

Western Academy for the 21st Century Appendices

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Western Academy Teacher Performance

- The Western Academy faculty have a proven track record for student success on CST Exams and Periodic Assessments.
- Our success comes from a commitment to providing excellent learning opportunities for our students and thoughtful collaboration with our colleagues.



Proven Results vs. Miniscule Gains

- We have tried to share our methods with other teachers; however, there is a firm resistance to change that pervades Clay's culture.
- Our students have suffered long enough; they deserve better than miniscule gains over several years.

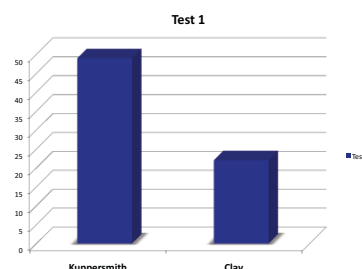


Transformative Education

- We know that with a true transformative education plan, our students will have improved opportunities for high school, college, and in the workforce.
- Our Goals:
 - 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



7th Grade Periodic Assessment 1
Advanced and Proficient
Scores English 2010-2011

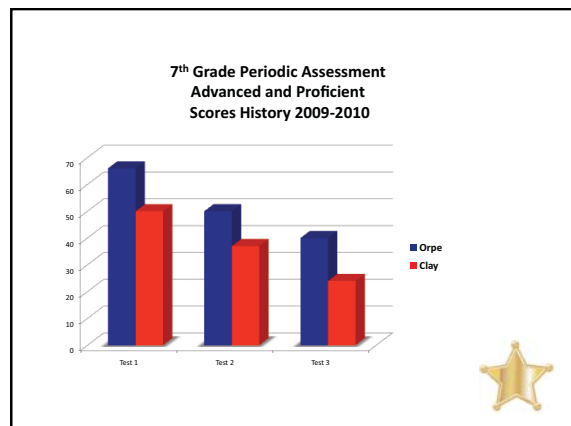
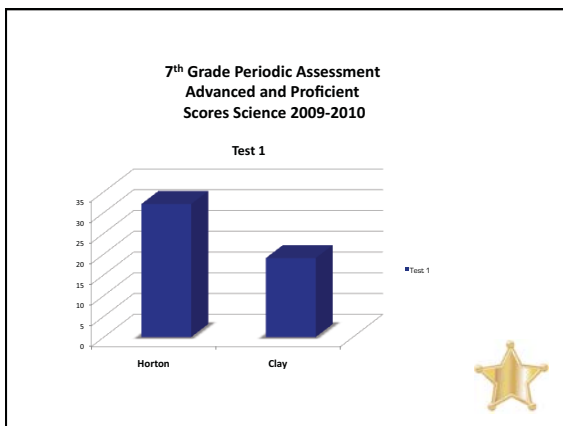
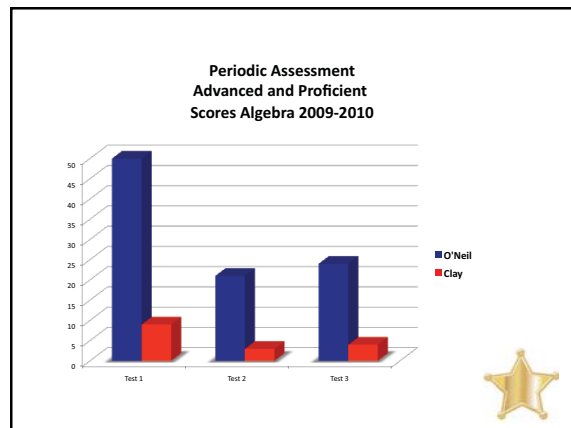
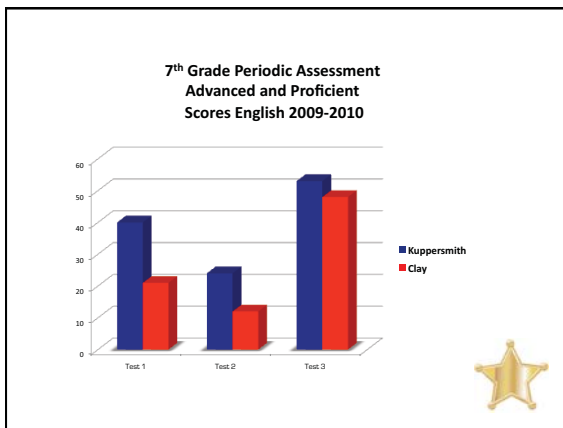
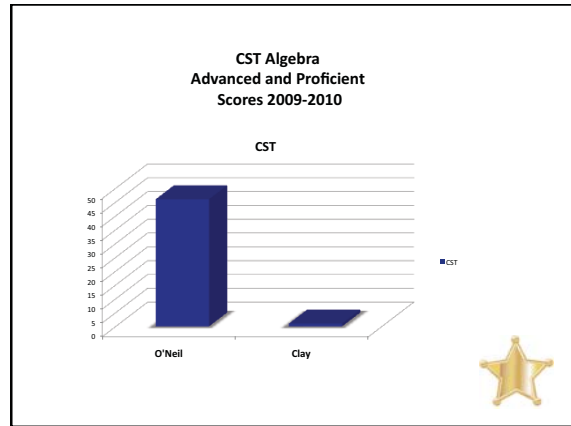
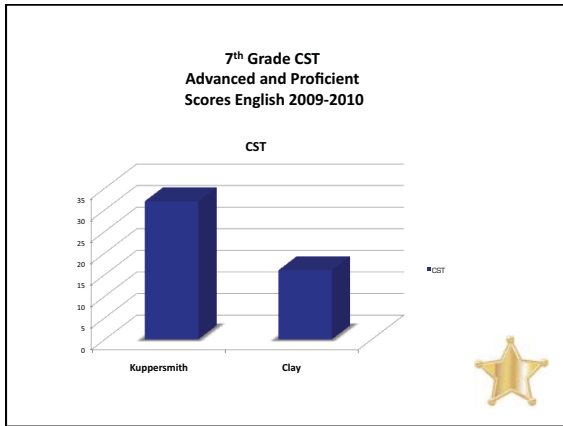


Periodic Assessment 1
7th Grade English
Value Added Scores, 2010-2011

- | Period 1 | Period 2 (ELL Sheltered Class) |
|--|--|
| <ul style="list-style-type: none"> • A/P scores are 13% higher than the 7th grade overall scores from last year • A/P scores are 15% higher than students' CST scores last year • A/P scores are 7% higher than the Clay average • BB/FBB scores are 48% lower than 7th grade overall from last year • BB/FBB scores are 34% lower than the Clay average • BB/FBB scores are 18% lower than students' CST scores last year | <ul style="list-style-type: none"> • A/P scores are 7% higher than the 7th grade overall scores from last year • A/P scores are 23% higher than students' CST scores last year • A/P scores are 1% higher than the Clay average • BB/FBB scores are 17% lower than 7th grade overall from last year • BB/FBB scores are 3% lower than Clay average • BB/FBB scores are 19% lower than students' CST scores last year |

Periodic Assessment 1
7th Grade English
Value Added Scores, 2010-2011

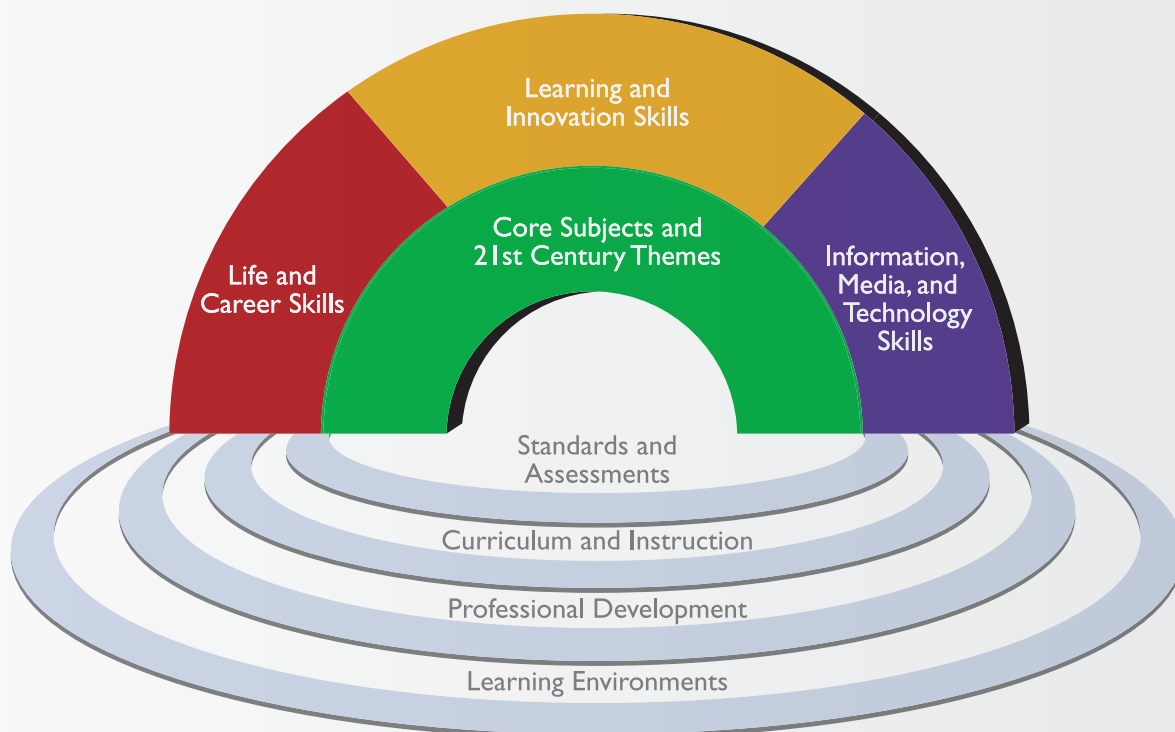
- | Period 4 | Period 6 (Honor's Class) |
|---|--|
| <ul style="list-style-type: none"> • A/P scores are 34% higher than the 7th grade overall scores from last year • A/P scores are 21% higher than students' CST scores last year • A/P scores are 28% higher than the Clay average • BB/FBB scores are 51% lower than 7th grade overall from last year • BB/FBB scores are 37% lower than the Clay average • BB/FBB scores are 28% lower than students' CST scores last year | <ul style="list-style-type: none"> • A/P scores are 76% higher than the 7th grade overall scores from last year • A/P scores are 5% higher than students' CST scores last year • A/P scores are 70% higher than the Clay average • None of the students scored at Below Basic or Far Below Basic on Periodic Assessment 1. |



Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.21stcenturyskills.org.



PARTNERSHIP FOR
21ST CENTURY SKILLS

Member Organizations

- Adobe Systems, Inc.
- American Association of School Librarians
- Apple
- ASCD
- Blackboard, Inc.
- Cable in the Classroom
- Crayola
- Cisco Systems, Inc.
- Corporation for Public Broadcasting
- Dell, Inc.
- EF Education
- Education Networks of America
- Educational Testing Service
- Gale, Cengage Learning
- Hewlett Packard
- Houghton Mifflin Harcourt
- Intel Corporation
- JA Worldwide®
- K12
- KnowledgeWorks Foundation
- LEGO Group
- Lenovo
- Learning Point Associates
- Leadership and Learning Center
- McGraw-Hill
- Measured Progress
- Microsoft Corporation
- National Education Association
- National Academy Foundation
- Nellie Mae Education Foundation
- netTrekker
- Oracle Education Foundation
- Pearson
- Project Management Institute Educational Foundation
- Quarasan!
- Scholastic Education
- Sesame Workshop
- Sun Microsystems, Inc.
- The Walt Disney Company
- Verizon

Western Academy Curriculum Map English Language Arts Grade 6

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	What is narrative reading and writing? How does a character's qualities affect the plot and resolution of the conflict? What is a theme? What is a memoir?	What is expository reading and writing? How do citations support assertions? Is the evidence used adequate and appropriate?	What makes a good response to literature? What qualities do the characters display in a text?	What are some of the elements of persuasion? What are rhetorical devices? How do you identify convincing evidence based on the viewpoint of the speaker?
Essential Concepts	Identify and analyze features of themes conveyed through characters, actions and images, writing narratives that establish and develop a plot and setting and include sensory details.	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports, make reasonable assertions about a text through accurate, supporting citations, write expository compositions	Analyze the effect of the qualities of the character on the plot and the resolution of the conflict, critique the credibility of characterization and the degree to which a plot is contrived or realistic, write responses to literature that develop an interpretation exhibiting careful reading and understanding	Determine the adequacy and appropriateness of the evidence for an author's conclusion, note instances of unsupported inferences, fallacious reasoning, persuasions, and propaganda in text, write persuasive compositions that state a clear position on a proposition or proposal
CA State Standards	Reading 3.2, 3.3, 3.5, 3.6, 3.8 Writing 1.6, 2.1 LS 2.1	Reading 2.2, 2.3, 2.4, 2.7 Writing 1.2, 1.3, 2.2, 2.3	Reading 2.7, 3.2, 3.3, 3.5, 3.6, 3.8 Writing 1.3, 1.6, 2.2, 2.4	Reading 2.3, 2.6, 2.8 Writing 1.1, 1.3, 2.2, 2.5 LS 1.1, 1.7, 1.9
Products & Assessments	CCI Quizzes, Unit tests, Narrative writing assessments, student portfolios, Project Based Assessments, Periodic Assessment 1	CCI Quizzes, Unit tests, research-based writing assessments, student portfolios, Project Based Assessments, Periodic Assessment 2	CCI Quizzes, Unit tests, writing assessments, responses to literature, student portfolios, Project Based Assessments, Periodic Assessment 3	CCI Quizzes, Unit tests, persuasive writing assessments, student portfolios, Project Based Assessments, Periodic Assessment 4
Resources	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric, Accelerated Reader	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric, Accelerated Reader	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric, Accelerated Reader	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric, Accelerated Reader

Western Academy Curriculum Map

English Language Arts Grade 7

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	Does the author present a clear sequence of events that advance the plot? Are each character's traits supported?	What is expository reading and writing? How can details, facts, and content-specific information help to achieve a purpose in writing? How can reference sources be documented by means of footnotes and a bibliography?	What are some recurring themes found across works of literature? What methods do readers use to identify and analyze recurring themes? What makes a strong response to literature essay?	What makes a strong persuasive argument? How does an author use evidence to support a claim and persuade his/her audience?
Essential Concepts	Read fictional and nonfictional texts to trace the development of an author's argument, point of view, or perspective, analyze characterization as delineated through a character's thoughts, words and actions, guidance through the writing process to develop a standard plot line, using a range of appropriate strategies including dialogue and suspense	Informational text reading to identify the author's argument, point of view, or perspective in text and assess the author's evidence to support claims and assertions, identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and writing research reports.	Develop interpretations exhibiting careful reading, understanding, & insight, organize interpretations around several clear ideas, premises, or images from the literary work, and justify interpretations through sustained use of examples and textual evidence.	Read persuasive texts to identify and trace the development of an author's argument, point of view, or perspective; assess adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, note instances of bias and stereotyping, in addition to unsupported inferences.
CA State Standards	READING 3.1, 3.2, 3.3, 3.4 WRITING 1.1, 1.2, 2.1	READING 2.2, 2.4, 2.5, 2.6 WRITING 1.4, 2.3	READING 2.3, 2.4, 3.3, 3.4 WRITING 2.2, 2.5	READING 2.4, 2.6 WRITING 1.4, 2.4 LS 1.2, 1.3, 1.5, 1.6
Products & Assessments	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Periodic Assessment 1	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Periodic Assessment 2	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Periodic Assessment 3	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Periodic Assessment 4
Resources	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Accelerated Reader	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Accelerated Reader	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Accelerated Reader	CCI Quizzes, Unit Tests, Writing Assessments, Performance Based Assessment (PBA), student portfolios, Accelerated Reader

Western Academy Curriculum Map English Language Arts 8th Grade

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	What is a memoir? What makes biographies, autobiographies or short stories narratives? How is the theme embedded in the plot?	What is expository reading and writing? What are the elements of expository writing? What are the similarities and differences between texts? How can an original text be summarized?	What are the different types of responses to literature? Do texts have universal themes? How can students connect their own responses to the writer's techniques and to specific textual references?	What are the elements of persuasive writing? How does evidence, examples, and reasoning support arguments? What are opinions and facts?
Essential Concepts	Compare and contrast motivations and reactions of literary characters, identify and analyze recurring themes, analyze a work of literature showing how it reflects the heritage, traditions and attitudes of the author, write narrative biographies.	Compare and contrast the features and elements of consumer materials to gain meaning from documents, understand and explain the use of complex mechanical devices by following technical directions.	Analyze the relevance of the setting to the mood, tone and meaning of the text, identify significant literary devices that define a writer's style, write responses to literature that exhibit careful reading and insight in their interpretation	Analyze ext that uses proposition and support patterns, evaluate the unity, coherence, logic, internal consistency, and structural patterns of text, write persuasive compositions that include a well-defined thesis
CA State Standards	Reading 3.2, 3.3, 3.4, 3.5, 3.7 Writing 1.2, 1.6, 2.1	Reading 2.1, 2.3, 2.4, 2.7 Writing 1.1, 1.3, 1.4, 2.3	Reading 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Writing 1.1, 1.3, 1.6, 2.2	Reading 2.2, 2.3, 2.4, 2.7 Writing 1.1, 1.6, 2.4 LS 1.2, 1.3, 1.4
Products & Assessments	CCI Quizzes, Unit tests, narrative writing assessments, student portfolios, inquiry-based projects	CCI Quizzes, Unit tests, research-based writing assessments, student portfolios, inquiry-based projects	CCI Quizzes, Unit tests, writing assessments, responses to literature, student portfolios, inquiry-based projects	CCI Quizzes, Unit tests, persuasive writing assessments, student portfolios, inquiry-based projects
Resources	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric

Western Academy Curriculum Map Social Studies Grade 6

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	How do people adapt to their environment? Why are river systems the cradle of civilization? How does religion affect culture?	How does religion affect society? Does every society have a class system? How does a unified culture shape political ideas?	How does democracy influence society? What are the benefits of City-States? Explain how philosophy affects government systems.	How does an empire maintain power? Why is the Roman Legacy so enduring?
Essential Concepts	Adaptation, Agricultural Revolution, Anthropology, Archaeology, Art, Artifact, Hunter-Gatherer, Barter, Trade, City-State, Irrigation, Myth, Polytheism, Civilization, Architecture, Empire, Kingdom, Culture, Monotheism, Ethics, Legal Code, Judaism, Exodus, Justice, Diaspora	Dharma, Karma, Reincarnation, Social Class, Brahmanism, Hinduism, Caste System, Buddhism, Civil Service, Traditions, Dynasty, Isolation, Confucianism, Emperor, Huguandi, Society	Myth, Education, Aristocracy, Classical, Democracy, Monarchy, Oligarchy, Philosophy, Tyranny, Militarism, Scientific Inquiry, Ethics, City-State, Citizenship	Autocracy, Inflation, Legal Code, Republic, Social Institutions, Cultural Heritage, Roman Republic, Roman Law, Legacy, Aqueduct, Christianity
CA State Standards	Paleolithic Era 6.1.1, 6.1.2 Mesopotamia & Egypt 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.9 Hebrews 6.3.1, 6.3.2, 6.3.5	India 6.5.1, 6.5.4, 6.5.5, 6.5.7 China 6.6.2, 6.6.3, 6.6.5, 6.6.6, 6.6.7	Greece 6.4.1, 6.4.2, 6.4.3, 6.4.6, 6.4.7, 6.4.8	Rome 6.7.1, 6.7.2, 6.7.4, 6.7.6, 6.7.8
Products & Assessments	CCI Quizzes, Unit Tests, Paragraph - How Humans Adapt To The Environment, Paragraph on Mesopotamia & Egypt, PBA Paleolithic era – Let's Dig a Culture!, PBA Mesopotamia & Egypt – Wild Rivers, PBA Hebrews – Let My People Grow and Prosper, Novel Analysis, Student Portfolios	CCI Quizzes, Unit Tests, Paragraph on the moral teachings of Buddhism, Paragraph on the teachings of Confucianism, PBA India – Indian Achievements, PBA China – Dynasty Days, Novel Analysis, Student Portfolios	CCI Quizzes, Unit Tests, Paragraph on the development of Grecian Government, Paragraph on the enduring contributions of the Greeks, PBA Greece 1 – Democracy in Action, PBA Greece 2 – Warlords and Mythic Tales, Novel Analysis, Student Portfolios	CCI Quizzes, Unit Tests, Paragraph on the development of the Roman Republic, Paragraph on the rise of Christianity, Paragraph on the Legacy of Rome, PBA Rome 1 – The Mighty Empire, PBA Rome 2 – Museo dela Roma, Novel Analysis, Student Portfolios
Resources	Textbook, Western Academy Student Workbook SS 6, CCI quizzes, PBA Student Template, PBA Rubric. Novel A	Textbook, Western Academy Student Workbook SS 6, CCI quizzes, PBA Student Template, PBA Rubric. Novel B	Textbook, Western Academy Student Workbook SS 6, CCI quizzes, PBA Student Template, PBA Rubric. Novel C	Textbook, Western Academy Student Workbook SS 6, CCI quizzes, PBA Student Template, PBA Rubric. Novel D

Western Academy Curriculum Map Social Studies Grade 7

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	What makes an empire great? How does cultural diffusion affect an empire? How does trade influence culture?	How do natural resources affect the development of a culture? How do the powerful hold on to power?	Why did feudalism flourish in Medieval Europe? How does religion and philosophy affect political and social systems?	How was science a threat to organized religion? How did the Age of Exploration change the world? How have changing ideas of morality and spirituality shaped history?
Essential Concepts	Urbanization, corruption, citizenship, empire, expansion, cultural diffusion, monotheism, pilgrimage, commerce, scholarship, caravan,	Class structure, alliance, tribute, sacrifice, bureaucracy, civil service, ethics, imperial state, scholar class, homogeneity, Bushido, lord-vassal system, militarism	Chivalry, crusades, manorial system, aristocracy, epidemic, natural law, Humanism, individualism, Renaissance, classical, vernacular, secular, nation state, reformation, counter reformation, theology, federalism, predestination	Rationalism, scientific method, capitalism, absolute monarchy, Enlightenment, human rights, secularism, mercantilism, westernization, natural rights, market economy
CA State Standards	Rome 7.1.1, 7.1.3 Islam 7.2.2, 7.2.3, 7.2.6, 7.4.5 Africa 7.4.1, 7.2.4, 7.4.3, 7.4.4	Meso America 7.7.1, 7.7.2, 7.2.3, 7.2.4, 7.2.5 China 7.3.1, 7.3.3, 7.3.5, 7.3.6 Japan 7.5.1, 7.5.3, 7.5.4, 7.5.6	Medieval Europe 7.6.1, 7.6.3, 7.6.4, 7.6.5, 7.6.6, 7.6.8 Renaissance 7.8.1, 7.8.4, 7.8.5 Reformation 7.9.1, 7.9.2, 7.9.3, 7.9.4, 7.9.5, 7.9.7	Scientific Revolution 7.10.1, 7.10.2, 7.10.3 Age of Exploration, Enlightenment & Age of Reason 7.11.1, 7.11.2, 7.11.3, 7.11.5,
Products & Assessments	CCI Quizzes, Unit tests, Paragraph - Significance of the Quran and Sunnah, Paragraph on the characteristics of Ghana or Mali, PBA Rome – Building an Empire, PBA Islam – The Spread of Ideas, PBA Africa – The Gold and Salt Trade, Novel Analysis. Student Portfolios.	CCI Quizzes, Unit tests, Periodic Assessment 1, Paragraph on the Spread of Buddhism, PBA – The Meso American Codex, PBA China – The Civil Service Exam, PBA Japan – The Bushido Code in Action. Novel Analysis. Student Portfolios.	CCI Quizzes, Unit Tests, Periodic Assessment 2, two paragraphs on the impact of the Crusades, PBA Medieval Europe – Feudal Fun, PBA Renaissance – D’Medici Museum, PBA Reformation – Our 95 Theses. Novel Analysis on The Midwife’s Apprentice. Student Portfolios.	CCI Quizzes, Unit Tests, Periodic Assessment 3, Roots of the Scientific Revolution essay, PBA Scientific Revolution – Newton’s Diary, PBA Age of Exploration – Around the World in 7 Days, PBA Enlightenment & Age of Reason – Meeting of the Minds. Novel Analysis. Student Portfolios.
Resources	Textbook, LAUSD District Student Workbook SS 7, CCI quizzes, PBA Student Template, PBA Rubric. Novel A.	Textbook, LAUSD District Student Workbook SS 7, CCI quizzes, PBA Student Template, PBA Rubric. Novel B.	Textbook, LAUSD District Student Workbook SS 7, CCI quizzes, PBA Student Template, PBA Rubric. The Midwife’s Apprentice.	Textbook, LAUSD District Student Workbook SS 7, CCI quizzes, PBA Student Template, PBA Rubric. Novel C.

Western Academy Curriculum Map Social Studies Grade 8

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	How does a government maintain order? What principles are needed to establish a government?	How does a government make new policies? What problems would a new nation face? How do economic opportunities affect culture?	How do social movements influence politics? How does immigration affect society? What is equality?	What is worth fighting for? Why do people discriminate against groups that are different from them?
Essential Concepts	Colonialism, Mercantilism, Enlightenment, Natural Rights, Revolution, Republic, Social Contract, Democracy, Checks and Balances, Executive Power, Federalism, Judicial Power, Limited Government, Legislative Power, Preamble, Separation of Powers	Loose – Strict Construction, Tariffs, Judicial Review, Capitalism, Manifest Destiny, Imperialism, Foreign Policy, Agrarian Economy, Frontier, Natural Resources, Sectionalism, Social Mobility	Abolition, Factory System, Industrialization, Reform, Assimilation, Immigration, Cash Crop, Slavery, Justice, Freedom, Compromise, Equality	Emancipation, Civil War, Nullification, Secession, Sovereignty, Impeachment, Segregation, Discrimination, Civil Rights, Labor Movement, Mass Production, Melting Pot, Progressive, Spoils System, Unionism, Urbanization Economic Growth
CA State Standards	Foundations 8.1.1, 8.1.2, 8.1.4 Constitution 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6, 8.2.7	US Political System 8.3.1, 8.3.4, 8.3.5, 8.3.6, New Nation 8.4.2, 8.4.3, 8.4.5 Early Republic 8.5.1, 8.5.2 US West 8.8.1, 8.8.2, 8.8.3, 8.8.4, 8.8.5, 8.8.6	US Northeast 8.6.2, 8.6.3, 8.6.6, 8.6.7 US South 8.7.1, 8.7.2, Slavery 8.9.1, 8.9.3, 8.9.4, 8.9.5	Civil War 8.10.1, 8.10.2, 8.10.3, 8.10.4, 8.10.5, 8.10.6 Reconstruction 8.11.1, 8.11.3, 8.11.5 Industrial Revolution 8.12.2, 8.12.4, 8.12.5, 8.12.6, 8.12
Products & Assessments	CCI Quizzes, Unit Tests, Founders and Slavery Essay, PBA Foundations – Britain vs. the Colonies Trial, PBA Constitution – SSSHHHHH! We’re Writing a Constitution, Novel Analysis, Student Portfolios.	PA1, CCI Quizzes, Unit Tests, Jefferson vs. Hamilton Essay, PBA US Political System – I Want It My Way, PBA New Nation/Early Republic – The Cabinet, PBA West – It’s Our Destiny, Novel Analysis, Student Portfolios.	PA2, CCI Quizzes, Unit Tests, Women’s Rights Movement Essay, Abolition Movement Essay, PBA Northeast – Factory Town, PBA South – Plantation Problem, PBA Slavery – Meeting of the Minds, Novel Analysis, Student Portfolios.	PA3, CCI Quizzes, Unit Tests, Reconstruction DBQ Essay, PBA Civil War – Lincoln’s Advisors, PBA Reconstruction – Carpet Baggers Beware, PBA Industrialization – Factory Town, Novel Analysis, Student Portfolios
Resources	Textbook, LAUSD District Student Workbook SS 8, CCI quizzes, PBA Student Template, PBA Rubric. Novel A	Textbook, LAUSD District Student Workbook SS 8, CCI quizzes, PBA Student Template, PBA Rubric. Novel B	Textbook, LAUSD District Student Workbook SS 8, CCI quizzes, PBA Student Template, PBA Rubric. Novel C	Textbook, LAUSD District Student Workbook SS 8, CCI quizzes, PBA Student Template, PBA Rubric. Novel D

Western Academy Curriculum Map Math Grade 6

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	How do you connect properties and Applications? How do you understand the relationships between different representations of rational number? What are the applications and operations of rational numbers? How do you use variables and expressions as symbolic representations of numerical values?	How do you use the different math operations on integers? What do you do to solve equations? What are ratios, rates and proportions and how do you use them to solve math problems?	How do you apply and use percentages? What are data analysis and population sampling and how do you use them for real life problems? What are theoretical and experimental probabilities and how do you use them for real life problems	How do you use angles and geometric figures to solve math problems? What are the different measurements used in mathematics? How do you use formulas to find the area and circumference of shapes? What are the properties of three-dimensional figures and how do you use them?
Essential Concepts	Fractions, decimals, mixed numbers, number line, least common multiple, greatest common divisor, rational numbers, algebraic, expressions, variables, order of operations, commutative, associative and distributive properties, evaluate.	Integers, integer operations, verbal expressions, symbolic representations, inverse operation, algebraic equations, verbal equations, one-step linear equations, variables, ratios, proportions, cross multiplication, multiplicative inverse, measurement conversion, rate, average speed, time	Percentages of quantities, discounts, sales, interest and tips, range, mean, median, mode, data sets, outlines central tendency, data analysis, population sampling, outcomes, compound events, ratios, proportions, decimals, probabilities, probability events, independent and dependent events, and disjointed events	Geometric figures, angles, Pie, formulas, estimate, calculate measurement, area, circumference, volume, triangular prisms, cylinders, rectangular solids, geometric quantities, and geometric relationships.
CA State Key Standards	Rational Numbers: How to connect Properties and Applications – N.S 1.1, N.S. 2.4, AF1.2, AF 1.3, and AF 1.4	Integers, Algebraic Thinking and Proportional Reasoning: NS 1.2, NS1.3, AF1.1, AF2.2	Percentages, Statistics, Data Analysis and Probability: NS1.4, SDAP2.2, ADAP2.5, SDAP3.1, SDAP3.3 and SDAP3.5	Plane and Solid Figures: MG 2.2, MG 1.1, AF3.1, and AF 3.2.
Products & Assessments	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Rational Numbers and how to connect properties and applications.	CCI quizzes, chapter test, group concept tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Integers, Algebraic Thinking and Proportional Reasoning	CCI Quizzes, Chapter Test, Group Concept Tasks, Based Assessment (PBA), Portfolios which focus on Percentages, Statistics, Data Analysis and Probability	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Plane and Solid Figures.
Resources	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbook, Resource Workbook, CCI Quizzes, PBA Rubric, Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbook Resource workbook, CCI Quizzes, PBA Rubric, Aleks Program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbook, Resource Workbook, CCI Quizzes, PBA Rubric, Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbook, Resource Workbook, CCI Quizzes, PBA Rubric, Aleks program.

Western Academy Curriculum Map

Math Grade 7

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	In what ways can you use integer operations? When should you use rational number operations? When can you use real number operations and exponents?	In what ways can we use percentages? Why is understanding equations and inequalities important? When do you use equations and inequalities?	What are Linear Relationships? How do graphs help us understand Linear Relationships? How do you apply the Pythagorean Theorem? How do you determine the congruence of geometric figures?	How do you represent & interpret data sets? What are features of Plane and Solid geometry? How do you understand & use non-linear functions and their graphs?
Essential Concepts	Integers, Order of Operation, Properties, Absolute Value, Real Numbers, Rational Numbers, Irrational Numbers, Evaluate Expressions, Scientific Notation, Square Roots, Perfect Squares	Numeric & Variable Expressions, Properties, Rational Numbers, Converting Fractions, Decimals & Percents, Problem Solving, Percentage of Change, Simple & Compound Interest, Simplifying Algebraic Expressions, Solving Two-Step Equations & Inequalities.	Variable Expressions, Equations, Inequalities, Relationships Between Tables, Graphs & Equalities, Slopes, Exponent Rules, Monomials, Pythagorean Theorem, Congruent Figures, Measurement Systems, Scale Drawings	Data Sets, Box & Whisker Plots, Stem & Leaf Plots, Scatter Plots, Geometric Objects, Scale Factor, Coordinate Graphs, Shapes Under Translations and Rotations, Non-Linear Functions, Graph Functions
CA State Standards	Integer Operations: NS 1.2, NS 2.5, AF 1.3 Rational Number Operations: NS 1.2, NS 2.2, AF 1.3 Real Number Operations and Exponents: NS 1.4, NS 1.5	Percentages: NS 1.7 Solving Equations and Inequalities: AF 4.1, AF 4.2	Linear Relationships & Graphs: AF 3.3, AF 3.4 Rules of Exponents & Monomials: NS 2.3 Pythagorean Theorem: MG 1.3, MG 3.3, MG 3.4	Understand, Represent and Interpret Data Sets: SDAP 1.3 Features of Plane & Solid Geometry: MG 3.6 Non-Linear Functions & Graphs: AF 1.5, AF 3.1, AF 3.2
Products & Assessments	CCI Quizzes, Chapter Tests, Group Concept Tasks, ALEKS program, Periodic Assessment 1, PBA's, Student Portfolios	CCI Quizzes, Chapter Tests, Group Concept Tasks, ALEKS program, Periodic Assessment 2, PBA Percentages – My First Car, Student Portfolios	CCI Quizzes, Chapter Tests, Group Concept Tasks, ALEKS program, PBA Pythagorean Theorem - Design a Playground, Student Portfolios	CCI Quizzes, Chapter Tests, Group Concept Tasks, ALEKS program, Periodic Assessment 3, PBA Data Sets - Monitoring our Health, PBA Shapes – CAD Design, Student Portfolios
Resources	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbooks, Resources Workbook, PBA Rubric, ALEKS Program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbooks, Resources Workbook, PBA Rubric, ALEKS Program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbooks, Resources Workbook, PBA Rubric, ALEKS Program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Note Taking Guide Workbooks, Resources Workbook, PBA Rubric, ALEKS Program

Western Academy Curriculum Map

Algebra Grade 8

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	What is the language of algebra? How do you solve linear equations? What are graph linear equations, functions and patterns and how are they used in algebra?	How do you analyze linear equations? How do you graph linear equations? What are the systems of linear equation? How do you solve problems using systems of linear equations? How do you solve and graph linear inequalities?	What are polynomials? How do you perform operations on monomials and polynomials? How do you factor polynomials? How do you factor as well as complete the square to solve simple quadratics? What are quadratic functions? How do you solve quadratic equations?	How do you simplify rational expressions? How do you solve rational equations? What are radical expressions? How do you simplify the rules of exponents to simplify expressions?
Essential Concepts	Variables, variable expressions, numerical expressions, properties of real numbers, counterexamples, opposites, reciprocals, square roots, linear equations, proportions domain and range of functions and relations, and x and y – intercepts	Slope of a line, rate of change, graphing linear functions, parallel and perpendicular lines, equation of a line, systems of equations, systems of inequalities, substitution, and elimination, solving inequalities in one and two variables, and absolute value inequalities.	Monomials, polynomials, factoring of polynomials, factoring and completing the square to solve simple quadrates, solving quadratic equations, and the quadratic formula	Rational expressions equations, radical expressions, and rules of exponents
CA State Standards	The Language of Algebra 2.0 Solving linear equations: 4.0 and 5.0 Graph Linear Equations, Functions and Patterns: 6.0 and 7.0	Analyze and Graph Linear Equations: 6.0 and 7.0 Solve Systems of Linear Equations: 9.0 and 15.0 Solve, and Graph Linear Inequalities: 4.0 and 5.0 and 9.0	Operations of Polynomials: 2.0 and 10.0 Factoring of Polynomials: 14.0 Quadratic Functions: 14.0, 19.0, 20.0, 21.0, and 23.0	Rational Expressions and Equations: 2.0, 10.0, 12.0, 13.0 and 15.0 Radical Expressions: 2.0 and 19.0
Products & Assessments	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Linear Equations and Functions	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, and Performance Based Assessment (PBA), Portfolios that focus on Linear Equations and Inequalities.	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Polynomials and Quadratic Functions.	. CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Rational Expressions and Equations
Resources	Textbook, LAUSD Secondary Mathematics Instructional Guide, Workbook, Resource Masters, CCI Quizzes, PBA Rubric, and the Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Workbook, Resource Masters, CCI Quizzes, PBA Rubric, and the Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Workbook, Resource Masters, CCI Quizzes, PBA Rubric, and the Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Workbook, Resource Masters, CCI Quizzes, PBA Rubric, and the Aleks program

Western Academy Curriculum Map Geometry Grade 8

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	What are the foundations of geometry? How do you use a transversal line to cut through parallel lines? What are the uses of parallel and perpendicular lines in geometry? What are polygons? How do you use angles and side measures to solve problems of polygons?	How do you prove congruence and similarity of triangles? What is the triangle inequality theorem and how do you use it? How do you prove and use properties of quadrilaterals? How do you categorize quadrilaterals? How do you prove and use the Pythagorean Theorem?	How do you use special right triangle properties? How do you use trigonometric ratios to solve problems involving right triangles? How do you derive and apply area formulas? How do you solve problems involving volume and surface area?	How do you use properties to solve problems involving circles? How do you solve problems using the equations and graphs of circles? How do you define and use transformations on geometry?
Essential Concepts	Basic geometric definitions, distance and midpoint formulas, properties of parallel lines cut by a transversal, perpendicular lines, polygons and angles.	Proofs prove congruence and similarity of triangles coordinate proofs, properties of segments of triangles, ratios, proportions, triangle inequality theorem, properties of quadrilaterals, and Pythagorean Theorem.	Right triangle properties, trigonometric ratios, area of triangles and quadrilaterals, perimeter, circumference, surface area, and volume.	Properties of circles, tangents, inscribed angles, chords, secants, inscribed and circumscribed polygons, center of a circle, equations and graphs of circles, transformations, rotate, translate, reflect and stretch figures and objects.
CA State Standards	Foundations of Geometry: 1.0, 16.0, and 17.0. Parallel lines and transversals: 7.0, 16.0, and 17.0. Polygons and Angles: 12.0 and 16.0.	Triangle Congruency and Similarity: 4.0, 16.0, and 17.0. Properties of Quadrilaterals: 7.0 and 17.0. The Proof and use of the Pythagorean Theorem: 14.0.	Properties of Right Triangles and trigonometry: 16.0, 17.0, 18.0 and 19.0. Derive and apply area formulas: 8.0, 10.0 and 17.0. Volume and surface area: 9.0 and 11.0.	Properties of Circles: 7.0, 16.0, 17.0 and 71.0 Understand Transformations: 22.0
Products & Assessments	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on developing Geometric Sense.	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Triangles and Quadrilaterals	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, and Performance Based Assessment (PBA), Portfolios that focus on Trigonometry, Area, and Volume.	CCI Quizzes, Chapter Test, Group Concept Tasks, Aleks Program, Periodic Assessments, Performance Based Assessment (PBA), Portfolios which focus on Circles and Transformations.
Resources	Textbook, LAUSD Secondary Mathematics Instructional Guide, Prentice Hall web site PHSchool.com web code bce- 0775 click 60, lesson web codes for lesson quizzes and homework video tutor, CCI Quizzes, PBA Rubric, and the Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Prentice Hall web site PHSchool.com web code bce- 0775 click 60, lesson web codes for lesson quizzes and homework video tutor, CCI Quizzes, PBA Rubric, and the Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Prentice Hall web site PHSchool.com web code bce- 0775 click 60, lesson web codes for lesson quizzes and homework video tutor, CCI Quizzes, PBA Rubric, and the Aleks program	Textbook, LAUSD Secondary Mathematics Instructional Guide, Prentice Hall web site PHSchool.com web code bce- 0775 click 60, lesson web codes for lesson quizzes and homework video tutor, CCI Quizzes, PBA Rubric, and the Aleks program

Western Academy Curriculum Map Science Grade 6

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions	How does one phenomenon influence other systems? How do natural disasters affect society? How does the study of Geology explain Earth's history?	Why are some theories controversial? How do you prove a theory? What are the effects of erosion on society?	How does studying Solar energy affect society? What are the benefits of undersea exploration? How does climate affect society?	How do ecosystems affect other geologic systems? What are the implications of reduced natural resources? How does health and wellness affect society? What can be done to promote good health habits?
Essential Concepts	Temperature, thermal energy, heat, energy flows, conduction, convection, radiation, Continental Drift, seafloor spreading, plate tectonics, lithosphere, faults, crust, mantle, core, earthquake, seismic waves	Earthquake, seismic waves, volcanoes, plate boundaries, eruptions, wildlife, habitat, minerals, rocks, crust, mantle, core, topographic maps, geologic maps, weather, climate, erosion, deposits	Solar radiation, atmosphere, solar energy, ocean floor, ocean currents, waves, coast, water cycle, weather pattern, Mediterranean climate, highland climate, abiotic, biotic, organism, ecosystem, biomes, consumer	Ecosystems, cycles, natural resources, energy resources, conservation, shortage, pollution, health, wellness, peer pressure, refusal skills, hygiene, cells, tissue, organs, body systems, disease, addiction, safety
CA State Standards	Plate Tectonics: 1a, 1b, 1c, 1d, 1e, 1f, Heat: 3a, 3c, 3d Energy in the Earth's System: 4c Investigation: 7a, 7b, 7e, 7g	Plate Tectonics: 1d, 1e, 1g, Shaping Earth's Surface: 2a, 2e Energy in the Earth's System: 4a, 4b Investigation: 7b, 7g, 7f	Shaping Earth's Surface: 2c Heat: 3d Energy in the Earth's System: 4a, 4b, 4d, 4e, Ecology: 5a, 5c, 5e Investigation: 7a, 7b, 7c, 7d, 7f, 7g, 7h	Ecology: 5a, 5b, 5c, Resources: 6a, 6b, 6c Investigation: 7a, 7b, 7c, 7d, 7e, 7g Health Guidelines
Products & Assessments	CCI Quizzes, Unit tests, Student Portfolios, Project Based Assessments	CCI Quizzes, Unit tests, student portfolios, Project Based Assessments, Periodic Assessment 1	CCI Quizzes, Unit tests, student portfolios, Project Based Assessments, Periodic Assessment 2	CCI Quizzes, Unit tests, student portfolios, Project Based Assessments, Periodic Assessment 3, Science Fair Project
Resources	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric

Western Academy Curriculum Map Science Grade 7

	1 st Quarter Health	2 nd Quarter Health	3 rd Quarter Science	4 th Quarter Science
Essential questions	How does someone maintain personal health? What are the benefits of a healthy lifestyle?	How do you understand yourself and others? Why is mental and emotional health important? Why are there conflicts in society?	Do things need to be seen to prove they exist? Why is the Scientific Method a viable means of inquiry? How does the microscopic world affect humanity?	How do we know things change over time? Why is do we need to understand evolution?
Essential concepts	Physical fitness, nutrition, personal health, growth & development, drugs & substances, diseases.	Mental & emotional, family & friends, conflict resolution, personal safety, environmental health.	Cells, Genetics, Light, principles in living systems, investigation & experiment	Evolution, Earth & Life history, Structure of living things, investigation & experiment
CA State Standards & National Standards	CA Expectations: 1 Essential Concepts, 2 Analyzing Influences, 6 Goal Setting, 7 Health Enhancing Behaviors, and 8 Health Promotion. National Standards: 1 Health Promotion & Disease Prevention, 3 Access Information to Aid Health, 6 Goal Setting to Promote Health, 7 Practice Health Enhancing Behaviors	CA Expectations: 3 Accessing Valid Information, 4 Interpersonal Communication, 5 Decision Making, 8 Health Promotion. National Standards: 2 Influences on Health Behaviors, 4 Interpersonal Communication, 5 Decision Making, 8 Advocacy for Health	Evolution - 3a, 3e Earth and Life History - 4d Structure and Function of Living Systems - 5a, 5b, 5c, 5g Physical Principles of Living Systems - 6e, 6b, 6h, 6i, 6j, Investigation and Experimentation - 7a, 7b, 7c, 7d, 7e	Cell Biology 1a, 1b, 1c, 1f, 1d, 1e Genetics - 2e, 2b, 2a, 2d Structure and Function of Living Systems - 5d, 5e, 5f Physical Principles of Living Systems - 6a, 6c, 6d, 6f, 6g, 6d Investigation and Experimentation - 7a, 7b, 7c, 7d, 7e
Products & Assessments	CCI Quizzes, Unit tests, Performance Based Assessments, Student Portfolios, Student Showcase Projects	CCI Quizzes, Unit tests, Performance Based Assessments, Student Portfolios, Health Fair Program	Periodic Assessment 1, CCI Quizzes, Unit tests, Performance Based Assessments, Student Portfolios	CCI Quizzes, Unit tests, Performance Based Assessments, Student Portfolios, Science Fair Project
Resources	Textbook, CCI quizzes, Guest Speakers http://www.cdc.gov/healthyyouth/sher/standards/	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric http://www.cdc.gov/healthyyouth/sher/standards/	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric

Western Academy Curriculum Map Science Grade 8

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Essential Questions				
Essential Concepts	Velocity, acceleration, motion, forces, unbalanced forces, distance, time, speed, Galileo, gravity, direction, magnitude, balance, elastic force, atomic structure, elements, carbon, hydrogen, nitrogen, phosphorus, sulfur, density, buoyancy, sinking, floating, hypothesis,	Buoyancy, sinking, floating, atoms, molecules, matter, compounds, polymers, Periodic Table, nucleus, proton, electron, properties, isotope, thermal, conductivity, electrical, density, mass, volume	Solid, liquid, gas, collide, vibrate, Periodic Table, compound, metals, non-metals, inert gases, nucleus, proton, isotope, properties, thermal, electrical, conductivity	Gravity, planet, star, solar system, Milky Way, galaxy, astronomical units, light years, reflection, satellites, asteroids, comets, solution, acidic, base, neutral, carbon, element, organism, molecules, carbon, hydrogen, nitrogen, phosphorus, sulfur, carbohydrates, fats, proteins, DNA, Periodic Table
CA State Standards	Motion: 1a, 1b, 1c, 1d, 1e, 1f Forces: 2a, 2b, 2c, 2d, 2e, 2f Chemistry of Living Systems: 6a, 6b Density & Buoyancy: 8a, 8b, 8c Investigation: 9b, 9d, 9e, 9f, 9g	Structure of Matter: 3a, 3b, 3c, 3f Periodic Tables: 7b, 7c Density & Buoyancy: 8d Investigation: 9e, 9f	Structure of Matter: 3d, 3e, 3f, Reactions: 5b, 5c, 5d Periodic Tables: 7a, 7b, 7c,	Forces: 2g Earth in the Solar System: 4b, 4c, 4d, 4e Reactions: 5e Chemistry of Living Systems: 6a, 6b, 6c Periodic Tables: 7c
Products & Assessments	CCI Quizzes, Unit tests, Student Portfolios, Project Based Assessments, Student Showcase Projects	CCI Quizzes, Unit tests, student portfolios, Project Based Assessments, Periodic Assessment 1	CCI Quizzes, Unit tests, student portfolios, Project Based Assessments, Periodic Assessment 2	CCI Quizzes, Unit tests, student portfolios, Project Based Assessments, Periodic Assessment 3, Science Fair Project
Resources	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric	Textbook, LAUSD District materials, PBA Student Template, PBA Rubric

KEY FINDINGS

ARE THEY REALLY READY TO WORK?

Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce



THE CONFERENCE BOARD



PARTNERSHIP FOR
21ST CENTURY SKILLS



CORPORATE VOICES
for WORKING FAMILIES



Key Findings

Background

U.S. companies are competing in an ever-increasing global marketplace where workers must transition from an industrial to a knowledge-based economy. But just as employers need decades of institutional knowledge to meet the challenges of the global business environment, the baby boom generation—the most experienced workers with the greatest knowledge and skills—are retiring. Given the urgent need to find skilled professionals, The Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills, and the Society for

Human Resource Management conducted a survey, *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*, to gain a better understanding of the readiness of new entrants to the workforce.

The future competitiveness of the U.S. business community will be dependent on America's ability to produce a highly skilled workforce. The first step toward ensuring our graduates are ready to face the challenge is to define the skills gap. In order to do so, the four participating organizations jointly surveyed over 400 employers across the United States to identify the skills needed by recently hired graduates from high school, two-year colleges or technical schools, and four-year colleges to succeed in the workplace. We asked the business community to define the current state of "workforce readiness" for new entrants and to assess their current levels of proficiency in the areas most critical to success in the 21st century economy.

The Findings

Employers report that new entrants to the workforce need not only the basic skills—reading, writing and math—but that in the 21st century business world, possessing a range of applied skills directly related to the workplace is critical to success. When asked to rank skills in terms of their importance in the workplace, employers put professionalism, teamwork, and oral communication at the top of the list. The table below shows the skills that were ranked very important by the largest percentage of respondents.

Top Five Most Important Skills

	High School Graduates	Two Year College Graduates	Four Year College Graduates
Professionalism	80.3%	83.4%	93.8%
Teamwork	74.7%	82.7%	94.4%
Oral Communication	70.3%	82.0%	95.4%
Ethics & Social Responsibility	63.4%		
Reading Comprehension	62.5%	71.6%	

If excellence is necessary for America to continue to effectively compete in the global economy, then there is much work to be done in preparing the next generation of professionals to enter the workplace. Less than a quarter of employers – only 23.9 percent – report that new entrants with four-year college degrees have "excellent" basic knowledge and applied skills, and important deficiencies exist among entrants at every level. The deficiencies are greatest at the high school level, with 42.4 percent of employers

reporting the overall preparation of high school graduates as deficient; 80.9 percent reporting deficiencies in written communications; 70.3 percent citing deficiencies in professionalism; and 69.6 percent reporting deficiencies in critical thinking. Although preparedness increases with educational level, employers noted significant deficiencies remaining at the four-year college level in written communication (27.8 percent), leadership (23.8 percent) and professionalism (18.6 percent).

Are They Really Ready to Work?

Emerging Skills

Respondents were asked to project changes in necessary skills over the next five years. The findings reflect anticipated changes in the economy in the near-term future.

- Mirroring the fast pace of globalization, 63.3 percent of employers say a foreign language is the most important basic skill students will need.

- Critical thinking and creativity/innovation, two key drivers of a knowledge economy, are expected to increase substantially in importance. (77.8 percent for critical thinking and 73.6 percent for creativity/innovation)

- Over three-quarters of respondents report that making appropriate choices concerning health and wellness is the No. 1 emerging content area, reflecting the growing challenge of rising health care costs. (76.1 percent)

- Two and four-year college graduates will be hired in increasingly larger numbers than high school graduates, making it imperative for young people to seek higher education. (27.7 percent of employers project a reduction in high school graduate hires, 58.8 percent project an increase in four-year college hires, 49.5 percent project an increase in two-year college hires)

Role of Business

Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce sounds a wake-up call to a business community already concerned about the potential of the future workforce. The business community overwhelmingly identified educators as the sector most responsible for creating a workforce ready to compete. (K-12 Education -- 75.6 percent, Four-Year College -- 68.4 percent, Two-Year College -- 45.2 percent). However, no amount of finger pointing will get the job done without the cooperation of the entire com-

munity. The four partner organizations hope to inspire and motivate the business community to get involved in developing strategies to give the next generation of workers the skills they need for job success and to keep American business competitive in the global economy.

Business leaders, educators, community leaders and policymakers must work together to ensure that young people have the opportunities they need to develop important workplace skills. Many corporations already partner with schools, after

school programs, and university and community based youth development programs to offer internships, summer jobs, work-study programs, and other hands-on programs to provide practical learning experiences for students to cultivate the important applied skills needed in the workplace. But more high quality programs are needed to meet the needs of all young people.

Business can also play a critical role in working with educa-

tors, after school and youth development leaders, community leaders and policymakers to develop a more strategic and coordinated approach to the overall development and education of young people. In the future, the partner organizations will be working collectively and individually to reach out to a wide range of stakeholders as we continue this work. We will be convening a business leaders meeting with the goal of reaching consensus about how the business community can move this agenda forward. We will be presenting the findings of this research to policymakers, and engaging them in dialogue about best next steps. And we will be doing additional research to better understand the investment business is currently making in training new entrants who lack these important skills. Through these and other efforts, we hope to help increase the opportunities available for young people to develop the full set of skills needed to succeed in the workplace of the 21st century.

“Our nation’s long-term ability to succeed in exporting to the growing global marketplace hinges on the abilities of today’s students.”

**J. Willard Marriott, Chairman & CEO
Marriott International, Inc.**

About the Consortium



THE CONFERENCE BOARD

The Conference Board creates and disseminates knowledge about management and the marketplace to help businesses strengthen their performance and better serve society. Working as a global, independent membership organization in the public interest, The Conference Board conducts research, convenes conferences, makes forecasts, assesses trends, publishes information and analysis, and brings executives together to learn from one another.

The Conference Board is a not-for-profit organization and holds 501 (c) (3) tax-exempt status in the United States.
www.conference-board.org



CORPORATE VOICES for WORKING FAMILIES

Corporate Voices for Working Families is the leading national business membership organization representing the private sector voice in the dialogue on public policy issues related to working families. As an independent 501(c)(3), Corporate Voices facilitates research and provides solutions to legislators and business on Early Childhood Education and After School Care, Family Economic Stability, Worker Flexibility, the future of the Mature Workforce, and Youth Transitions. Collectively our 54 partner companies employ more than 4 million individuals throughout all fifty states, with annual net revenues of \$1 trillion.

www.cvworkingfamilies.org



PARTNERSHIP FOR 21ST CENTURY SKILLS

The Partnership for 21st Century Skills has emerged as the leading advocacy organization focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century. The Partnership encourages schools, districts and states to advocate for the infusion of 21st century skills into education and provides tools and resources to help facilitate and drive change.

www.21stcenturyskills.org



The Society for Human Resource Management (SHRM) is the world's largest association devoted to human resource management. Representing more than 210,000 individual members, the Society's mission is to serve the needs of HR professionals by providing the most essential and comprehensive resources available. As an influential voice, the Society's mission is also to advance the human resource profession to ensure that HR is recognized as an essential partner in developing and executing organizational strategy. Founded in 1948, SHRM currently has more than 550 affiliated chapters within the United States and members in more than 100 countries.

www.shrm.org

Advisory Curriculum

As a course, the Advisory has less of a Curriculum than a set of goals to be achieved within the context of the course time. To that end, the Curriculum Map is divided into a series of categories with measurable outcomes attached. Although there is a “study hall” element present, the goal is not simply an area in which to complete assignments. Instead, it should be a place where legitimate self-directed learning takes place, supported by an actively teaching and/or mediating instructor.

Thusly, the Advisory is divided into the following categories:

- A. Academic Integration into the Core: An Advisory does not exist in a vacuum. Instead, it is a function of the core teacher team attached to the academic subjects. Thusly, the teachers are able to integrate the Advisory into the projects and curriculum goals of the current subject matter. For example, if the Science Fair Project is due to have a milestone, such as hypothesis generation, by Friday, the Advisory teachers will have activities in support of that, such as brainstorm sessions, reciprocal teaching activities, or pair share and editing of the documents. In this way, the students have teacher-mediated time to work on the major projects of their course load.

A critical attribute of integral placement is home basing advisory groups within interdisciplinary teams (or other small communities of learners). This must be done intentionally, and by design.

In short, who knows a student, and their needs, better than a committed teacher? (Marzano, Marzano, Pickering, 2003)

- B. Authenticity: Teacher-advisors should have *authenticity* within the role of advisor. Such authenticity is a result of good preparation and being granted substantial latitude in activities to meet student interests and needs. The opposite of this described by advisors who are tied to prescribed activities in the absence of appropriate training.

Authenticity would involve a teacher for the Advisory who is both well prepared and encouraged to discover methods that best serve their group. Even in programs with clearly defined goals, satisfied advisors report substantial freedom in selecting and scheduling activities to meet their goals.

- C. Common Goals: Recognizable goals guide all advisory tasks. Professionals in advisories should be able to easily identify the purposes of their advisory, as should their students. In contrast, poor advisories are most often with goals that are murky or unknown, or simply devolve into Study Hall, or a Free Period.

Advisories are built upon concrete aims focusing upon building relationships and academic achievement (Beaty-O’Ferrall, 2010), including development of:

- 1) supportive and caring relationships with adults;
- 2) a constructive group of friends; and
- 3) relationships with the community through service projects.

Within such aims exist broad opportunities for student goal setting, teacher monitoring of achievement, democratic participation in establishing rules, resolving conflict, defining themes of inquiry, creating social activities, and selecting/managing service-learning projects.

- D. Leadership: The leaders of the Advisories must in fact be assertive, and virtually champion the program, like a team leader or captain. At our level, this would include the use of Counselors and Administrators as running Advisory sections. Such leaders promote advisory in the community, provide ample staff development/ supplementary resources, set high expectations, and are actively engaged in the program.

Leader behavior among professionals at the site is paramount in promoting and defining advisory. Leaders dedicate resources and time to advisory (often extending program development during summer months). They provide follow-up assessment and encourage program revisions throughout the year. Without such important leadership at the Professional Development level, the Advisory will fail in its goals.

At the classroom level, the Teacher must be a team captain to his or her students. That instructor must define goals while consulting the needs of the students on their "team." In this sensitivity, a classroom environment of safety will be constructed, and thus, social and academic problems are open to student led solutions, with the guidance of that instructor.

- E. Measurable Data and Results: Frequent assemblies and events highlighting advisory accomplishments in both academic achievement and community service should take place. Prominent displays such as an advisory "wall of fame" of photographs and school newspaper coverage, provide tangible proof of successes. Student accomplishments in leadership, per conflict resolution, and community service should be honored similarly. Data documenting improvement in achievement, attendance, and discipline are to be publicly posted.

With these criteria, an Advisory can be a serious support structure to the academic and social development of the students.

Western Academy for the 21st Century P21 Themed Electives

Our philosophy in developing electives is based upon the empowerment of self-directed study and the development of 21st century skills. The Partnership for 21st Century Skills has become an effective curricular framework adopted by 16 states and focuses on college readiness, career skills and citizenship. Our elective courses weave these themes seamlessly and effectively, to support core curriculum skill development.

Applied Science Construction – Students will enjoy building robots, bridges, scale buildings, remote controlled cars, etc. to solve physics problems. Students will showcase their machines at our annual Science Fair.

Art – Students will practice art techniques to create works in various mediums, as well as an appreciation for classical and modern art. We will work with *Create Now* to develop campus wide mural projects. <http://www.createnow.org/>

AVID - AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination. <http://www.avid.org/>

Business for the 21st Century – Students will learn basic business principals (Accounting, File Management, Office Etiquette, etc.) and play the official Stock Market Game to learn about essential business skills. <http://www.smgww.org/>

Career Development – Students will have the opportunity to research and explore careers using the California Careers Resource Network online materials. Working with the *LA Chamber of Commerce*, we will bring in guest speakers and develop an annual Job Fair. <http://www.californiacareers.info/students.html>

Dance – Students will learn various styles of modern, classical and historical dance techniques and routines. Each semester students will prepare a routine for our Annual Arts Recital, to showcase their new skills. *Create Now* has several dance programs we may utilize, as well.

Drama – Students will build communication skills by studying popular theatre, dramas, mysteries and comedies. Students will create skits and a one-act play. Teaming with *Create Now*, we will expand on productions to share with our community.

Horticulture – With fully refurbished shade room, potting room, green house, and seven raised beds our garden area is ripe for renewal. We will create community service projects focusing on gardening and nutrition. We have received a generous grant from Project-Give for the Spring of 2011 and we hope to expand on these programs in the future.

Journalism – Our students will develop journalistic writing and interview skills to create various information/technology based news sources for our school. We expect to have a newspaper, online blog and vlogs.

Mock Trial – Inspiring our students to develop critical thinking skills and civic responsibility is an important goal for Western Academy. Working with the Constitutional Rights Federation we will instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights. <http://www.crf-usa.org/>

Music as Poetry – Students at Western Academy will explore music genres identifying poetic language, rhyme scheme and verse structure. Students will have the opportunity to write their own lyrics and perform for our entire school

Our Global World – Understanding our global world is another key focus at Western Academy. This class will combine elements of geography, sociology and popular culture to build global awareness our students.

Student Government – Our Student Government class will develop important learning experiences through problem solving, leadership training for responsible citizenship, and the opportunity to work cooperatively with others. Planning activities and coordinating surveys will be another element to this class.

Technology – More than a “computer” class, the Technology elective is designed to build computer skills and ICT literacy. Our students will use various technology devices and software programs to develop cutting edge skills.

Yoga – Developing healthy, lifelong habits is essential to our goal of improving the lives of our students. Students will have the opportunity to learn basic yoga and meditation techniques.

Your Environment – Understanding our ecosystem and managing natural resources will drive our research activities for this elective. Working with *Tree People* and *Generation Earth*, we will explore water conservation, waste reduction and learn about protecting resources in Los Angeles and beyond. <http://www.generationearth.com/>

Western Academy Academic Calendar 2011-2012

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	26	27	28	29	30	1	2
<u>Jul</u> <u>2011</u>	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20 Summer Institute	21 Summer Institute	22 Summer Institute	23
	24	25 Summer Institute	26 Summer Institute	27	28	29	30
	31	1	2	3	4	5	6
<u>Aug</u> <u>2011</u>	7	8	9	10 Back-to-School Convocation	11 Back-to-School Convocation	12 Pupil Free Day	13
	14	15 First Day of Fall Semester	16 Ranger Spirit Assembly P1 & P6	17	18 CPT 2:39 Dismissal Every Thu	19	20
	21	22	23 Faculty Mtg	24 Back to School Night	25	26	27
	28	29	30 P21 Days	31	1	2 Holiday	3
<u>Sep</u> <u>2011</u>	4	5 Holiday	6	7 PHBAO Conferences	8	9	10
	11	12	13	14	15	16	17
	18	19 College Week	20 College Week Faculty Mtg	21 College Week	22 College Week	23 College Week	24
	25	26	27	28	29	30 Student of the Month Luncheon	1

<u>Oct</u> <u>2011</u>	2	3	4	5	6	7	8
	9	10	11 P21 Days Faculty Mtg	12	13	14	15
	16	17 Periodic Assessment Week	18 Periodic Assessment Week	19 Periodic Assessment Week	20 Periodic Assessment Week	21 Periodic Assessment Week	22
	23	24	25 Math & Literacy Night	26	27	28 Student of the Month Luncheon	29
	30	31	1	2	3	4	5
<u>Nov</u> <u>2011</u>	6	7 Career Week	8 Career Week Faculty Mtg	9 Career Week	10 Career Week	11 Holiday	12
	13	14	15 P21 Days	16	17	18	19
	20	21	22	23 CPT 2:39 Dismissal	24 Holiday	25 Holiday	26
	27	28	29	30 Student of the Month Luncheon	1	2	3
<u>Dec</u> <u>2011</u>	4	5	6 Fall Student Showcase Evening	7 Faculty Mtg	8	9	10
	11	12 Periodic Assessment Week	13 Periodic Assessment Week	14 Periodic Assessment Week	15 Periodic Assessment Week	16 Ranger Awards Ceremony (End of Term)	17
	18	19 Holiday	20 Holiday	21 Holiday	22 Holiday	23 Holiday	24
	25	26 Holiday	27 Holiday	28 Holiday	29 Holiday	30 Holiday	31

More Calendars: [2011 Calendar](#), [2012 Calendar](#), [Calendar Template](#), [Desktop Calendar](#)

<u>Jan</u> <u>2012</u>	1	2 Holiday	3 Holiday	4 Holiday	5 Holiday	6 Holiday	7
	8	9 Pupil Free Day	10 First Day of Spring Semester	11 Ranger Spirit Assembly P1 & P6	12 CPT 2:39 Dismissal	13	14

	15	16 Holiday	17 Test Prep Rally Faculty Mtg	18 CST Practice	19 CST Practice	20 CST Practice	21
	22	23	24 P21 Days	25	26	27	28
	29	30	31 Student of the Month Luncheon	1	2	3	4
Feb 2012	5	6	7 P21 Days	8	9	10	11
	12	13 College Week	14 College Week Faculty Mtg	15 College Week	16 College Week	17 College Week	18
	19	20 Holiday	21	22	23	24	25
	26	27	28	29 Student of the Month Luncheon	1 Open House	2	3
Mar 2012	4	5	6 P21 Days Faculty Mtg	7	8	9	10
	11	12 Periodic Assessment Week	13 Periodic Assessment Week	14 Periodic Assessment Week	15 Periodic Assessment Week	16 Periodic Assessment Week	17
	18	19	20	21	22 PHBAO Conferences	23	24
	25	26	27	28	29 Student of the Month Luncheon	30 Holiday	31
Apr 2012	1	2 Holiday	3 Holiday	4 Holiday	5 Holiday	6 Holiday	7
	8	9	10 P21 Days Faculty Mtg	11	12	13	14
	15	16 Career Week	17 Career Week	18 Career Week	19 Career Week	20 Career Week	21
	22	23	24	25	26	27	28
	29	30 Student of the Month Luncheon	1 Annual Science Fair	2	3	4	5

May 2012	6	7 Faculty Meeting	8 Annual Arts Recital	9	10	11 Test Prep Rally	12
	13	14 CST	15 CST	16 CST	17 CST	18 CST	19
	20	21 Periodic Assessment Week	22 Periodic Assessment Week	23 Periodic Assessment Week	24 Periodic Assessment Week	25 Periodic Assessment Week	26
	27	28 Student of the Month Luncheon	29	30 8 th Grade Culmination	31 6 th & 7 th Grade Ranger Awards Ceremony	1 Last Day of Spring Semester	2
Jun 2012	3	4 Pupil Free Day	5	6	7	8	9
	10	11	12	13	14	15	16

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

Project Based Assessment Template

Part 1: Designing a Standards Based P21 Project	
1. What is the topic of the project?	
2. Describe how this topic will address all core content standards and P21 focus?	
English	Math
History	Science
PE	P21
3. Describe three learning outcomes for this project:	
4. How will you involve students in the creation of this project?	
5. Describe the strategies you will use to develop the essential questions with the students.	
6. What are the essential questions for this project?	

7. Describe the learning activities for this project:
Teacher Led
Group Investigations
Individual Tasks
8. Identify the habits of mind students will develop during this project.
9. What strategies will you use to help students plan their final products and presentations?
10. List required materials and resources (other than technology)
Part 2: Technology
1. What technology tools and resources will be used in this project?
2. How will using technology resources help improve learning goals.
3. Do you need additional technology support? Explain.

Part 3: Assessment			
1. Describe the expected final project and assessment strategies.			
2. What types of evaluation of progress checks are imbedded in the project?			
3. How will students receive feedback on their performance?			
4. What knowledge and skills are needed to complete the project?			
Knowledge and Skills Needed	Already Have Learned	Taught Before The Project	Taught During The Project
5. What Project Tools will you use?			
Know/need to know lists			
Daily goal sheets			
Journal			
Briefs			
Task lists			
Problem logs			
6. List preparations necessary to address needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.			

Part 4: Timeline				
1. Draft a timeline for this project				
Week/Day	Learning Activity	Standards	Evaluation of Progress	
Part 5: Project Planning Sheet for Students				
1. Create an explanation chart for students to use as they complete their project.				
Tasks	Assigned to:	Description	Resources	Timeframe
Part 6: PLC Evaluation				
1. What parts of this project went well?				
2. What parts of this project did turn out as planned?				
3. What will you do differently for your next PBA?				
4. What suggestion/advice will you give your grade level team about this project?				



Project Based Assessment Rubric

	Content	Conventions	Organization	Presentation
4	- Is well thought out and supports the solution to the challenge or question - Reflects application of critical thinking - Has clear goal that is related to the topic - Is pulled from a variety of sources - Is accurate	- No spelling, grammatical, or punctuation errors - High-level use of vocabulary and word choice	- Information is clearly focused in an organized and thoughtful manner. - Information is constructed in a logical pattern to support the solution.	- Multimedia is used to clarify and illustrate the main points. - Format enhances the content. - Presentation captures audience attention. - Presentation is organized and well laid out.
3	- Is well thought out and supports the solution - Has application of critical thinking that is apparent - Has clear goal that is related to the topic - Is pulled from several sources - Is accurate	- Few (1 to 3) spelling, grammatical, or punctuation errors - Good use of vocabulary and word choice	Information supports the solution to the challenge or question.	- Multimedia is used to illustrate the main points. - Format is appropriate for the content. - Presentation captures audience attention. - Presentation is well organized.
2	- Supports the solution - Has application of critical thinking that is apparent - Has no clear goal - Is pulled from a limited number of sources - Has some factual errors or inconsistencies	- Minimal (3 to 5) spelling, grammatical, or punctuation errors - Low-level use of vocabulary and word choice	- Project has a focus but might stray from it at times. - Information appears to have a pattern, but the pattern is not consistently carried out in the project. - Information loosely supports the solution.	- Multimedia loosely illustrates the main points. - Format does not suit the content. - Presentation does not capture audience attention. - Presentation is loosely organized.
1	- Provides inconsistent information for solution - Has no apparent application of critical thinking - Has no clear goal - Is pulled from few sources - Has significant factual errors, misconceptions	- More than 5 spelling, grammatical, or punctuation errors - Poor use of vocabulary and word choice	- Content is unfocused and haphazard. - Information does not support the solution to the challenge or question. - Information has no apparent pattern.	- Presentation appears sloppy and/or unfinished. - Multimedia is overused or underused. - Format does not enhance content. - Presentation has no clear organization.

Professional Development Calendar 2011-2012 – Draft

Summer Institute Intro to PLCs, Implementation Strategies, PLC Protocols, Advisories, Team Building July 20 – 21, 24, 25, 2011	Back To School Convocation Mission & Vision focus, Student Data, Performance Based Assessments, Team Norms & Protocols, Community Partner Updates August 10 & 11, 2011
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Professional Development Tuesdays		Common Planning Time Thursdays	
2010 August 16 What is Student Mastery? August 30 PBAs September 13 Intervention protocols September 27 P21 Critical Thinking October 11 Analyzing Student Data October 25 Collective Inquiry November 8 PLC Updates & Surveys November 22 P21 – Tech Resources December 6 Test Taking Strategies December 13 P21 – Student Collaboration 2011 January 10 Analyzing Student Data January 24 Intervention Strategies February 7 Lesson Study February 21 Mentoring Students March 6 PBA’s II March 20 Testing, Redux April 10 P21 – Global Awareness April 24 Team Building Activity May 1 Evaluating PLC Progress May 15 Personal Development Plan		CPT will be spent 55% of the time in grade level academic teams and 45% of the time in content department teams	
		Grade Level Teams	Department Team
		August 18 September 1 September 15 October 6 October 20 November 3 November 17 December 1 December 15 January 12 January 26 February 9 February 23 March 1 March 15 March 29 April 12 April 26 May 3 May 17 May 31	August 25 September 8 September 22 October 13 October 27 November 10* November 23* December 8 January 19 February 2 February 16 March 8 March 22 April 19 May 10 May 24 * Wednesday meetings due to Thursday Holiday

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Western Academy for the 21st Century (PSC Team Kuppersmith/Clay MS)

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	Western Academy will implement and monitor the special education process utilizing the LAUSD Special Education Policies and Procedures Manual. Any student with a disability requiring special services upon enrollment will be identified and promptly provided the appropriate services as designated by their IEP (Individualized Education Plan). Our school will implement the three searches and service procedures from the Manual. We will distribute the <u>Are You Puzzled by Your Child's Special Needs</u> brochure to every student to take home at the start of the school year, identify any student with disabilities promptly, and have a process in place, understood by all staff members, for referring students who may require special services. The mechanism for implementing the procedures is the District's Student Enrollment Form that must be completed by parents at the time of enrollment. Office personnel have the responsibility to assist parents, if needed. If any question is answered "yes", the Special Services follow-up section on the form must be completed. Western Academy will review any student's active IEP in the Welligent IEP system, as needed within 30 days of a student's enrollment. If an enrolled student's IEP is out of date or no longer appropriate, our school will still implement the plan but hold an IEP meeting as soon as possible within 30 days. In addition, publications and forms: <u>Are You Puzzled by Your Child's Special Needs</u>, <u>Student Enrollment Form</u>, <u>Request for Special Education Assessment Form</u>, <u>Student Information Questionnaire for Parents and Guardians</u> and <u>A Parent's Guide to Special Education Services (Including Procedural Rights and Safe Guards)</u> will be maintained in the school office and made available to parents and staff upon request. The request for a Special Education Assessment Form may be filled out by any person who believes that a student has or may have a disability and in need of special education and or related services. Once a written request for a special education assessment has been received, our school will develop and provide the parents with a Special Education Assessment Plan within 15 days by a three person team; an administrator, a Special Education Coordinator and a School Psychologist, who will review the student's records and develop an assessment plan or the team may deny the request. After a parent or guardian signs an assessment plan, an IEP team will meet within 60 days. Once a student has been identified by an IEP team as having a disability and in need of special education - all services and FAPE (Free and Appropriate Public Education) offers in the IEP will be implemented. It will be required for that student to be reassessed every three years or any time at

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APPENDIX D

Applicant Team Name: Western Academy for the 21st Century (PSC Team Koppersmith/Clay MS)

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		the request of the parent or district's request, but not more frequently than once a year unless the parent and district agree.
Outcome 2	Intervention Programs	Special Education is an integral part of the total public education system, which provides educational opportunities that promote maximum interaction between all students with disabilities and without disabilities. Western Academy will have guidelines for the referral process using a multi-tiered framework of instruction and intervention. All students will have access to core instruction and P21 focused electives, however to be able to help learners that need additional support through differentiated instruction and scaffolding, teacher aides or other instructional strategies will be provided, as needed. Strategic or supplemental interventions will be provided to students that need additional time and needs. A referral to COST (Coordination of Service Team) will be provided for additional intervention if it is determined that more intensive services are required. Students with attendance issues will be referred to SART (Student Attendance Review Team). An SST (Student Success Team) will be scheduled for students that do not progress academically. These terms will include the General Education Teacher, Special Education Coordinator, School Psychologist, Administrator, Academic Counselor, the student and parent or guardian. This could lead to a formal request for a special education assessment or a request for a 504 plan. Western Academy staff members will conduct themselves in a positive manner by words, gestures, acts and demeanor so as to ensure that all students will be treated just and equitably. Discrimination and harassment toward any student will be completely unacceptable, unethical, and will never be tolerated. A violation of the policy will be investigated and subject to disciplinary action and removal.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Western Academy for the 21st Century (PSC Team Kuppersmith/Clay MS)

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	Western Academy will implement the Tier 1 structures to help IEP teams develop appropriate behavioral support plans for students with disabilities whose behavior impedes learning. Interventions, strategies and supports will be in place to address each behavior to facilitate learning. The general and special educators, along with families will implement these Tier 1 supports so students may develop appropriate behavior. Procedures are planned to define, teach, monitor, reinforce and correct unwanted behavior. Each level includes supports that help students access the curriculum and the social environment of the school setting. The universal level includes social skills training positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring positive reinforcement systems; along with firm, fair and corrective discipline. Our school focus on developing the whole child will further improve student behavioral outcomes. In the Tier 2 structures, we will collect and analyze data, provide additional instruction relative to behavioral skills, and behavior support plans. Western Academy staff will provide intensive social skills training individualized support plans, parent training and collaborate with multi-agency (wrap-around) service providers. We will employ individualized data collection, student observation and interviews, as needed. Functional Analysis Assessment (FAA), which may result in Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP), may be implemented, too.
Necessary for Planning, will be provided	Description of Student Population	Our special education student totals are not currently known, however we estimate 1/3 of Henry Clay's student population (approximately 168, per 2010 CST's), so we expect about 60 special education students. Each individual student has an IEP to identify their disabilities and each teacher will have the IEP to identify the individual students' needs, present level of performance eligibility, annual goals/objectives, annual reviews, assessments, and team recommendations. Procedural safeguards, follow-up actions, parent participation and consent of the IEP service summary, IEP Team Information and Behavior Support Plan to meet the needs of each student will be included, as well.

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Applicant Team Name: Western Academy for the 21st Century (PSC Team Kuppersmith/Clay MS)

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	The Western Academy Special Education Program will serve students with disabilities in the least restrictive environment. We will provide a free appropriate Public Education (FAPE) based on a student's eligibilities. We will provide a range of options, which may include accommodation, modification, designated itinerant services (DIS), co-planning, Learning Centers, special day program, Community Based Instruction (CBI), Resource Service Program (RSP), and inclusion. As identified in the Curriculum Guide with Students with Moderate to Severe Disabilities, the curriculum for students with disabilities may be instructed in alternate standards parallel to the standards-based curriculum used in general education. Some of the interventions used for the CBI population will include mainstreaming into the regular classes. All of our students will have access to the core content curriculum and P21 electives. During the IEP process, designated services implemented in the student's IEP may include: speech and language services, DIS-counseling, Adapted Physical Education (APE), Occupation Therapy (OT), Assistive Technology (AT), Orthopedic Impairment (OI), Least Restrictive Environment (LRE) Individual Transition Plan (ITP), and community-based instruction, to name a few. The Western Academy Learning Center help students with learning disabilities adjust to mainstreaming into the larger general education classroom through the development of organization skills, note taking strategies and following classroom procedures. Our Learning Centers and/or Resource Classes taught by a Special Education Resource Specialist Teacher will include a co-teaching model of both the general classes and the resource classes. Students with disabilities will have ample opportunities to interact with the general classes and general population in core content classes and P21 Electives.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	For IEP implementation and monitoring, an IEP team will meet when a student has been assessed pursuant to an assessment plan, at least annually, to review a student's progress and eligibility and make necessary revisions if a student demonstrates a lack of anticipated progress or the parent or district staff members request a meeting to review the IEP. There will be a system implemented for team members to communicate Pre and Post IEP by E-Mail and in monthly meetings in which the team will ensure the implementation of a student's IEP. These monthly IEP meetings will be scheduled regularly and teleconferencing may be employed. Parents will be included for the monthly meeting by teleconference or in person. If translation services are required, Western Academy will ensure staff will be on hand for parents who do not speak English. Parents are always welcomed on campus as active participants in the IEP process meetings.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	There are special education guidelines developed to provide assistance to IEP teams and other school staff in the procedures of determining appropriate accommodations and modifications for students' participation in state and district assessments. IEP teams are required to address the following areas; Section I: Supports for participation in general education activities - Identify the supports a student will need to participate in general education activities. Section J: Standards-based promotion - describe the instructional accommodations or modifications a student will need in order to progress in grade-level content curriculum. Explicitly describe the present level of performance. Section K: Recommendation for participation in state and district wide assessments - describe the accommodations or modifications the student will need to participate in state and district-wide assessments, used in daily instruction. Section M: Check the curriculum in which the students will be participating subsequent to the IEP meeting - information regarding the designated accommodations and modifications selected for the student must be provided in person, through E-mail or phone to all personnel working with the student. The Special Education Assessment Plans (SEAP) will be developed using the district's SEAP Form in the Welligent IEP system and the SEAP will be created in the language of the home. The district has forms of the major languages available. The Special Education Assessment Plan should be developed in cooperation with the student's teacher(s), general and special education and the other IEP team members such as school psychologists and related services personnel. The team will develop a special education assessment plan using

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		information in the written request for special education assessment, the LAUSD student enrolment form, section 10, special services recommendations, parents observations, school records (such as student work samples), student success team recommendations and independent assessments provided by the parent(s). Administering tests and other assessment materials to access an English Language Learner will be met to measure the extent to which the student has a disability and needs special education, not measured by the student's English language skills. The SEAP can be developed on the Welligent IEP system. An IEP case manager will be assigned to develop the assessment plan, assign assessors to provide evaluations once the parent approves the plan, and monitor the plan to ensure it is completed on time. The team will prepare the forms correctly to make sure that the appropriate reason(s) for the assessment is filled in, the appropriate assessment areas are checked off, identify and make accommodations for the test, verify if an interpreter is needed, make sure the recourses include the date the plan is provided to the parent, print and retain a copy of the form, provide two copies to the parent/guardian and attach a copy of the Parent Guide to Special Education. The Welligent IEP system will create a copy of the plan in the language of the home for the parent/guardian. When the parent/guardian returns the signed assessment plan the administrator will update the Welligent System by entering the date the signed assessment plan was received and the IEP meeting due date (before 60 days). The administrator will also provide all assessors a copy of the assessment plan, the proposed date of the IEP meeting and when their assessment reports are due. The administrator will contact parents if the plan is not signed to arrange for the plan to be signed. If the parents/guardians refuse to sign the assessment plan, a copy of the plan will be placed in the student's CUM folder and Welligent will be updated to document the parents' decision. The district may, but is not required to pursue the evaluation. If the IEP was a reassessment it may be conducted without a signed assessment plan.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Instructional Plan for students using grade level standards	All students at Western Academy will enjoy small class sizes, personalized and caring attention, and a superior curriculum so that they may achieve success. Specific supports for Special Education students include using grade level standards with course materials revised/broken down/"chunked" into small sections for understandability. Our Special Education students will also use affiliated textbook worksheets to gain mastery of the standards. Creating lessons to meet the learning modalities of our students is also a high priority for Western Academy faculty. Our P21 focus facilitates greater emphasis on applicability of concepts, which will aid in our students' success. Intervention lessons will be created to fit the needs of our students, using grade level materials. Using prior knowledge of what was learned in other classrooms, modeling, and one-on-one help from an aide will also help students meet grade level goals. We will use our student's SEAP to focus on specific skills that need improvement and help guide our students by correcting mistakes working backwards from their answer to the start of the problem. Additionally, reteaching strategies will be employed to help students correct errors. Western Academy faculty will also ensure that appropriate accommodations and modifications for students with disabilities are utilized to keep students on task and successful. For example, if a student needs to sit near the board to see or hear or if they need an aide to stay on task, the accommodations from the IEP will be delivered. The curriculum can be altered with modifications for a student with disabilities, as long as the standards are being addressed. It may be altered as little as completing a few less problems or having more time to complete an assignment. In a multi-grade class, instruction will be provided in small, same-grade group settings to better ensure mastery of the standards.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	For our Western Academy students who use Alternative Standards, our curriculum will be modified to provide thoughtful and appropriate access to the material. In Outcome 7A - placement of students with disabilities with all other disabilities [(excludes specific learning disabilities (SLD), Speech/Language Impaired (SLI)), other Health Impairments (OHI)], Western Academy will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students in the 61-100% category utilizing instructional minutes as the main methodology. In Outcome 7B - placement of students with multiple disabilities orthopedic (MDD), Western Academy will demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 61-100% category utilizing instructional minutes as the methodology. Using alternate standards in the design of our instructional program for our disabled students, we will effectively adapt the content and instructional techniques to meet the needs of each student. This modification will be done in accordance with a student's IEP needs, which includes age appropriate standard lessons and activities designed to maximize independence in each grade level. We will use backwards planning as another teaching strategy, which results in higher student achievement. Before teaching a standard based lesson, our teachers inform our students of what the objectives will be. We will clearly relate our expectations in rubrics and grading criteria so students may keep these goals and concepts in mind. Creating lessons with measurable and appropriate outcomes for all learners will guide our practice. Accommodations provide different ways for students with disabilities to take in information or communicate their knowledge back to the teacher. These changes will not alter or lower the standards or expectations for a subject or assessment. One example is preferred seating in the front of the classroom for a student with attention issues. Through the student's IEP or 504 plan, classroom accommodations may be formally developed. Accommodations to be used for classroom instruction and assessment will be defined in a student with disabilities IEP. One example is a student with delayed reading skills can participate in class discussions about a novel by listening to the audiotape version of the book. Beginning with the Individuals with Education Disabilities Act (IEIDA2004) the term "Modifications" has been replaced with the term "Alternative Assessment" because the Federal No Child Left Behind Act (NCLB)

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		mandates that students with specific learning disabilities be tested using the same standards as those used for non-learning disabled students. In a multi-grade class, instruction will be provided in small, same-grade group settings to better ensure mastery of the standards. Students' data input through the Welligent system records tracking of hours and services, IEP timelines, goals and objectives, assessments, accommodations and alternative assessments will be monitored on a daily basis. The general program of instruction provided to students with disabilities at Western Academy will be responsive to the required sequence of courses and related curriculum for all students, including appropriate integration, grouping, instructional procedures, and assessment.
Outcome 13	Plan to provide Supports & Services	Western Academy is committed to providing an excellent education for all our students and an administrator will be in place to provide supports and services to our students with disabilities. Our Special Education Coordinator 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 the Imp's of students with disabilities. Our school will use the Welligent systems for online IEP's and tracking of related services, such as speech, language, physical therapy, vision and hearing screenings and nursing services, provided to students during their course of education. Welligent will allow our administrator, Special Education Coordinator, and staff of teachers to monitor IEP timelines and services delivery, and generate reports to ensure compliance with special education laws and regulations. For every 14-year-old student with an IEP, a Statement of Transition will be conducted in that year in accordance with federal law. The transition planning will be met for 98% of all students with disabilities who are of age 14 or over. The Statement of Transition service needs to focus on the student's courses of study. It will be an identification of and planning for the courses that a student will be taking in each grade or year from 14 years of age onward. The concept will be to identify courses that lead towards graduation, as well as develop plans for and ensure that all educational experiences offered to the student will help them achieve their desired post school goals or outcomes. Western Academy's focus on creating a host of college and career related experiences will aid in this process. Long-range planning regarding educational programming

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Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	and experiences should also be done for these students to help prepare for adult life and future training and education. Transition planning strategies and activities will lead toward post-school outcomes, based on the student's needs, interests, and preferences. These individualized strategies will include long-range planning, transition areas in school as well as helping parents access new supporting agencies so that a student may transition successfully out of public school. The Transition Instruction Plan will need to be presented to the students, parents, and staff to facilitate a successful transition with the focus on the post secondary outcomes. The IEP needs to meet each individual student's special educational goals for when they move from school to work and adult life, reflecting the student's own goals for his future. Western Academy will provide a coordinated set of activities for students with disabilities that are designed within an outcome-oriented process based on the individual student's needs. Among other IEP notice requirements, we will send out meeting notices indicating, that the purpose of the meeting will be to discuss transitions to the student, parents and staff. Once goals were identified, transition and vocational evaluations will be made as well as how the student will be prepared for life outside of school in such areas as personal needs, getting around the community and recreation activities. The IEP team will ensure that the coordinated set of transition activities will be designed to lead to a variety of goals, such as basic work habits, punctuality and grooming and developing independent living skills, such as going to and from classes on time and exploring careers such as having a statement of transition services needs connected to technology course work if a desire for computer science is in that student's interests. We know our 21st Century skills focus will assist our students in making exciting goals.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra-Curricular/Non academic activities:	Every student at Western Academy shall be encouraged and permitted to participate in all school programs, including extracurricular programs and activities. If the student's individual needs prevent full participation in regular class activities, every reasonable effort will be made to provide modified activities appropriate to the student's situation within the regular classroom setting. Western Academy will provide supplementary aids and services determined appropriate and necessary by the student's IEP team, to participate in non-academic/extra-curricular activities in the manner necessary to offer students with disabilities an equal opportunity. Provisions of non-academic and extra-curricular activities could include meals, recess periods, and services and activities set forth by law to the maximum extent appropriate to the needs of the student. Accommodations will be provided for every student with disabilities to participate in non-academic extra-curricular activity at our school. For example if a student with diabetes who tries out for the cheerleading team or soccer team, they will not be excluded because the student needs his or her insulin; we will make arrangements to have the insulin on hand and ready if needed. A deaf or hard-of-hearing student may be provided a sign language interpreter to help facilitate communication at a student government meeting, which is another example of appropriate accommodations. A student who is blind may be permitted to touch the chess pieces on the board or have someone verbally explain where the pieces have been moved to if he or she is a member of a Chess Club. Western Academy will provide wheel chair accessible mode of transportation for a disabled student who wishes to participate in an offsite, school-sponsored art, or music training program or field trip to a museum or history or science exhibit. As for students with disabilities participating in general education elective classes, accommodations will be made to make sure all provisions such as supplementary aides and services determined appropriate and necessary by the student's IEP team be afforded every student with disabilities. Students with disabilities will have an equal opportunity to be enrolled in every general education elective class from computer electives to art electives as well as service classes.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	Western Academy's IEP team will discuss ESY services at an initial IEP meeting and at every annual IEP meeting for each student with an IEP. School staff, parent(s), and/or the student may request an IEP meeting at any time to discuss ESY services. These services would be necessary to a Free Appropriate Public Education when the benefits a disabled student gains during the regular school year is significantly jeopardized if the student is not provided with educational program during breaks in instruction. The IEP team will determine which services and how much of these services will be provided during the extended school year. It could be all services or it may be only one specific service. The decision will be based on the need of each student to assist in maintaining the skills do to the risk of regression. All students who are eligible for special education and related services must be considered for ESY services. If our IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program at LAUSD. Our IEP team will consider several variables in determining when extended school year is needed. Firstly, we will identify which skills or behaviors would be at risk of regression during the summer/intersession period, which are taught during the implementation of a student's current IEP goals and objectives. We will review data and other documentation that predicts the level of regression and the time it would take to regain the skills or behaviors. We will also determine which skills or behaviors may or may not require a recoupment period and determine if the skills or behaviors could be maintained with ESY services, as well as what services would be required to maintain the skills and behaviors during the summer/intersession period. Western Academy will provide extended school year services to eligible students with disabilities though the summer school program offered by the Los Angeles Unifies School District for up to 20 days in the summer. The only services for the students with disabilities for ESY are services already provided for during the school year. Services may be indirect with the provider(s) serving primarily as consultant(s) to the classroom teacher or co-planning and collaborative co-teaching between the classroom and provider. It could be a pull out model, small-group session or special day class for ESY. The annual budget and funds will be providing personnel and services that include allocations for providing ESY services though the districts.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	MCD Outcomes (to be woven among others)	Our students with disabilities, who need no accommodations or standards accommodations, will participate in the state wide English Language Arts and Mathematics assessments and their scores will be comparable to the percentage of non disabled students taking the same assessment which is 75% or greater. Students with disabilities in our middle school participating in the California Standards Tests (CST) will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics from the combined rankings of basic, proficient and advanced. Western Academy will keep students with disabilities on track to receive their diplomas at the graduation rate or 40% or more by the time their class reaches the twelfth grade. The completion rate of those with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out will be based on an increase as compared to students without disabilities who graduate with diploma, receive a certificate of completion, age out or drop out. Our school will reduce the overall number of suspensions of students with disabilities to a number lower than 8.6%. Western Academy will demonstrate a ratio of not less than 73% placed on the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to federal placement reporting requirements” for specific learning disabilities (SLD) and Speech/Language Impaired (SLI). We will demonstrate a ratio of not less than 51% of students placed in the combined categories of 0-20% and 21-60% and not more than 49% students placed in the 61-100% category utilizing instructional minutes as the methodology” for the placement of all other students with disabilities (excluding SLD, SLI and other health impaired (OHI). We will also demonstrate a ratio of not less than 23% of students placed in the combined categories of 0-20% and 21-60% and not more than 77% students placed in the 60-100% category utilizing instructional minutes as the methodology” for the placement of students with Multiple Disabilities Orthopedic (MDO). For Home School Placement in the least restrictive environment, Western Academy will increase the percentage of students with disabilities with all other eligibilities in their sixth grade in their home school to 65%” and increase the percentage of students with disabilities in our middle school grades seven and eight in home school to 55.2%. For all students with disabilities that will turn 14 years of age before the end of the IEP year plan we will have an Individual Transition Plan ready. 98% of these students age 14 or over shall have an

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		individual transition plan developed in accordance with federal law. Our school will have a timely completion of evaluations for all our students with disabilities. For all initial evaluations, 90% will be completed within 60 days, 95% will be completed within 75 days and 98% will be completed in 90 days. Western Academy will provide lawful responses to parents filing complaints in accordance with the following performance standards. Our school will respond to parents filing complaints as follows; 25% within 5 working days, 50% within 10 working days, 75% within 20 working day and 90% within 30 working days. We will increase reliance on informed dispute resolution of disputes by increasing its ability to timely resolve disputes by concluding its informal dispute resolution process within 20 working days in 60% of cases. For delivery of services, we will meet 93% of the services identified on the IEP's of students with disabilities in all disability categories except specific learning disability will show evidence of service provision. 93% of the services identified on the IEP'S of students with specific learning disability will show evidence of service provision. Western Academy will provide evidence that at least 85% of the services identified on the IEP's of students with disabilities have a frequency and duration that meets IEP compliances. Our school will increase the rate of parent participation in IEP meetings in the area of attendance to 75%. Our school will show 95% of the records of IEP meeting in which the parent does not attend as evidence of recorded attempts to convince the parent to attend the IEP meeting in accordance with section 300. 345 (d) of IDEA regulations. We will meet the timely completion of future transitions of IEP's in the seven primary languages as follows: 85% within 30 days, 95% within 45 days and 98% within 60 days. Western Academy will stay in line with the district to increase the percentage of credentialed special education teachers to 88%. This will help increase the qualified providers. For IEP team consideration of special factors-behavior, interventions, strategies, and supports the percentage of students with autism with a behavior support plan will increase to 40% and the percentage of students with emotional disturbance with a behavior support plan will increase to 72%. We will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and Consideration of placement in the least restrictive environment as determined by the independent monitor

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All	Professional Development	Opportunities are planned for general and special educators to develop a culture of collaboration in meeting the needs of students with disabilities. Western Academy is committed to creating a true Professional Learning Community, which ensures effective collaboration and sessions will include meeting the needs of our special education students. The Los Angeles Unified School District has Event/PD information to help teachers meet the needs of their students. The District can provide us a specialist from the Division of Special Education to train and guide our faculty in differentiation instructions for students with disabilities to increase attainment of appropriate social/behavioral skills conducting data collection and analysis. The District can provide or facilitate professional development for our teachers and assistants in the social skills program, as well as our parents of our students in developing a culture of collaboration as we plan for the future of a school and students. Professional Development in explicitly addressing tiered instruction for students with disabilities and the Inventory of Services and Support (ISS) is designed to help our school examine our policies, procedures, and practices to gain a deeper understanding” of how to close the achievement gap. This tool is designed to provide a framework for our District Leadership Team (DLT) to use that will enhance and deepen their understandings about this subgroup of students and help our staff through professional development training classes address and improve tied instruction. Western Academy will have ready an implementation of multi-tiered Responsiveness to Instruction approach in order to improve educational outcomes for all our students. This tool will be used as an action-planning instrument, to gauge current implementation status and relative priority. At the intensive level, intervention provides students with intensive needs based on comprehensive evaluation. At the targeted-level interventions provides students identified as at-risk or who fail to make adequate progress in general education. At the Universal level students are provided research-based, high quality, general education incorporating on-going universal screening, progress monitoring, and prescriptive assessment to design instruction. Special Education practices reflect an adoption of relevant and effective responsiveness to instruction components. Special education evaluations are characterized by targeted assessments (diagnostic in nature)

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		that are intended to inform instruction: IEP goals reflect authentic benchmarks. Progress towards IEP goals are regularly monitored and graphically represented. Special educators utilize special procedures to set ambitious growth goals. Finally parental communication/contact takes place in accordance with IDEA.
Outcomes 6, 8, 16	Staffing/Operations	Western Academy will recruit, hire, train and assign well-qualified staff for teaching and paraprofessional positions through an aggressive outreach program. New and inexperienced teachers will participate in mentoring/coaching programs that will keep and ensure that highly qualified teachers are available to students with IEP's, by mentoring and coaching new teachers with management and individual administrative support we will retain our highly qualified teachers and staff. In this way we will be able to ensure the percentage of highly qualified credentialed special education teachers to 88% and above. The monitoring/coaching program will provide classroom management training, recognition publicly of teacher achievements, planning time needed for special education and general education teachers and Paraprofessional aides to collaborate, as well as professional development on differentiation and lesson accommodations and modifications. There will be a credential verification and monitoring process planned to meet the requirements for employment as stipulated by the California education code section 47605 (1). All primary teachers of special education will hold a commission of Teacher Credentialing Certificate and be highly qualified as defined by No Child Left Behind. All teachers will have to meet LAUSD qualifications to be a highly qualified teacher at our pilot school. As stated before, we will follow the district's demonstrated ratio of not less than 73% of students with disabilities placed in combined categories of 0-20% and 21-60% and not more than 27% students with disabilities placed in the 61-100% category according to Federal placement reporting requirements. Western Academy will make sure that service ratios are established that follow code requirements and ensure adequate number of trained staff is available for the number of students enrolled with disabilities such as (SLD) and (SLI) that will keep the District 92.9% or above at their home school. Our school will help keep or increase the percentage of students with disabilities and other students in the 6th grade in their home school

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		to 65%. Our school will help to increase the percentage of students with disabilities in 7th and 8th in their home school to 55.2%. Western Academy will have clerical support available as needed for our students with disabilities to address each student's IEP's as well as to give support to special and general teachers. The clerical support may vary from providing assistance to parent of students with disabilities to making calls to retrieve more data and information for teachers to help with student's IEP's. Western Academy will have effective procedures in place when it comes to maintaining specialized equipment for students with disabilities. It could be keeping a special computer for a student with disabilities secured and safe when not in use to keeping oxygen tanks secured and safely away from danger. As for addressing health protocols, Western Academy will have a plan to keep medication, air inhalers and diabetes test strips and other student needs in a central location.
	Fiscal	Western Academy will have a significant portion of the budget allocated for staffing considerations and specialized equipment for Special Education students. When needed, support personnel or one-to-one staff members will be hired to assist our students and equipment identified in the IEP will be purchased, to accommodate the needs of our students. Western Academy's budget must remain flexible, but our Special Education students are a vital component to our school. We will utilize all funding sources available to us, to ensure a quality education is available for all our students.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	Western Academy will address the needs of all our parents with language needs by providing staff members or teachers who can help translate any conversation involving these parents and their child. Our school will have teachers, in teams, when working with their students and their parents and will always have a translator whether by conference phone meeting or in person. All our parents will be welcomed to visit or observe at their student's classrooms or school programs. Some barriers may be cultural and require customized outreach efforts that take into account the diverse norms and experiences of a student's families. Western Academy will schedule meetings at convenient times for the parents. At Western Academy, the issue of rights and protections of all our students, including students with disabilities, come first to fit into school reform. Students with disabilities and their parents will never lose the special rights and safe guards to which they are entitled under the Individuals with Disabilities Education Act (IDEA). Furthermore, students with disabilities and their parents needs, as with all our students education needs, always come first. Western Academy will meet parental concerns by responding to each parent on an individual basis, contacting parents as needed by phone, letter message or e-mail. Our school will address parent concerns and by bringing them directly to the teacher or administrator so that the teacher or administrator can contact that parent. Staff members will follow up, by contacting the parent to make sure their concerns were addressed. At our school, we will work with our parents to provide a friendly, welcoming and safe environment so they may be involved in their child's education.

Walter Bambrick

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Education:

1970 - 1971	Pratt Institute , Brooklyn, New York
1971 - 1972	New York University , New York, New York
1972 - 1974	BA (Honors - English) University of Ottawa , Ottawa, Canada
1974 - 1976	MA (English) University of Toronto , Toronto, Canada
2000 - 2001	Library student, Cal State Long Beach , Long Beach, California
2004	Fellow, UCLA Writer's Workshop , Los Angeles, California
2007	LAVA (Los Angeles Virtual Academy, Ojai), summer academy
2008	LAVA (Los Angeles Virtual Academy, Ojai), summer academy

Work / Teaching Experience:

1976 – 1978	Teacher, Fundamental High School, Cambridge, MA
1979 – 1982	Computer Programmer/Analyst, First Interstate Bank, Los Angeles, CA
1982 – 1983	Painter, Burgundy, France
1983	Computer Programmer/Analyst, MGM Studios, Los Angeles, CA
1983 – 1998	Painter, Filmmaker, Art-Director, various independent films
1987	Art Director, "Favorite Sons", an Andy Frank Production
1997	Art Director/Assistant Director, "Silent Scream", a James Chen Production
1987 – 2011	Teacher (English) / Technology Coordinator, LAUSD:
	1987 -- 1992 Long term substitute: Webster MS, Audubon MS, West Hollywood Continuation HS
	1992 – 1997 Teacher (English), Locke HS, Los Angeles
	1998 – 2002 Teacher/Technology Coordinator, Horace Mann MS, Los Angeles
	2003 – 2011 Teacher/Technology Coordinator, Henry Clay MS, Los Angeles
	2004 – 2008 Yearbook Advisor, Henry Clay MS, Los Angeles
	2006 – 2008 Editor, "the Clay Pidgin", Henry Clay MS, Los Angeles

Yesenia Enriquez

EDUCATION

California State University, Los Angeles Masters of Arts in Education Reading Specialist Credential	01/2011-06/2012
LAUSD District Intern/BTSA Program Single-Subject Clear Credential	05/2007-02/2010
California State University, Los Angeles Bachelor of Arts in English	03/2001-06/2006

WORK EXPERIENCE

Henry Clay Middle School, Los Angeles, CA English Teacher	05/2007- Present
• 7th, 8th grade ELA Teacher, Leadership & Journalism/Yearbook Advisor • Planning, Delivery, and Analysis of rigorous academic curriculum • Data Analysis to improve teaching practices • Professional networking to maximize learning outcomes in students	
Salick Health Care Inc, Beverly Hills, CA Administrative Assistant	12/1998-12/2006
• Handled administrative duties of medical facility • Minute-taking and co-facilitation of staff meetings • Payroll management of department	

VOLUNTEER WORK

Sacred Heart Church, Compton, CA Catechism Teacher	09/2009-Present
• Implementation of religious education curriculum • Planning and carrying out diverse church activities/charities	

HONORS/AWARDS

- \$10,000 Scholarship from Salick Health Care, Inc.
- National Environmental Protection Agency Award Recipient
- Employee of the Month- Salick Health Care
- Principal Recognition for bringing 3 out of 5 classes to Advanced on District Assessments

Jennifer Horton

• Jennifer.Horton@lausd.net

CREDENTIALS

Single Subject Teaching Credential: Health and Science
Supplemental Credential: Physical Education
USC GIFTED summer Institute: Advanced- GATE Trained

EDUCATION

Master's Degree, Principal Leadership proposed date: Aug. 2011
University of California, Los Angeles

Teaching Credential, Single Subject May 2005
National University, Orange

Bachelor of Arts, Kinesiology: Athletic Training May 2000
California State University, Long Beach

TEACHING EXPERIENCE

Aug. 2005- Present

Henry Clay Middle School

Los Angeles, California

- Currently teaching single subjects in Health, Science & AVID
- Department Chairperson and Lead teacher Science
- Ability to adapt labs for various student needs, providing enriched learning experiences
- Collaborate well with various colleagues to develop curriculum
- Successful classroom management skills

Westminster High School

Aug. 2004-Jan. 2006

Westminster, California

- Vocational Teacher for Sports Medicine
- Student Teaching for Credentialing program
- Head Athletic Trainer for Athletic Department

SUBSTITUTE TEACHER

Sep. 2000-Jan. 2005

Westminster High School

Irvine High School

Huntington Beach Union High Schools

Ocean View School District

AWARDS

- 2010 Donor's Choose Project Recipient
- 2007 Earthwatch Fellowship-Expedition to Brazil for the fieldwork and study of dolphins.
Assisting the University of Sao Paulo in research and community programs.

LANGUAGES

Conversational/working knowledge in Spanish

A. Kuppersmith

Objective

For years, my group of teachers has functioned as a high performing oasis at our school, Henry Clay. Now, I wish to take that achievement to the next logical level, and triple our output by making a small middle school operate with our pedagogy, philosophy, and vision.

Education

- B.A., Philosophy, University of Southern California, 1993
- M.S., Curriculum, Teaching, and Special Education, University of Southern California, 1996

Credentials

- California Secondary Certificate in English, with CLAD (Clear Credential)
- “Highly Qualified” in Content Area
- 12 years of Experience in the local student community, with consistently high performance

Experience

English Teacher, Henry Clay Middle School
1999 - Present

- Taught World Literature & Writing Composition to 7th graders.
- Organized cooperative learning activities.
- Implemented portfolio grading system in literature classes.
- Incorporated team teaching into standard curriculum
- Implemented Project Based Learning
- Assessed student performance throughout the term.
- Conducted student conferences using team teaching methodology.
- Consistently outperformed Henry Clay Middle School's Average performance by double-digit percentages.

Activities:**Henry Clay Fencing Team**

For five years, coached an extracurricular team enriching students with exposure to the sport of fencing, one of the 21 original Olympic Sports. Students must maintain a B average to participate, and learn community and competition, as well as French Vocabulary.

Soccer

For the past year, participated in Coaching and playing goal for students in the Intramural Soccer League at HCMS.

Chess

For many years, have taught the fundamentals of Chess strategy and tournament play with students. Tournaments held with other schools, and on site at HCMS.

Joseph John O'Neil

Self-directed, enthusiastic educator with a passionate commitment to student's development and the learning experience. Skilled in the design of challenging, enriching, and innovative activities that address the diverse interests and needs of students. Possess outstanding Mathematics communication skills, present information in a variety of ways, emphasizing relevance of class material to the world beyond the classroom. Active team member who collaborates with all levels of staff members and establishes quality relationships with students. Experience in:

Curriculum and Design Development
Cooperative learning
Project based learning
Classroom management
Multicultural awareness
Student assessments
Interactive learning

Differentiated Instruction
Student motivation
Differentiated curriculum for GATE
Student-centered learning
Special education awareness
Whole group learning
Use of interdisciplinary themes in lessons

EDUCATION

- Associate of Arts: General-Los Angeles Harbor College, Wilmington
- 90 Quarter units of coursework: Architecture-Cal Poly State University, San Luis Obispo
- Bachelor of Arts, Major: Sociology Minor: Behavioral Sciences, CSUDH
- Appropriate California Teaching Authorization: Clear Single Subject Credential w/Clad Emphasis Subject Social Sciences with SMA: Introductory Mathematics, CSUDH

TEACHING EXPERIENCE

- 9/2005 – present
Henry Clay Middle School, Los Angeles, Ca 90047 Seventh grade Math Teacher as well as Seventh Grade Algebra 1 Gate teacher. As the classroom teacher, planned and implemented lessons and unit focus calendars, went to professional development meeting, communicated with parents, made assessments of students, went to staff meetings, collaborating with teacher, providing individual assistance to students as needed, and guided my students toward learning the California Standards.
- 9/2004 to 6/2005
Warren Lane Elementary School, Inglewood Unified School District. Seventh grade Social Science Teacher. Planned and implemented lessons and unit plans for my students. Assessed students, communicated with parents went to staff meetings, collaborating with teacher, and guided my students toward learning the California Standards.

- 8/2003 to 6/2004
Monroe Magnet Middle School, Inglewood Unified School District. Sixth grade Language Arts and Social Science Teacher planned and implemented lessons and unit plans for my students. Assessed students, communicated with parents went to staff meetings, collaborating with teacher, and guided my students toward learning the California Standards.
- 8/1990 to 6/2003
Monroe Magnet Middle School, Inglewood Unified School District, Sixth grade Mathematics Teacher, Monroe Magnet Middle School. Planned and implemented lessons and unit plans for my students. Assessed students, communicated with parents went to staff meetings, collaborating with teacher, and guided my students toward learning the California Standards.
- 4/1997 to 6/1997
Lomita Math / Science Magnet Elementary School in the Los Angeles Unified School District. Gate Teacher for the Third, Fourth and Fifth grade students, introducing students to Algebra and Geometry in a hand-on manner in which students participated in guided activities while learning. Pull out Program.
- 10/1988 to 6/1991
Los Angeles Unified School District, Substitute Teacher, Worked as a day-to-day substitute teacher sixth to twelfth grade.

SPECIAL SKILLS

- Able to utilize my 22 years of retail experience in training and supervising young adults in the work force.
- Developed an overall positive approach from my customer service experience in communicating with parents of my students.

PROFESSIONAL TRAINING and WORKSHOPS

- University of Southern California Professional Development: Differentiated Curriculum for Gifted and Talented Students Summer Two-Day Program in June 2007, 2008, 2009, and 2010.

Karen Orne

Objective: To improve the educational opportunities of LAUSD students by establishing a transformative Pilot School with a progressive Partnership for 21st Century Skills focus.

LAUSD

Henry Clay Middle School

Teaching Responsibilities

7th Grade History Teacher (2002 to present)
8th Grade History Teacher (2001 – 2002)

Program/Curriculum Development

Gifted and Talented Coordinator (2006 to present)
Lead 7th Grade Teacher (2008 to present)
Literacy Cadre, Social Studies Representative (2001 – 2004)

Additional Activities

Curriculum Council (2006 to present)
Garden Director (2007 to present)
Technology Committee (2008 to present)
National Junior Honor Society Adviser (2008-2009)

Training Sessions/Conference Presentations

MyData – Fall 2009, Spring 2009
Technology – Fall 2009, Spring 2008
Best Practices - Teaming, 2007
Content Literacy, 2004
Content Literacy, 2003

CSULB

Teaching Responsibilities

Adjunct Faculty - History 101 Facts, Evidence and Bias (Spring 2000)
Equal Opportunity Instructor (Fall 1999)
Reading Instructor (Summer 1998 & 1999)
Facilitator/Grader, History 132 Western Civilization (Spring 1996 – 1999)
History, Sociology, Psychology Tutor (Fall 1996)

Program/Curriculum Development

Equal Opportunity Program Course development (Summer 1999)
Assistant Coordinator, Supplemental Instruction (May 1998 –
December 1999)
Writing Proficiency Exam Test Preparation (Fall 1999)

Education

Single Subject Credential, Social Studies, CSUDH, 2004
Master of Arts, History, CSULB, 2000
Bachelor of Arts, History, CSULB, 1998, Cum Laude

Honors and Awards

- LAUSD Teacher of the Year, 2010
- Woolly Pocket Garden Grant, \$1000, 2010
- National Endowment for the Humanities, Picturing America Grant, 2008
- California School Gardens Grant, \$5000, 2007
- Phi Alpha Theta, National History Honor Society, May 1999
- Finalist, Outstanding Graduating Senior, College of Liberal Arts, CSULB May 1998
- Outstanding Graduating Senior, Department of History, May 1998

Western Academy for the 21st Century Principal Job Description

Our 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 Principal will lead Western Academy for the 21st Century by exhibiting these effective qualities and skills:

Human Relations	Moral Courage
Communications & Information	Flexibility & Efficiency
Vision	Inquiry and Reflection
Authentic Relationships & Facilitation	Partnering w/ Family & Community
Love of Learning and Leading	Model Teacher/Learner

The Principal will ensure that these duties are responsibilities are carried out to maximize student success:

- Leads, manages and oversees all functions of the school, in collaboration with the Board of Regents.
- Maintains school-wide focus on high standards of student achievement and supportive culture.
- Prioritizes the educational needs of all students.
- Effectively inspires others and models positive character traits.
- Ensures exemplary teaching of California Standards, Project Based Assessment strategies, integration of P21 skills, and Advisory curriculum.
- Manages processes for analyzing data to increase student achievement.
- Attracts and retains high performing instructional and non-instructional staff.
- Effectively evaluates instructional programs and teaching effectiveness.
- Organizes professional development and training opportunities.
- Manages team and individual performance.
- Develops a collaborative team culture and Professional Learning Community.
- Sets challenging goals and follows through to ensure results.
- Plans for future needs of the school.
- Motivates others to action; builds strong coalitions in order to achieve the school's short and long term goals.
- Works with all stakeholders with the goal of better serving students.
- Actively seeks and develops support from community groups and leaders.
- Develops and maintains positive working relationships with parents and the community by demonstrating honesty and integrity.
- Collaborates with Board of Regents on long term strategic planning and medium term process improvements.
- Effectively organizes and analyzes information; anticipates challenges or new information to solve problems.
- Integrates and acts upon new information effectively.

- Makes decisions in a timely manner, even in ambiguous situations; considers consequences of the decision and communicates decisions to appropriate person(s) in a timely manner.
- Seeks opportunities to learn and improve; makes use of past successes and failures.
- Maintains and promotes social, ethical and organizational norms while conducting internal and external business activities.
- Identifies personal strengths and weaknesses; factors in the perception of others and makes appropriate adjustments.
- Principal is expected to be open-minded, flexible, creative, compassionate and consistently demonstrate these qualities on campus.
- Principal will maintain excellent attendance, with no less than a 80% absence rate. If principal is unable to attend school, they will ensure quality lessons are available during their absence. This may be grounds for involuntary exiting.
- Principal is expected to track the progress and establish rapport with their Advisory students.
- Principal will supervise their immediate areas (up to thirty feet) during passing periods.
- Complies with all Federal, State and local restrictions and reporting requirements, as well as State and Federal employment laws.

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.

Western Academy for the 21st Century Elect to Work Agreement 2011-2012

Western Academy'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 toward 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.

As an LAUSD Pilot School, we have been granted increased autonomy, flexibility and responsibility to set forth important changes to ensure student achievement. As a Pilot School, Western Academy's primary decision-making body will be the Board of Regents, replacing the School Site Council and Shared Decision Making Committee. Our Board of Regents (BOR) will be comprised of administrators, teachers, classified staff, parents, students and community members. The BOR will approve the Elect To Work Agreement, all budgetary decisions, faculty and student schedules, staffing selections, and curriculum decisions. Grievances will be handled according to LAUSD's Memorandum of Understanding (MOU). Faculty at Western Academy will wholeheartedly support and work diligently to meet the goals set forth in our Mission and Vision statements, supporting the framework from the Partnership for 21st Century Skills. Furthermore, our staff and faculty will work towards developing a true Professional Development Community, working collaboratively with staff, parents and community members to enact progressive education reform at our school.

School Year

The school year at Western Academy for the 21st Century will consist of 180 days of instruction for students. Faculty and staff may be asked to work up to 190 days according to the following schedule:

- Faculty will report for work on designated Pupil Free Days.
- All teachers will participate in Western Academy's Summer Institute (5 days) as well as the Back to School Convocation (2 days). Three additional days of training may be assigned throughout the year, as voted on by the Board of Regents.
- As part of Western Academy's emphasis on community building, all teachers will be expected to participate in up to six 2-hour evening/weekend events for parents and families to include conferences, academic celebrations and cultural events.

School Calendar

Our school year will mirror the school calendar of Local District 8. 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.

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

Salary, Benefits, Seniority, and Membership in Bargaining Unit

Western Academy teachers will continue to accrue seniority within the district. Faculty hired at our school will receive wages and benefits established in the UTLA Collective Bargaining Agreement. Teachers will still be responsible for payment of UTLA dues. Western Academy teachers may receive supplementary compensation for additional hours worked, leadership duties, and merit pay bonuses. Additional salary may in the form of stipends, coordinators and hourly rates as determined by the Board of Regents, based on ancillary funding sources. Extra hours may be necessary and required to complete Western Academy's goals for student success.

Partnership for 21st Century Skills (P21)

Western Academy has selected the P21 frameworks to guide our curriculum and thematic focus. The P21 focus allows us to build a strong foundation in all the content areas and bring clear relevance to our subjects about 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.

Professional Learning Community

Western Academy will fully implement the precepts of Professional Learning Communities (PLC's), using the framework developed in "Learning by Doing: A Handbook for Professional Learning Communities at Work™". We will faithfully replicate this program at our school, using these guided principals to inform our instructional policies: Focus on Learning, Create a Collaborative Culture, Develop Collective Inquiry Skills, Learn By Doing, Focus on Continual Improvement, Focus on Results. Our staff will be expected to participate readily in and abide by staff established PLC protocols and policies.

Project Based Learning

Western Academy will promote project-based learning as its core assessment philosophy. Project based learning is by definition student intensive and directed, with an interdisciplinary focus. 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. Faculty will work collaboratively to develop effective projects, student outcomes and assessment strategies to ensure we meet our mission and vision goals for student success.

Responsibilities

As a faculty member of Western Academy, I understand that I am asked to put students' needs first – at all times. I agree to work creatively to meet the diverse styles and needs of our student population. I also agree to wholeheartedly support and work diligently to meet the goals of the Academy's Mission and Vision statement. I will be an active and thoughtful member of our professional learning community and will employ the curriculum and projects designed by our Curriculum Development and Grade Level Teams. I also agree to spend a minimum of one hour per week in rotating tutorial sessions after school. Furthermore, I will participate in other duties as assigned by the Board of Regents to ensure the proper support of students and the community at large.

Terms of Employment

- The work year: Western Academy is a modified traditional calendar school
- The workday will begin 15 minutes before the start of school and 15 minutes after the ending of school.
- Teachers are expected to devote one hour each week to students who need additional support.
- Teachers are expected to track the progress and establish rapport with their Advisory students.
- Faculty will contact parents in a timely manner concerning the progress of their students, making suggestions for academic and behavioral support and expressing congratulations on improvements and achievements.
- Teachers are expected to keep records of phone calls and parent meetings.
- Faculty are expected to attend the five-day Summer Institute and the two-day Back-to- School Convocation training sessions. These will be paid days.
- Teachers are expected to attend all Professional Development sessions throughout the year.
- Professional Development Time and Common Planning Time will be used for curriculum planning and revision, reflection on student learning and progress, student data analysis, and learning new teaching strategies.
- All teachers will work in collaborative Grade Level and Department Teams to develop project based learning assignments and effective means to assess mastery.
- *Teachers will actively participate in a Professional Learning Community, developing effective protocols and policies to assess student learning.*
- Teachers will attend a one-hour faculty meeting every month.
- Faculty will research and employ the strategies from the Partnership for 21st Century Skills (P21.org)
- Teachers will attend all parent meetings, conferences, and appropriate SST and IEP meetings for their students.
- Teachers are expected to be involved in one standing committee, ad hoc committee, club or program ensuring distributive leadership.
- Teachers will supervise their immediate areas (up to thirty feet) during passing periods.
- Teachers are expected to be open-minded, flexible, creative, compassionate and consistently demonstrate these qualities on campus.
- Teachers will maintain excellent attendance, with no less than a 80% absence rate. If staff are unable to attend school, they will ensure quality lessons are available during their absence. This may be grounds for involuntary exiting.
- Teachers will notify the school office manager, when possible, to arrange for a substitute teacher. If this is not possible, teachers will contact the Subfinder system and call the Office Manager as soon as possible on the day of an absence.

Performance Evaluation

Western Academy will use multiple measures to evaluate teacher effectiveness; Administrator observations, teacher portfolios, informal peer reviews, student data, Teacher Goal Reports, and student evaluations. During the first month of school, staff will complete a pre-observation form listing goals, student outcomes and assurances for the school year. Each teacher will meet the Principal for an evaluation conference. Administrators will conduct formal and informal evaluations and peers will conduct informal evaluations throughout the year. A post observation meeting with the Principal to discuss outcomes will follow in the Spring.

Voluntary Transfer, Excessing, and Dismissal

Faculty may voluntarily transfer from Western Academy at the end of the school year, notifying the Principal verbally and in writing by the end of Spring Break. Permanent teachers may unilaterally excess themselves from Western Academy by following the Voluntary Excess timeline set forth annually by LAUSD. Similarly, Western Academy may unilaterally excess you within the Involuntary Excess timeline set forth in the annual LAUSD Staffing Calendar if you do not support and implement our mission and vision goal strategies or meet the terms of employment. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to terms and procedures of the UTLA contract. You are subject to dismissal from LAUSD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one year of employment.

Dispute Resolution

Western Academy has an internal appeals process in accordance with the LAUSD-ULTA contract. Teachers, with union representation, may appeal any decision that feel is unwarranted and unjustified.

Signatures

I voluntarily elect to work at the Western Academy for the 21st Century. By signing this document, I acknowledge that I have read and understand all the provisions of this agreement.

Name (print)_____ Signature_____

Principal's signature_____ Date_____

Western Academy Implementation Plan Timeline and Criteria for Success

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
"Summer Institute" for teachers	Prior to opening, Year One	- The Board of Regents would need to set this initial meeting up - An elected PD Committee would take over future summer projects of this kind	- Summer pupil free days as per ELA - Computing resources for presentations and materials - Space to meet, entire faculty	- Attendance of staff - Building of a PLC and tangible, measurable PLC goals - Construction of unified project based assignments for the P21 framework	- Feedback forms for PLC - Lesson study of the content based, projects created at the Institute - Performance of first Pas as measure of unity of staff performance
"Back to School Convocation."	Prior to opening, Year One	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	- MyData Access - Scores for all entering students, divided by class roster - Materials such as a Weak/Strong form, to determine the standards areas that are most in need	- Content delivery should be adjusted at this meeting to address certain student needs. - The first PA in content areas should show an improvement over the prior year's PA's, and the prior CSTs.	- Empirical measurement of PA performance in first quarter. - School Averages, per grade level, should be ten percent higher than the prior year CST.

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
Institution of a Not For Profit Organization, tentatively called GoldStar Educational	Year One, First Semester	Board of Regents, A. Kuppersmith	- Staff time - Grant writing efforts	Receive grants, raise funds, and entreat partnerships for the good of the school	At years's end, the number of partnerships and grants should be increased significantly.
The First Year would focus on the P21 Elements of Critical Thinking, Technology, and Global Awareness.	Year One	Grade level team leaders	- Instructional time - Professional Developments - Partnership with P21 - Pedagogical reflection	Higher level student thinking as measured by Bloom's Taxonomy	Performance of students on Bi-Weekly CCI tests, evaluated in staff meetings.
Adoption of new English and History texts	Year One	Board of Regents	- District assigned start up grant for Pilot Schools - Access to District Adopted Textbook warehouses	- New textbooks will be acquired for every student. - New Textbooks will be acquired for class sets	The Annual Williams Visit would be an excellent gauge of success.
6 th Grade PA's would need to be developed for History, 7 th Grade Science, and Health	Year Two	Instructional Teams, Grade 6, Grade 7	- Release Questions from prior CSTs - Staff Development Time	Such measures do not currently exist. Creation of the tool at all is a step forward in data gathering.	The PA scores and CST scores of students will be compared at year's end. There should be a strong statistical correlation of PA averages to CST scores.

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
Restructuring, or complete redesign of the Periodic Assessments, as needed.	Year Two	Instructional Teams	- Release Questions from prior CSTs - Staff Development Time	The goal is to provide a more precise measurement tool of student achievement. Success would be determined by closer score correlation.	The PA scores and CST scores of students will be compared at year's end. There should be a strong statistical correlation of PA averages to CST scores.
Begin to implement the use of the new National Standards in the areas of both ELA and Mathematics	Year Two	Instructional Teams	- Access to National Standards - Common Planning time	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	Comparison to national performance on the national standards would allow a measure of student competitiveness
Phasing in of new Science and Math Textbooks	Year Two	Board of Regents	Access to District Adopted Textbook warehouses	- New textbooks will be acquired for every student. - New Textbooks will be acquired for class sets	The Annual Williams Visit would be an excellent gauge of success.

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
Implementation of EEI, the new environmental standards from California	Year Two	Instructional Teams, Science and Social Studies	- Access to EEI standards. - Common Planning time for Activities. - Environmental and Garden Club Grants	Students show an understanding of, and mastery of the EEI content standards	Initially, the use of “in house” assessments. In 2014, when EEI “goes live”, the state EEI assessment
Grant Writing for Music and the Arts	Year Two	Board of Regents, GoldStar, A. Kuppersmith	Staff time for writing of grants	Acquisition of grants and partnerships to expand school activities into the arts and music	A significant number of partnerships, grants, and activities should be formed by the end of the academic year.
Grant Writing for Technology	Year Two	Board of Regents, GoldStar, A. Kuppersmith	Staff time for writing of grants	- Acquisition of grants and partnerships to expand school activities into technological areas - Acquisition of more technology for the school	- A significant number of partnerships, grants, and activities should be formed by the end of the academic year. - At year’s end, significantly more hardware and software should be present at campus

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
Implementation of school wide reading programs	Year Three	Board of Regents, Instructional Teams	- Access to Accelerated Reader Program - Staff training in Program use - Method of assessing student progress	- Students are trackable in reading habits online. - That tracking should show an increase in Free Voluntary Reading - School Wide reading competition	- Reading is directly connected to all the CST content areas. - A measurable gain in CST performance should ensue (greater than 5 percent increase)
Library Expansion	Year Three	Board of Regents, Grant Committee, GoldStar	- Grant Writing Time - Partnerships with literacy promoting groups	Expansion of books available to students for leisure reading and research, by a significant percentage	Library expansion of at least ten percent should occur by year's end.
Textbook Updates	Year Three	Board of Regents, Instructional Teams	- Time to assess need. (Damaged or lost books to be replaced, etc.) - Access to District Texts - Supplemental texts purchased	Each student will continue to have a book, that is current, and in good condition. Class sets replaced as needed. Supplemental sets acquired.	The Annual Williams Visit would be an excellent gauge of success.

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
Parent Outreach Programs	Year Three	Board of Regents	- Expanded time and opportunity for staff to meet with parents - Events that are parent friendly, and make them feel welcome - Culturally sensitive community activities	Parent involvement in the school, school committees, and child education will show an increase.	An increase of parent involvement by 20 percent, in school activities, by the end of the year.
Math based skill development materials	Year Four	Board of Regents, Grant Committee, GoldStar	- Grant Writing Time - Partnerships with math skill promoting groups - Access to ALEKS Math program Online	- Students are trackable in math skills online. - That tracking should show an increase math skills - School Wide math competition	A measurable gain in CST performance should ensue (greater than 5 percent increase)
Grant Writing Effort	Year Five	Board of Regents, Grant Committee, GoldStar	Grant Writing Time	- Grants would be written to support areas that lack support - Supplemental funding for extracurricular activities provided	- Student opportunities should increase. - Waiting until Y5 is intentional, to use data to outline funding needs, not false emergencies

Proposal Element What Element of your proposal will be implemented?	Timeline In what year will you implement this element of your proposal?	Responsibility Who will lead the implementation of this element?	Resources What resources are needed for successful implementation?	Evidence of Success How will you know you are making progress?	Evaluation What mechanisms will be used to measure progress?
Refinement and improvement of the PLC protocols	Year Five	PLC, PD Committee	The prior four years of data, on both staff participation, staff retention, and feedback on the utility of PDs - Access to Student scores via MyData - Access to Student PA scores, on average, for past years - Access to student grades	- Staff Feedback will improve - PDs will be perceived as more useful to instruction	Participation in the PDs will improve and be more global
Improvement of Assessments	Year Five	Instructional Team, Testing Committee	- Access to Student scores via MyData - Access to Student PA scores, on average, for past years - Access to student grades	As testing and content delivery are improved, a strong correlation between all three data sets should be visible	Students can be more rapidly identified for intervention, proactively instead of reactively
Staff Motivation Bonus	Year Five	Board of Regents, GoldStar, Partners	- Direct acknowledgement of high performing staff members - Various perks, possibly but not limited to financial restitution.	Teachers will redouble their efforts, in an effort to garner a merit based bonus and/or recognition	- Measurable increase in teacher attendance and effort. - Measurable increase in student scores.

**Western Academy for the 21st Century
(PSC Team Koppersmith - Clay)
Community Outreach Activities and PSC Meetings**

June 8, Family Community Meeting Orientation, Clay Middle School

June 17, PSC Applicant Team Orientation meeting, Local District 5

June 20, LD8 Meeting with Green Dot, Superintendent Linda Del Cueto, Director of Middle Schools Shannon Lee, Principal Keri Lew and UTLA Chapter Chair Louis Bonsteel

June 28-29, 1st Annual Convocation for Teacher Effectiveness, Miguel Contreras Learning Center

July 27, PSC 2.0 LAUSD Model School overview, LAUSD Headquarters

June 21, Meeting with John Sun and Cristina De Jesus of Green Dot

August 2-4, Pilot School Residency sponsored by the Center for Collaborative Education and LAUSD, Ambassador Schools Complex

August 23, Teleconference with Shelley Weston, LASDI

August 28, RUACH Christian Community Fellowship "Back to School Block Party", Clay Middle School

August 31, West Athens - Westmont Community Task Force, Washington Golf Course Meeting Facilities

September 20, PSC Applicant Workshop #6: Completing the Special Education Service Plan, LAUSD Headquarters

September 26, Webinar, Cyber Summit on 21st Readiness: Session - 21st Century Knowledge and Skills in Educator Preparation

September 28, Connect Ed Phone calls to Clay Stakeholders inviting them to the Team Koppersmith Open House

September 29, Meeting with Board Member Ms. LaMotte and D1 Stakeholders, D1 Headquarters

September 29, PSC Applicant Workshop #7: Transparent Budgeting, LAUSD Headquarters

September 30, PSC Team Kuppersmith Open House, Clay Middle School

October 2, “Reconnecting the Village” community meeting, sponsored by Board Member LaMotte, Dorsey HS

October 8, Michelle Herczog, LACOE – 21st Century Skills Overview, Clay Middle School

October 8, Henry Clay Walkthrough, led by CPM Steve Johnson

October 10, Webinar, Cyber Summit on 21st Readiness – 21st Century Skills in the Middle

October 19, Clay MS PSC Family & Community Workshop Series # 3: School Plan Conversations – postponed due to low parent turn out

October 28, Clay MS PSC Family & Community Workshop Series # 3: School Plan Conversations

Upcoming Activities

December, Western Academy Brochure Community Mailer for all Clay Stakeholders

December, Western Academy for the 21st Century website re-launch

December 2010/January 2011, West Athens - Westmont Community Task Force meetings,
Washington Golf Course Facilities



November 29, 2010

TreePeople
12601 Mulholland Drive
Beverly Hills, CA 90210
(818) 753-4600 Phone
(818) 753-4645 Fax

To Whom It May Concern:

As a local community group, TreePeople is excited to be a part of educational programs that advocate awareness, civic responsibility and environmental literacy. That is why we fully endorse the establishment of Western Academy for the 21st Century. At this time, TreePeople provides environmental education to secondary schools through the Los Angeles County, Department of Public Work's Generation Earth program. This program provides training, support and resources to teachers in the Los Angeles County area.

As Director of the Generation Earth program, it will be a pleasure to work with the faculty at the Western Academy for the 21st Century. Teachers will have opportunities to attend our professional development and technical assistance Saturday workshops. We look forward to lending our resources and tools to help these teachers implement successful environmental service learning programs that will enhance Western Academy's curriculum and will empower students to take environmental action helping them to become successful college candidates as well as prepared global citizens.

It is clear that the faculty at Western Academy for the 21st Century is committed to a strong partnership with Generation Earth and TreePeople and we value that commitment. We look forward to continuing to pursue our common goal of excellence in environmental service learning.

If you have any questions, please feel free to contact me.

Sincerely,

Mary Dotson
Director of Secondary Education, TreePeople
mdotson@treepeople.org

Create Now:

Re: Thank you!

From: Create Now <info@createnow.org>

To: Ms Orpe

Subject: Re: Thank you!

Date: Nov 6, 2010 7:19 AM

Hi Karen: Thanks for sharing this link. The program sounds amazing and we're so excited to be a part of it! I look forward to hearing from you again as we move forward on our partnership! Best, Jill

Project Give:

Re: Happy Holidays and a quick update

From: Dianne Callister

To: Karen Sykes-Orpe

Subject: Re: Happy Holidays and a quick update

Date: Nov 23, 2010 6:53 AM

Hi Karen, It was wonderful to hear from you! I love the pictures! I would love to post them on our website under your schools namebecause I can tell you that you have been accepted for funding for the coming semester! I am not really supposed to be telling you this early because letters will go out next week to all schools accepted, but I know your name is on the list! I would be happy to write a letter for you in support of your endeavor. I can't tell you how thankful I am that there are teachers like you in our schools! You are a real gem and I look forward to working with you! Sent from my iPhone

LA Chamber of Commerce – PILLAR

RE: Community partnerships

From: Paola Santana

To: Ms Orpe

Subject: RE: Community partnerships

Date: Nov 16, 2010 5:42 PM

Hi Ms. Orpe,

It was a pleasure meeting with you and Mr. Kuppersmith yesterday. I am following up on our conversation.

I checked in with David Rattray, the Vice President of our division, and we agreed that it is okay for you to mention in your PSC application that you've met with the Pillar team, and that the Pillar Program has agreed to support your efforts by helping identify

professionals to participate in career awareness activities at your school, if your proposal is selected.

Feel free to call me if you have any questions.

Paola Santana | Pillar Business-Education Partnership Coordinator
LOS ANGELES AREA CHAMBER OF COMMERCE
LOS ANGELES UNIFIED SCHOOL DISTRICT
350 S. Bixel St. | Los Angeles, CA 90017
Ph: 213.580.7553 | Fax: 213.482.0814
psantana@lachamber.com | www.lachamber.com | www.lausd.net

Learn more about Pillar: www.pillarLA.com

Welcome to First Book!

From: confirmation@firstbook.org
To:
Subject: Welcome to First Book!
Date: Jun 22, 2010 5:06 PM

Thank you for completing your registration with First Book! You can now access First Book's distribution channels. The following are brief descriptions of these distribution channels.

The First Book Marketplace is an online store selling high-quality children's books and educational materials at deeply discounted prices to organizations serving children from low-income families. The First book National Book Bank is a centralized distribution system for large-scale donations of children's books from publishers to programs serving children in need.

The FBNBB distributes millions of books annually, working with warehousing partners and with support from volunteer networks. First Book Advisory Boards are an extensive network of volunteer community leaders serving as ambassadors dedicated to fundraising, providing book grants to local literacy programs, and raising awareness of literacy issues within communities, college campuses and universities.

To access these channels, please visit the Recipient Group Online Resource Center at <http://www.firstbook.org/rg>. ***If you have any questions, please contact the First Book Help Team at help@firstbook.org. ***