



Western Academy for the 21st Century

Home of the Rangers



**LAUSD - Public School Choice
Team Koppersmith (Clay MS)
December 1, 2010**

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 <i>(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.)</i> A. Koppersmith			
Address:		Phone Number:	
Website <i>(if applicable)</i> http://thehammerlane.wordpress.com/		Email Address:	
School site for which your team is submitting a Letter of Intent		Henry Clay Middle School	
School type for which your team is applying		Pilot School	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. A. Nigel Koppersmith			Henry Clay MS
2. Karen Orpe			Henry Clay MS
3. Joseph O'Neil			Henry Clay MS
4. Jennifer Horton			Henry Clay MS
5. Yesenia Enriquez			Henry Clay MS
6. Walter Bambrick			Henry Clay MS
7.			
8.			
9.			

1. Executive Summary

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

Western Academy for the 21st Century's mission is to significantly increase the percentage of students in our ethnically diverse population that are prepared to attend college, develop career enhancing skills and become productive, thoughtful citizens of the 21st century.

Our school will guide and mentor students in the construction of habits and academic skills that will allow them to build a successful future. We labor towards a curriculum that reaches across academic disciplines, providing dynamic learning experiences, in a small school setting, based upon meaningful, project-based assessments. By providing a safe environment that promotes intensive academic and personal exploration, the tools to build that future are at hand.

Our vision is that children leave our middle school with:

- A complement of academic skills — linguistic, mathematical, scientific, artistic, physical and social that will directly foster success in high school, college, and beyond.
- Enhanced development in critical thinking, collaboration, creativity and innovation, and discriminating intellectual skills — which creates a life-long desire for knowledge.
- A greater understanding of 21st Century concepts such as global awareness, financial literacy, civic responsibility and environmental literacy.
- Expansive information and communication technology (ICT) literacy.
- A strong understanding of graduation requirements from high school and the academic and emotional skills needed to succeed in college.
- High personal expectations for themselves and their future.
- Respect and tolerance for others in our diverse, global community.

We deeply respect the critical partnership, which exists between school, parents and community. Teachers will labor hard toward the common goal to which we all strive, the intellectual and social growth of the children with which we are entrusted.

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

The expected student population of Western Academy mirrors that of Henry Clay Middle School. Clay has approximately 55% Hispanic and 45% African American students. Clay is a school-wide Title I School, with 89% of the students qualifying for free and reduced lunch. A significant number of our students are in formal foster care or live with relative. Clay also has a high transiency rate and student daily attendance is only 90.1%, well below the District goal. Henry Clay Middle School also has a poor record

in creating a safe, academic culture as the school had a 64% suspension rate in the 2009-2010 school year, which represents 41% increase.

In terms of academics, Clay has consistently provided a substandard education for the vast majority of students. API has fallen from a high of 555 in 2005 to 538 in 2010. Current proficiency levels have marginally improved over the last year, but scores are far below similar, local schools. The proficiency levels for African American students in English are 17% (6th), 16% (7th) and 14% (8th); proficiency levels in Math are 10% (6th), 7% (7th), and 2% (8th); proficiency levels for 8th grade History are 8% and proficiency levels for 8th grade Science are 14%. The proficiency levels for Hispanic students in English are 22% (6th), 16% (7th), and 21% (8th); proficiency levels in Math are 20% (6th), 9% (7th), and 1% (8th); proficiency levels in 8th grade History are 15% and proficiency levels for Science are 20%.

Critical needs for our students include access to committed, successful teachers, intervention classes to build academic skills, a school culture that promotes individual responsibility and a caring environment, as well as strategies to build goal setting and valuable life skills.

Our team has a proven track record of academic success at Henry Clay (Appendix 1) serving in diverse learning communities for over 50 years. Our team is heavily involved in official committees like School Site Council, the Technology Committee and Curriculum Council, as well as extra-curricular activities like Journalism, the Clay Fencing Team and the Environmental Club. We know that our personalized methods to improve student learning are effective and can be replicated in a Pilot School environment.

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

Our instructional program, using the frameworks from the Partnership for 21st Century Skills (P21) will motivate students to develop a broad range of academic and critical thinking skills, which foster enhanced opportunities for success in school and in the workforce.

Our first focus is to provide access to and opportunities to master the State Content Standards through project-based assessments and differentiated activities. Our inclusive model will create appropriate interventions for those struggling with mastery, as well as provide opportunities to develop a greater depth of understanding for our advanced learners. We endeavor to effectively use student data to tailor our instructional programs to meet the needs of every student.

To that end we have created grade-level Personal Learning Environments (PLE's). Our faculty, along with our Curriculum Development Team, will design and implement a cohesive instructional plan using the 21st Century interdisciplinary themes of Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; Environmental Literacy. We will further weave into our programs the concepts of Life and Career Skills; Learning and Innovation Skills; Information, Media and Technology Skills. Our teachers will have the opportunity to instruct and actively mentor their students through core classes, content-related and motivational electives, as well as Study Hall Advisory periods.

Our faculty will engage in targeted professional development with effective common planning time built into our weekly and daily schedules. Additional Instructional Program Highlights:

- Study Hall Advisory period, which focuses on tutoring and developing the 21st Century skills of Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility, in a close-knit, mentoring environment
- A eight (8) period, extended day schedule to support our multi-level approach to learning
- School-created Benchmark Exams to monitor content mastery and develop test-taking skills to improve our Advanced and Proficient rates on CST exams
- Research-based curriculum development and implementation strategies created by a true Professional Learning Community
- P21 themed electives tied to core curriculum to provide skill development and motivation
- Effective and dynamic use of Accelerated Reader
- Successful implementation of the ALEKS math assessment and learning system
- Expanded use of the AVID college readiness program
- Greater access to community programs and resources

Our instructional program is grounded in educational research spearheaded by the Partnership for 21st Century Skills, Center for Collaborative Education, and the California Department of Education's guidelines in Taking Center Stage – Act II.

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

Henry Clay Middle School has, generally, provided a sub-standard education to the community for several years. This is why we are requesting a new name for our campus. We feel this step is important in creating a culture of success and excitement for our students, parents, community, faculty and staff.

Our new school culture will reflect our commitment and passion for progressive education by emphasizing collaboration, accountability and high expectations from all stakeholders. In turn, all stakeholders will have the opportunity to grow and develop new skills to ensure student achievement. Our excitement and dedication to creating a great 21st Century focused school will be immediately evident upon entering our campus.

Students can expect to learn in a safe, creative, and supportive environment. Our school will encourage, at all levels, a desire for greater knowledge. Personal accountability and respect for diversity will be a cornerstone to our students' experience on campus.

Our school will be a welcoming place for families and community members, as well. A focus on meaningful communication, faculty accessibility, and supportive programs and resources will guide our school practices.

Faculty and staff can expect a completely new paradigm on campus as we start anew. Effective communication and team building opportunities, at the outset, will help establish a new tradition of collaboration and success. Team-developed protocols will be in place to reflect and build on our instructional and operational practices, ensuring effective program implementation.

While accountability is high, well-defined support structures for the socio-emotional needs of our stakeholders will be in place to guarantee the achievement of our goals. These supports include adopting elements from the LAUSD Blueprint for Wellness, coordinating programs with local agencies through the Healthy Schools Grant and Wellness Centers, and the LAUSD Employee Assistance Program.

1E. Accountability and Performance Goals – to be completed after school selection.

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

Our school community comprises the West Athens-Westmont region of unincorporated Los Angeles. The median income for the area is approximately \$39,500 (according to the LA Times Mapping LA project) and the population for the area is about 40,000 residents. Over a quarter of the adults in the area have less than a high school diploma and only about 4% have a college degree or higher.

Our community's strengths include deep cultural pride (Latino and African American, predominately), a steadfast belief in the family as a cornerstone for society, and a hope for a brighter future. There are many physical assets in the area as well, with several parks, two libraries and numerous places of worship surrounding our school.

The critical needs for the area include creating a true partnership with stakeholders to not only provide an excellent education for their children, but also provide valuable resources and information to improve everyone's quality of life.

As long-time teachers at Henry Clay Middle School, we feel deeply connected to our students and the community. We have reached out to community groups like the Westmont-West Athens Task Force and RUACH Christian Community Fellowship to share our plans for Western Academy. We share their frustration at being neglected by the local school district for so long and we are excited to have the opportunity to improve the school and the community through the PSC process. We know that Western Academy will have expanded opportunities to make a lasting impact on the lives of the communities we serve.

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

The leadership and governance structure for our Pilot School reflects our commitment to progressive reform and our mission to provide our students with a meaningful 21st Century education. Our school will be led by a Board of Regents (expanded School Site Council) and supported by the:

Curriculum Development Team
Counseling & Administrative Team

Faculty Leadership Team
PTSA – Parent/Teacher/Student Association

ELAC - English Learner Advisory Council
Community Partners

CEAC - Compensatory Education Advisory Council
GoldStar (our affiliated non-profit organization)

Our Design Team

Our design team possesses a host of academic, business and creative skills along with a strong desire to create an excellent school for our community.

Walter Bambrick: With over 20 years in LAUSD as an English Teacher and Technology Coordinator, Walter is our most experienced team member. He has taught at Locke High School, Horace Mann Middle School, and has been at Clay for seven years. His strong background in reading pedagogy, young adult literature and new technologies serve our students well.

Yesenia Enriquez: Our newest teacher with three years experience in LAUSD, Yesenia, has taught 7th and 8th Grade English. She has already served as Leadership Coordinator, creating our 2010 Yearbook, and is currently our Journalism Instructor. Fluent in Spanish, Yesenia provides our translation services and a deep understanding of the local community as a Fremont High School alumna.

Jennifer Horton: A six-year veteran of Henry Clay, Jennifer teaches 7th Grade Science and Health. She has served as School Site Council Chairperson, Science Department Chairperson and Science Lead Teacher. She is currently working on her Master's Degree in Education Administration from UCLA.

Adam Koppersmith: Mr. Koppersmith is a 12-year veteran of Henry Clay Middle School. He has served as English Department Chairperson, Lead 7th Grade Teacher and as a member of the Literacy Cadre. With a strong background in the sciences and technology, he shares his passion for learning with his students everyday.

Joseph O Neil: Joseph is a six-year veteran of Henry Clay and has over 11 years experience teaching in Los Angeles area middle schools. Credentialed in Math and Social Studies, he brings an interdisciplinary focus to his teaching. Having 21 years of managerial and supervisory experience in the private sector, he knows what skills students need for success.

Karen Orpe: Karen is a ten-year veteran of Clay serving as GATE Coordinator, 7th Grade Lead Teacher in History, and Garden Coordinator. Earning several History and Garden grants over the last few years, she is dedicated to bringing the best educational experience to her students. Karen was honored as a LAUSD Teacher of the Year for 2010.

Our Principal

Western Academy and the community demand a creative, efficient, and caring leader, as well. Our Principal will have a varied background highlighting a commitment to students, as well as a passion for progressive education reform. Our Principal will also appreciate and dedicate himself/herself to the cause for 21st Century Skill development. A fine understanding of budgeting and creative resource management will also serve our future Principal well.

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

We have selected the Pilot School model for Western Academy for the 21st Century, to share the Henry Clay site. Our community deserves bold, innovative reform that creates real educational opportunities for success (Center for Collaborative Education, 2006). Our rationale for choosing this model is clear; traditional, large-scale, impersonal schools do not adequately serve our community.

What “traditional” education has meant at Henry Clay:

- “Neglected by the district” according to a local Superintendent in a June 2010 meeting
- Program Improvement 5+ status, 2010
- API has fallen from 555 to 538 over the last six years
- A 64% suspension rate in the 2009- 2010 school year
- Four principals in ten years
- 54% of staff have acceptable attendance rates over the last two years
- 37% of students have acceptable attendance rates (96%) over the last two years
- Years to finally implement the Accelerated Reader program
- Faculty late to meetings and slow to implement effective classroom strategies

How becoming a Pilot School will completely transform our campus:

- Small schools demand higher accountability from all stakeholders.
- Yearly evaluations of staff and school policies by the Board of Regents (An expanded School Site Council with local community and educational leaders) will ensure a commitment to the mission and vision of our school.
- Progressive redesign of core curriculum and electives and will improve academic outcomes, as well as developing critical thinking skills and life-long learning habits.
- Research indicates that small schools are safer schools
- Adoption of relevant 21st Century focus will aid in student motivation and self-reflection.
- Advisory Study Hall periods and PLE’s will provide ample mentoring opportunities
- True collaboration and innovation from all stakeholders will improve school culture and improve attendance rates
- Transparent and effective budgeting of resources and time will inherently support our school’s mission.

Western Academy for the 21st Century is committed to making a difference in our students’, parents’ and stakeholders’ lives. Failure will be no longer be tolerated. Barriers to success will be dismantled and a new era of commitment to education will begin.

2. Curriculum and Instruction

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

Our mission is to significantly increase the percentage of students in our ethnically diverse population who are prepared to attend college, develop career-enhancing skills and become productive, thoughtful citizens of the 21st century.

Our school will guide and mentor students in the construction of habits and academic skills that will allow them to build a successful future. We labor towards a curriculum that reaches across academic disciplines, providing dynamic learning experiences, in a small school setting, based upon meaningful, project-based assessments. By providing a safe environment that promotes intensive academic and personal exploration, the tools to build that future are at hand.

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- High personal expectations for themselves and their future.
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We deeply respect the critical partnership that exists between school, parents and community. Teachers will labor hard toward the common goal to which we all strive, the intellectual and social growth of the children with which we are entrusted.

Philosophically, we are dedicated to making a difference in our students' lives. It is our core belief that this comes from empowerment, which in turn comes from the building of skills. To make a difference in our students' lives, we must focus on the literacies unique to this century, and make those changing markets our thrust educationally. We must emphasize heavily the type of computer literacy that goes beyond rare access opportunities, and refocus our efforts on a project based learning model that prepares children to enter the workplace of the modern global economy.

Our goal then, is to create a learning environment that is meaningfully project based, and focused in large part upon the context of the future workplace, and future academia. Building the basic framework for study success will lead a student in that direction, while providing the necessary psychological

empowerment to facilitate following that path to its logical conclusion. We will endeavor to prepare our students to develop problem solving and collaboration skills for these academic and professional environments.

To do so, looking toward the changing nature of our 21st century world, it is necessary to make our students proficient in the art and science of image usage and manipulation, internet searching for useful content, desktop publishing, word processing, and presentation creation with multimedia. These are the skills that transport the core academic matters of Mathematics, History, Science and English into the marketable skills of the modern workplace.

In order to intelligently plan the sort of skill based, project oriented learning experiences that the students both need and deserve, a careful study of the data available to educators must be made. At first blush, the important data is found in the entry CST scores of the students, and their history of performance on the various Periodic Assessments, which we choose to maintain. This will provide both a bulk direction for a class, in identifying the group's predominantly "weak" standards areas, as well as an intelligent direction for Advisory, where a student's weak standards can be focused on and improved. Multiple Professional Developments and planning meetings would have to revolve around the best use of this data driven structure in producing activities that would both support skills, and deliver content to all students at the Western Academy. A practiced approach to handling curriculum planning and lesson activities in this fashion has proven very successful to our Design Team, over the years, and is supported by our student success.

Clearly we must utilize project based learning philosophies in creating a contextualized learning environment that supports the development of critical thinking skills. By diverging away from the Standardized Test driven mentality, to more applicable skills that are career based and problem solving driven is our main goal. It is the complaint of the various corporate partners that support the 21st Century Skills Model that students are "book smart, but unable to collaborate, communicate, and critically think." A project based learning environment of collaborative structures would facilitate an improvement in these arenas, and thusly provide greater college and career opportunities for the community of Henry Clay (Manzo, 2008).

The "Achievement Gap", to which we always speak, could be considered on some level an "opportunity gap." The students in our area have been consistently neglected by the Local District, and provided with limited opportunity to achieve outside of the context of direct instruction. Further, meaningful access to the multimedia learning and presentation structures of the 21st century has been limited. To remedy this, it is our philosophy to utilize strong pedagogy, based upon the CORE content standards (Nationally adopted), and a "hands on" learning approach that empowers the student. Students would interact to a large degree with the technology of the modern workplace.

The neglect in terms of multimedia and district support is nothing compared to the neglect of the teachers toward the students. Oftentimes, measures taken by the District are not followed through upon, and the students' achievement suffers. Furthermore, Clay's teacher attendance at school is surprisingly poor, with a number of teachers absent for an entire year, or more. Long-term subs rotate through the classes, and the students suffer. We are opposed to this, and as a result, the Pilot format, with its Elect to Work agreement is central to our philosophy. Consistent teaching by a true panel of dedicated experts who are reviewed based upon commitment and achievement is the central element in a solid educational program, and we have worked hard at creating a Staffing Policy, Staffing

Requirements, and an Elect to Work Agreement that upholds our core values of Content Mastery, Commitment, and Reliability.

Our adoption of the Partnership for 21st Century Skills framework represents a paradigm shift in curriculum development. The P21 focus allows us to build a strong foundation in all the content areas and bring clear relevance to the subjects being taught. Furthermore, these marketable and socially responsible skills will strengthen our community. Our staff and faculty will also model the development of these important skills as we create a truly progressive and dynamic curriculum, which has been sorely lacking at HCMS.

The Partnership for 21st Century Skills is a comprehensive framework for student success (Please see Appendix 2 for P21 information).

CORE Subjects	21 st Century Themes	Learning & Innovation Skills	Life & Career Skills	Info, Media and Technology Skills
English	Global Awareness	Critical Thinking	Flexibility/Adaptability	Info Literacy
World Languages	Financial Literacy	Communication	Initiative	Media Literacy
Arts	Civic Literacy	Creativity	Social Skills	ICT Literacy
Math	Health Literacy	Collaboration	Productivity	
Science	Environmental Lit.		Accountability	
Social Sciences			Leadership	
			Responsibility	

Students will take an interdisciplinary, high school and college preparatory curriculum. The goal is to provide them with a solid foundation of both content mastery and critical thinking skills in a variety of disciplines, while contextualizing them to usefulness in their lives. In our demographic, where a small number of students attend university studies, and the rate of passage of the CAHSEE is low, the interdisciplinary program would open the door for College and Careers.

The modern workplace is primarily project based, and not limited to one subject or medium. Cross-disciplinary action and development is required, not the compartmentalized knowledge of past eras. In addition, the ability to interact with the changing technologies of the time period, successfully and intellectually is paramount. Too often, the basic technology facility of the younger generation is mistaken for a higher level of academic mastery. Although most students know how to use e-mail, or start a computer, or even perform a search, there is in fact a limitation in their ability to determine the value of the results of that search. There is a lack of knowledge about plagiarism, and the realities of fair usage for academia. It is these issues that are of the highest importance with technology, the ability to use them thoughtfully and critically on a project.

We have not come to this curriculum decision hastily, or with the intent to mirror the latest fads in education. Our main ideas are guided by the ideas in "Taking Center Stage- Act II: Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students". We feel that our plan encompasses all 12 of the recommendations:

- | | |
|-----------------------------|---|
| 1. Rigor | 2. Instruction, Assessment and Intervention |
| 3. Time/Flexible Scheduling | 4. Developmental Responsiveness |
| 5. Relationships | 6. Transitions |

- 7. Access
- 9. Leadership
- 11. Accountability

- 8. Safety, Resilience, and Health
- 10. Professional Learning
- 12. Partnerships

Learning these skills promotes teamwork, communication, creative thinking and decision making, which are all important traits in the competitive environment of colleges and careers. This is the end result of the prep work done in schools, and the heart of our philosophy.

- b. Core Academic Curriculum:** Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

Core Curriculum: (Appendix 3)

The primary goal of our school is to create exciting, student motivating, project based learning experiences focused on the 21st Century Skills required for career and college. To do so, we will be basing the instructional and pedagogical framework upon the Partnership for 21st Century Skills model (P21), which has been adopted by roughly 30 percent of the United States, but would need to be pioneered here. This model uses an interaction between specific skills, content knowledge, expertise, and literacies to form a well-rounded and knowledgeable student. The learning environment for students must be supported by a PLC, or Professional Learning Community, dedicated to the growth of teachers in the service of student needs. This combination has proven to be effective (DuFour, 2004) and would best facilitate the use of periodic assessments and CST scores in the use of the Pilot Autonomy to best determine Curricular Choices.

Project based learning is by definition student intensive and directed, with an interdisciplinary focus. Students, then, would be entered into a grade level academic core, which would collaborate to provide meaningful interdisciplinary projects. For example, a science fair project incorporates a non-fiction writing component, easily supported by the English teacher, and a historical component easily supported by the History teacher. Using these methods adds meaning to the content learned in each class, and furthermore, replicates the kind of decompartmentalization of knowledge that is sought by employers. (Appendix 4 - P21 Brochure, 2009).

Each grade level team is supported by its complementary cores in the other grade levels. Vertical planning then becomes possible, as the prior year's scores on the CST and periodic assessments would determine areas of skill focus needed for the current teachers to focus on. This method of vertical planning has been shown to be highly effective in making up for student deficits in knowledge, and is an excellent method to continue the progress established by the prior instructors. The sharing of these ideas in the PD, common planning time, and other facets of the PLC is a key reason for the creation of the Professional Learning Community.

An Advisory period for each student, at the beginning or the end of the day, is key to this plan. The Advisory would provide a framework for learning study skills, and also for assisting in the completion of

projects with the vital assistance and/or guidance of an educator. A large volume of our student population has challenges in homework completion, as well as a lack of Internet research at home. The Advisory would provide much needed scaffolding and support for students in that struggling socio economic demographic (Appendix 5).

For years now, Henry Clay has implemented a phonics based intervention program in reading, as well as a series of additional math classes that replace a student's elective. Over those years, Henry Clay has not seen significant improvement, in API or AYP. In short, these costly intervention classes, which require more teachers, and more texts to support them, have not proven the viability of their methodology. In short, where student intervention is needed, there is no class that can perform as a "magic bullet," and solve the problems held by a diverse group of individuals.

To that end, the Advisory and necessary after school tutoring from teachers at the Western Academy will take on the role of a personalized intervention for students in need. Using the data about the students, teachers will focus in an individualized fashion to support students struggling with the standards, providing a direct, one to one student support, designed to meet their own needs. Student progress will be tracked statistically and by portfolio. In addition, the Community Service aspect of the school will provide Peer Tutoring Opportunities for students that need assistance in meeting standards.

This is a dedicated use of our curriculum planning autonomy to take intervention from the impersonal, schedule matrix driven structure that it is, and provide instead an Individualized Learning Schedule for students "in trouble."

Despite these numerous opportunities, the traditional "intervention class" in both Math and English will be retained for students that have scored both a Fail in either course, or a Far Below Basic on the CST exam. Participation in the intervention class will be reassessed each semester, using an examination developed on site by the intervention teacher, from the release questions on prior CSTs. This guarantees that such classes remain small in size, and more personal, as well as suiting the needs of the assessment paradigm (see Section 4). This is a clear use of our scheduling autonomy as a Pilot school.

Electives Curriculum: (Appendix 6)

In addition, a battery of core content supporting electives will be available to students, by choice. Such things would be Music as Poetry, Applied Science Construction, Horticulture, Business for the 21st Century, and Mock Trial, to name a few. This schedule of content based electives in the core curricular areas would provide the students with a large degree of inquiry based, self directed learning opportunities, while simultaneously providing reinforcement of necessary content strands.

The Advisory and the Electives framework, in the P21 model, are the reason for the eight period day, by necessity. In addition, a student who requires an intervention class, such as a double block of English or Math, still gains the advantage of an elective and the Advisory, given that schedule. No student is marginalized by being solely in intervention classes, which can negatively affect motivation, as has been seen at Henry Clay in the past.

The CST exam, and the periodic assessments of LAUSD have been an invaluable tool used by the design team in prior years, to determine the focus of standards based instruction, so they would be continued in the Pilot School format. As a result, the District pacing plan is also a fair guideline to use in developing

the curriculum, as the pacing plan attempts to keep pace with the assessments. The scores of the design team, over the past years, on these assessments, clearly indicate a success in using those tools.

Furthermore, our proposed partnership with the Create Now organization would allow opportunities for Community Outreach and Service by the students. Create Now is an arts driven organization, that mentors students who are “at risk”, and is involved in beautification projects such as awareness murals, and music enrichment, such as community performances. Students can create songs for instance, and deal with professional recording studios to produce the music. Dance and choreography are available,

Thusly, the Create Now partnership would allow students to creatively outreach to the community about its issues in a positive way, and perform community service about these issues utilizing the arts to express themselves.

Our existing partnerships with Generation Earth, Tree People and Project-Give will also be helpful in developing our Environmental focus. There are ample opportunities for community service and outreach projects through our Gardening and Environment electives, as well as through the Environmental Club and our proposed Community Garden. Much has been done already with campus clean projects sponsored by Ms. Horton and Ms. Orpe has received numerous grants focusing on the beautification of the school environment and the development of an environmentally aware community of students.

We are also excited about the prospect of developing a Mock Trial program with the Constitutional Rights Foundation. By exposing our students to advanced project opportunities, we know we will be able to develop those important critical thinking skills, so necessary for success.

Our Track Record with the Proposed Curriculum

Over the past six years, the design team has used a project based, interdisciplinary work driven model, although not on the same scale we propose at Western Academy. Over those years, the design team has consistently outperformed the Henry Clay Middle School, and further, been competitive in scores with the District averages. Statistically, that shows a large degree of success with the students of the school demographic that is replicatable in that context. (Appendix 1)

Project based learning, furthermore, has had numerous studies that show that it provides an advantage in learning, and the development of higher-level cognitive skills (Bellanca, 2010).

- i. **Autonomy:** Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

To be a truly successful school, we need the Pilot School autonomies to fully implement our mission and vision.

Western Academy proposes to increase the length of the school day, via the institution of an Advisory system for students, Intervention Classes, and Electives programs, all in direct support of the Core

Academic Curriculum. The school day would be an eight period length, with each period being 50 minutes in length.

Advisories themselves have shown compelling effectiveness as an intervention for both student achievement and self-efficacy, through numerous narrative studies and a few statistical studies (Anfara, 2006). The focus is on a small school environment, with educational options for both student and parent. In this fashion, a student that is receiving intervention classes can still profit from the Advisory, and still take an Elective of their choice. By empowering the student and the parent to take control of their own learning, achievement can be shown to increase (Zimmerman, 2001).

In addition, the implementation of Electives, based upon the empowerment of self-directed study and the development of 21st century skills is paramount. The Partnership for 21st Century Skills has become an effective curricular framework adopted by 16 states, and focuses on career, community service, and college readiness. Those states' educational systems are consistently higher rated than those of California, demonstrating that the framework has allowed the other states to exceed our current standards. This statistical gain suggests that it would be the beginning of wisdom to pioneer this framework in California. There are several compelling accounts of schools with similar demographics, which have successfully adopted and implemented the P21 ideals (Lenz, 2010).

Finally, since their inception in 1998, in Boston, Pilot Schools with Advisories have shown a large degree of success in using their autonomies to determine content and instructional models. They are now responsible for 10 to 15 percent of the Boston educational system, and consistently exceed the expectations of conventional public schools (Center for Collaborative Education, 2006).

We also require the autonomy to select our own textbooks and supplemental materials, as well as the opportunity to redesign Periodic Assessment scheduling and content to meet the needs of our students.

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

A. Our first course of action is to select new textbooks for our ELA and History classes. We hope to review new editions of these texts from McGraw Hill/Glencoe, Houghton Mifflin/McDougal Littell, and Prentice Hall. These publishers are national members of P21, and we want to analyze their books first, since they should have a built in P21 focus. Textbook adoptions for History and English would occur in the Spring, 2011.

B. Our next task will be to create a Western Academy Student Handbook for Social Studies, 6th Grade. This workbook will mirror the successful LAUSD student workbooks for 7th and 8th grade History. Our Workbook will be completed by August 2011.

C. With new workbooks in 6th grade History, we will create a Periodic Assessment for our students, so we may adequately measure academic progress in the Social Sciences. Periodic Assessment 1 & 2 should be completed by August 2011. Periodic Assessment 3 will be completed by December 2011/January 2012.

D. We have our Advisory Curriculum in place, but we need to build our tracking and monitoring procedures for this class. Monitoring structures will be created by August 2011.

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

Allowing for State and Federal Mandates, our school will meet the diverse learning needs of our students in the general (or mainstream) classroom. We will utilize co-planning and teaching, paraprofessional support, peer support, and modifications to the classroom environment, as well as accommodations to the core curriculum where needed, in order to meet student needs. Fully including all students is paramount. That includes, but is not limited to, students with disabilities, English Language Learners, and Advanced Learners, who have their own inclusion challenges. We believe that all students are learners, and deserve the same opportunities for success in careers, their community, and college readiness.

Although Section 6 of our proposal speaks at length to the necessary opportunities and accommodations for our Special Education Learners, it is necessary to speak to the English Language Learners at our school. The community is now nearly 50 percent English Language Learners, and Henry Clay Middle School has a history of so-called Long Term ELLs. To this end, an important goal of the program would be redesignation of the students into the RFEP designation as soon as is reasonable. To do so, numerous methods would be employed, both in ELL designated English Classes, and in the core content area "sheltered classes."

Such steps include, but are not limited to, the use of SDAIE strategies for the better delivery and comprehension of content, the creation of participatory multimedia projects that facilitate the student use of language, both academic and social, and the implementation of reading programs that would support student literacy, even if the student is in the "silent period." Using the methods of Professors Chomsky and Krashen, student achievement in this EL population should be trackable and rapidly improvable, as the challenge is one of language, and not of intellect.

Accelerated Learning

Our team has had the privilege of serving the GATE community of HCMS for many years. As a result, the curriculum for those students is backwards planned, with enrichment strategies suggested by the USC Rossier School Of Education GATE seminar, which we attend annually. These methods have been proven to be effective, and dovetail elegantly with the P21 Framework.

Accelerated learners, it is known, require differentiation based upon depth and complexity that will challenge the minds of such individuals. Specific strategies that facilitate excellence for these students are inquiry driven instruction, thematic connections, and problem based learning experiences and authentic assessments. This inquiry driven methodology allows the specific learners to address the content from the perspective of their own diverse gifts and talents, used as a lens.

Examples of an inquiry-based methodology include simulations, debates, Socratic seminars, scientific experiments, independently developed research projects and frequent engagement in metacognitive discussion. Gifted students must be regularly engaged in such higher order thinking activities to avoid being bored, and further, to flourish. The thematic nature of interdisciplinary instruction, and the

connections made in the P21 framework, best facilitate the discovery of patterns and types of higher order that apply to real world applications.

At risk gifted students will be well served by the Advisory program, which would provide counsel and motivation, to attempt to bring those students back into the fold, so to speak. The team will participate in intervention strategies to motivate the student in a career direction, and focus them on being a positive force in the community. In addition, EL students who are gifted will also be supported by the presence of the Advisory.

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

The key goal in developing student skills is to focus on collaborative, group, and individual learning and study skills for our student body. This, in turn, will improve performance in High School, and further, in their college and career choices. Thusly, the Design Team has decided to focus on certain essential standards, as well as adopting a more student directed, inquiry-based system of learning. The P21 Framework, as well as the content area based electives framework, facilitates this to a high degree.

To this end, when the school is formed, the entire staff will need to be trained in the P21 Framework, which could be executed by a partnership. Also, PDs will frequently need to address project based learning, Depth and Complexity of standards, and the use of collaborative teams of students, such as PODS.

Standardization of the educational methods is important, so that students do not feel that knowledge is compartmentalized. The same rules and strategies should transfer from class to class. Staff have agreed to standardize the following skills and strategies, in addition to administration of the CST and Periodic Assessment, and the delivery of the California Standards on a daily basis:

- Organizational and Study Skills will be supported in Advisory and in Content area classes.
- Students will maintain an interactive Notebook for Core Content Areas, allowing the student to receive periodic feedback on their work, completeness, and study skills.
- Cornell Note Taking will be used across content areas, for student note taking.
- SSR (Silent Sustained Reading) will be executed using the internet based Accelerated Reader Program to track progress.
- Classes will be based on a fifty point per week, 1000 points per semester grading system. This will standardize grading milestones, and allow students to better track their progress toward the grade that they desire.

Faculty must focus strongly on the following procedures to facilitate student progress toward their goals of excellence:

- Students and teachers will use academic vocabulary in the classroom environment. Home Languages and Dialects will be respected, and the use of AEMP and SDAIE methodology will be used daily to support the students in progress toward a comfort level with the language of academia.
- Daily serious effort will be made on improving vocabulary and spelling across the content areas.

- Project Based Learning, and the use of Collaborative Groups will be adopted for all content area classes, for a significant percentage of instructional time. Whereas group work or collaborative learning is not always the delivery method needed, it should be used with frequency, on at least a weekly basis, in the classroom. This can take a diversity of shapes.
- Reading Comprehension strategies of Prediction, Questioning, Clarification, Summarization, and Outlining will be used for reading based assignments.
- A diversity of Writing Strategies, and Writing Styles, will be used across the content areas. Multiple paragraph essays will be the norm. Thesis statement generation will be practiced, as it is a key skill in English, History, and Science. Students will learn to cite accurate data from content area text to support claims made in a thesis statement, and correctly expound upon them, as well as make appropriate citations.
- Students will reflect upon content area learning, and be encouraged to seek application to their own lives. They will use appropriate evidence to support their assertions. A strong verbal component will be applied to these applications of content to philosophical, social, and ethical matters.

Our faculty believes quite strongly that content area standards are interdisciplinary, paramount among them, writing. The English teacher is not the sole distributor of the set of writing skills, and at our school, that will certainly not be the case. The design team has had success in years past by utilizing the writing methods instructed by the English teacher in other classes, such as History and Science, to create meaningful projects in those courses. Thusly, it remains the English teacher's responsibility to teach the writing process, as defined by Pre-Writing, Drafting, Review, Revision, Redrafting, and Publishing. The English teacher must also be tasked with the instruction in writing numerous multi-paragraph essays driven by a thesis statement. Also, the English Teacher is responsible for the introduction of various formats and genres, such as Narrative, Exposition, Description, Research, and Persuasion.

The other teachers will use this framework established by the English teacher to create meaningful written sections for their own class projects. The additional practice in those content areas will support the skill set, as well as providing a rewarding context for the students who use the skills. For instance, the transfer of the writing skills of English Class to the presentation section of a Science Fair project demonstrates to the student the true value of the standards in both classes.

At times, essays will be written "on demand" in timed situations, to simulate the demands of major exams, and High School Essay tests. This is intended to encourage thoughtfulness and logical development in high-pressure environments, a key issue in career and college environments.

Students will be strongly supported in the use of proper grammar, vocabulary, syntax, and overall sentence/paragraph structure in all writing assignments, by all teachers.

In addition to writing, oral presentation and participation are vital to the modern workplace and college. Thusly, all students will be given opportunities and support in these areas. They will be required, across content areas, to participate in small group and class discussions, and at times, to lead or mediate such discussions. Also, in group or collaborative work, participation is expected from all members of the student group, tracked in a method such as the PODS method (Ogle, Klemp, McBride, 2007).

Research is also a vital component. The ever-present nature of the internet has given students access to more information than ever before, but the skill to analyze good information is sorely lacking. Taking that into account, all teachers will focus on the identification of valid Primary and Secondary sources.

They will also be shown how to properly execute and document original Internet and Library research, to support any thesis or argument that they might be making. To this end, each content area will have oral presentations based on research, and increasingly complex projects with an oral delivery and research component.

Evaluation and Critical Thinking Skills are vital to the working world and higher education, and need to be a key focus of the instructional program. These habits of mind are a challenge to stimulate, and must be frequently modeled, as well as the opportunities for them provided in a rigorous educational setting. The goal is to create in students a willingness to question, not only the teacher, but also the concepts and their own core beliefs. Exposure to other viewpoints, concepts, and cultures, as well as the ability to analyze and evaluate their own ideas as well as others, are paramount to such a Critical Thinking based educational program.

The Advisory is key to inciting the growth of Critical Thinking Skills. By providing safe, supportive environment for the support of inquiry with respect to content areas concepts and projects, the student is encouraged to question. This is supported in a setting that has no negative input, only guidance and direction for the growth of intellectual prowess. Students in the Advisory, as well as class, must assume some level of responsibility for their own learning to facilitate the growth of Critical Thinking skills. That includes asking for help when it is needed, and participation in intellectual discussions in a respectful and logical manner. We offer, through these support methods, a rigorous High School and College Preparatory setting for the diverse student population that we have served, and intend to serve.

To facilitate all of these goals, the Design Team has begun exploring partnerships with various organizations that have a vested interest in the improvement of education as a whole, and our students specifically. Should the Board confer our school, we will first be able to open a partnership with P21, the Partnership for 21st Century Skills. In addition, we have formed a relationship with Create Now, which would provide enrichment in the arts through project based community and school activities. In addition, we would be able to continue the established relationship with Computers for Youth, giving our demographic access to increased computer and internet assets. The California School Garden Network would allow us to grow the existing garden and nutrition programs established by Ms. Orpe of the Design team into a larger, more community affecting entity. First Book, a discount provider for books, will allow us to support literacy in the home through the creation of book clubs for both students and parents. Generation Earth/Tree People, will allow us to expand the existing Environment Club, run by Ms. Horton of the Design Team into a larger, more community influencing environmental project, with their support. Also, Junior Achievement brings together businesses and community figures to educate the students in financial and business literacy. Pillar, a division of the LA Chamber of Commerce, has committed to strengthening the link between businesses and school, which in turn, would strengthen the work force opportunities of the student population. Finally, Project Give, a philanthropic organization that the Design Team has already received grants from, and is committed to creating community service projects for middle school students, is very much in line with the needs of a Pilot School's community service obligations.

These are the established relationships that we have been working on, that in turn, dovetail into further opportunities.

To conclude, the modern Academic and Career environments are increasingly challenging, and employers are demanding a different set of skills than mere "test taking" or "book smarts." In the 21st

Century, evaluative and collaborative ability are more important by far than a storehouse of trivia that can be recited on demand. Further, a familiarity with the expanding technologies of computer use, multimedia presentation, and the ability to use and evaluate internet sources are vital to the success of students in the new world that is before us.

Intense training in these areas, from an early age, is vital to the success of our student population, and key in closing the demographic achievement gap. In addition, cultural literacy, outside the scope of simply the neighborhood and the home environment is key to interacting with the diverse population of the increasingly globalized world. To this end, the addition of content electives, and a return to the arts is needed to successfully serve our student population in the achievement of their goals in career, college, and community enrichment. Delivering these concepts, in an individualized fashion for a self directed, inquiry based learning program provides our students with equal access to the content that might be found in any competitive academic institution.

3. School Culture and Climate

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

Western Academy's school culture will reflect our commitment and passion for progressive education by emphasizing collaboration, accountability and high expectations from all stakeholders. In turn, all stakeholders will have the opportunity to grow and develop new skills to ensure student achievement. Developing and building Western "Ranger Spirit" is a first step in bringing our community together.

Students can expect to learn in a safe, creative, and supportive environment. Our school will encourage, at all levels, a desire for greater knowledge. Personal accountability and respect for diversity will be a cornerstone to our students' experience on campus. We will institute a school uniform policy, but students will have ample opportunity to earn insignia wear and alternate uniform privileges.

First and foremost is our relentless focus on student achievement. Students will see from the very first day how their Advisory Teacher, will act as a mentor and tutor, fully involved and aware of how the student is doing in every class. The students will see how their grade level teachers work to create interdisciplinary themed, project-based assessments showing collaboration and care. Students will also quickly realize that failure will not be tolerated and struggling students will be supported and coached to greater achievement.

Celebrating success and developing a love for learning at Western Academy for the 21st Century will include a host of uplifting and affirming rituals and motivational activities designed to propel our students and faculty to even greater successes. These rituals include:

- Friday Shout-Outs – Staff will announce and take pictures with high achieving, most improved, and good citizenship students for our "Western Whoo Hoo Wall of Greatness!" by the Main Office.
- Insignia wear and Honor's uniform privileges – Students at the Academy will design and create t-shirts for school clubs and extra curricular activities. These shirts may be worn on "Ranger Spirit" Fridays. Honor's students will earn specially designed polo shirts, which may be worn any time.
- Student of Month – Staff will formally nominate high achieving and most improved students, inviting honorees to a tasty lunch with the faculty. Students will receive Certificates of Achievement and a formal picture with the group to share with parents and friends.
- 5, 10, 15, 20 week Grading Period Honor's List – Students who maintain a 3.0 GPA (and satisfactory work habits and citizenship) will receive Certificates of Achievement and a special lunch activity of their choosing (Dance, Wii/Video Games, Arts/Crafts, etc.)
- End of Semester Awards – Faculty will formally nominate high achieving and most improved students for a special Medal Ceremony and Parent Tea. Parents, Stakeholders and Community Partners will be invited to this gala event.

- Math and Literacy Nights – We will host these events for students, parents, stakeholders, and community partners to celebrate our students’ achievement. Parents will have the opportunity to build on their own skills, as well.
- Student Showcase Evenings – Special event evenings for students to highlight important projects
- Do the Right Thing Days – Establishing appropriate behavior and developing a thoughtful character is important at Western Academy. We will invite a host of community groups to help our students develop these important skills through lunch activities and assemblies.
- Journalism Focus – Our Journalism class will create various newspapers/newscasts/vlogs highlighting special students.
- College Days – With our focus on post-12th grade preparation, we will host college-themed events, invite college representatives to speak with our students and make regular visits to local college campuses.
- Career Days – We will host similar events and activities focusing on career opportunities, visiting partner companies, creating career themed assemblies, etc. We will work closely with our community partners to fully develop these events.
- Test Prep Pep Rally – We will offer a “Test Prep” themed event before CST testing to build esprit d’corps and relay the importance of best test practices.
- P21 Days – Offering events and activities for our P21 theme will be an ongoing effort created by students and staff to build on our commitment to developing important skills.

These rituals and shared experiences help to build a strong foundation for pro-social behavior. We will model appropriate actions, and thusly reduce student conflict. Safety has long been a problem at Henry Clay; however, through these types of activities and personalized attention, especially in our Advisories, we feel behavior issues will diminish. We will sponsor a bi-annual “Ranger Awards” assembly to inculturate our students and stakeholders into new modes of behavior and attitude. We will also focus on developing these habits every day – practicing and discussing important self-regulating behaviors.

Building a strong community for our staff and faculty is an important part of Western “Ranger Spirit”, too. Faculty and staff can expect a completely new paradigm on campus as we start anew. Effective communication and team building opportunities through a true Professional Learning Community, at the outset, will help establish a new tradition of collaboration and success. Team-developed protocols will be in place to reflect and build on our instructional and operational practices, ensuring effective program implementation. Our Faculty Leadership Committee will not only help our teachers develop professionally, but personally, as well. We expect to grow together, modeling again for the students, the behaviors needed to be successful in a career. Our faculty will have several opportunities throughout the summer and through team building activities to come together as a community of professionals.

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

Student success, means developing the construction of habits and academic skills that will allow our pupils to build a fantastic future. Our students will want to come to school because Western Academy is a place to learn new, fun, challenging skills in a place where every adult cares about their future. Henry Clay students have never had that surety from all their instructors.

Motivation will come in the form of a student-centered culture that is responsive to their needs and interests. Too often students think school has no real relevance in their lives; we will show them a different path. The P21 frameworks allow for great opportunities for creativity and expression, something of which our students have great aptitude and skill. That, along with project-based assessments (which our current students always enjoy) provides the structure for learning these new, marketable and socially responsible skills.

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

Serving all of the needs of our students is a paramount concern at Western Academy. Our community has many challenges, but we envision our school to be a resource for our stakeholders so we can focus on student achievement. By removing these barriers to learning, we know our students will flourish.

We plan a coordinated approach to meeting the social and emotional needs of our students. The first step is creating a close bond in our Advisory classes. Teachers and students will focus on developing a relationship based on trust and responsibility. Advisory Teachers (AT's) will be responsible for checking on the grades and behavior of assigned students. If there is an issue, AT's will call home to discuss the situation with the parents. If the problem persists, AT's will set up a COST meeting to spearhead the referrals of any needed services. We also hope to establish a Peer Mediation group, similar to that recently started at Henry Clay. We know that having students involved in solving problems will lead to fewer problems in the future.

Being in the Washington Preparatory High School family of schools we hope to remain eligible for the wellness services through the Safe Schools/Healthy Schools Grant. We have seen how the mental health, substance abuse, mentorship and other community-based services have helped our Clay students. If needed, we also would like to coordinate services with the county youth probation officer, assigned to the Clay site.

Additionally, we have developed a partnership with Create Now, whose programs are specifically designed for at-risk youth. Through creative arts mentoring, education and resources, Create Now offers programs that are relevant and meet the needs of our students.

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

Western Academy for the 21st Century is committed to preparing our students to attend college and developing career enhancing skills. Our adoption of the P21 frameworks ensures that every student clearly understands the skills, attitudes and behaviors needed to be successful adults. Our curriculum is wholly focused on this goal; our professional development is wholly focused on this goal; and our school culture is wholly focused on this goal.

Western Academy has several programs to support college preparation. Firstly, we will expand on the AVID Program, started at Henry Clay this year. An AVID class will be available at every grade level and AVID practices will be incorporated into our Advisories and Electives. We will also create a college going culture by providing guest speakers, college activities and college visits.

Our Career Development programs are designed to help our students build essential skills for success in the working world. We will work closely with the LA Chamber of Commerce to build partnerships with local businesses, provide guest speakers, and develop key marketable skills in our students.

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

Our school will be a welcoming place for families and community members, as well. A focus on meaningful communication, faculty accessibility, and supportive programs and resources will guide our school practices.

We intend to create a new culture at our school where parents feel truly welcomed and valued, and that starts with effective communication. As a small Pilot School, communication will be enhanced through various means: school mail, email, PTA, Connect Ed, DVD/Video orientations, ISIS Family Module (or other online parent access), Twitter updates, and family phone trees. We will always seek the input from our stakeholders and create meaningful ways for the community to participate in our programs.

Teachers, and especially, Advisors will be in contact with parents on regular basis to relay congratulations and give updates on student achievement. We expect that parents will feel comfortable calling our staff, as well. We must create a new culture so that parents can actively be involved in their children's education. This focus also means that parent meetings and events should be held at convenient times for our stakeholders – not for the benefit of teachers and staff. We know that our stakeholders will appreciate this attention to their needs.

Many of our programs will help develop P21 Skills for our parents, as well. We will help our community create an effective PTA, Task Force Teams for bilingual communication and meeting times, technology surveys and workshops, wellness activities, Book Clubs, and developing a community garden. We look forward to creating even more programs with our stakeholders. Our community partners will be instrumental in this process, sharing their resources and expertise.

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

Our schedule reflects our absolute commitment to student learning. The Western Academy for the 21st Century's school year will mirror the school calendar of Local District 8 (Appendix 7). Our 2011-2012 is based on the proposed District-wide Early Start Calendar. There will be 180 days of instruction and two pupil free days (at the beginning of each semester). The regular school day begins at 8:00 and ends at 3:45, with Common Planning Time Thursdays beginning at 8:00 and ending at 2:39 (Appendix 7, as well).

Students and faculty will be grouped in grade level teams, with a maximum of 330 students enrolled at Western Academy (each grade level will have a 110 students). Our target class size is a maximum of 27.5 students in our core classes. Faculty will teach seven classes per day (1 Advisory, 4 Core classes, and 2 electives.)

We feel this is an optimal schedule for students and faculty for each to develop important skills. This lengthened instructional day allows students to focus on five core content classes and benefit from two electives (two P21 core affiliated electives or 1 intervention/1 P21 elective). This schedule also helps our faculty to develop new electives, modeling a love for life-long learning.

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

Western Academy, as a Pilot School, needs this scheduling autonomy to lengthen the school day, amend traditional meeting times and events, and fully implement our Partnership for 21st Century skills curriculum. We know that these changes will create a strong collaborative culture that will transform our students' lives.

4. Assessment and School Data

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

The assessment process at any school site is predicated on gathering information, and using that information as a means to improve both teaching and student learning. Oftentimes, it can be used to inform the need for student services, or further, for the use of administrative intervention services on behalf of a student. For this to function our expectations must be simultaneously explicit and public, and to do so we must set appropriate criteria, deliver rigorous content-based assessments, and ascribe to high standards.

The center of a solid assessment methodology is based upon systematically gathering, analyzing, and interpreting evidence to determine how well performance matches expectations. More importantly, assessment is used by the teacher to find the weak points in their content delivery, and reteach using different methods, so that the students can in fact master the needed content over a reasonable course of time and study. Assessment is the "yardstick" dedicated to continually measuring and improving the quality of content delivery and proving student mastery of that content. Thusly, assessment is not a single high stakes test, but an ongoing cyclical process, which is key to the operation of the school site.

To this end, testing should be both formative and summative, and a fact of the educational process that students are both aware of and unintimidated by. To make this happen, the content area teachers will administer a bi-weekly standards based test, as a diagnostic, so that they may decide whether or not the content is being absorbed well prior to any "high stakes" testing. The Periodic Assessments will be maintained, as a well-designed measure of the standards associated with the District pacing plan in the various content areas. Over the years, the Design Team has found the data from these assessments to be of real value in detecting "weak" and "strong" standards, and then subsequently reteaching that content for greater mastery by the student population. Supported by preparatory bi-weekly tests, leading to the CST examination in May, the overall goal is a high percentage of proficiency for the student population, while maintaining an authentic learning style and real cognitive growth.

In order to achieve the growth that we wish for the student population, while preserving the accountability of the Pilot School System, we must establish numerical goals for measurable increase in student achievement. Currently, Henry Clay has an API of 538, which is simply unacceptable. Huge growth jumps in API are both unprecedented and suspect; however, a reasonable plan for incremental increases suggests a model based upon real content knowledge and higher level thinking. For that reason, students will show academic growth, as follows:

- Achievement of a 600 API within two Academic Years
- On the CST, achieve the state average for proficiency in content areas, at all grade levels.
- A ten percent increase in Culmination rate within two years
- A ten percent increase in RFEP rate within two years.

These measures are as important as the skill building and project based learning methods, as the tangible measure of whether the students are excelling within the context of the state standards, and overall intellectual growth.

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

The use of the Pilot Autonomy here is primarily for flexibility in assessments. At this point, the school chooses to use the Periodic Assessments, as written, but in time, if a better or more accurate tool can be discovered, or generated, we would reserve the right to move over to that more effective measure.

In addition, we will use the autonomies to set different dates for the Periodic Assessments as we continue to utilize them. At this time, the assessments are spaced awkwardly with respect to the pacing plan, and further, with respect to the CST. The goal would be to “re-date” these assessments so that they are more evenly spaced, and more time is provided both for initial teaching of content, and for subsequent reinforcement of “weak” performing standards.

As our calendar will be utilizing the new proposed “early start” calendar under advisement to LAUSD, this will place the CST exam very close to the end of the school year. In terms of Pacing, that suggests that there will be a diagnostic use to the fourth periodic assessment in English, which the staff will vote in their PD as to whether they will administer it.

In addition, in January, the release questions from prior CSTs will be used to create a diagnostic examination administered at the end of January. This examination will provide valuable data as to content that must be retaught, and student response to the high stakes testing environment.

These are measures that use the Testing Autonomy of the Pilot Environment in a way that benefits student achievement, and facilitates the progress toward established academic goals.

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

The school’s evaluation will be developed to focus on two key points: the development and tracking of student progress toward mastery of standards, and the development of student ownership of their own progress toward those standards. In addition to the student Data systems of ISIS and MyData, classes will also regularly distribute progress information to the students, and update students on their progress in the various District assessments, formative assessments, and summative assessments. Also, a portfolio of student work will be generated by teachers, to illustrate to students and parents progress and growth toward mastery of the standards.

In addition to the CST and the Periodic Assessments, students at our school will engage in bi-weekly standards based progress assessments (CCI quizzes), as well as the authentic, performance based assessments that are directly tied to and integrated into the learning process. Many of these assessments (authentic, project based) will be qualitative in nature, and require a rigorous rubric to be properly scaled. The use of such projects (science fair projects, essays, plays, performance videos, oral presentations, etc.) will require the development of such rubrics, and further, the development of innovative portfolios.

Student's individualized instruction will in part be based upon an ongoing assessment of this portfolio of work, across the content areas. The portfolios will track the student's progress toward the mastery of given standards, using multiple measures. Each portfolio will contain both teacher selected and student-selected work, in a ratio of 60 percent Teacher, 40 percent student selection. Although student work, over time, will become widely differentiated due to the student driven, inquiry based model, the use of standardized rubrics will maintain a consistent grading system of progress for those students, in the portfolio. These rubrics will determine, simply, if a student meets expectations, or does not meet expectations and is thus in need of additional support.

Twice annually, students will run a family conference, explaining their progress to date to their parents, using the portfolio. Teachers will moderate this presentation. Students are expected to self analyze their strengths and challenges, speak about their goals for the future, and plan the strategies that they will implement to achieve those goals.

The portfolios and conferences are dissimilar to standardized tests, in that the presentation of progress through authentic assessment, in real time, has direct and immediate value to the student, and simultaneously establishes an esteem-building framework around the accomplishments of that student at the school site. This would later be adapted to the needed skill of resume building and preparing for professional interviews for future job opportunities.

The learning experience will be deepened in the Advisory that each student has, where students will not only be given academic support, but also given incentives and privileges designed to motivate student achievement. Students who are not making sufficient progress will be placed into an intervention class, in addition to the advisory period. Opportunities for community service through peer tutoring by Proficient and Advanced Students will be offered, as a means of empowering students to look to their friends for assistance, and encourage academic collaboration.

Students will also explore a number of issues in education ranging from study skills to peer pressure and relationships with others. This will be guided by the Advisory curriculum, which is designed to be a method of counseling for student success. Progress toward academic goals, as well as overcoming the above-mentioned obstacles, will be a key portion of the individualized monitoring that each Advisory teacher is responsible for. This is vital to supporting the assessment methodology.

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

The Curriculum Maps attached to the Instructional Plan speak clearly to the plan to deliver content at the proposed school, but do not clearly outline the assessment methods that will be used across the content areas in that time frame. This section will endeavor to outline, albeit briefly, the basic timeline of delivery of assessments, and how in fact those assessments will be delivered.

Project Based Learning will be commonplace, and ongoing at the school site. In their departments, content area teachers will develop meaningful, authentic projects for delivery using the attached criteria and forms as a guideline. This form of assessment will be ongoing, throughout the academic year, and drive instruction. (Appendix 8 – Project Based Assessment and Rubric).

Every two weeks, a standards based assessment (CCI Quiz) of five to ten questions, very brief, will be administered in content areas. This will cover the prior two weeks of instruction, and is intended as a “progress check” on the student understanding of the standards of that time period. The tests will be developed by the content area (department) and graded by individual teachers. At meetings, the trends in those results will be analyzed, and projects developed to address weak or developing standards areas, and promote student growth using this as a tool.

Quarterly, the District Periodic Assessments will be given. The data from these assessments will be presented to the staff, with a focus on the areas that need work in order to achieve. It will become then, a subject of the Advisory class to focus effort on the weaker or developing standards, as a school wide initiative across content areas.

Project based assignments will be deposited, by teacher and student, into a portfolio used to track progress. This portfolio will culminate by semester into a presentation by the student, to the parents, on their own progress, using the portfolio as the framework. The student in this matter will be given a rubric to self assess their own progress, with moderation and assistance by the teacher. Rubrics for these projects must be exhaustively developed.

- e. Data Collection and Monitoring:** Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

The School will construct a Data Team to assemble a system of data collection and analysis that will be used to directly inform instruction in the classroom, and regularly distributed in PD meetings. This data will be based upon a statistical assessment of multiple measures, including but not limited to Periodic Assessments, CST data, and Bi Weekly Progress Tests. In addition, the Data Team will lead Lesson Study for the staff, so that an analysis of the methods that are working, and the less effective pedagogies for the students at hand can be determined.

CST Data will be collected at the inception of the school year, and interpreted graphically. Presentation of that Data, in a real time, standards based form will be made available to the staff at meetings, in a fashion that is comprehensible. The staff will then be entreated to use that data to make legitimate instructional decisions and modifications, led by the Data Team. Only the ongoing use of this form of data stream can truly inform the teacher of the needed interventions and/or modifications for struggling students or student populations.

The Data Systems are based upon a set of criteria that shape the school. As an internal applicant team, we are a group of successful teachers from LAUSD, supported by Local District 8 in our current endeavors at school. As a result, we currently utilize, heavily, the ISIS system, and more usefully for student analysis and intervention, MyData. Welligent is currently used as our framework for generating and tracking IEPs for the necessary distribution of services to our special education students. It would only be logical to continue using these systems, and of course, when state mandated rollouts of new systems occur (such as CALTIDE and CALPADS), we will participate in those mandates as the systems come online.

As an internal applicant, we also would be using the system of School Report Cards, by LAUSD. This LAUSD School Report Card is a vital reporting method to the parents of our students as to the performance level of the school and is used by the school and the community to determine the overall achievement level of the school itself. The primary purpose of maintenance of the LAUSD School Report Card is to help parents gain information about the key areas, and thusly become true, effective partners in the scaffolding of student success.

Operational goals and metrics will continue to use LAUSD metrics to measure our operational success, as we are, as previously stated, an internal team. These include NCLB accountabilities and the use of the LAUSD Modified Consent Decree indicators. The Western Academy will establish operational goals and metrics to govern its first five years of operation. These goals and measures will include Teacher retention, Financial Solvency, and Funding Partnerships.

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

At the Western Academy, graduation requirements will be rigorous. Students will be required to pass all academic core classes (English, Math, Science, and History) as well as Physical Education. In the event that students fail a core class, the teacher of that class will work with the Advisory of that student to create a method by which the student may make up the units through independent study, graded by the teacher who conferred the fail.

The goal of this is to model the environment of college and the workplace, where interaction with the authority or employer can provide solutions of multiple modalities to resolve the academic conflict.

Prior to any failure, an “at risk” student should be identified by the use of the assessment methodology. In this fashion, failure can be prevented before it occurs, by both interacting with the Advisory to support the student, and by allowing the parent to become involved as an educational partner in establishing the needed commitment.

The Western Academy’s standards are intentionally set high, as we believe that student failure is simply not an option.

5. Professional Development

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

Our Western Academy professional culture will reflect our commitment and passion for progressive education by emphasizing collaboration, accountability and high expectations from our entire staff. Our excitement and dedication at creating a great 21st Century focused school will be eminently clear through our thoughtful construction of effective professional development opportunities. We envision a school where every teacher wholeheartedly embodies the philosophy supporting Professional Learning Communities (PLC's).

Our team already has experience in creating elements of an effective PLC. Our 7th grade level academic team meets several times a week, during our shared conference period, to discuss student achievement and intervention strategies. We routinely create interdisciplinary themed lessons to help our students make connections across the curriculum. Another component of PLC culture that we fully embrace is analyzing student data to help us create appropriate interventions and reteaching opportunities. We also encourage each other to develop new skills and techniques to become better educators.

We are excited about the ability to fully implement the precepts of PLCs, using the framework developed in "Learning by Doing: A Handbook for Professional Learning Communities at Work™", 2006. We intend to faithfully replicate this program at our school the first year, and then make recommendations in subsequent years on the effectiveness of the program. Our rationale is simple, "A 5-year longitudinal study demonstrated that in nine Title I schools implementing this model, students produced gains in achievement greater than those produced by students in demographically matched Title I schools (Saunders et al., 2009). PLCs and our instructional focus on the Partnership for 21st Century Skills frameworks clearly go hand in hand. The MILE Guide, P21's handbook for program implementation suggests that schools develop professional learning communities around specific 21st Century Skills. These PLC guidelines, already infused with P21 ideals, will create a framework for student achievement and ensure that the entire staff model lifelong learning habits. Our new school will:

1. **Focus on Learning:** The essential element of our plan is the belief and determination that every student will master the core content and develop 21st Century Skills. We will provide a systematic approach to evaluation and interventions to ensure our students meet and exceed the standards.
2. **Create a Collaborative Culture:** As a small Pilot School, we know that success will come through effective collaboration and dedication to our mission and vision. Our staff will have greater opportunities and responsibilities to add input to our programs. We will create consensus on what students must learn, means to evaluate student achievement, appropriate supports and interventions, enrichment opportunities for advanced learners, and methods to improve on success.
3. **Develop Collective Inquiry Skills:** By analyzing best practices in teaching and learning, we will build a shared knowledge foundation. This clarity and surety of what is successful in education will allow colleagues to work and grow together.

4. **Learn By Doing:** Being action oriented is a great way to model the skills we want our students to develop. Deeper, more meaningful learning comes through putting knowledge into action.
5. **Focus on Continual Improvement:** P21 skills inherently develop the need for continuous improvement, and our PLC will be no different. Using a systematic approach to evaluation will clearly allow us to reflect and improve on our practices, ensuring student success.
6. **Focus on Results:** Using qualitative and quantitative measures to understand our program results will be embedded in all our programs.

The activities that support our PLC include meaningful professional development opportunities, effective common planning time objectives, team building activities, and common grade level conference periods. We feel that these activities will give us the time needed to develop effective protocols, action plans, and strengthen the commitment to job-embedded learning.

The structures in place to ensure achievement include input from our Curriculum Development Team, the Faculty Leadership Team, our Elect-To-Work Agreement, and our progressive means of teacher evaluation, based on the new directives from the Teacher Effectiveness Task Force. Our staff will be introduced to these concepts in our job interviews, Summer Institutes, New Teacher Orientations, and through our school literature.

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

A hallmark of our Pilot School is effective professional development opportunities. Our Professional Development programs represent and reinforce our commitment to transformative education through the adoption of a PLC philosophy and greater accountability. Every meeting is designed for participants to receive valuable, practical information to meet our goals. Our Curriculum Development Team and Faculty Leadership Team will work together to provide cutting edge training sessions for our staff.

Highlights include:

- **Yearly, weeklong "Summer Institutes":** These sessions not only strengthen our PLC, but also develop new skills and strategies. For Summer 2011, we will attend the Professional Learning Communities at Work™ Institute sponsored by Solution Tree, and led by industry leaders, Richard and Rebecca DuFour. (30 hours)
- **Two-day "Back-to-School Convocation":** The Convocation sessions reinforce our mission and vision goals, allow time to analyze Student Data, create Performance Based Assessments, practice Team Norms & Protocols, and provide Community Partner Updates. The Convocation also allows us to implement new technology resources. (12 hours)
- **Two Professional Development meetings, per month** (one hour sessions, on Tuesdays). Our main training topics will be using successful PLC protocols, effectively using Student Data, developing Intervention strategies, Lesson Study techniques, and implementing the P21 frameworks. (18 Hours)

- **Common Planning Time (CPT)** every Thursday (one hour sessions). CPT will be spent 55% of the time in grade level academic teams and 45% of the time in department level teams. 6th grade teachers will alternate their department time between their two core courses. CPT will focus on performance based assessment development, lesson study and vertical planning. CPT will also focus on intervention strategies for struggling students. (36 Hours)

Our Professional Development philosophy revolves around improving student learning outcomes. As a Program Improvement 5 school, our data tells us that students are not reaching mastery levels across the board. Our PLC and P21 frameworks allow us to develop new paradigms for professional development to increase student achievement. We will develop new norms and expectations for student learning... and reinforce the collective responsibility to student achievement (Mc Laughlin and Talbert, 2006).

An important element to our PD sessions will be using student data and implementing effective strategies for intervention. We will use DuFour's guidelines for ensuring that intervention happens in a systematic way. Our Intervention protocols will be:

- **Timely.** Our school will quickly identify students who need additional time and support. Identification will occur in grade level teams and through our common conference periods.
- **Based on intervention rather than remediation.** Our plan provides students with help as soon as they experience difficulty rather than relying on summer school, retention, and remedial courses. Weekly progress checks will also help faculty to identify struggling students.
- **Directive.** Instead of inviting students to seek additional help, our systematic plan requires students to devote extra time and receive additional assistance until they have mastered the necessary concepts.
 - Our Advisory period will be the first line of intervention, and faculty will be trained on how to use this time effectively.
 - Our next level of intervention will be focused tutoring sessions, either during an elective class or after school.

Our Professional Development plan allows us the ability to develop effective protocols and strategies to help our students who are not mastering the core content. These are new skills for many teachers because they often look to other staff members to assist in interventions. At our school, the teacher is the first line of defense and is responsible for creating a comprehensive plan to improve student achievement. While this may sound daunting at first, teachers at our school have the training and the support system to achieve these goals.

Incorporating the P21 themes is also an important element to our Professional Development. Fortunately, The P21 Mile Guide is a great resource for us as it spells out concrete ways to create effective Professional Development. One example from the Guide is that schools create PD sessions that focus on enhancing authentic 21st century skills outcomes in the teaching of core subjects and interdisciplinary themes, such as training that helps educators integrate critical thinking and communication in the context of mathematics lessons and instruction, or creativity and ICT literacy in the context of language arts lessons and instruction. As a first year P21 school, we will create a foundation for further skill development.

Being a Pilot School means we have the flexibility to easily differentiate our Professional Development based on the needs of our teachers. We will build into our culture the opportunity to fine tune our PD as needed. One example is that some of our staff are highly computer literate while a few are rudimentary learners. During our Technology training the Curriculum Development Team and Faculty Leadership Team can create a complimentary, but differentiated training path to meet the skill levels of our staff.

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

We envision a comprehensive Training Orientation for new teachers to our school as so many of us remember the haphazard orientation and welcome we received when we came to Clay. Our New Teacher Orientation plan is instilled with our commitment to our mission and vision and clearly reflects our focus on PLCs and 21st Century Skill development.

The Western Academy Plan includes:

- Staff Meet and Greet Team Building Activity
- A Welcome Packet filled with valuable information:
 - Contact list of all staff members and responsibilities
 - Copy of our mission and vision statements
 - Thumb drive containing web resources (PLCs, P21, Pilot Schools), important forms, etc.
 - Our Board of Regents flow chart, duty statements and contact information
 - Our Community Partners contact list
 - List of school resources
 - Needs survey
- New teachers will also attend a Solution Tree training session on PLCs, at the earliest date possible.
- Teachers will be linked to a grade level Mentor for support, and engage in informal discussions during common conference periods.
- Bi-weekly informal meetings with the Principal (through 10 weeks)

The “Learn by Doing” credo is an important part of our method for Teacher Orientation. We plan to coach our new teachers through the protocols and procedures we have set forth for our school. The New Teacher Mentors will meet to discuss any pressing issues and relay that information back to the Principal. Due to the collaborative nature of our school, helping new teachers deliver the curriculum, utilize effective strategies, and provide differentiated instruction is essentially embedded in how we operate. Our goal is to quickly bring our new colleagues up to speed so that we ensure student success. Our entire staff has a vested interest and responsibility to help our new teachers become effective teachers.

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

Our PD Calendar reflects our commitment to our mission and vision, and ensures that we embed best learning and teaching practices for our staff to achieve those goals. In our PD Tuesdays we will learn new skills and then implement those new skills during our Common Planning Time. This calendar, based on the new tentative school schedule, reflects a new approach to Professional Development. (Please see Appendix 9).

Students and faculty will be grouped in grade level teams, with a maximum of 330 students enrolled at Western Academy (each grade level will have a 110 students). Our target class size is a maximum of 27.5 students in our core classes (however our extended day allows for much smaller class sizes all around). Faculty will teach seven classes per day (1 Advisory, 4 Core classes, and 2 electives.)

We feel this is an optimal schedule for students and faculty for each to develop important skills. This lengthened instructional day allows students to focus on five core content classes and benefit from two electives (two P21 core affiliated electives or 1 intervention/1 P21 elective). This schedule also helps our faculty to develop new electives, modeling a love for life-long learning.

2011 – 2012 Bell Schedule

Regular Bell Schedule (M, T, W, F)	Common Planning Time (Th)
P1 8:00 – 8:50	P1 8:00 – 8:42
P2 8:55 – 9:45	P2 8:47 – 9:29
P3 9:50 – 10:40	P3 9:34 – 10:16
P4 10:45 – 11:35	P4 10:21 – 11:02
Lunch 11:35 – 12:05	Lunch 11:02 – 11:32
P5 12:10 – 1:00	P5 11:37 – 12:19
P6 1:05 – 1:55	P6 12:24 – 1:06
P7 2:00 – 2:50	P7 1:10 – 1:52
P8 2:55 – 3:45	P8 1:57 – 2:39

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

With our focus on a true PLC philosophy, we have built in structures to determine the effectiveness of our Professional Development opportunities. We plan to evaluate our PD plans on three criteria:

- Are student learning outcomes improving based on our Professional Development strategies?
- Are effective protocols in place to determine student improvement?
- What improvements should we build into our Professional Development Calendar?

We have two PD topics in our Tuesday sessions dedicated to PD evaluation: one session in November and one training session in May. At these times, we will formally evaluate our program using criteria charts and exercises from “Learning by Doing: A Handbook for Professional Learning Communities at Work™”, 2006. We will also informally survey our staff quarterly to determine the usefulness our training. Most importantly, we will use our lesson study data and Periodic Assessments statistics to determine our effectiveness.

When, not if, we encounter professional development elements that need modification, we will work collaboratively to make effective changes. Our focus on continual improvement ensures that we thoughtfully evaluate ourselves regularly. As a small school, we will be able to implement changes quickly and efficiently to meet our goals – which is to ensure student success.

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

Clearly, our plan reflects a thorough commitment to the PLC philosophy, which is only enhanced through greater professional development autonomy. Our entire school schedule creates ample time for our staff to collaborate, evaluate and make necessary changes to our Professional development plans. No longer will we have routine PDs developed by well-meaning district personnel. It will be our responsibility to collaborate and develop the most effective training for our staff. We will call upon our district colleagues when we need assistance, but the onus is on us to provide for ourselves, which is a great motivator for being effective.

It is exciting to think about how a true Professional Learning Community will transform the education of our students.

6. Serving Specialized Populations

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

Western Academy will implement and monitor the special education process utilizing the LAUSD Special Education Policies and Procedures Manual (Appendix 10 - LAUSD Appendix D). Our Curriculum Development Team will help with lessons for students with disabilities. Our Faculty Leadership Team will monitor the special education compliance processes as well as instruction including assessments, Individualized Education Plans (IEPs) and the provision of special education supports and services as required by the Modified Consent Decree.

Students with disabilities, requiring special services, enrolling in our school will be identified and provided the appropriate services as designated by their Individualized Education Program, IEP. Our school will have a referral process in place for students who require special services to help parents or guardians comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Western Academy will abide by the conditions and requirements of the Chandra Smith Modified Consent Decree.

We will have forms on hand and our staff will provide every student's parent or guardian with the information they will need to receive required special services. Once a written request for a special education assessment has been received, our school will develop and provide the parents or guardians with a special education assessment plan within 15 days by our Faculty Leadership Team. After an assessment plan is signed by a parent or guardian our IEP team will meet within 60 days, at which time all Services and Free and Appropriate Public Education, FAPE, offers in the students' IEP will be implemented.

Our School will reassess our students with IEPs every three years, or at any time at the request of their parents or guardians or staff member, but it will not occur more frequently than once a year unless the parents and our district agree.

Western Academy will use a multi-tiered framework for instruction and intervention to make sure all our students including students with disabilities have access to core instruction in the classroom. In our first tier we will identify learners that need additional support through differentiated instruction, scaffolding, backwards planning from answers to the questions or other Instructional strategies.

In our second tier, our school will provide Strategic or Supplemental Intervention for students that need additional time and types of instruction for learning success. A referral to Coordination of Services Team, COST, will provide this additional intervention if needed and it is determined that more intensive services are required based on the data collected and analyzed. Our School will be using the Welligent IEP Management System (as needed) within 30 days of a student's enrollment. The special education assessment plan will be developed on the Welligent IEP system for our students with special needs. Students that have attendance issues would be referred to Students Attendance Review Team, SART, or for students that do not progress academically, the Student Success Team would meet. These meetings include the general education teacher, Special Education Coordinator, School Psychologist from the

district, Administrative designee, and academic counselor. The students' parents or guardians could request a special assessment or a request for a 504 plan to help service our students in need.

Our last tier would be an Intensive Intervention for students that need individualized and/or very small-group instruction, which are highly focused and monitored more frequently. This would provide intensive intervention to some of our students to have additional opportunity to succeed with the help of a High Qualified Special Educational Teacher and teachers Aides being provided.

Our Counseling and Administrative Team will monitor the special education compliance processes. IEP meetings will be held to review its appropriateness within one year of the previous IEP meeting. Along with our Counseling and Administrative Team, the Special Education Coordinator and teachers will be responsible for implementing and reviewing the Special Education process on a daily basis for students with disabilities in accordance with federal, state, and local requirements and will implement programs and services including related services required by our students' IEPs. As stated before, students' data entered through the Welligent System records tracking of hours and services, IEP timelines, goals and objectives, assessments, and accommodations will be monitored on a daily basis with a staff member in charge of records and using the Welligent IEP Management System.

The general instructional program at our school will provide students with disabilities a sequence of courses and related curriculum comparable to all our students at the school. Student discipline and procedures for suspension and expulsion shall be in compliance with discipline procedures set forth in the IDEA and consistent with federal and state laws. Our school will ensure that all our students participate in a curriculum, which is challenging and meets state required educational standards in the least restrictive environment. We will provide multiple methods for assessing all our students' growth and success. Students will have access to all general education curriculums in all subject areas with accommodations and alternative assessment to fit their needs. Our students with disabilities will demonstrate proficiency as defined in their IEP. Our general education and special education teachers will consult and collaborate to ensure our students with disabilities will have full access to the general education curriculum. Our teacher will design professional development days to participate in cooperative learning projects, attend conferences if needed and contribute to staff development regarding special education issues.

Our Counseling and Administrative Team will monitor and review all special Education processes and policies on the Self-Review Checklist, Students with Disabilities provided by our District to guarantee compliance with the Modified Consent Decree (MCD) mandates each semester. Our school Administrator and staff will review compliance with policies and procedures regarding the education of students with disabilities on a daily basis.

When discussing the instructional plan for students with disabilities, our school will serve each student in the least restrictive environment to fit their needs and IEP. Services may include accommodations, alternative assessments, Designated Itinerant Services, co-planning, Resource Service Programs, RSP, and inclusion. Our school will have transition planning strategies and activities to help students with disabilities move toward post- school outcomes, based on their needs, interests, and preferences, with long range planning. We will also identify other agencies that may help our students and their parents/guardians prepare for life after school as they turn or are turning fourteen, our school will have strategies in place for our students with disabilities to access extracurricular activities and electives by having accommodations for each student's needs. Our District will provide an extended school year for students in need during the breaks in our school year to meet the needs of each student with an IEP.

Our school will follow the Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agree to comply with all discipline fractions, procedures for behavioral emergency intervention and prohibitions consent with the requirements. Our school will agree to protect the rights of our students with disabilities and their parents or guardians relative to prior notice and consent, access to records confidentiality and due process procedures.

Our school will meet or exceed 93% of the services identified on the IEPs of students with specific learning disabilities and show evidence of service learning disabilities and show evidence of service provision. Our school will provide evidence that 85% or more of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance. The percentage of students with disabilities in our school participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will match or increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics in compliance with the Modified Consent Decree Mandates.

7. Performance Management (2 pages + attachments)

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

This section was eliminated from the RFP process November 2010

8. Community Analysis and Context

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

Our school is located in an unincorporated area of Los Angeles, comprised of the West Athens and Westmont communities. Our community area is a little over three square miles and has a population just over 40,000, according to the 2000 Census. The median income for West Athens is \$48,824 and \$31,572 in Westmont. The ethnic breakdown for the two communities, in 2000, was 55.9% African American, 39.7% Latino, 1.8% Asian, 1.25% White and 1.6% Other. Our 2010-2011 school ethnic breakdown is .1% American Indian, 44% African American, 55.6% Latino, .2% Pacific Islander and .1% White. It appears there has been a shift in the ethnic breakdown percentages for our school.

Another important factor in our community is the education level of our parents and guardians. According to the Los Angeles Times, only 5.7% of people in Westmont have a Bachelor's Degree or higher and only 12.5% have a Bachelor's Degree or higher in West Athens. The vast majority have less than a High School diploma, 9,195 people for both communities, and only 4,848 people have a High School diploma in both communities. The education figures provided by the Times are not fully comprehensive – as the education totals do not add up to the total population.

Community Strengths: Our Community's strengths include deep cultural pride (Latino and African American, predominately), a steadfast belief in the family as a cornerstone for society, and a hope for a brighter future.

A large amount of the community is deeply religious, and has a shared moral and ethical structure about conduct and community based upon these influences. Adults and children in the local area share a strong desire to be helpful to one another, and to provide support in a social structure, based upon the influence of these community and religious groups. Education is deeply respected, as is intelligence, and the community believes that both the values of the home and family as well as the skills of school are needed for their children to go further than they. This desire for the children to succeed beyond the parents is a universal quality, and a strength.

Community Assets: Physical assets in our community include Los Angeles Southwest College, Chester Washington Golf Course, Washington Preparatory High School, Duke Ellington High School, Henry Clay Middle School, Bret Harte Middle School, West Athens Elementary, Cimarron Elementary, Raymond Avenue Elementary, La Salle Elementary, Manhattan Place Elementary, Woodcrest Elementary and Century Park Elementary Schools. Our area also boasts several LA City and LA County Parks; Saint Andrews Recreation Center, Algin Sutton Recreational Center, Green Meadows Recreational Center, Jesse Owens Community Regional Park, Helen Keller Park, Holly Park, Little Green Acres Park, and Athens Park. The community has access to a small regional library, Woodcrest Library, as well. There are also numerous small automotive businesses, a Ralph's grocery store, a bustling strip mall on Century Boulevard, and several family owned restaurants in the area. There are also well over 40 churches in the 90047 zip code.

Community Values: Our community values family, cultural heritage and safety, most of all. Our most successful programs at Clay have been our ELAC committee and the infrequent cultural heritage assemblies.

The values of the group are strongly related to the communities that construct them. As mentioned earlier, a large amount of the school community is deeply religious, and this instills a value of hard work, and "doing the right thing." Often, a parent is more concerned with a child's conduct than their academic performance, as an obvious display of this value. Respect and proper social conduct are held in very high regard. The obligation of the group to the individual, and vice versa, is extraordinarily present. Education and intelligence are held in high respect, and considered a way in which the student can contribute to the family, so long as the family provides the proper guidance.

Critical Needs: In analyzing the School Report Card (SRC), School Experience Survey (SES) and the information gathered from the PSC Community Workshops many stakeholders are concerned that there are not enough opportunities to participate in school activities (76% answered favorably compared to 86% on the SES).

Clay has done an extremely inferior job reaching out to the community, as evidenced by the poor attendance to the PSC meetings, as well as Open House and Back to School Nights.

Our team thinks that the community feels completely disenfranchised by the poor performance, safety and disruptive elements, and indifferent attitude by many Clay staff members. Our new Pilot School will ensure that parent meetings are scheduled at convenient times for the stakeholders, based on community input. We will also provide relevant workshops for our community – based on stakeholder needs and interests.

Another critical need for our community is adequately supporting all ethnic groups on our campus. The SES shows how only 76% feel their culture is valued at Clay, compared to 90% satisfaction district-wide. Over the last ten years, the ethnic breakdown between African American and Latino populations has essentially switched – with Latinos now making up over 55% of our school population, and African Americans about 45%. Too often, translation services and Latino cultural heritage ceremonies have not been promoted fully.

We propose several remedies for these problems with our P21 focus on Global Awareness, as well as the Spanish for Educators/English for Stakeholders task force. Our goal is to honor and respect our stakeholders' cultural heritage and promote an understanding of diversity through educational and community opportunities.

Lastly – but most importantly, safety is a critical issue for our stakeholders. Students are extremely concerned about safety with 55% feeling safe on campus and 36% saying that bullying is a problem. Parents are also concerned – with only 68% agreeing that their child is safe on campus. The PSC Community Meetings support these statistics.

Our Pilot School directly addresses the safety concerns of our students and stakeholders by creating a small school where teachers, staff, parents and students work together, creating caring relationships to minimize conflict (Doyle, et al, 2003). Our advisory periods provide active mentoring opportunities and

our community partnerships also provide conflict resolution strategies. When there is conflict, our entire staff will work together to find equitable solutions.

We have selected this site because we absolutely love teaching in the community. Our team has made a positive difference in the lives of our students and we know that with the adoption of our Pilot School model – we can do even more for our children.

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

Our design team has a wealth of effective experience working in ethnically diverse environments teaching at CSU Long Beach, Locke High School, Horace Mann Middle School, Monroe Middle School, and Henry Clay Middle School. In fact, our team has over 50 years experience working in Los Angeles in the education field. We know LA Unified very well as three of our team members are LAUSD graduates. Additionally, all of our team members possess Clear Cross-Cultural, Language and Academic Development Certificates and utilize a host of culturally responsive teaching methods including AEMP and SDAIE.

As a teacher led team, our first experiences developing relationships has come through official channels; however, we plan to continue the partnerships created by Henry Clay Middle School including United Way, Families in Schools, A Better LA, World Vision, and CURE, etc. However our unofficial school status has not stopped us from making contact with several Los Angeles organizations like the Westmont-West Athens Task Force and Rauch Community Christian Fellowship (Appendix 15). Many local non-profit groups and official government offices are excited about the prospect of a new school focusing on 21st Century skills. After we receive new school status we will solidify a partnership with the LA County of Education offices for the development of 21st Century Skills. Our hope is to become a model school for P21 to promote the formal adoption of the P21 framework within the state.

An exciting proposition for us is that within the next year, we will create a non-profit organization, GoldStar, to support our school’s mission and vision. This venture will allow us to greatly reach out to the community and develop key relationships.

Our Current Partners include: (Appendix 16)

California School Garden Network (CSGN): School garden projects nurture community spirit, common purpose, and cultural appreciation by building bridges among students, school staff, families, local business, and organizations. *

Constitutional Rights Center - Constitutional Rights Foundation (CRF) seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights and to educate young people to become active and responsible participants in our society. CRF is dedicated to assuring our country's future by investing in our youth today. *

Computers For Youth: CFY provides computers for incoming 6th graders, and their program is designed to improve children’s learning environment at home and to strengthen the school-home connection. **

Create Now: Create Now helps transform the lives of high-risk and at-risk youth through creative arts mentoring, education, resources, and opportunities.

First Book: By providing new books to children in preschools and after-school programs, mentoring and tutoring programs, shelters and day care centers and beyond, First Book provides resources to empower teachers and administrators.

Generation Earth: Generation Earth is an environmental education program from the Los Angeles County Department of Public Works.

Junior Achievement: JA Worldwide is a partnership between the business community, educators and volunteers — all working together to inspire young people to dream big and reach their potential. *

Partnership for 21st Century Skills (P21): The Partnership for 21st Century Skills has emerged as the leading advocacy organization focused on infusing 21st century skills into education.

Los Angeles Chamber of Commerce: PILLAR is the business community’s link to L.A.’s students, classrooms and schools. The LA Chamber of Commerce will help us identify professionals to participate in career awareness activities at our school.

Project Give: The mission of The Project Give Foundation is simple: empower middle school students across the country with the ability to make a difference in the world around them.

Tree People: Tree People is an environmental nonprofit that unites the power of trees, people and technology to grow a sustainable future for Los Angeles.

* CSGN, CRF and JA are organizations that have ready-made school programs for all participants. When our school is officially established, we can quickly set up effective programs.

** We hope to continue the partnership Henry Clay has established with Computers For Youth. As we serve the same student population and have a strong support system, which were conditions for selection, we hope to offer this program to our families.

9. Community Engagement Strategy

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

Our team's vision for engaging the community is simple; provide a top-notch, relevant education for students with dedicated professionals and provide invaluable services to the community to help it flourish. We envision a learning community that is responsive to the needs of all stakeholders and creates policies and procedures to support that growth. By building parent capacity and developing at-home learning activities, our community will flourish (Ingram, et al, 2007).

As a small Pilot School, communication will be enhanced through various means: school mail, email, PTA, Connect Ed, ISIS Family Module (or other online parent access), Twitter updates, and family phone trees. We will always seek the input from our stakeholders and create meaningful ways for the community to participate in our programs.

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

Our first five years will be integral to the future success of our school as we create the foundation and culture for effective collaboration. While community involvement has been low at Clay for the last decade, we know that a new school will reinvigorate our stakeholders. Our key partnerships will allow us to learn even more about the community's needs and build an unshakable trust with our families.

The Partnership for 21st Century Skills framework helps stakeholders understand the relevance of education for their children, but it also provides a springboard for their own personal development. We will work closely with our community and P21 national partners to bring expertise and resources to the community. The cornerstone to our engagement plan is the "Parents as Partners" credo. Our programs will include valuable opportunities and community supports that reflect our 21st Century Skills themes:

- Implement and sustain a strong Parent/Teacher Association – to develop greater understanding of the school mission and develop Civic Literacy. We will look to our ELAC and CEAC committees, to help develop an effective PTA.
- Spanish for Educators/English for Stakeholders Task Force – to create bilingual lessons/phrase books for our stakeholders, which builds on Global Awareness. We will again work closely with ELAC to create a culturally and linguistically relevant program for our community.
- School Meetings and Events Task Force - Too often Clay has had meetings and events at inconvenient times for parents. Our task force will help us determine the best times for parents

to attend meetings and develop future school events, which also strengthens Civic Literacy. Many of our partners offer workshops and training sessions throughout the entire week, so we feel the needs of our community members will be accommodated.

- Technology Needs Survey – Through the Computers for Youth program, we will help our families learn important technology skills and provide information on low cost broadband internet services. The P21 official sponsors will also be called upon to help us develop effective technology programs for the community.
- Wellness Needs Assessment. Our community has many socio/economic/health issues to overcome and we will create a survey to meet the needs of our stakeholders, developing important Health and Civic Literacy. CSGN and Create Now can help us develop effective programs in these areas.
- Community Garden - Our campus has received several garden grants and has newly refurbished horticulture rooms, which we can open up to the community to develop Environmental and Health Literacy. A host of official partners most notably CSGN, Create Now, Generation Earth and Project Give can provide us access to expanded resources and materials to build our garden.
- Planning for the Future – Based on parent input, we will provide a series of workshops on financial planning for college bound students, developing Business and Financial Literacy. We will look to Junior Achievement, PILLAR and P21 sponsors for guidance in developing these programs.
- DVD/VHS Teacher Orientations and Critical Information Updates: Our staff and students will create video class orientations for parents who are not able to attend our scheduled Back to School Nights. We will expand this process, if successful, to include Test Preparation strategies, Technology Resources, Community Resources, etc. which reinforce all of our 21st Century themes. We envision our community partners eagerly helping us with this program.
- Reading Rocks!: Our students and family partners will help select and create school and community book clubs to enhance our core academic skills. We will purchase low-cost books from First Book to distribute to the community.

Our liaisons for our community partnerships will be our new principal and LAUSD Teacher of the Year, 2010, Karen Orpe. Our timeline for developing these partnerships and programs is as follows:

- Partnerships ready for immediate program implementation:
 - CSGN, Create Now, First Book, Generation Earth, and Tree People
- Partnerships ready for program implementation within three months of start-up:
 - Junior Achievement, Computers for Youth, PILLAR - LA Chamber of Commerce, CFN
- Partnerships ready for program implementation within one year:
 - Official P21 national sponsors

10. School Governance and Oversight

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

We have selected the Pilot School Model for our new middle school, to share on the Henry Clay site. Our community deserves bold transformation that creates real educational opportunities for success. Our rationale for choosing this model is clear; traditional, large-scale, impersonal schools do not adequately serve our community.

The autonomies of a Pilot School (Staffing, Budget, Curriculum and Assessment, Professional Development, Governance, and creating our own School Calendar) are essential for improving our student's performance. We know that greater achievement comes with vision driven policies and procedures that create a culture of success. Our adoption of the Partnership for 21st Century Skills framework requires the flexibility and assurances of the Pilot School model.

Due to the nurturing environment that Pilot Schools provide, they will be inherently a safer place to learn. Because Pilot Schools are smaller and personalized, students are more likely to create bonds with teachers and classmates that focus on teamwork and academics. Knowing that safety is a major concern of parents and faculty, according to the 2009-2010 School Experience Survey, a Pilot School makes the most sense.

In addition, Pilot Schools have shown African American and Latino students to have higher promotion rates and more students passing exit exams than traditional public schools of the same area. Some Pilot Schools saw 32% more students passing the high school exit exam than those in the from the public school of the same city. (Boston Public School Pilot compared to Boston Public School, CCE).

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

Our design team possesses a host of academic, business and creative skills along with a strong desire to create an excellent school for our community (Appendix 11 – Team Resumes).

Walter Bambrick: With over 20 years in LAUSD as an English Teacher and Technology Coordinator, Walter is our most experienced team member. He has taught at Locke High School, Horace Mann Middle School, and has been at Clay for seven years. Furthermore, Mr. Bambrick is a professional artist with experience in set design, film production and large-scale mural design. His strong background in reading pedagogy, young adult literature and new technologies serve our students well.

As our Technology Coordinator, he has supervised and budgeted the purchase of over \$500,000 worth of new technology for our school. Mr. Bambrick will also be our Lead ELA Intervention Teacher.

Yesenia Enriquez: Our newest teacher with three years experience in LAUSD, Yesenia, has taught 7th and 8th Grade English. She has already served as Leadership Coordinator, creating our 2010 Yearbook, and is currently our Journalism Instructor. Yesenia is involved in her local church providing Sunday school instruction. Fluent in Spanish, Yesenia provides our translation services and a deep understanding of the local community as a Fremont High School alumna.

Ms. Enriquez will help with our translation services and ELL classes.

Jennifer Horton: Jenny brings keen organization skills and high energy to our team. Her BA in kinesiology with an emphasis on athletic training, as well as her credentials in science, health and physical education allows her to train the minds and bodies of our students. Jenny is a true leader at Clay serving as the SSC chairperson, Science Department Chairperson, Science Lead teacher, Environmental Club advisor, and Drill Team advisor. Active in environmental and physical pursuits when she's not at school, Jenny has done fieldwork in Brazil with Earthwatch, earned an "A" rating from the California Beach Volleyball Association, held a pole-vaulting record from CSULB, and earned 1st place in the Hermosa Beach Sand and Strand 5k.

Jenny is currently pursuing her MA in Education Administration from UCLA. She will take on the Title 1 job duties for Western Academy.

Adam Koppersmith: A. Koppersmith has been an educator for twelve years, at the Henry Clay Middle School site. A graduate of USC's prestigious Thematic Options Honor's Program, Koppersmith holds a Bachelor's of Science in Philosophy, and a Masters of Science in Curriculum Teaching and Special Education. During his time outside the world of education, he acquired a wide variety of real world experience, as a Computer Programmer, Systems Analyst, and Retail Manager for several companies. In addition to these achievements, he is an accomplished athlete, competing at the National and International Levels in Fencing. Koppersmith has instituted a wealth of extracurricular programs at Henry Clay, including a Chess Club and a Fencing Team, as well as scoring high performance marks on all standardized tests.

Mr. Koppersmith will serve on our Curriculum Development Team and will be the Lead Teacher for the Advisory Curriculum.

Joseph O Neil: Joe, like Koppersmith, has a wide variety of interests and experiences. His BA in sociology (with ample units in architecture, social services and mathematics) has served him well as a Social Studies and Math Instructor. A GATE teacher for many years, he infuses differentiated activities into his math curriculum. Joe also brings vast managerial and supervisory experience to the team with over 21 years at Sav-On and Kay-Bee Toys. He is our most civic minded-member volunteering his time over the years with Los Angeles Harbor College, the City of Lomita, and the Lomita Math/Science Magnet Elementary School.

Joe enjoys collecting Marvel and DC comics and statuary, researching classic movies and actors, as well as biking around town with his family. Mr. O'Neil will help organize our tutoring program and serve on the Counseling and Administrative Team.

Karen Orpe: With a BA and MA in history, Karen has always been a strong leader in her department, serving on the Literacy Cadre and as 7th Grade Lead Teacher. As GATE Coordinator and Garden

Director, she is familiar with creating interdisciplinary projects, carefully managing budgets, and writing grants. She has also served as a community organizer, member of the Technology Committee, and adviser for National Junior Honor Society at Clay. Karen's experience at CSULB as a history lecturer, EOP instructor, program assistant and tutor help her create a college focused culture in her classes. Additionally, she has a strong background in customer service, working with Bank of America and Chrysler. In her spare time, Karen enjoys gardening and crafty/DIY projects.

Karen was honored as an LAUSD Teacher of the Year, 2010. She will serve on the Faculty Leadership Team and share a lead contact role, along with our new principal, for our Community Partners.

Our Team is heavily involved at Clay, serving as instructional leaders and part of decision-making teams.

English Chairperson 3 years	Science Chairperson 2 years	GATE Coordinator 4 years
Lead Teacher English - 8 years	Lead Teacher Science - 3 years	Lead Teacher Social Studies - 2 years
Literacy Cadre English - 3 years	Literacy Cadre Social Studies - 3 years	GATE Teacher English - 10 years
GATE Teacher Social Studies - 9 years	GATE Teacher Science - 4 years	GATE Teacher Math - 4 years
School Site Council Chairperson - 2 years	Drill Team Advisor - 2 years	Garden Director - 4 years
Clay Fencing Coach – 7 years	Technology Coordinator – 5 years	NJHS Adviser - 3 years
Environmental Club Advisor - 2 years	After School Tutoring - 3 years	Technology Committee Member - 4 years
Journalism Advisor - 2 years	Leadership Advisor – 1 year	Chess Club Advisor - 2 years

We also possess a host of private sector experience that will help our students to become ready for the 21st Century workplace.

21 Years Management & Supervision	6 Years Customer Service	20+ Years Professional Artist
10 Years Computer Programming	2 Years Athletic Training	3 Years Administrative Assistant
2 Years Legal Forensic Research	12 Years Retail Management	2 Years Marketing & Sales

Additionally, our Team also has some of the highest Proficient and Advanced test scores at Clay.

Test (2009-2010)	Our Team's Average*	Clay Average
7 th ELA CST	32%	16%
ALGEBRA CST	46%	1%
7 th MATH CST	13%	8%
7 th ELA Periodic Assessments	39%	27%
7 th Algebra Periodic Assessments	31%	5%
7 th Math Periodic Assessments	9%	7%
7 th Science Periodic Assessments	32%	19%
7 th History Periodic Assessments	52%	37%

* Horton, Koppersmith, O'Neil, Orpe

Clearly, our Design Team has the experience, commitment, and proven results to create an effective learning community. We know that by adopting the Pilot School model we will be able to build on these achievements by creating a comprehensive culture of success at our new school.

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

The Pilot School Model provides the greatest level of autonomy in school governance and our school culture surrounding that higher accountability will ensure that our mission and vision drive every decision. As we will be a small school, every staff member will be called upon to take on additional duties. However, the surety of our mission – and the new found ability to carry out our vision will create a true professional learning community. These added responsibilities only enhance our commitment to the success of our students.

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

Our school level committees are the foundation to our transformative school model. For it is in these committees that the dynamic work of progressive change takes shape.

Curriculum Development Team (CDT): The CDT will create the Academic Calendar, create/refine the Benchmark Exams, develop effective and personalized Test Prep strategies for students,

create the Advisory Curriculum, and develop effective instructional Professional Development sessions. The focus will be on incorporating our 21st Century Skills as a means to greater student achievement.

Faculty Leadership Team (FLT): The FLT will create team-building activities and disseminate collaboration methods to the staff, as well as develop effective Professional Development sessions. The FLT will also help teachers in meeting Performance Evaluation Goals. Additionally, the FLT will also help our faculty develop new skills and provide adequate supports for the many responsibilities needed to run a small Pilot School.

Counseling & Administration Team (CAT): The CAT will develop efficient operational protocols for our offices and facilities. They will also process student schedules, oversee matriculation and CUM-keeping, and ensure compliance in our Special Education programs. CAT will also ensure Title 1, Title III, and Title IX compliance. Behavioral health and discipline issues will also come through the CAT.

CEAC - The advisory committee shall receive information describing the programs and activities provided with funds from compensatory education. Committee members at Western Academy shall receive training so they can advise the Board of Regents on the development of an effective educational program and plan that will raise the achievement of disadvantaged students.

Additionally, the committee shall participate in the following (Board Rule 1370):

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

ELAC – The participants in these committees are parents of LEP students and they participate in the development, implementation, and evaluation of the local school's program for LEP students. They advise the school on Bilingual funding issues since these programs receive state and district funding. Western Academy will schedule at least eight meetings to inform parents of the academic program for LEP students and budget items that directly impact student learning.

The role and responsibilities of the school-level English Learners Advisory Committee shall include the following:

- Advise and assist the principal and staff in the implementation and evaluation of the Master Plan.
- Participate in the development of the school plan.
- Participate in the development of the school bilingual budget.
- Assist in the development of the school needs assessment.
- Assist with efforts to make parents aware of the importance of regular school attendance.

- Participate and assist the Zone English Learners Advisory Committee in the dissemination of information and materials related to all aspects of the Master Plan.
- Participate in the administration of the language census.
- Participate in the planning of school parent-training programs
- Coordination with District guidelines and Master Plan requirements.
- Participate in training sessions and workshops that will provide the necessary skills and practice for the committee members to carry out their responsibilities.

Our school governance model encourages constant input from all stakeholders. The intractable bureaucracy of faceless school committees is done away with through the small nature of our staff, as well as through the commitment to our mission and vision. We feel confident that we can create a meeting schedule that will best accommodate the needs of our stakeholders, which is a huge problem for the Clay community. We will also utilize online surveys, social networking sites, mailers, and Connect Ed to disseminate information and gain feedback on our policies and decisions.

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

Western Academy's Board of Directors (BOR) will serve our governing body. Similar in structure to a School Site Council, the BOR will be comprised of:

- Our Principal
- Five Teachers
- Two Parents
- Two Students
- Two Community Members/Partners

Our Board of Directors will have 12 members, and a quorum will consist of 50% plus one. Our BOR has several important responsibilities: 1) setting and maintaining the school's mission; 2) principal selection, supervision, and evaluation, with final approval by the superintendent; 3) review of faculty evaluations; 4) all budgetary expenditures.

Board members are elected by their respective groups, with the exception of community representatives who are appointed to the board by the other elected representatives. Community representatives are generally selected from businesses, foundations, colleges and universities, local government, and the district (Center for Collaborative Education, 2010). We have not determined the community members/partners to be invited to our BOR, at this time.

11. School Leadership

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

Western Academy is looking for a creative and accomplished Principal who shares our passion for innovative reform and a commitment to student excellence. We require a progressive reformer who thinks outside the box and leads through example. Helming a Pilot School with an ambitious, thoughtful curriculum plan is not a job that should be taken lightly, and we know we will find a leader who can meet these challenges head on. Essential qualities in our principal include:

- Human Relations – places equity at the center of the work; pays attention to the personal in all aspects of the work; able to support, educate, and when necessary, outpace; thoughtful, understanding, good listener, just.
- Moral Courage – able to stand alone; does what is best for students, not just what is dictated, fashionable, traditional or convenient; willing and able to challenge traditions and assumptions; keeper of the dream in the face of all obstacles.
- Vision – has a clear vision of educational excellence and equity and keeps people moving toward that vision; all work is transparent and consistent with the vision; uses data to identify those aspects of the school not in keeping with the vision; knows where the school is headed and what the outcomes should be.
- Public Support and Engagement –effective in engaging the public; recognizes the need for and engages in political work of school reform; uses data astutely; able to articulate school results and the rationale for change initiatives; effective fundraiser and developer.
- Partnering with Family and Community - creates a vision of family-school and community-school partnerships and articulates the connection between family engagement and equitable student outcomes for the community; implements institutional structures and practices for family engagement.
- Communications and Information – asks the right questions; collects and disseminates the right information; aware of what is happening in all facets of the school.
- Flexibility and Efficiency – adept at multitasking and thrives in the doing; patient but action oriented; follows through.
- Love of Learning and Leading – uses humor and affection to create joy and pride in the work and in daily interactions; thrives in the environment; willing to lead in learning and growing with others.

- Inquiry and Reflection - has a clear vision for decision-making based on a cycle of inquiry and reflection, using a variety of data collected systematically at the school level; works to make a wide variety of data accessible to teachers and families and supports teachers in using data based inquiry at the classroom level.
- Authentic Relationships and Facilitation – shows respect for staff, students, families and the community; promotes democratic collaborations and consensus building; fosters collective ownership of problems and issues; knows how and when to trust and rely on others; open to and recognizes strength in diverse perspectives; knows how to give feedback, delegate, and let go.
- Model Teacher/Learner – able to get the best from staff; sets standards that staff can understand and buy into; intuitive and insightful; understands young people and relates well to them; careful with language and tone; able to confront and defuse conflicts; doesn't take him/herself too seriously; recognizes burdens and paradoxes of leadership. (Center for Collaborative Education, 2010 - Distinguished Principal Qualities).

In addition to having these qualities and exemplary teaching experience, our Principal must share and plan to effectively implement our vision of the 21st Century Skills. He or she will teach a Study Hall Advisory period as well, as we feel this is the best method to stay connected with the students we serve. Our Principal must also be firmly committed to creating a true Professional Learning Community and dedicated to promoting interdisciplinary Project-Based Assessments (Wenglinsky, 2004). Western Academy is built on a collaborative culture, so top-down policies will not help us meet our student or professional goals.

Yearly school-wide goals and personal responsibilities will be discussed regularly with the Board of Regents and reviewed often to ensure adequate progress. The principal must comply with the Education Code for the state standards for Principals and support all stakeholders, including collaboration with all governing bodies (Curriculum Development Team, Faculty Leadership Team, Counseling & Administrative Team, ELAC, CEAC, etc.) Finally, the principal will participate in an annual survey that will aide in the yearly evaluation process.

The process to select our leader will begin by word of mouth through the LA Pilot School Network, as well as postings throughout the district, county, and state. After the Board of Directors reviews the applications, there will be an interview for the top candidates, which will include a short, written section, Advisory Class lesson demonstration, and discussion about our schools' mission and vision. Based on recommendations from the interview panel, a candidate will be selected and offered the position. (See the Principal's Job Description, Appendix 12).

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

As a small Pilot School, our Board of Directors (BOR) will serve as the leadership team. Our part time Title 1 Coordinator, Bi-Lingual Coordinator and Bridge Coordinators will also add important input to our

instructional and operational plans. The BOR will develop, implement and evaluate the 21st Century Skills program, ensuring that our vision is being fully developed in the classroom. The BOR will collaborate with faculty and staff to set goals during monthly and bi-monthly meetings, as well. The development and implementation of the curriculum will be done through collective discussions, spearheaded by the Curriculum Development Team. The 21st Century Skills guidelines as well as international influence will guide an overlaying focus on the curriculum. Our goals will be assessed through periodic assessments and designated projects, as well as through data collection. We will also provide exit surveys to students and parents/guardians to determine if our faculty and students have met our mission's objectives, to ensure our students leave having the necessary skills to be a productive citizen. If the BOR decides modifications are necessary, changes will be accommodated through our expanded autonomies.

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

As a true Professional Learning Community, constant evaluation is built into every system and program at Western Academy. We eagerly anticipate meeting our goals and making new plans for student success. Our Principal will also be evaluated in a manner to ensure that our instructional and professional goals are reached.

Our principal will have a yearly evaluation to determine if expectations are being met for our school's mission. He or she will be evaluated by the Board of Regents (BOR) and will be assessed on these areas of performance using principles from the Center of Collaborative Education, the California Department of Education Principal Evaluation System resources. These categories and sample questions will be part of the evaluation.

1. School Mission/Philosophy

- Is the philosophy articulated internally in all the community; externally to others?
- Does everyone in the community—students, parents, staff—understand the direction of the school? How is this evident?
- Does the leadership keep and model the vision?

2. Instructional Leadership

Curriculum

- Are the school's goals for students being met?
- Are the standards articulated to students, families, and staff clear? How are these articulated?
- How is each core curriculum component being developed and implemented: math, science, literacy, social studies, and electives? Are these practices effective?

Assessment

- Are the assessment practices effective and how do these support instruction?
- Is student performance data used efficiently to inform practice?
- Are the students with special education needs supported through instructional practices?

3. Professional Development and Supervision

- Are there on-site and off-site opportunities for staff to develop new skills and support the mission/vision of the school?
- Does the Principal promote effective instruction and high-quality work in all classrooms?

- Is the work of staff and leadership assessed effectively? Do staff members receive instructive feedback on their practices, in a timely manner?
- 4. Families and Community Partnerships
 - Does the Principal involve and work with families to improve student outcomes?
 - Does the Principal work with community members and external partnerships to forward the school mission and goals in an effective manner?
- 5. School Organization and Management
 - Does the Principal, working with the Board of Regents, organize the school day/week/year to support the achievement of teaching and learning goals?
 - Are administrative duties and tasks handled effectively?
 - Are crisis situations addressed adequately?
- 6. Leadership Practices and Governance
 - Are the leadership practices that establish the tone of the school communicated and modeled appropriately and efficiently?
 - Does the Principal communicate with staff, families, and students concerning instruction, practice, expectations, policies, and future planning in a manner that encourages effective collaboration?
 - Does the Principal work with the governing board effectively?

The method for evaluation will consist of multiple measures to include:

- Principal's Portfolio
 - The Principal will keep a portfolio of research, school data, rationale for budgetary decisions, operational decisions, and training notes showing how the Principal has thoughtfully implemented and reflected upon their own professional practices.
- Interviews
 - The Principal will meet formally (four times a year) and informally with the Board of Regents to discuss yearly goals; school-wide data; faculty, parent, and student surveys; operational concerns; and developing community partnerships.
- Observations
 - The Principal will also be observed by his or her Local District Supervisor, according to District policies.

The complete Principal Evaluation form will be completed in the Spring of 2011.

12. Staffing

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

Western Academy will have a small, but efficient staff focused on meeting our goals for student achievement. Our faculty and staff will have a high degree of ownership and responsibility as leaders inside and outside the classroom. Staff will have multiple roles as teachers, Advisory Mentors, and as members on our Board of Regents committees. We do not envision increasing our staff significantly over the next five years as we plan to maintain a small Pilot School. We may consider an Office Technician, Pupil Services and Attendance Counselor, a Librarian, a Spanish/French Teacher, or a Music Teacher in subsequent years, as needed. To that end, we propose this staffing model for the 2011-2012 school year:

2 English/Language Teachers*	2 Math Teachers	2 Social Science Teachers
2 Science Teachers	2 6 th Grade Core teachers*	2 Physical Education Teachers
1 Special Education Teacher	1 Principal**	1 Senior Office Supervisor
½ Tech Coordinator/ ELA Intervention Teacher	½ Counselor & ½ Elective or Math Intervention Teacher	* One of our teachers will serve as the Bilingual Coordinator
** Will teach an Advisory period an elective class or intervention math class, as needed		

A small staff – at a small school – ensures personalized attention and the ability to actively mentor our students. As we work towards developing an effective PLC, our tight-knit staff will fully implement the P21 curriculum to create opportunities for student success. Our staffing model will ensure appropriate services for our Special Education, English Language Learner, and GATE populations. We will utilize co-planning and teaching, paraprofessional support, peer support, and modifications to the classroom environment, as well as accommodations to the core curriculum where needed, in order to meet student needs. Fully including all students is paramount. That includes, but is not limited to, students with disabilities, English Language Learners, and Advanced Learners, who have their own inclusion challenges. We believe that all students are learners, and deserve the same opportunities for success in careers, their community, and college readiness. Currently, our Design Team has extensive experience teaching ELL and GATE students.

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

Our current faculty needs include a BCLAD Certificated Teacher, a Special Education teacher, 1 Math Teacher, 1 Social Science Teacher, 2 6th Grade Core Teachers, 2 Physical Education Teachers and 1 Principal. We know that as a Pilot School, qualified teachers will be interested in our transformative education model. We intend to recruit teachers through official LAUSD postings, EdJoin.org, the LAUSD Pilot School Network, and through word of mouth.

The criterion used to hire new teachers at Western Academy is directly tied to our mission and vision goals. Our staff must possess a fierce dedication to student achievement, have a desire and/or strong background in one of our P21 Themes, a willingness to learn new skills, and a deep commitment to creating a true Professional Learning Community, as well as appropriate credentialing.

Our interview will include a lesson demonstration, short, written answer section, and a team building activity. We feel that a multi-skill interview is important to not only determine the teaching quality of the candidate, but to ensure the interviewee has the flexibility and adaptability skills needed to carry out our mission and vision. Our Principal and Faculty Leadership Committee will make recommendations to the Board of Regents on selected candidates for final approval.

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

We will use our staffing autonomy to create the optimal learning environment for our students, fulfilling our mission and vision to improve student achievement using the P21 framework. This Pilot School autonomy ensures that our entire school staff is committed to our goals since all staff voluntarily agrees to work at our school. Our Faculty and staff will be required to accept various leadership positions as members of school teams and committees to improve teaching and learning and share best practices. Our teachers must also be dedicated to working in a Professional Learning Community, which is a change for some teachers. That is why our Elect to Work Agreement is very clear on the responsibilities and duties required of a Western Academy staff member. Please review our Elect To Work Agreement (Appendix 13).

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

The procedures created to evaluate our faculty incorporate essential elements from the Teacher Effectiveness Task Force and the National Comprehensive Center for Teacher Quality. Western Academy will use multiple measures to evaluate teacher effectiveness:

- Teacher Goal Reports
 - Superseding the STULL, Western Academy faculty will create a yearly “Teacher Goal Report” with the Principal, setting performance goals in several categories:
 - Student Achievement
 - P21 Skill Development
 - Professional Culture
 - Professional Responsibilities
- Administrator Observations
 - The Principal will formally and informally observe teachers’ classes throughout the year, giving meaningful feedback in notes and a mid-year meeting between semesters.

- Teacher Portfolios
 - Teachers will keep a portfolio of research, student work samples and data, lesson study documents and PD/CPT notes showing how the teacher has thoughtfully incorporated and reflected upon their own professional practices.
- Informal Peer Reviews
 - We will routinely visit our peers to observe best practices, incorporation of P21 elements, and project-based lessons. These reviews will be shared with the teacher and the Principal.
- Student Data
 - Continual monitoring of student data by the teacher and the Principal, as well as thoughtful analyses will occur throughout the year using MyData, as well as through internal data collection measures.
- Student and Parent Evaluations
 - Students and Parents will evaluate teachers twice a year based on communication, P21 skill development, and learning environment.

Western Academy will develop a comprehensive rubric to clarify terms and expectations to facilitate understanding of teacher responsibilities. If the Principal feels there is a serious issue with Teacher Effectiveness, he/or she will schedule a meeting with the teacher to discuss the issue and means to remedy the situation. If the problem persists, the Principal will meet with the Faculty Leadership Committee to formally offer assistance to the struggling teacher. As with our students, we will offer structured supports to help our colleagues improve their teaching practices. Supports from the Faculty Leadership Committee may include offering additional training sessions and assignment of a Grade Level Team or Department Team Mentor. Our hope is to help our struggling teachers so that we can fully meet our important mission and vision goals.

13. Finances

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

Financial Philosophy: For the past several years, Henry Clay Middle School has been privileged with a variety of funding sources, from Title I funds to ADA, and even a QEIA grant for class size reduction. The overall goal of these funds, of course, is to provide direct student servicing, and most importantly, to promote student achievement academically.

It is the philosophy of the Design Team for the Western Academy that such funding is best used on instructors and instruction, if the goal is in fact, student academic achievement. For years, Henry Clay Middle School has been overstaffed with Administration, and the number of out of classroom personnel funded by the school governing bodies has traditionally been large to say the least. Our school currently has 950 students (approximately) and would be normed for 1 principal, and one assistant principal. We began the school year with one principal, and three assistant principals. In short, that is an administrative staff for 1750 students, roughly twice what the funding sources suggest that we need.

None of the administrators teach at Clay.

In our proposal, the administrators are simply the most experienced educators, so they, as well as teachers, teach. This allows students to benefit from their experience, and also continues to ensure that money spent is spent directly upon student achievement. Counselors as well, will teach, because again, the goal, simply put, is student progress.

Thankfully, this view allows us to streamline the spending, and focus it directly upon the student centered issues that should dominate a school. Class size reduction funds should be used for exactly that, and further, Title I funds should directly support the student with supplemental supplies. In short, the streamlined proposal below is dedicated to using moneys for only the following purposes: A) Instruction, B) Student support through educational supplies and intervention, and C) Class size reduction for a smaller, more personalized learning experience.

In order to maintain our Mission, Vision, and Philosophical goals, we are only conferred the same funding sources that might be expected to any District Pilot School. This begins with the Per Pupil Allocation for Middle Schools in our District. The Per Pupil rate is \$3694 per student, after deductions, so for our proposed school of 330 students (110 per grade level) that brings the total amount of District funding to \$1,219,020. Our school, by size would be normed at 11 teachers, which would render class sizes at 34 students, which is unacceptable for the model. Since Pilot Schools are not normed as other schools are, and instead operate on a Per Pupil basis, we can allocate funds primarily to the teaching budget, to address the class size issue directly.

If the entirety of those funds were spent on teaching staff, fifteen of the proposed 16 teachers could be paid for (see Staffing Section). Adding to that the Principal, who would be hired out of the startup money allocated by the District for a new school site, and the first year can be staffed. Those startup funds (a one time funding source outlined at the LAUSD Pilot Conference, Summer 2010) would also be used to obtain the needed textbook allocations as well.

As almost ninety percent of our student population is eligible for Title 1 Funding, which would be a vital supplemental source of income. If teacher assistants become necessary, or it is deemed by the Board of Regents that an EL Coordinator is needed, these positions can also be funded from Title 1 funds. A community representative, part time, can also be funded from this source.

Obviously, as an internal applicant team, compensation for services will use the established LAUSD guidelines for determining rates of pay and salary scales. Health benefits and other benefits would remain also as negotiated by the various bargaining units established for certificated, administrative, and classified employees.

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

Clearly, the above outlined proposal establishes the school as startable, with a skeleton budget at the beginning. The founding of partnerships with not for profit organizations, and other institutions is vital to the ongoing success of such an institution, and its ongoing growth and viability.

From the outset, a partnership with Computers for Youth will provide students with access to computing resources that are much needed for a 21st Century Skills based school. In addition, the proposed partnership with P21 provides access to many major corporations and educational entities which make grants and contributions to schools that are engaged in the start up of 21st Century Skills such as Intel, Microsoft, Apple, Prentice Hall, and Houghton Mifflin. Also, there is a pre existing partnership with Project Give, which expressly donates money to schools and educational endeavors in environments like the Western Academy.

To that end, the Board of Regents will need to have a schedule of Grant Writing as part of their duties, to secure additional funding for various expansions and programs. These grants would need to be written according to a monthly schedule, to insure the influx of additional funds. The Design Team for the Western Academy already has experience in grant writing, having brought numerous grants to the successful Garden Program at Henry Clay since taking over that program a few years ago.

With these abilities and partnerships, it is logical to assume that additional, private funding through grants could be secured to ensure the ongoing financial viability of the Western Academy.

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

The Pilot School's Budgetary Autonomy is a powerful tool to make sure that parent interests in education, as well as educator interests are served, and served in a fashion that is transparent to all. The key is aligning the spending to the Mission and Vision laid out in the Instructional plan, and ensuring that all moneys are used to that end.

When the Design Team consulted parents, overwhelmingly they felt that the class sizes should be smaller, so that their student would A) get more attention from the teacher, and B) be in a safer school

setting. This is very much in line with the Mission and Vision of the school, which insists on a small school, small classroom environment. Thus, the bulk of the moneys conferred by Per Pupil Accounting will be used, as Pilot Schools often do, to hire the staff needed to ensure that this occurs. Allowing class sizes to inflate would be at odds with the suggested benefits of the proposed class sizes, as indicated by research, and further, would be at odds with the Vision statement itself, which was based on that research.

After the first year, the goal would be to obtain grants, allowing the school's resources and activities to expand, building a multilayered educational experience. The Garden and Environment Clubs are already funded through grants; there is no reason that other activities, such as music and the arts, cannot be funded through similar grants. Year two would see a focus on obtaining both those kinds of funding, as well as technology grants that would allow the students access to a greater diversity of modern equipment.

Year three then, would focus on raising money for textbook updates and library expansions, as well as the implementation of school wide reading programs designed to motivate student literacy beyond previous measures. Year four would see a similar drive toward math based grants and expansions, to ensure additional student success in those arenas.

Year five would see grants written to "fill in the blanks" on funding for various school activities. As the years of implementation go on, new needs will be discovered. In this year, an aggressive push to write funding grants, by the Board of Regents, would be made in order to address these issues. This would wait until year five in order to generate a reliable data set on the funding needs, instead of responding to nonexistent or transient "emergencies," which might not in fact be such at all. The data of several years will clearly show areas of real need for expansion.

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

A team elected annually by the Board of Regents will draft the Budget. It will have at least one member of the Board itself on it, and have one member from each major stakeholder category. That includes one student, and at least one parent. This draft will then be presented to the Board of Regents itself.

The Board, consisting of a diversity of Stakeholders will in turn debate and edit the draft. After the Board of Regents has reviewed the draft, the Board will vote to approve it, or continue to revise. A simple majority is needed to pass the proposed budget.

Any stakeholder may attend Board of Regents meetings, and comment or advise as how they would like to see the budget spent, and upon what. The goal here is to allow parents and students, as well as teachers, to feel empowered in how their school is run, to meet their needs.

14. Implementation

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

Any large project, if it is to be completed successfully and implemented in the long term, must be constructed in stages. Implementing a school, successfully, is too large an undertaking to imagine that all of the pieces would come together, simultaneously; in fact, this is counter to good design. Successful design would suggest using a methodology of rapid yet incremental implementation, so that the elements introduced can be analyzed and modified as needed.

Of course, some elements need to be introduced immediately, in order to have functionality from the beginning; whereas other elements are introduced by dictate of the demands attached to the financial plan of the school. The financial viability plan is most important in this matter, to prevent the school from failing in the same fashion as a business that expands too quickly.

Beginning then, with the demands of the financial plan for viability, some of the pieces immediately fall into the timeline for implementation. Year One would focus in fact on the writing of Grants, by a Grants Writing Team on the Board of Regents, to allow the financial freedom needed to achieve the expansion goals. Year One would also focus on the partial implementation of the P21 framework, through a partnership with that group. The First Year would focus on the P21 Elements of Critical Thinking, Technology, and Global Awareness.

In the Summer, Prior to Year one, a “Summer Institute” for teachers would need to be held, to set much of the groundwork for the function of the school. The PLC and its protocols would be set up at this time. Also, the Professional Learning Community would determine the methods by which the goal of the Pilot, and P21 Goals would be achieved. The Advisory Format, and it’s Curriculum would be introduced and assigned to the educators, and the format for Project Based Assessments would be defined for the staff.

This would be followed by a “Back to School Convocation.” The point of this would be to further develop the Mission and Vision using data about our incoming students to focus opening areas of instruction on certain educational goals, as indicated by that data. Project Based Assessments for the First Quarter would be defined by the PLCs, and the Team norms and protocols for Instructional Teams would be defined by those teams. At this point, updates on community partnerships would be delivered.

All of this, of course, focuses on the vital issue of instruction, which is the primary goal of the school, with the increase of funding as a secondary point fulfilled by a small party on the Board of Regents. A final, but key element in Year one, to securing financial sustainability, would be the institution of a Not For Profit Organization, tentatively called GoldStar Educational, that would be able to receive grants, raise funds, and entreat partnerships for the good of the school.

Year Two would see the beginning of the second stage of progress toward full function. A key goal at this point would be the restructuring, or complete redesign of the Periodic Assessments, as needed. The goal is to provide a more precise measurement tool of student achievement, as the current PA shows a

plus or minus 26.6 percent variance from student CST scores in our demographic. In addition, 6th Grade History and 7th Grade Health/Science PAs would need to be developed, since at those grade levels, content area Periodic Assessments do not exist or are too few in number for those disciplines.

Also in Year Two, we would begin to implement the use of the new National Standards in the areas of both ELA and Mathematics. In this fashion, we would begin to keep the students both in line with the California standards, and simultaneously keep them competitive with the rigors of other states, which are typically doing better than California. As the adoption of these National Standards by California seems inevitable, it is a proactive implementation intended to both streamline the transition to a full P21 school, and prevent further transitions.

Year Two would also see the phasing in of new Science and Math Textbooks, and the implementation of EEI, the new environmental standards from California. In this way, we would stay ahead of the time frame for EEI (2014), but make Year Two our “Math and Science” year.

Other ongoing efforts, illustrated by the attached timeline would be an increase in parent engagement and outreach over the first five years. The goal would be to increase parent involvement through a series of activities and events that would begin to make the Western Academy a community center of sorts. In addition, the first five years would see an increase in the number of partnerships that the Western Academy has locally, both to increase funding and to dovetail with parental engagement.

Finally, over the first five years, numerous internal and Staff related issues must take place. Foremost among these is the refinement and improvement of the PLC protocols and the Assessments based upon feedback from the staff. PD’s must be refocused and refined, also based upon staff feedback, and the data indicated needs of the student population. As a last measure, the possibility of creating a motivational staff bonus structure, based upon achievement, would be explored with the expanding number of partners of the Western Academy.

In short, the attached chart summarizes the timeline for the basic Five Year Implementation schedule. It is paced so that no one expansion is too draining financially or in terms of human resources (Appendix 14 – LAUSD Appendix G).

b. *Waivers: For Internal Applicant Teams Only*

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

As a Pilot School proposal, we will need no waivers. The fundamental autonomies of the Pilot format were selected because they have sufficient latitude of action to allow the implementation of the school in accordance with its Mission, and the Vision of the Design Team.