDERSTANDING BETWEEN
LOS ANGELES UNIFIED SCHOOL DISTRICT AND
UNITED TEACHERS LOS ANGELES

LOS ANGELES PILOT SCHOOLS AGREEMENT
December 2, 2009

Introduction: The Los Angeles Unified School District (LAUSD) and the United Teachers Los Angeles (UTLA) are sponsoring the establishment of innovative small pilot schools within LAUSD. The purpose of establishing pilot schools is to provide models of educational excellence that will help to foster widespread educational reform throughout the Los Angeles Unified School District. The Pilot Schools Network of teacher empowerment, parent engagement, and student achievement is a voluntary model. The parties hope to improve dramatically the educational learning environment and thereby improve student performance. Pilot schools will be open to students in accordance with the LAUSD student assignment plan.

I. **Scope:** There will be established up to twenty (20) pilot schools as part of the Los Angeles Pilot Schools agreement in the 2010-2011 school year unless the parties agree in writing to establish more, and/or to a different timeline for the establishment of the agreed upon number of Pilot Schools. In addition, the parties will engage in discussions as set forth in Section XII D and E.

II. **Status of LAUSD Employees Who Work in Pilot Schools:** All UTLA bargaining unit members who elect to work in Pilot Schools shall maintain their full status as members of the UTLA Bargaining unit and as employees of the District.

   A. These employees shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA ("Agreement").The parties agree this constitutes authority to establish non-uniform salaries pursuant to Government code 3543.2(e).

   B. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority as provided in the California Education Code.

   C. These employees shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

III. **Working Conditions in Pilot Schools:** Pilot Schools shall continue to follow state and federal laws and regulations, however they shall be exempt from all Board Rules and District policies and shall likewise be exempt from the provisions of the Agreement except as is specified below. Pilot Schools shall strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints.

All employees shall work in Pilot Schools on a voluntary basis and may request a voluntary transfer to another district school at the end of any school year.

Any UTLA bargaining unit employee who is displaced from a Pilot School and/or is released from a Pilot School (e.g. due to a programmatic change at the school site) during the term of this agreement shall be transferred to a vacancy for which the employee is qualified at a school within the geographic area in which the present school is located, or if no such vacancy exists in an adjoining area, or if no vacancy exists in an adjoining area to a vacancy in some other area. In the event there is no vacancy available within a reasonable distance from the school from which a teacher has been displaced, a representative from, UTLA and a representative from the District Human Resources Division will meet to consider different assignment options for the affected employee.

No UTLA member may be laid off as a result of the existence of Pilot Schools.

A. As expressly set forth below, certain provisions of the LAUSD-UTLA collective bargaining agreement shall remain in full force and effect at all times during this Memorandum of Understanding ("MOU"). In addition to those referred to in Section II above, the following provisions of the Agreement, however, cannot be waived or in any way modified by the Governing School Council, and shall continue to apply with full force to unit members who work in Pilot Schools:

    - Leaves (Article XII)
    - Reduction in Force (Article XIII)
    - Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
    - Peer Assistance and Review (Article X-A)
    - Dues Deduction (Article IV-A)
    - Safety (Article XXVIII)
    - Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
    - Article IV, UTLA Rights, Sections Section 1.0, 2.0 3.0, 7.0, 8.0(a), (b), (c) and (i). Article IV, 8.0 (l) shall be included and shall read as, "Have the right to propose agenda items for faculty meetings. The Chapter Chair shall also have the right to make appropriate brief announcements." Section 6.0 shall apply with up to 10 days of release time; however, if a bargaining unit member assigned to a Pilot School is elected to a position of UTLA Director or UTLA NEA Vice President, the employee shall be entitled to the full amount of release time that is authorized under Article IV, 6.0

B. The foregoing Articles shall continue to be subject to the Grievance provisions of the Agreement. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.

C. The Provisions of this Los Angeles Pilot Schools Agreement are not intended to narrow or expand the rights of the District or UTLA to be less or greater than that provided by law,

except as specifically set forth in this MOU. If there is a conflict between a specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain in full force and effect.

IV. Work Year, Workday, etc.

A. The matters set forth below shall be reduced to writing in an "Election to Work Agreement" that shall be provided to each Pilot School employee at the inception of his/her employment at the Pilot School and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the Pilot School. This document shall include the following information:

1. The length of the instructional day, school day and workday.
2. The length of the instructional year and work year and school calendars.
3. The amount of time an employee is required to render service beyond the instructional/school/work year or day set forth in the Agreement.
4. Any additional required duty time, such as during summers, school breaks, etc.
5. Any additional teacher evaluation measure which enhances the pilot school.

B. The Governing School Council shall establish the length of the unit member work year, the length of the instructional and duty day, the school calendar, the amount of professional development to be provided in and outside of school, and summer work. These matters shall be part of the RFP submitted for approval/modification as set forth above.

C. Notwithstanding the provisions of this section, Pilot Schools shall, at a minimum provide at least the number of student instructional days and the amount of instructional minutes as other District schools.

D. Employees in Pilot Schools will be required to work the full workday/work year (or the proportionate amount required by their less than full-time assignment), and to perform and render service as prescribed by the terms of the approved Pilot School RFP (subject to modification as set forth above).

E. The parties agree that the Election to Work Agreement (including length of work year, length of work day, professional development time in and out of school, summer work), shall be created by the Governing School Council and shall be given to affected staff no later than February 15 of the previous school year. By a 50% + 1 vote, affected UTLA Bargaining Unit staff may vote to override the Election to Work Agreement, sending it back to the Governing School Council for possible re-working. If the Election to Work Agreement for an upcoming school year has not been approved by March 15 the previous year's Election to Work Agreement shall remain in place.

V. Governance of Pilot Schools: Each Pilot School shall be governed by a Governing School Council, the composition of which shall comply with the School Site Council Model as established in the approved RFP. The responsibilities of the Governing School Council are as follows: set the school vision, approve the annual budget, approve the annual election-to-work agreement, and recommend the selection of the school leader (with the Superintendent having final authority). The Governing School Council also is responsible for managing the

Internal Appeal Process. Refer to District Bulletin 4148.1 Advisory Committees and School Site Councils, dated March 27, 2009 for complete information regarding policies and state guidelines related to the composition of School Site Councils. The membership of the Governing School Council shall be consistent with School Site Council Guidelines as referenced in Memo 4148.1. (An example of a School Site Council membership at a secondary school, with a council of twelve members: 1 principal, 4 teachers, 1 other personnel, 3 students, and 3 parents/community).

VI. **Establishment of Pilot Schools**

A. Pilot Schools may be created by the following means:

- A new, start-up Pilot School
- An existing regular LAUSD school or high school small learning community may convert to become a Pilot School if a minimum of 67% of all Unit members who work 50% or more in the school vote to adopt Pilot status.
- An existing charter school can decide to give up its charter and apply through the RFP process in (B) below.
- The District shall provide an orientation and/or informational meeting(s) for UTLA members interested in pilot schools.

1. If a school or small learning community converts to become a Pilot School, all current faculty at the school or SLC who voluntarily sign the Pilot School's election-to-work agreement are entitled to placement within the school for the school's first Pilot year.

2. If a new start-up Pilot, for example at a newly constructed (i.e. Esteban Torres) or a re-opened school (i.e. if Hughes Middle School was to re-open), receives approval to become a Pilot School, all current faculty at the school or SLC being relieved who voluntarily sign the Pilot School's election-to-work agreement are entitled to placement within the school for the school's first Pilot year. A proportionate number of teachers (based upon staffing norms) from each sending school are to accompany the students to the receiving school(s) after the exception for Design Team members in # 3 below. The membership of a Design Team will be consistent with the concept and intent of the Pilot Schools program. A reasonable number of Design Team UTLA members will comprise the initial faculty of a new start-up pilot. This may be reviewed as part of the XII, D provision to revisit this agreement beginning in January 2010.

3. If a new start-up Pilot, for example at a newly constructed or re-opened school, receives approval to become a Pilot School, the Design Team members will be exempt from displacement due to norming during the course of the first full school year the Pilot school is in existence. Design Team members from schools other than the feeder school(s) being relieved by a newly constructed or re-opened school shall not be subject to the proportionate assignment language described above in #2 and shall have preference over bargaining unit members from the school(s) being relieved in #2 above.

4. In the event there is no vacancy available within a reasonable distance from the school from which a teacher has been displaced, a representative from, UTLA and a representative from the District Human Resources Division will meet to consider different assignment options for the affected employee.

B. Establishment of Pilot schools shall be accomplished through an RFP process.

1. The RFP process will be developed by LAUSD and administered by the Steering Committee, the composition and operation of which are set forth below.
2. Completed RFPs will be reviewed by the Steering Committee, which shall thereafter determine which proposals are approved.
3. No Pilot School shall be established without the approval of the Steering Committee and the LAUSD School Board as set forth herein.
4. Pursuant to California Department of Education regulation and policy, the Board of Education must authorize the formation of a new school through the CDS code approval process.
5. The District will provide via a verification process to allow for the Chapter Chair and school site administrator from each school being relieved by a new start-up Pilot school to confirm:
   - An orientation and or informational meeting(s) was held
   - A school vote to adopt Pilot status was taken

C. Modification of RFP: Any modification to the terms and conditions of the approved RFP shall be valid only if approved through the process set forth in Section VI B 2 and 3 above.

VII. <u>Pilot Schools Steering Committee</u>: This Committee is charged with reviewing and approving all initial RFPs to establish Pilot Schools, and all proposals to later modify initial RFPs.

A. The Committee shall contain representatives from the following organizations:
   1. Los Angeles Unified School District: 2
   2. United Teachers Los Angeles: 2
   3. Community Organization members shall be appointed by the other members of the Committee. 2
   4. Associated Administrators Los Angeles: 1

The Committee shall conduct its business according to rules and procedures adopted by the Committee, including making decisions as to the implementation of item VII A 3 above.

VIII. <u>Funding of Pilot Schools</u>: Pilot schools shall be funded through a lump sum per-pupil budget, as well as central and local discretionary services, plus a start-up supplement.

IX. <u>Internal Appeals Process</u>

A. The Governing School Council of each Pilot School shall develop an Internal Appeals Process ("IAP") which may be utilized by unit members at Pilot schools to allege a violation or misapplication of the terms and conditions governing the Pilot School.

B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Pilot School as specifically set forth in the RFP and/or written decisions of the local Governing School Council have been violated or misapplied.

C. Each Pilot School's IAP must be submitted to the Steering Committee for approval.

D. If a Pilot School cannot agree on an IAP, the process set forth in Section IX G below shall be deemed to be the IAP at that School. Such IAP shall also apply if the Steering Committee rejects a locally developed IAP and the Pilot School does not agree to a revised procedure, or if the Steering Committee rejects a revised procedure.

E. Every Pilot School employee shall receive a written copy of the IAP.

F. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Pilot School level, the matter shall be submitted to the Los Angeles Pilot Schools Steering Committee. The Committee shall come to consensus on a final decision. If a final decision cannot be made by consensus, a majority vote of members present shall make a final decision.

If a Pilot School does not formulate their own Internal Appeals Process, the Internal Appeals Process described below shall apply:

G. This IAP shall be used at Pilot Schools only under the circumstances stated in section IX-D above. A "complaint" for purposes of this IAP is defined as set forth in Section IX B above. A "day", for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays, or District–unassigned days (e.g., Day after Thanksgiving). The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The Steps of this IAP are as follows:

1. Informal Meeting Between the Grievant and School Leader: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader (and the department chair if the matter involves the department chair), to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.

2. Second Meeting, With Chapter Chair Included: If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the chapter chair for the site, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the

chapter chair to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the chapter chair may be personally affected by the outcome, and there is no designated co-chair, the matter shall automatically proceed to the next step.

3. Third Meeting: Governing School Council: If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the Governing School Council. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Alternate Claim Panel set forth below.

4. Submission to Alternate Claim Panel: If the aggrieved employee and the chapter chair wish to pursue the matter further, the chapter chair shall have five (5) days to submit the claim to the school leader, with copies to the Office of Staff Relations and to UTLA's Director of Organizational Services. This filing shall cause the dispute to be referred to a two-member Joint Panel (see Section 5 below) for final resolution. The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties' contentions, and then shall use all of their best mutual efforts to reach agreement upon the appropriate final decision. It is anticipated that they will be able to do so. However, in the event that they are deadlocked, Staff Relations and UTLA shall designate one of the Panel Members as the designated decision maker (and the other as advisory), based upon the principle of alternating between the District designee and the UTLA designee for succeeding deadlocked panels on a District-wide basis. (The members of the particular Joint Panel shall not be advised as to which would be so designated until such time as it becomes necessary to make the designation.) Joint Panel decisions are final and binding, but shall be applicable solely to the specific dispute, and shall be non-precedent setting.

5. Joint Panels: The District and UTLA shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall be made each March for the ensuing school year. The total number of such appointees shall be determined by the District and UTLA each year based on anticipated needs, but shall not be fewer than eight (four each). The District and UTLA shall each make all reasonable good faith efforts to select their designees on the basis of perceived school experience, reputation for fairness and judicious character. Such appointees shall then be divided into two-member teams to serve together on an ongoing basis as a Joint Panel.

X. Building Council: Each school shall establish a Building Council to address issues related to the School Impact Report. If consensus cannot be reached, the Local District

Superintendent shall decide the matter. The members of the Building Council at each school site shall be comprised of the following members:

- The principal or designee of the regular school, the chapter chair of the regular school, and each Small Learning Community lead teacher.
- The principal or designee of the Pilot School and the chapter chair of the pilot school or designee.

XI. Monitoring and Intervention: In order to ensure continuing accountability, each school will undertake a Quality Review Process in year three, and every five years thereafter. The Quality Review Process will be established by the Steering Committee, with final accountability to the Superintendent. The RFP process for establishing pilot schools will contain metrics for student achievement to be measured in the Quality Review Process.

A. Either party to this Agreement may at any time request an "intervention" from the Steering Committee or its designated monitor.

B. Procedures for establishing an intervention, including written requests, etc., shall be established by the Steering Committee.

XII. Duration of MOU:

A. This MOU shall take effect immediately upon approval by the District and UTLA and shall remain in effect through June 30, 2012.

B. Thereafter, this MOU shall automatically continue in effect subject to Section XII C below.

C. Either party wishing to modify or terminate this MOU as of or after June 30, 2012, may cause negotiations to commence over this matter by notifying the other party in writing by December 1 of the year prior to the year in which such modifications or termination is sought.

D. Each party may re-open negotiations over this MOU. Negotiations shall commence at the request of either party at any time after January 1, 2011.

E. Beginning not later than January 4, 2010, the parties will meet to determine if there are additional schools that have demonstrated intent to apply for Pilot School status and to discuss how to address the interests of these schools.

F. The parties agree that any negotiations conducted under this paragraph XI shall be subject to the public notice and impasse procedures of the Educational Employment Relations Act (Government Code sections 3547 through and including 3548.3.)

G. The terms of this MOU shall be subject to ratification by UTLA and adoption by the Board of Education.

LOS ANGELES PILOT SCHOOLS AGREEMENT

Date of Agreement 12/18/2009

Los Angeles Unified School District:

By: _____
John Bowes, Ed. D., Assistant Chief
Human Resources Officer
Office of Staff Relations

United Teachers Los Angeles:

By: _____
A. J. Duffy, President
United Teachers Los Angeles

Adopted and approved by the Board of Education on 09 FEBRUARY, 2009.

By: _____
Monica Garcia, President
Board of Education

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 29, 2010

School/Office: CRMS #7, Business and Technology School **Local District/Division:** Local District 5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA)to be waived)

Article IX-A

Waiver Description : (Describe the actions that require a waiver)

Teacher placement not based on seniority

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

Teacher placement will be based on student need and the demands of the unique course sequence proposed by the applicant team. This will allow the instructional leaders to gradually transition sixth graders to the secondary system by creating an environment in the sixth grade more similar to the structures in place at elementary schools. Seven and eighth graders will be able to loop with their core teachers, and all students will share the same seminar teacher for the three years at the middle school. Additionally, the sequence of arts elective classes and service learning plan in eighth grade can be fulfilled by all students at the end of the third year of the school being in operation.

Requesting Administrator's Approval:

Principal/Administrator — Date

Local District Superintendent/Division Head/Designee — Date 11/30/10

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 29, 2010

School/Office: CRMS #7, Business and Technology School **Local District/Division:** Local District 5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA)to be waived)

Article IX

Waiver Description : (Describe the actions that require a waiver)

Extended on-site school day commitment and mandatory (compensated) professional development schedule

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The school day will be extended on Tuesday through Friday to accommodate for the seven period schedule and Flex period. This will ensure that all students will be able to participate in their three-year sequence of art elective classes and mandatory intervention classes scheduled during the regular school day. School hours on Monday will be reduced to provide professional development time before school, as described in the applicant team's proposal. Additionally, the school will schedule a staff development period before the school year begins to accomplish all long-term planning goals, complete district mandated presentations, and collaborate to finalize course syllabi and assessment plans. The staff will also be compensated to attend a shorter year-end professional development series, wrapping up the school year and reflecting on the progress of the school from one year to the next.

Requesting Administrator's Approval:

Principal/Administrator — Date

Local District Superintendent/Division Head/Designee — Date 11/30/10

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the formed signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 29, 2010

School/Office: CRMS #7, Business and Technology School **Local District/Division:** Local District 5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA)to be waived)

Article XI 2.0

Waiver Description : (Describe the actions that require a waiver)

Granting the Governing School Council of the school site the ability to initiate and execute teacher transfers if not meeting the expectations of the approved Election-to-Work agreement.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The stakeholders of CRMS#7 Business and Technology School will collaborate to annually update the schools Election-to-Work agreement. This document will ensure that all staff members are working toward the common vision of fulfilling the mission of the school, and collaborating with their co-workers to promote the highest level of student achievement. The Election-to-Work agreement encourages all adult members of the school to buy into the culture of high expectations at CRMS#7 Business and Technology School, and will outline the responsibilities of teachers and administrators. In the case of a staff member not performing the duties clearly delineated in the Election-to-Work agreement, the Governing School Council will take into consideration the locally designed evaluation process of a teacher's performance in combination with the inability to fulfill the expectations of the agreement to replace a staff member. In this event taking place, the Governing School Council will act by opening the hiring process to explore a better fit for the school.

Requesting Administrator's Approval:

Principal/Administrator — Date

Local District Superintendent/Division Head/Designee — 11/30/10 Date

MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT
YOLIE FLORES
TAMAR GALATZAN
MARGUERITE POINDEXTER LAMOTTE
NURY MARTINEZ
RICHARD A. VLADOVIC
STEVEN ZIMMER

LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

Dear Applicant Team:

As the deadline approaches for your proposals, we want to thank you for your continued engagement in the Public School Choice (PSC) process and for your commitment to the children and families of the Los Angeles Unified School District. We are pleased by your team's response to the call for strong academic programs that will address the needs of our students. Indeed, we look forward to a process that will engage the community and set us on the path for higher student achievement.

We recognize that many people wish to participate in this effort and we also clearly understand that this process is new for everyone. Therefore, as we move forward with Public School Choice, we resolve to ensure that the process is well managed, organized, transparent, and informative.

For us to realize the outcomes we want for all of our students, it is imperative that teams are fair minded, work collaboratively and keep student achievement at the center of all discussions. To ensure this occurs, applicant teams are requested to agree to the following terms by signing the enclosed agreement.

Please remember that our primary goal is to educate our students and to serve the families in our communities. Although there may be disagreements over how best to achieve these objectives we are still called upon to act in the most respectful and professional manner towards each other.

Sincerely,

Ramon C. Cortines
Superintendent

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than ***Tuesday, November 12th***. For questions, please call the PSC number at 213-241-2547.

We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Serve students and the community to the best of our ability; and
- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Hugo Carlos
Name/Team Representative

Signature/Date

CRMS #7, Business and Technology School
LAUSD, Local District S
Applicant Team Name/Organization

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

ASSURANCES FORM

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

☐ Traditional ☒ Pilot ☐ Network Partner ☐ ESBMM

☐ Independent Charter ☐ Affiliated Charter

Name of School **CRMS#7, School B**

Name of Applicant Group/Applicant Team Business and Technology **School**

Lead Applicant Hugo Carlos

Title of Lead Applicant Elementary Access to Core Expert, Local District 6

Mailing Address 5800 S. Eastern Avenue, Commerce, CA 90040

Phone Number (323) 240-4695 Fax Number (323) 231-4755

Email Address hxc4567@lausd.net

Website (if available) **http://www.localdistrict5.org/**

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

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

   Please check one of the following statements.

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

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

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

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

2. **Assurance that an Applicant Organization is Solvent**

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

3. **Assurance of Enrollment Composition Compliance**

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

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

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

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

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

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

6. **Resident Enrollment and Attendance Boundary Compliance**

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

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

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

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

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

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

Name of Lead Applicant Hugo Carlos

Title of Lead Applicant Elementary Access to Core Expert, Local District 6

Signature of Lead Applicant _____ Date November 30, 2010

Name of Board President* _____

Signature of Board President* _____ Date _____

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

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 2.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: CRMS#7 Business and Technology School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	**Search and Serve**	CRMS #7 will ensure that federal, state and District requirements are followed by all staff members. • CRMS # 7 Business and Technology School will utilize the Los Angeles Unified School District Student Enrollment Form, specifically Section D Student Educational Information to identify student that received special educational services . • All office personnel will be trained to request a copy of current IEP. If the student has an IEP, the administrator responsible for special education will review documentation for appropriate placement. Appropriate staff member will contact special education unit for appropriate placement before the student enrolls at CRMS # 7. • The office personnel and administrator/designees familiarize themselves with the form and their duties to ensure that students who require special services are identified and promptly provided appropriate school programs and services. Once the student is enrolled, the student's active IEP in the Welligent IEP system can be accessed from their previous school. • The services on IEP will be delivered at the frequency and the duration as indicated in student's IEP. The delivery of services will be documented utilizing the District's Welligent Service Tracking system. The school administrator will monitor the provisions. • If the student is transferring from another school district, office personnel will promptly request and obtain the IEP and any other records from the previous district. • There is a process in place, understood by all staff members, for referring students who may require special services. • Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the *Request for a Special*

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		Education Assessment Form. Once a written request for a special education assessment has been received, the administrator/designee has 15 days to develop and provide the parents with a special education assessment plan *Assessment Form*. The parent approves, signs, and returns the assessment plan. The assessments are conducted and reports are prepared. The IEP meeting is scheduled and team members notified no later than 10 calendar days prior to the scheduled date of the meeting. The IEP meeting is held within 60 calendar days of receipt of signed special education assessment plan. The school will ensure that documents are translated prior to the scheduled IEP meeting. The IEP is implemented immediately. The parent is provided reports on student's progress as often as parents of general education peers are provided reports on student progress. Subsequently, the IEP meeting is held to review its appropriateness within one year of the previous IEP meeting. • The school displays "Complain Response Unit/Parent Resource Network" poster. • The school displays the monthly "Special Education Parent Training Calendar." • "Are you puzzled by Your Child's Special Needs" brochure is available in the office and parent center. Every student to every takes home the brochure at the beginning of each school year. The brochure is available in students' primary language. • *A Parent's Guide to Special Education Services* is available at the office upon request. • A staff orientation on the vital elements from the Special Education Policies and Procedures Manual focused on special education process, review of pertinent elements from IEPs, differentiating instruction and the accommodations/modifications from a student's IEP.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	**Intervention Programs**	<u>Prevention and Intervention Framework</u> The effective use of a Multi-Tiered Problem-Solving Process will ensure the academic, behavioral and social/emotional success of all students within CRMS #7. CRMS #7 will utilize data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student needs. Academic intervention is a systematic, focused and individualized approach for providing additional instruction and practice enabling students at risk to attain greater literacy skills. The intent of this approach is to provide targeted interventions that supplement and support the district's base literacy program. This prevention/intervention framework has as it foundation on the research based Response to Instruction and Intervention (RtI^2), the three-tier model of instructional intervention. The intervention model is based on BUL-4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support* and REF-4984.1 *Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support*. Provide for Effective Intervention Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources; and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills. Use a Team Approach for Intensive Intervention A few students require the most intensive level of intervention. Within the scope of their job-related

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		roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training. Evidence-based instructional strategies are at the heart of Tier 1, 2, and 3 instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations. A Three-Tiered Model of Early Intervention and Prevention Tier 1: Core Instruction Tier 1 instruction is about the provision of effective high quality evidence-based instructional strategies and curricula. Effective Tier 1 instruction must include: • Use of Pre Kindergarten -12th grade state-adopted standards. • Differentiated instruction and services that provide access to the core for all students. This includes the use of access strategies: academic language development, instructional conversations, communal learning structures, and advanced graphic organizers as well as other evidence-based strategies to support all instruction. • Strategies might include preteaching, reteaching, frontloading academic vocabulary, extended practice, focused behavioral intervention. • A process for ensuring the integrity in the delivery of core instruction and intervention (i.e.,

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		classroom observations to observe the presence/absence of effective instructional strategies). Tier 2: Strategic or Supplemental Instruction and Intervention In addition to the standards-based curriculum that all students received in Tier 1, Tier 2 offers supplemental instruction. Supplemental instruction includes: • Provision of higher levels of instructional intensity (more minutes and narrower focus of instruction) using strategic strategies aligned to the core curriculum. • Use of auxiliary materials associated with the core programs, (i.e., support guides, leveled books, etc.). • Use of supplemental materials designed to provide targeted strategic intervention. • Use instructional practices to ensure that auxiliary and supplemental materials are integrated with the content of core instruction. • Provide support to provider of auxiliary and supplemental instruction to ensure integrity and fidelity in the delivery of that instruction. Tier 3: Intensive Instruction and Intervention Tier 3 instruction and intervention includes more explicit instruction with a very narrow focus specifically targeted to a specific instructional, behavioral or social emotional skill need. Intervention can be accelerated or remedial and is delivered in addition to Tier 1 and 2 instruction. Effective Tier 3 instruction and intervention should include increased individualization and smaller group size to include: • Use of effective instructional strategies with high intensity, duration, and frequency.

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		• Use of District approved replacement programs at 4th grade and above (i.e., Language!, Read 180, Voyager, etc.). • Use of instructional practices to ensure that intensive supports are integrated with the core content instruction. • Provision of professional development and ongoing support to providers of intensive instruction to ensure integrity in the delivery of that instruction.
Outcomes 5, 17 and 18 LAUSD Board Policy	**Discipline Foundations Plan and Behavior Support**	CRMS #7 will implement all aspect of LAUSD's *Discipline Foundation Policy: School-Wide Positive Behavior* Support. The Discipline Foundation Plan begins with school-wide Positive Behavior Support (PBS) plan. The emphasis on school-wide systems of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. PBS is a systems approach to enhancing the capacity of schools to educate all children by developing school wide, and classroom discipline systems that are research-based. PBS is a process for creating safer and more effective schools. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBS provides a framework for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies, including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important piece of a student's educational experience. Teaching behavioral expectations and rewarding students for following them

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		is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm. CRMS #7 will implement the eight components of a School-Wide Positive Behavior Support. The eight major components are: 1. Administrative Leadership and Support – School leaders actively support the adoption, implementation and maintenance of School-Wide Positive Behavior Support. 2. Team-based Implementation – The School-Wide Positive Behavior Support team is composed of members from all stakeholder groups (administrator, general educator, special educator, classified staff, support staff, parents, and students). 3. Behavioral Expectations Defined – A small number (3–6) of positively stated expectations are in place for all students and staff. Behavior expectations need to be concrete, positive behaviors so that every student, staff, and family can remember and follow them. 4. Behavior Expectations Taught – Behavioral expectations are taught to all students through explanation, modeling, practicing, and processing on a regular and ongoing basis. 5. Acknowledge and Reinforce Appropriate Behavior – Appropriate behaviors are modeled by all students, staff, and families and are acknowledged and reinforced on a regular and ongoing basis. 6. Monitor and Correct Behavioral Errors – Consequences are consistent and are developed for a continuum of behavioral errors. 7. Data-based Decision Making – Data is analyzed and used to guide decisions. 8. Family and Community Collaboration – Partnerships are built between the school, home, and community. Prevention and Intervention

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		A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention. The School Leadership Council will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed. The school will establish rules consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations.* School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct. The Response to Instruction and Intervention (RtI^2), the three-tier model of behavioral intervention, will be utilized to meet the specific needs of all students.

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Necessary for Planning, will be provided	**Description of Student Population**	Based on preliminary projections from the Los Angeles Unified School District Special Education Support Unit East, CRMS # 7B Business and Technology School will have special day classes for students with specific learning disabilities which accommodate local students. The school will have a resource specialist teacher who will serve local students. Secondary Student Information System, My Data, and Welligent IEP System will be utilized to monitor the students. The services on the IEP will be delivered at frequency and the duration as indicated in student's IEP. The delivery of services will be documented utilizing the District's Welligent Service Tracking system. The school administrator will monitor the provisions. A special education administrator will be assigned to coordinate the programs. Support Unit East will provide addition personnel if necessary. Appropriate classroom space is reserved for these programs and special education paraprofessionals will be assigned to the school. Location of the classrooms will be integrated with the general education classrooms. Should CRMS#7 offer Special Education programs for students with more severe needs, CRMS#7 will ensure that 51% of students with the most severe disabilities (other than SLD, SLI, and OHI) be placed in the general education setting for 40% or more of the instructional day, as appropriate and indicated in student's IEP. In addition, if any student with a multiple disabilities orthopedic (MDO) eligibility enroll in an appropriate program at CRMS#7, the school will integrate student(s) for at least 40% or more of the instructional day as appropriate to at least 23% of students with this eligibility. School will establish a School Integration Team to monitor opportunities for participation in general education classes , as appropriate and as indicated in IEP. School will review Welligent Report available for Outcome 7A and &B to monitor general education integration.

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Outcome 2	**Special Education Program Description**	CRMS # 7 philosophy is based on equity and equality for all students. Thus, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. This would include children attending their neighborhood school whenever possible. The following services describe a range of options in the continuum of services for students with disabilities within the general education program: Accommodations, Modifications, Co-planning, DIS Support, Co-teaching and Inclusion. The following services describe a range of options in the continuum of services for students with disabilities outside the general education program: DIS pullout, Special Education pullout, Learning Center and Special Education Program. Least Restrictive Environment Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs rather than trying to fit the student into the programs. That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Thus, Consistent with Federal and State policy, the continuum of placements offered from the least restrictive to the most restrictive environment by the district at CRMS #7 will include: • General education classes – Whenever appropriate, students with disabilities will be educated in the general education classes. In addition, whenever possible, they will attend the school

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		they would ordinarily attend if they were not in special education. • General education classes with collaborative consultation – In order for students with disabilities to be appropriately educated in general education classes it may be necessary for their teacher to consult with special education personnel to receive guidance and support. • General education classes with designated instruction and services – Designated instruction and services assist students with disabilities to benefit from their general education program. Some examples of designated instructional services are language and speech services, adapted physical education, counseling and physical and occupational therapy. • General education classes and resource specialist program – A resource specialist program provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The goal of the resource specialist program is to enable students with disabilities to succeed in the general education environment. The program provides assistance in a variety of ways depending on the needs of a particular student. • General education and special day class – Depending on their needs, students with disabilities may be educated in general education classes for part of the school day and special day classes for the other part of the school day • Special day classes – Special day classes serve students who, because of their disabilities, cannot participate in general education classes for a majority of the school day. These classes are provided on general education sites. As appropriate, students enrolled in special day

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		classes interact with their general education peers through academic, non-academic and extracurricular activities. • Special schools/centers – Students are enrolled in special schools/centers when it determined that the nature and severity of their disabilities require more intensive educational instruction. As appropriate, students enrolled in special schools interact with their general education peers through academic, non academic and extracurricular activities. • Non-public schools – When no appropriate public education program is available, a student with disabilities may be placed in a non-public school under contract with the District. • Home or hospital – Students with a verified medical or emotional condition that prevents them from attending school may receive services on a temporary basis in the home or a hospital. • State residential schools – State residential schools provide comprehensive assessment and services for students with visual and/or hearing disabilities. The goal is to build programs around a student's needs rather than trying to fit the student into the programs. Students may receive special education services through the Resource Specialist Program in the Learning Center. Instruction will focus on strategies for accessing the core curriculum by the Resource Specialist Program. All academic subjects will be taught in the general education classroom with support from the RST through co-teaching and co-planning. Services may include the following: • Co-Planning – A process by which tow teacher plan, analyze, modify, and evaluate the

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		instruction and outcomes for students. This service will be provided indirectly to students and consists and consists of regular review of student progress, accommodations, modifications of core material, and modeling of instructional practices between the special education and general education teachers. • Co-Teaching - Co-teaching is a process by which general and special education teachers work to teach students with and without disabilities in a shared classroom. Both are responsible for the planning and delivery of instruction, student achievement, assessment and discipline. Students receive age appropriate academics, support services, and possibly modified instruction. Co-teaching provides ongoing communication between educations and a lower student-to-teacher ratio. The teachers may use any of a variety of formats to facilitate the process. These may include: 1. Cooperative Teaching: 2. Station Teaching 3. Parallel Teaching 4. Shadow Teaching or Alternative Teaching 5. Team Teaching or Duel Teaching • General Education and Learning Center – Non-intensive direct services are those provided directly to students based on identified need. This service will be provided either within the general education class or outside of the general education class through the use of the Learning Center. A Learning Center is a place where students receive instruction in access strategies, targeted intervention in identified areas of need, and ongoing monitoring of student success. The use of the Learning Center in this method requires immediate

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		intervention and instruction in the general education standards and instruction. It will not be designed to be ongoing but to address specific needs as they arise in the standards-based instruction. • Integration of Special Education Student with non-disabled students – To the greatest extent appropriate, special education students will be integrated with general education peers. Consistent with the intent of MCD Outcome 2, 6, and 7, special education students will be integrated to the greatest extent appropriate with their non-disabled peers during curricular and non-curricular activities.

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Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	CRMS #7 will adhere to federal, state and District requirement in the implementation and monitoring of the IEP process by: • The school will document the request for special education assessment on a "Request for Special Education Assessment" form and maintain a copy in the students green folder. • The school will provide the parent with a Welligent generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly feasible to do so, within 15 calendar days of the written request for assessment. • The school will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. • The timelines set by IDEA will be met by the school using the calendar in Welligent to monitor the MCD Outcome 10 of timely completion of initial special education evaluations on a monthly basis. • The school will follow the appropriate timelines for conducting annual and three-year review of IEPs. • The school will convene an IEP meeting within 30 calendar days of parent waiver request. • When student transfers into the District with an out of District IEP, the school will develop an IEP within 30 calendar days of enrollment. • If requested by the parent, the school will provide copies of assessment reports to the parent 4 working days before the date of the IEP meeting. The reports will bill be translated into parent's primary language, upon written request from the parent, unless clearly not feasible to do so, as required in MCD Outcome 15. The school will also provided special education related forms in the parent's primary language when requested.

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		• The Welligent IEP System will be used to notify team members of upcoming IEPs and to provide communication during assessment and to assign follow-up activities. • The creation of a communications systems to notify parents of IEP meetings, accommodate and encourage parent attendance and participation including the use of timely notice of meetings, teleconferencing, and interpretation to primary language which will assist in meeting MCD Outcome 14. • All staff responsible for implementing the student's program will have access to the IEP and a clear understanding of the supports and services required for all students. • The Resource Specialist Teacher and other support providers will use Welligent to document provision of services as required in MCD Outcome 13. • A room designated as the IEP Meeting room with all the needed forms and documents necessary and tools such computer access to complete meeting. • Children with active IEPs will be placed in their home school with appropriately identified supports to the greatest extent possible. The increased home school placement will meet MCD Outcome 8. If the District does not have an appropriate program at the home school, the child will be placed in the school closed to their home school with transportation provided. • The services on the IEP will be delivered at frequency and the duration as indicated in student's IEP. The delivery of services will be documented utilizing the District's Welligent Service Tracking system. The school administrator will monitor the provisions.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	CRES #17 will follow BUL-4827 *Multi-tiered Framework for Instruction, Intervention, and Support* to guide all its practices relating to instruction and intervention. Evidence-based instructional strategies are at the heart of the three tiered system of instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations. The

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		effective use of the system will ensure the academic, behavioral and social/emotional success of all students within the CRMS #7. CRMS #7 will utilize data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student need and levels of intensity, and build the infrastructure needed to meet the needs of all students. In the LAUSD, four instructional methodologies and strategies have been identified to scaffold culturally and linguistically diverse students' universal access to core instruction. The research affirms that all students, including Student with Disabilities (SWDs), benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development). These methodologies are used across three tiers. The Three Tiers Tier 1 is known as "Core Instruction" to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. It is expected that of all of the students receiving core instruction, 80-85% of students will be proficient when good first instruction is delivered. To monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, office daily referrals) are used to guide and inform instruction/intervention. Within Tier 1, identified students receive additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind. All students are universally screened at the beginning of the school year in order to identify learners that need additional support or advanced learners that need acceleration or extended learning opportunities. Instruction is matched to student

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		needs based on levels of performance and rates of student progress. Over time, quick curriculum-based assessments are used to measure growth, monitor progress and inform changes in instruction. Differentiation of instruction begins in Tier I and continues across the tiers. It requires recognition of students' varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. It is the ability to respond to and proactively plan for differing abilities in the same classroom. Differentiation can occur through modifications to the content (what is taught), process (how its taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided. Tier 2, known as "Strategic or Supplemental Intervention," is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students that need additional time and type of instruction to learn successfully. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students' instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy - whichever benefits the student more.

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		Tier 3, known as "Intensive Intervention," is for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2, and designed to accelerate student progress. Tier 3 typically includes use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier 3 is more frequent. These assessments provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring allows for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Within the District's tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers. Instructional strategies and examples are provided in the following attachments and can be used as guidelines for planning the instructional day/class periods for each of the tiers. Student performance is monitored closely to evaluate progress and the effectiveness of all instruction and intervention. Intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers 1, 2, and 3 in order to match learning supports to both academic and behavioral/social-emotional needs. Referral Procedure

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		Parents or guardians will be instructed on the process for referring their child for assessment for special education services. Teachers, other school personnel, and community members will also be trained on how to refer a child for assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, the referring party will receive a written response from the school. If the school determines that an assessment of the student is not appropriate, the referring party will receive a written notice of this decision. If the school determines that an assessment is appropriate, the parent/guardian/teacher will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments which may be used to determine your child's eligibility for special education services. Before your child can be assessed, you must consent to the assessment by signing the Assessment Plan. You have at least fifteen (15) days from the receipt of the Assessment Plan to consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of your signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting. Language Factors Prior to assessment, the Bilingual Coordinator will review the student's language development history, including program placement, CELDT results, ELD level, CST scores, intervention history, and classroom grades. Exclusionary Factors Prior to referral to assessment, it will also be determined whether the unique educational needs of the student are not primarily due to: • Environmental, cultural, or economic factors

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		• Lack of instruction in math and reading • Limited English proficiency • Social maladjustment • Temporary physical disability To determine if a special education referral is appropriate, a school administrator/designee and IEP evaluation team members will review the following: • Student records and academic history • Prior assessments including curriculum based, standardized tests and alternative measures/procedures • Progress in current program, including ELD • Progress in meeting content standards • Progress in meeting literacy and mathematic standards • Results of state and district assessments • Results of proficiency examinations' Results of portfolio assessments/student work samples • Types and results of academic and/or behavioral intervention provided • Teacher information/concerns • Parent information/concerns Scope of Assessment Assessments will be conducted by a qualified professional. No single measure or assessment will be used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the student. The assessment will cover all areas related to the

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		student's suspected disability including if appropriate: • Health and development, including vision and hearing • General ability • Academic performance • Language function • Motor abilities • Social and emotional status • Self-help, including orientation and mobility • Career and vocational abilities and interests Monitoring by ethnicity CRMS # 7 will use the guidelines that have been developed by LAUSD to assure students truly meet the eligibility criteria for special education placement and are ethnicity-neutral along with meeting the MCD Outcome 18.
Outcome 2	**Instructional Plan for students using grade level standards**	CRMS # 7 will adhere to the Individuals with Disabilities Education Act that requires that students with disabilities be educated in the least restrictive environment. Implementation and monitoring of special education compliance processes are based on Special Education Policies and Procedures Manual, *Secondary Instruction and Services – Student with Disabilities Accessing the Core Curriculum* found in REF-1276, and *Multi-Tiered Framework for Instruction, Intervention, and Support* found in BUL-4984.1 to guide practices relating to instruction, prevention and intervention.

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		The District requires a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the District's general education curriculum at the student's grade level or the District general education curriculum using accommodations or modifications of grade level curriculum. A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This research based approach facilitates the expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Program (IEP). Special Education is service to support student achievement in the core curriculum in an integrated setting. The three tiers are not synonymous with placement. In a tiered approach, IEP teams consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) yet now can receive those services in a variety of ways within the general education classroom and integrated learning centers. Tier I Base Instruction Base instruction is grounded in grade level content standards and uses District approved curriculum and instructional strategies. It is focused on building content literacy, defined as fluent use of listening, speaking, reading and writing skills, and strategies needed to learn in each of the academic

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		disciplines. Intervention is provided through the program using materials aligned with the course. Base instruction consists of the use of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered. Base instruction includes the use of accommodations as outlined in a student's IEP. This provides opportunities for students with disabilities to: • learn content; • access grade level curricula and textbooks; • access content instruction from general education content specialists; and • integrate with general education peers. Base instruction requires the use of research-based instructional practices that support access to rigorous content curriculum. These include, but are not limited to, the use of: • active engagement; • advance organizers; • communication of clear expectations and purpose; • peer assisted learning; • scaffolded instruction; • strategy instruction; and • Universal Design procedures, such as, providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students.

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		Intervention is provided during the regular instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning. Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class Layer 2: Co-planning between general and special educators; Layer 3: Co-teaching in general education content classes; and Layer 4: Direct instruction non-intensive. Tier 2 Extended Instruction Extended instruction is that which is provided above the base program. It refers to the provision of additional support and services beyond the instruction and interventions embedded in the core program. As in Tier 1, Tier 2 instruction is based on the foundation of research-based instructional practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student's IEP. The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition,

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		instructional support through the use of co-teaching and co-planning provides a higher level of support to students. Intervention consists of the use of supplemental materials targeted to address the specific areas of weakness identified through ongoing progress monitoring. This level of intervention is intensive and explicit, and is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1. Several general education intervention courses are in existence to address the literacy and math needs of students who are struggling with the acquisition of reading, writing, and mathematics. Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class Layer 2: Co-planning; Layer 3: Collaborative co-teaching; Layer 4: Direct instruction non-intensive; and Layer 5: Direct instruction, intensive services. Tier 2 students may access the Learning Center on an as needed basis and/or scheduled as an elective. Tier 2 serves to: • teach learning strategies;

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		• support content instruction; • preteach content material; or • provide immediate reteaching. Tier 3 Intensive Instruction Intensive instruction refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provided beyond the base program outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate *severe* literacy or math deficits requiring more specialized, intensive instruction. Tier 3 instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education. Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a learning center or a special day class). Strategies used may include the use of: • frequent progress monitoring of student learning; • direct and explicit instruction; • small group instruction; • controlled task difficulty; • intensive strategy instruction and application; • extended instructional time; and • ongoing systematic and corrective feedback.

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		Intervention is intensive, provided in a smaller groups (creating small groups within a larger group), and tied to specific areas of student need as identified through ongoing progress monitoring. It is not provided as replacement of the core curriculum but in conjunction with grade level curriculum. This will require that teachers structure the instructional program and special education supports to provide both content instruction and intervention in small groups. The move to block scheduling facilitates this type of instruction. Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class Layer 2: Co-planning; Layer 3: Collaborative co-teaching; Layer 4: Direct instruction non-intensive; and Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class). Instructional Plan for students using grade level standards Teachers will review the content standards and the power standards in their PLCs to become familiar with the standards that need to be addressed throughout the school year. All students will have access to grade level materials. During the PLCs, teachers will spend time backwards planning. Teachers will work together in various configurations, vertical grade planning, multiple level grade planning, and same grade level planning. Several sources of data will be analyzed utilizing the Data-Driven Decision Making protocol. As each student's needs are identified within the tiers, the teachers will provide the instructional accommodate for students..

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		Several documents will be reviewed with the teachers. This initial document is "Strategies to Improve Access to the General Education Curriculum." Ideas gathered from reading this document will be used with data to look at differentiating instruction and assessments. Also, the document titled "Accommodations and Modifications: Accessing the Curriculum" will be utilized to consider appropriate accommodations and modifications. Several teaching models will be considered to personalize the instruction for all students. As teachers assess the students and monitor the gains made, they can continue to plan accordingly with their peers. Those students, who may benefit from going to a regular classroom, working with peers or non special education teacher assistants, may do so. As teachers plan for multiple grade levels the essential standards and review of the ELA program to be used is critical. The teachers can focus on the stories at the different grade levels by grouping students for instruction and ensuring that those stories that teach similar key concepts albeit at different grade levels will be the ones that are covered. Backwards Planning At CRMS #7, curricular planning will begin with the consideration of the desired results (goals or standards) and then derive the curriculum based on the evidence of learning (obtained through assessments) called for by the goals and standards. In this process, teachers will first consider what evidence will be accepted as to ascertain that students have achieved the desired understandings and proficiencies—before proceeding to plan teaching and learning experiences. Greater coherence among desired results, key performances, and teaching and learning experiences leads to better

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		student performance. The backward design process consists of three general stages: 1. Identify desired results – Teacher will identify what students need to know, understand, and be able to do. 2. Determine acceptable evidence – Teachers will first think how they will determine if students have attained the desired learning. Teachers will consider a range of assessment methods. A combination of performance tasks and quizzes, tests are used to assess essential knowledge, skills. 3. Plan learning experiences and instruction – With clearly identified desired results and appropriate evidence in mind, teachers will then plan instructional activities. This phase calls for teachers clearly understanding what will need to be taught and how best the content should be taught. Materials and resources best suited to accomplish the goals must be identified and available. Accommodations and Modifications The school will initiate a Students with Disability (SWD) Team will provide assistance in the implementation of the supplementary instructional program supports which include accommodations and modifications. The accommodations and modifications are essential for all students to access the general education curriculum. These supports are vital and are integrated into students IEP. The accommodation and modification on the IEP may include: classroom and campus environment needs; specialized equipment; pacing of instruction; alternate presentation of subject matter; material adaptation; modification of assignments; self management/follow-through strategies; social

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		interaction support; tested adaptations; and identification and use of motivators and positive reinforcement strategies. The Students with Disability (SWD) Team will ensure the collaboration between general education teachers, special education teachers, paraeducators, other school support staff and related services personnel. There will be opportunities to have staff work collaboratively in planning, instructing, and evaluating the performance of students with disabilities. There will be assistance and guidance for school staff to adjust their schedules and duties in order to implement LRE. There will be opportunities to work collaboratively with to provide staff development and technical assistance related to LRE in the implementation of instructional services. The team will ensure the development and implementation of instructional interventions within the general education program. Assume primary responsibility for including students with disabilities, who are assigned to their classes, in meaningful ways within instructional activities. The school will create the conditions for collaboration with the special educator to identify and implement specific curricular adaptations and instructional strategies identified as needed by the student with a disability. Create the condition to work collaboratively with others, utilize effective instructional practices to support effective LRE implementation. Provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities. Ensure that students' related service IEP objectives are addressed in students' daily schedules. Data-driven decision making CRMS #7 will utilize a cyclical problem-solving model to design differentiation of instruction. This process involves four steps and determines the best course of action for instructional differentiation

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		for each student. The four steps of the cycle are: • Define the Problem • Plan an Intervention • Implement the Intervention • Evaluate the Student's Progress The team members will strive to have sufficient data points to best equip the members in determining what should occur next. This problem-solving cycle will essentially be repeated for each intervention. With each intervention, instruction will become more complex and more intensive as students move through the instruction and master targeted skills. Progress Monitoring CRMS #7 will utilize progress monitoring to assess students academic progress in core educational skill areas. The results of progress monitoring will be used to set appropriate individual goals and adjust instruction as needed. Implementing progress monitoring will require determining students' current levels of performance, as well as identifying learning objectives. Students' academic functioning will be evaluated on a regular basis—weekly, biweekly, or monthly, based on individual students' needs. Actual and expected rates of learning will be compared. This will inform the teacher of students' progress, which allows him/her to make appropriate instructional decisions. CRMS #7 will utilize The National Association of State Directors of Special Education nine essential characteristics for progress monitoring. Accordingly, progress monitoring should: 1. Assess the specific skills embodied in state and local academic standards.

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		2. Assess marker variables that have been demonstrated to lead to the ultimate instructional target. 3. Be sensitive to small increments of growth over time. 4. Be administered efficiently over short periods. 5. Be administered repeatedly (using multiple forms). 6. Results in data that can be summarize in teacher-friendly data displays. 7. Be comparable across students 8. Be applicable for monitoring an individual student's progress over time. 9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need. CRMS #7will access the resources of the National Center on Student Progress Monitoring (www.studentprogress.org) in order to assist its teachers in implementing effective progress monitoring. The Tools Chart at this website will be helpful as CRMS #7 teachers compare tools in order to choose the progress monitoring tool most appropriate for use in the school.
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	Based on projection by the Los Angeles Unified School District Special Education Support Unit East, CRMS #7 Business and Technology School does not anticipate students with severe disabilities, which may require an instructional plan using alternative standards. If this occurs, we will use the Alternative Curriculum Guide and consult with Support Unit East. Should CRMS#7 offer Special Education programs for our students with more severe needs, CRMS#7 will ensure that 51% of students with the most severe disabilities (other than SLD, SLI, and OHI) be placed in the general education setting for 40% or more of the instructional day, as appropriate and indicated in student's

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		IEP. In addition, if any students with a multiple disabilities orthopedic (MDO) eligibility enroll in an appropriate program at CRMS#7, the school will integrate student(s) for at least 40% or more of the instructional day as appropriate to at least 23% of students with this eligibility. In addition, the school will establish a School Integration Team to monitor opportunities for participation in general education classes , as appropriate and as indicated in IEP. School will review Welligent Report available for Outcome 7A and &B to monitor general education integration. Special education services for all students are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class Layer 2: Co-planning; Layer 3: Collaborative co-teaching; Layer 4: Direct instruction non-intensive; and Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class). The goal is to build programs around a student's needs rather than trying to fit the student into the programs. Students may receive special education services through the special day program class and/or general program. Instruction will focus on strategies for accessing the alternative standards which are designed to include age appropriate activities designed to maximize independence. All academic subjects will be taught in the appropriate educational setting based on the needs of each students and the specific provisions within each student's IEP. These services may include the following: • Co-Planning – A process by which tow teacher plan, analyze, modify, and evaluate the

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		instruction and outcomes for students. This service will be provided indirectly to students and consists and consists of regular review of student progress, accommodations, modifications of core material, and modeling of instructional practices between the special education and general education teachers. • Co-Teaching - Co-teaching is a process by which general and special education teachers work to teach students with and without disabilities in a shared classroom. Both are responsible for the planning and delivery of instruction, student achievement, assessment and discipline. Students receive age appropriate academics, support services, and possibly modified instruction. Co-teaching provides ongoing communication between educations and a lower student-to-teacher ratio. The teachers may use any of a variety of formats to facilitate the process. These may include: 1. Cooperative Teaching: 2. Station Teaching 3. Parallel Teaching 4. Shadow Teaching or Alternative Teaching 5. Team Teaching or Duel Teaching Backwards Planning At CRMS #7, curricular planning will begin with the consideration of the desired results (goals or standards) and then derive the curriculum based on the evidence of learning (obtained through assessments) called for by the goals and standards. In this process, teachers will first consider what evidence will be accepted as to ascertain that students have achieved the desired understandings and proficiencies—before proceeding to plan teaching and learning experiences. Greater coherence

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		among desired results, key performances, and teaching and learning experiences leads to better student performance. The backward design process consists of three general stages: 1. Identify desired results – Teacher will identify what students need to know, understand, and be able to do. 2. Determine acceptable evidence – Teachers will first think how they will determine if students have attained the desired learning. Teachers will consider a range of assessment methods. A combination of performance tasks and quizzes, tests are used to assess essential knowledge, skills. 3. Plan learning experiences and instruction – With clearly identified desired results and appropriate evidence in mind, teachers will then plan instructional activities. This phase calls for teachers clearly understanding what will need to be taught and how best the content should be taught. Materials and resources best suited to accomplish the goals must be identified and available. Data-driven decision making CRMS #7 will utilize a cyclical problem-solving model to design differentiation of instruction. This process involves four steps and determines the best course of action for instructional differentiation for each student. The four steps of the cycle are: • Define the Problem • Plan an Intervention • Implement the Intervention

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		• Evaluate the Student's Progress The team members will strive to have sufficient data points to best equip the members in determining what should occur next. This problem-solving cycle will essentially be repeated. Instruction will become more complex and more intensive as students move through the instruction and master targeted skills. Accommodations and Modifications The school will initiate a Students with Disability (SWD) Team will provide assistance in the implementation of the supplementary instructional program supports which include accommodations and modifications. The accommodations and modifications are essential for all students to access the general education curriculum. These supports are vital and are integrated into students IEP. The accommodation and modification on the IEP may include: classroom and campus environment needs; specialized equipment; pacing of instruction; alternate presentation of subject matter; material adaptation; modification of assignments; self management/follow-through strategies; social interaction support; tested adaptations; and identification and use of motivators and positive reinforcement strategies. The Students with Disability (SWD) Team will ensure the collaboration between general education teachers, special education teachers, paraeducators, other school support staff and related services personnel. There will be opportunities to have staff work collaboratively in planning, instructing, and evaluating the performance of students with disabilities. There will be assistance and guidance for school staff to adjust their schedules and duties in order to implement LRE. There will be

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		opportunities to work collaboratively with to provide staff development and technical assistance related to LRE in the implementation of instructional services. The team will ensure the development and implementation of instructional interventions within the general education program. Assume primary responsibility for including students with disabilities, who are assigned to their classes, in meaningful ways within instructional activities. The school will create the conditions for collaboration with the special educator to identify and implement specific curricular adaptations and instructional strategies identified as needed by the student with a disability. Create the condition to work collaboratively with others, utilize effective instructional practices to support effective LRE implementation. Provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities. Ensure that students' related service IEP objectives are addressed in students' daily schedules.
Outcome 13	**Plan to provide Supports & Services**	Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally form his or her instructional program. The IEP team's determination of related services shall be included in a summary offer of FAPE within the IEP. The appropriate District personnel will be contacted by the IEP team administrator before the IEP team meeting to ensure that the team is fully knowledgeable of the array of program options for the students. The school will ensure that all elements of the IEP are implemented with fidelity in order for the student to achieve the goals and objectives. Each teacher will have access to the IEP to ensure student is receiving mandated services. There will be time allotted for related service provider and teachers communicate to ensure the implementation of IEP. A Related Service Schedule will be

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		maintained by the school administrator.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	According to LAUSD Policy, CRMS # 7 is committed to providing a coordinated set of transition instruction and services to students with disabilities, ages 14 and older (or younger, if determined appropriate by the IEP team), which are results oriented and based on individual student strengths, preferences and needs, in compliance with Federal and State laws and regulations. Transition services for students with disabilities are embedded in standards-based core curriculum and may include specially designed instruction or related services, if required to assist a student with a disability to benefit from special education. Students with disabilities shall be provided transition services as follows: Beginning at age 14, younger if appropriate, and updated annually, each student's IEP must include a statement of the transition service needs of the student that focuses on the student's course of study (such as participation in advanced placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed community linkages. Transition services are a collaborative effort between the student, all school site staff, parents, and appropriate community agencies. They focus attention on how the student's educational program in middle and senior high school can be planned to help the student meet his or her goals for a successful transition to adult living. The Individualized Education Program/Individual Transition Plan

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		(IEP/ITP) meeting serves as a communication and planning vehicle among parents, students, appropriate community agency representatives, and District staff, and enables them, as equal participants, to joint, informed decisions regarding the student's transition needs, appropriate transition services and activities, educational program supports and placement, and the degree to which other agency representatives will participate. Transition services are a coordinated set of activities that: 1. Are designed with a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post school activities including postsecondary education, vocational training, integrated employment, including supported employment, continuing and adult education, adult services, independent living or community participation; 2. Are based on the individual student's needs, taking into account the student's strengths, and preferences and interests, as they are determined through the process of age appropriate assessment; 3. Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate acquisition of daily living skills and functional evaluation.

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Federal requirement	**Access to Extra-Curricular/Non academic activities:**	All special education students will have access to all extracurricular/non academic activities that are open to all students. Accommodations will be made to ensure participation by SWDs.
Federal requirement	**Providing Extended School Year**	Extended school year will be provided for students with disabilities who have unique needs and require special education and related services outside of the school year. Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the students' continued progress. All students who are eligible for special education and related services must be considered for ESY services, however, federal and state rules and regulations do not require that every student with a disability receive ESY services a part of the IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services. We will follow all district policies and procedures as it relates to ESY. We will seek the support of the special education unit in order to ensure that we are compliant with all state and federal regulations.
Federal Court requirement	**MCD Outcomes (to be woven among others)**	

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All	**Professional Development**	Teacher**s** will have high quality professional development in order to build collective efficacy. Teachers will engage in the analysis of student data, sharing best practices, and engaging in decision making in order to grow and learn in a safe environment. Teachers will be provided with leadership roles in data collection, decision making and problem solving. They will engage in reflective practice by listening and learning to reflect on their values, assumptions, and discussions through a dialogue process. This will involve the use of the problem solving process that is part of the Response to Instruction and Intervention (RTI^2). All teachers will participate in professional development sessions that cover the strategies that are most effective to deal with tier 1, tier 2, and tier 3 of the RTI^2 triangle. The professional development calendar will reflect the data driven dialogues as these will be scheduled after the results of the periodic and performance based assessments are administered to students. Teachers will meet by grade level and in vertical teams to ensure that the standards are being covered and that backward planning is part of the professional development sessions at the beginning of the school year.

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Outcomes 6, 8, 16	**Staffing/Operations**	The teachers who will be targeted to join the family of educators at CRMS#7 must be committed to understanding and addressing the issues facing the South Los Angeles neighborhood being served by the school. Preferably, the teachers must have experience working at schools within the feeder pattern of schools, or are themselves a product of the neighborhood. Additionally, the selected teachers must have the highest expectations for all students, and embrace the Election to Work Agreement agreed upon by the school's stakeholders from year to year. All the adults on campus must have a genuine interest in serving the community and children of the school. School will staff according to student norms established by LAUSD/UTLA contract. School will seek teaching candidates that have an appropriately credential to teach special education classes assigned to at CRMS#7B Business and Technology School. CRMS #7 will utilize the district information systems such as the Integrated Student Information System (ISIS) and Welligent computer System to collect student health information, track student records, monitor progress and identify services. CRMS #7 will also utilize Welligent IEP System to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE).
	Fiscal	School will staff according to student norms established by LAUSD/UTLA contract. School will seek teaching candidates that have an appropriately credential to teach special education classes assigned to at CRMS#7B Business and Technology School. The administrator will ensure the completion of the Personnel Data Report.

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		The administrator will ensure that funding for special education students is appropriately allocated and expended such as Instructional Material - Special Education Schools Account 2544. This will be initiated at the beginning of the school year to appropriately and judiciously expend funds to meet the needs of special education students. The administrator will be responsible for the end of year fiscal reports to ensure appropriate expenditures.
Outcome 14	**Parent Participation**	The educators of CRMS #7 understand that the parents are one of the most valuable and powerful influences on a child's education. All too often in secondary schools, parents are not viewed by as true partners in improving student performance and defining the needs of the school community. Engaging with parents and developing leadership capacity will be one of the primary goals of the school's leadership and the principal community partner, One-LA. Through careful examination of the parental concerns raised by a focus group, in a meeting conducted by Families in Schools at Carver Middle School on September 27, the message is clear: Parents want to help improve their local schools, and they want the school leadership team and teachers to support them in doing so. The main issues that arose from the focus group included improving communication between the teacher and parent, developing better relationships with the adults at the school and the parents, providing more opportunities and a wider variety of parental workshops, defining the expectations and assessment measures of the students, explaining the process of post-secondary and career preparedness, and teacher professionalism.

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		To address the parent concerns identified at the Carver Middle School meeting, the leadership team of CRMS #7 Business and Technology School is committed to giving the parents not only the opportunity to be heard and influence the development of the school culture, but the physical space and time to do so. Being a community-based school, CRMS #7 will be open to the parents and community of the students who attend. With this in mind, it is imperative that the school has a functioning parent room will serve as a welcoming center for new enrollees and community partners. Not only will students be introduced to the services provided at CRMS #7 Business and Technology School, but parents will be introduced to the engagement opportunities facilitated by the parent leadership organizations and counsels. A community representative will be a vital member of the school community, serving as both an organizer and a manager of the parent volunteer opportunities. The person who is hired for this position will operate the welcoming center and schedule parent meetings and trainings based on a needs assessment. Teachers will be able to collaborate and share with parents on a rotational basis in the parent center with the help of the community representative. The school's auditorium will be utilized for larger parent trainings, the monthly English Learner Advisory Council (ELAC) meetings, and Compensatory Education Advisory Council (CEAC) meetings. All parent engagement opportunities will be posted at the school's information center, monthly calendars, and on the website. Finally, parents will play an important role in the personalization of the students' education through the weekly seminar class. All teachers will act as an advisor to their small cohort of students enrolled in their seminar class, and each teacher will solicit parental assistance. CRMS #7 Business and Technology School intends to empower at least one parent to be the "room parent" for each cohort

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		of students in the seminar classes, following the teacher and specific group of students for the entire three years of attendance at the middle school. This parent will work in conjunction with the community representative to organize celebrations and events at the school-wide level, as well as for the individual students in their seminar class. The room parent will also promote the reflective culture of the school as parental feedback and concerns will be analyzed on a small group level (by parents of the seminar class students) in attempt to be proactive in the problem solving process. Communication and contact with the parents on behalf of the teacher and room parent or community representative will ensure that all parents are informed of student progress and school events.