

APPENDIX

EXECUTIVE SUMMARY



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

Ramón C. Cortines
Superintendent of Schools

Roberto A. Martínez
Superintendent, Local District 5

November 30, 2010

Dear Mr. Cortines:

Local District 5 offers our enthusiastic support for the autonomous small school proposal for the CRHS #16 High School, Social Justice School: Global Issues Academy.

We have seen the passion and commitment for reform and innovation from the teachers putting forth the proposal for an autonomous Global Issues Academy Small School at CRHS #16. They have worked tirelessly to create an exceptional school that will become a beacon for the community. The team's clarity of purpose and vision of what it takes to have an outstanding academic school are demonstrated in their dedication and determination to do the work necessary to have a successful school. We believe that this small school application has the best chance for success and has our complete backing and support.

Their partnership with WestEd and their proposal to follow WestEd's Tipping Point School Turnaround model provides the school with a solid, research based reform model. The partnership also leverages WestEd's ability to seek out and attain outside funding through endowments and grants to help support the reform effort.

As a local district, we look forward to supporting the collaborative efforts that will ensure that CRHS #16 is a place where students and their families, teachers and school personnel, and the community can thrive.

Sincerely,

A handwritten signature in black ink, appearing to read "Roberto A. Martinez". The signature is stylized with a large, sweeping "R" and "M".

Roberto A. Martinez

Local District 5 Mission

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

A Collaborative Campus Model

November 28, 2010

The following represents the tentative agreement regarding the partnership with WestEd with the three groups vying for the four small schools at Central Region High School #16 (CRHS #16): The Academy of the Sun College and Career Ready High School Design Team, Synergy Academies, and the UTLA/LAAMS Social Justice Schools Design Team.

Collectively, our teams plan to partner with WestEd, not to make administrative decisions nor to run any aspect of the campus, but as an advisor to consult with us, and to help us implement our individual plans. While each of us has our own unique vision and strategies to promote student achievement, there are many policies and practices upon which we will all have to agree (e.g., student discipline policies, use of shared facilities, and the academic schedule). We feel that issues such as these will arise throughout the day to day operation of our campus, and we feel WestEd would be a great partner to bridge the possible gaps between us, as a neutral party, and we're excited to work with them in this capacity.

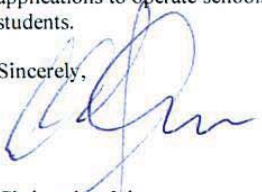
We further agree that the areas in which WestEd will partner and consult with us to create an effective campus are those seven qualities identified by WestEd's Tipping Point School Turnaround Center as the characteristics of successful schools. These characteristics are:

- They have effective school leadership.
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals. (This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together).
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection.
- They create a safe school environment and a supportive climate of mutual trust.
- They align all of their fiscal and human resources to support student achievement.
- They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.


While many other support providers devise strategies to promote the characteristics listed above, WestEd's approach is unique because of their relentless commitment to implementation. We plan to apply for grants together and upon receiving funding for this partnership with WestEd, we agree to work with WestEd rigorously to implement each of our own unique plans at our separate schools. We agree to monitor that implementation through the use of their online tool, "Tracker," which again would be tailored to each of our specific school plans. We also expect that WestEd will address our schools' specific professional development challenges by tapping into its staff's extensive knowledge base in areas such as strategic literacy, small learning communities, differentiated instruction, and support for English Learners and special needs students.

Together, we believe that this partnership among our school teams and WestEd will strengthen the academic achievement among all students at all of our schools. Therefore, we would appreciate your support in selecting all of our school teams' applications to operate schools on CRHS #16 because we believe in the power of collaboration for the sake of helping all students.


Sincerely,



Christopher Johnson
English Teacher
Santee Education Complex
Academy of the Sun Design Team



Meg Palisoc
Teacher, Co-Founder, and CEO
Synergy Academies
Synergy Quantum Academy



Joseph Zeccola
Drama/Academic Literacy Teacher
UTLA Chapter Co-Chair
Los Angeles Academy Middle
School
UTLA/LAAMS Social Justice
Schools Design Team



Robert F. Lee
Zone of Choice Coordinator
Local District 5
2151 N. Soto St
Los Angeles, CA 90032

Dear Robert,

On behalf of WestEd I would like to express our enthusiasm for the Public School Choice proposals being developed by various parties interested in managing schools on the new Central High #16 campus.

Together with Joe Zeccola, I have met with representatives from Santee Learning Complex, Los Angeles Academy Middle School, and Synergy Charter Schools and am impressed with the level of commitment they have shown to collaborate with one another. This is critical because the groups that are entrusted to operate this campus will have their unique vision and strategies to promote student achievement, but there are many policies and practices (e.g., student discipline policies, use of shared facilities, and the academic schedule) to which they will have to agree.

After my meeting with you I was pleased to see that you and the other parties want to see Local District 5 as a key partner in this initiative. From my perspective the professional services and support from your office are vital.

For over 10 years, WestEd has been highly successful in turning around low-performing schools and districts. These experiences, combined with our well-earned reputation for high-quality professional development, research and evaluation over the past 40 years, make WestEd a valuable guide and partner in the effort to create a thriving, high-achieving high school in Central Los Angeles.

The approach taken by WestEd's School Turnaround Center is based on research about schools that typically struggle but have beaten the odds. These schools share the following seven characteristics:

- They have effective school leadership
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals.
- This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection
- They create a safe school environment and a supportive climate of mutual trust
- They align all of their fiscal and human resources to support student achievement
- They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services

Many other support providers devise strategies to promote the characteristics listed above. WestEd's approach is unique, however, because of our relentless commitment to implementation. Research, along with our extensive experience working in schools, tells us that many school improvement plans fail to achieve their goals because the plans were not fully or effectively implemented. WestEd's approach to implementation is based on the work of Dean Fixsen and his colleagues at the National Implementation Research Network, who have identified the key stages of implementation that must be executed to achieve the desired outcomes. To monitor implementation of the strategic plan, we use an online tool developed by WestEd called, "Tracker," and would propose using it with this project as soon as possible.

WestEd is also committed to "reciprocal accountability," the notion that to dramatically and quickly improve student learning requires a community-wide effort in which all stakeholders – the principal, teachers, other school and district staff, parents, and WestEd as a partner – take individual and joint responsibility for executing the improvement plan. All people involved must be held accountable to high and clearly defined expectations.

To address the specific professional challenges of a school, WestEd can easily tap into the extensive knowledge base of its staff in areas such as strategic literacy, small learning communities, differentiated instruction and support for English Learners and special needs students.

Changing expectations, habits, and practices in existing schools is very challenging. Launching a new school from scratch with people who are committed to hard work, collaboration, and a similar vision for student learning holds real promise for success. WestEd would welcome the opportunity to be a key partner in this exciting work.

Thank you for allowing me to tell you about my organization. Please feel free to contact me if you have questions about WestEd or the role we might play.

Sincerely,



Ken Futernick
Director, School Turnaround Center
kfuternick@wested.org
C - 916-747-2332

INSTRUCTIONAL PROGRAM

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The SJS: Global Issues Academy will adhere to the LAUSD Special Education Policies and Procedures Manual. Furthermore, SJS will distribute the <i>Are you puzzled by Your Child's Special Needs?</i> Brochure to every student to take home at the beginning of each school year. Students with disabilities, requiring special services, enrolling in the school will be identified promptly and provided the appropriate services. All staff members will understand the process established by SJS for referring students who may require special services. The request for Special Education Assessment Forms will be readily available in the Academy's main office. The Parent Resource Network poster provided through the Special Education Support Unit will be prominently displayed in the Academy's main office and <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office as well.</p>
Outcome 2	Intervention Programs	<p>MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION. Pursuant to LAUSD Bulletin 4827.1, <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities. Four instructional methodologies and strategies have been identified LAUSD. These strategies offer universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	It is the philosophy at SIS: Global Issues Academy that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At SIS: Global Issues Academy, this will be achieved through the adoption and implementation of a consistent school wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District's <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectations</i> (BUL-3638.0). Our discipline plan identifies the roles of all stakeholders: Administrators, Teachers, Other School Staff, Students, and Parents. It outlines the plan to address safety and discipline issues and establishes a model of progressive student discipline that first seeks to educate and then to seek discipline that is appropriate to a student's infraction.
Necessary for Planning, will be provided	Description of Student Population	Welligent Reports will be used to review the Special Education Program to determine information about the students with disabilities as follows: 1. The overall number of students per grade levels; and 2. The disabilities of students along with their eligibility for support and services.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p>The SJS: Global Issues Academy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: <i>Special Teaching for Special Children</i>. Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The SJS: Global Issues Academy will adhere to the LAUSD Special Education Policies and Procedures Manual.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	The SJS: Global Issues Academy's mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (http://floridarti.usf.edu/). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. Below are plans that The SJS: Global Issues

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		<p>Academy will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.</p> <p>Once a parent or staff member makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves signs and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. <i>British Educational Research Journal</i>, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>Students who fall under this category may include those with different intellectual capacities; physical</p>

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		<p>handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, SJS: Global Issues Academy's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the small school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.</p> <p>We will also provide a Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other three schools on campus.</p> <p>Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the small school to allow for the interaction of disabled students with non-disabled students; however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other small schools.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>The Instructional Plan for students using Alternate Standards is sometimes referred to as "alternative curriculum", these students have an IEP and are non-diploma tracked. The Instructional Plan will follow the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The alignment matrices, which link the state standards to a set of functional skill areas, are located in the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and in Career and Technical education, course codes in special education have been updated and course descriptions aligned to the California academic standards. Descriptions to be used for classes held for students with disabilities on the alternate curriculum will be tested using the California Alternate Performance Assessment (CAPA). Individual Education Program (IEP) teams determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals. Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum.</p>
Outcome 13	Plan to provide Supports & Services	<p>According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. CRHS #16' demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselors, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which student's exhibit behaviors indicative of high risk.</p> <p>IMPACT programs will be implemented to provide support for our students. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students' lives, using the disciplines and processes of art and technology. As mentioned, IMPACT is a model</p>

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		<p>for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.</p> <p>Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as ConnectEd, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students' attendance and achievement.</p> <p>When Academy teachers meet weekly during their common planning time with their grade-level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:</p> <ul style="list-style-type: none"> Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses.

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		<p>These classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail).</p> <ul style="list-style-type: none"> After school support through the <i>"Beyond the Bell"</i> program, this provides academic tutoring and CAHSEE preparation classes for students who need assistance. <p>The academy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the <i>Coordination of Services Team (COST)</i>, which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the <i>Language Appraisal Team (LAT)</i> and the <i>Student Study Team (SST)</i>. These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions</p> <p><u>Drop-out Prevention</u>: The academy will implement various strategies to address the high dropout rate at Jefferson and Santee high schools. There will be a phased program in two tiers:</p> <p>Tier 1</p> <ul style="list-style-type: none"> The academy is implementing a data-driven intervention for students at risk of dropping out. Graduation Groups are weekly motivational student support groups offering a total of 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise.

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		<ul style="list-style-type: none"> Students identified as potential non-grads are invited to Diploma Plus Workshop to inform them of diploma and GED options in adult school and support them in this transition by a parent meeting to share educational options and enlist parental support. <p>Tier 2</p> <ul style="list-style-type: none"> Students are given the option to recover credits through concurrent enrollment at East Los Angeles Community College, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission. The Academy principal and counselor will meet in small groups with students and parents to share about additional support available to them. All students will be offered workshops addressing personal, career and academic goals, credit recovery, mental health issues, and college plans. A Student Recovery Day enlists staff across LAUSD departments as well as Academy staff to visit students in their homes, address the reasons why they dropped out, and help them re-enroll in school. This intervention will be repeated at least twice each school year to recover additional students. <p><u>Mental Health Services:</u> A psychiatric social worker based at the CRHS #16 High School campus will work under the mission and guidance of LAUSD's School Mental Health Branch. School Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The psychiatric social worker will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity and develop the social and academic</p>

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		<p>competence despite the exposure the stress of today's world.</p> <p>The psychiatric social worker will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker will collaborate with student support services such as attendance counselor, deans, Diploma Project counselors, academic counselor, etc., in order to ensure that no student falls through the cracks.</p> <p>Mental health services will also be provided through our community partner Bienvenidos, a public service agency whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages 0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Student IEPs will be reviewed to ensure that appropriate ITPs were conducted in the middle school. If students do not have the appropriate ITPs then an Assessment Plan will be created and an IEP meeting will be held to ensure that an appropriate transition plan is in place. At age 16 students will receive a transition assessment requiring the inclusion of the student's strengths and needs for interagency services and community linkages as appropriate. The student will be educated on how to take a more participatory role in his IEP/ITP meeting. A "Student Exit Interview" will also be conducted and appropriate services will also be identified regarding post-secondary needs.
Federal requirement	Access to Extra- Curricular/Non academic activities:	All students with disabilities will be encouraged and will have equal opportunity to participate in extracurricular activities such as club, sports, fieldtrips, and peer tutoring and other after school activities.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<p>Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.</p> <p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>There are two categories of IEP disagreements that might arise between parents and the School. The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the results of assessments. • What should be in the IEP (e.g., what placement or services the student should receive)? <p>The School will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR) • Mediation Only • Due Process Proceedings <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. • Whether District procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST, California Standards Test, the assessment in which most students, including students with disabilities, would participate. Students with IEPs would take the CST with or without accommodations and/or modifications. • CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content

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

APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirement with or without accommodations (no modifications allowed).</p> <ul style="list-style-type: none"> • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • CAPA California Alternate Performance Assessment is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for students with the most significant cognitive disabilities. <p>The School will provide guidance to IEP teams concerning appropriate accommodations and/or modification to be included in the IEP for instruction and assessments based on student needs.</p> <p>The School should complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The School will also provide a SOP for students leaving with a Certificate of Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Exam (CAHSEE).</p>

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APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>To the maximum extent Appropriate Supplementary Aids and Supports for students with disabilities would be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, would be included in considering supplementary aids and supports. The student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, the School would mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability would not be removed from an age-appropriate general education classroom solely because of needed modifications in the general curriculum.</p> <p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student's major life activities under Section 504. The school should ensure access to the programs, services, and activities that are available to nondisabled students, and provide the accommodations that the student requires to access and education. This would be done through a Section 504 evaluation conducted by a team of individuals who would be knowledgeable about the student, and/or the data gathered from the evaluation of the student. The School notes that that any student eligible for special education and related services would also be protected from discrimination under Section 504, but that not all students who would be eligible under Section 504 would also meet the eligibility requirements for special education and related services. So any student who would be suspected of requiring special education and related services would be referred by the School and/or parent for a special education assessment as described earlier in this plan. If an IEP team finds the student is not eligible for special education, but suspects the student has a disability, it may refer the student for the Section 504 evaluation process.</p>

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

APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>The type and level of special education supports designed to meet a student's assessed Health Needs are identified and documented in the student's Individualized Education Program (IEP). The persons appropriate to deliver these supports would be determined by District Nursing Services. For students requiring support in the area of health, the school nurse would annually provide a Present Level of Performance (PLP) in the area of health derived from a present review of records and the results of the Initial or Three Year Re-evaluation Health Assessment. The PLP would include:</p> <ul style="list-style-type: none"> • A description of the specific health needs of the student. • The impact of the disability on the student's school day. • A description of the student's independence in meeting their health needs. • Supports and/or accommodations to address assessed health needs and a statement identifying any part of the instructional day when intensive program support is needed, and the level and frequency of the support as described in the PLP. <p>District Nursing Services would provide the completed PLP to the IEP team for review and final determinations would be included on the IEP.</p> <p>The School would adhere to the District's special education process and procedures for accessing student data to identify and intervene with students with disabilities who demonstrate Potential Dropout Factors and monitor progress toward graduation for students with disabilities. The School would identify grades, disciplinary issues, and attendance as indicators of success or failure in secondary school for students with disabilities. To address these issues, the School would refer to the Modified Consent Decree (MCD) 2004-2005 Annual Plan requirements that secondary school MCD teams:</p> <ol style="list-style-type: none"> 1. Analyze grades, disciplinary actions, and attendance data quarterly. 2. Identify those at risk for dropping out. 3. Develop targeted interventions designed to increase graduation rates and reduce dropout and

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
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APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		suspension rates. 4. Report biannually the progress of 12th grade students toward graduation requirements.
All	Professional Development	Teachers will engage in ongoing professional development activities to continuously develop competency, deep understanding and knowledge of subject matter and their students.

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

APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	SJS will work with the Special Education Support Unit to fill the positions needed.
	Fiscal	<p>We have received an estimate of the per-pupil budget of about \$4,000. With a projected enrollment of 380 for 2010-2011, the school's budget will be approximately \$1.5 Million. LAUSD withholds funds, known as encroachments, to pay for special education, Maintenance and Operations, and other district services. The school site budget must cover salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the CRHS #16's campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school's physical plant, student activities, and the sports program, as well as instructional materials and supplies.</p> <p>However, Special Education staff will be funded through the Special Education encroachments by the district. Additionally a percentage of Instructional Material funds will be allocated for Special Education programs.</p>

Los Angeles Unified School District
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Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>Strategies to engage parents and caretakers in their child's education and in the broader school community:</p> <p>We want the academy's educational approach to reflect parents' and caretakers' beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in the academy's design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of the academy through the governing board.</p> <p>Parents and caretakers will be directly involved in their children's education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes grade-level fall parent orientation; involvement in Tuesday afternoon community meetings featuring college access, school alumni, and motivational speakers; weekly teachers office hours before or after school; quarterly meetings with their child's advisory teacher; twice-annual teacher conferences that include student-led presentations; special quarterly social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members.</p> <p>Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working together with students on certain projects tied to educational standards and of interest to both students and themselves. For instance, alumni and community members involved in Engineering and Technology will be invited to offer their experiences and expertise in conjunction with a relevant unit in the same discipline, and they will be encouraged to invite students to visit their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on the CRHS #16 campus or in the community.</p> <p>Furthermore, SJS will make every effort to achieve 100% parent participation in IEP meetings.</p>

Social Justice Schools: Global Issues Academy
Tentative Professional Development Calendar
2011-12 Academic Year

Date	PD Session	Date	PD Session
August 2-5	New Teacher Orientation	January 10	School-wide PD: Reading Apprenticeship (follow-up)
August 8-11	Norms of Collaboration; CRRE; Data Analysis; Calendar/curriculum-mapping; Interactive Notebooks	January 17	PLCs
August 12	Pupil Free Day (Operations)	January 24	PLCs
August 16	School-wide PD: Peer Observations	January 31	PLCs
August 23	PLCs	February 7	School-wide PD: TBD
August 30	PLCs	February 14	PLCs
September 6	School-wide PD: Socratic Dialogue	February 21	PLCs
September 13	PLCs	February 28	PLCs
September 20	PLCs	March 6	School-wide PD: TBD
September 27	PLCs	March 13	PLCs
October 4	School-wide PD: SDAIE	March 20	PLCs
October 11	PLCs	March 27	PLCs
October 18	PLCs	April 10	School-wide PD: TBD
October 25	PLCs	April 17	PLCs
November 1	School-wide PD: SDAIE	April 24	PLCs
November 8	PLCs	May 1	School-wide PD: TBD
November 15	PLCs	May 8	PLCs
November 22	PLCs	May 15	PLCs
November 29	PLCs	May 22	PLCs
December 6	School-wide PD: SDAIE	May 29	Team Building
December 13	Team Building	June 4	Pupil Free (Operations)
		June 5-6	Reflection; Calendar/curriculum-mapping

PROPOSED BELL SCHEDULES

SAMPLE 4 X 4 BLOCK SCHEDULE					
Period	Begin	End	Minutes	Passing	Total
Block 1-2	7:30	8:49	79	5	84
Block 3-4	8:54	10:13	79	5	168
A Lunch/Flex	10:18	10:54	36	5	209
B Lunch/Flex	10:59	11:35	36	5	250
Block 5-6	11:40	12:59	79	5	334
Block 7-8	1:04	2:23	79	0	413
Pros:					
Additional instructional time for ELA and Math.					
Creates built-in daily intervention/enrichment program.					
Provides common conference time for teams, opening opportunities for interdisciplinary cooperation.					
Allows more time for project-based learning, one-on-one teacher/student instruction, and differentiated instruction within each particular lesson.					
Fewer preps					
Cons:					
Odd/even bell schedule may involve slight learning curve for students new to it.					
Single blocks for math and English leave less instructional time for ESL, science, and social studies.					
Additional teaching staff needed in math, ELA, and electives					

SAMPLE 6-PERIOD SCHEDULE					
Period	Begin	End	Period Mins.	Passing Mins.	Total Minutes
Period 1	7:30	8:24	54	5	59
Period 2	8:29	9:23	54	5	118
Period 3	9:28	10:22	54	5	177
Lunch/Seminar	10:27	11:02	35	5	217
Lunch/Seminar	11:07	11:42	35	5	257
Period 4	11:47	12:41	54	5	316
Period 5	12:46	1:40	54	5	375
Period 6	1:45	2:39	54	0	429
Pros:					
Requires less teaching staff-lower budget cost					
Schedule is simple for students to follow					
Cons:					
Shorter class periods do not allow sufficient time for project based learning experiences					
Shorter conference period provides less time for team planning and interaction					
More preps					

WestEd's Reading Apprenticeship® Academic Literacy Course

Our Approach

WestEd's Reading Apprenticeship helps teachers support students to become motivated, strategic, and critical readers, thinkers, and writers. Our research-based framework supports middle school, high school, and community college students at all levels to develop positive literacy identities and engage with challenging academic texts. Teachers, schools, districts, and community colleges implementing Reading Apprenticeship find that it can produce a dramatic, positive transformation of students' engagement and achievement not only in literacy, but also in learning across all academic disciplines.

Reading Apprenticeship draws on teachers' untapped expertise as discipline-based readers, and on adolescents' strengths as learners. This proven framework:

- 1 De-mystifies reading; we help teachers and students see that reading is complex and that it changes depending on text and purpose for reading.
- 2 Makes teachers' reading processes and knowledge visible to students and vice versa.
- 3 Helps teachers develop a repertoire of classroom routines for building students' sophisticated literacy skills into content area learning goals.
- 4 Transfers increasing responsibility to students through routines for text-based social interaction.
- 5 Builds students' motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts.

Reading Apprenticeship Framework

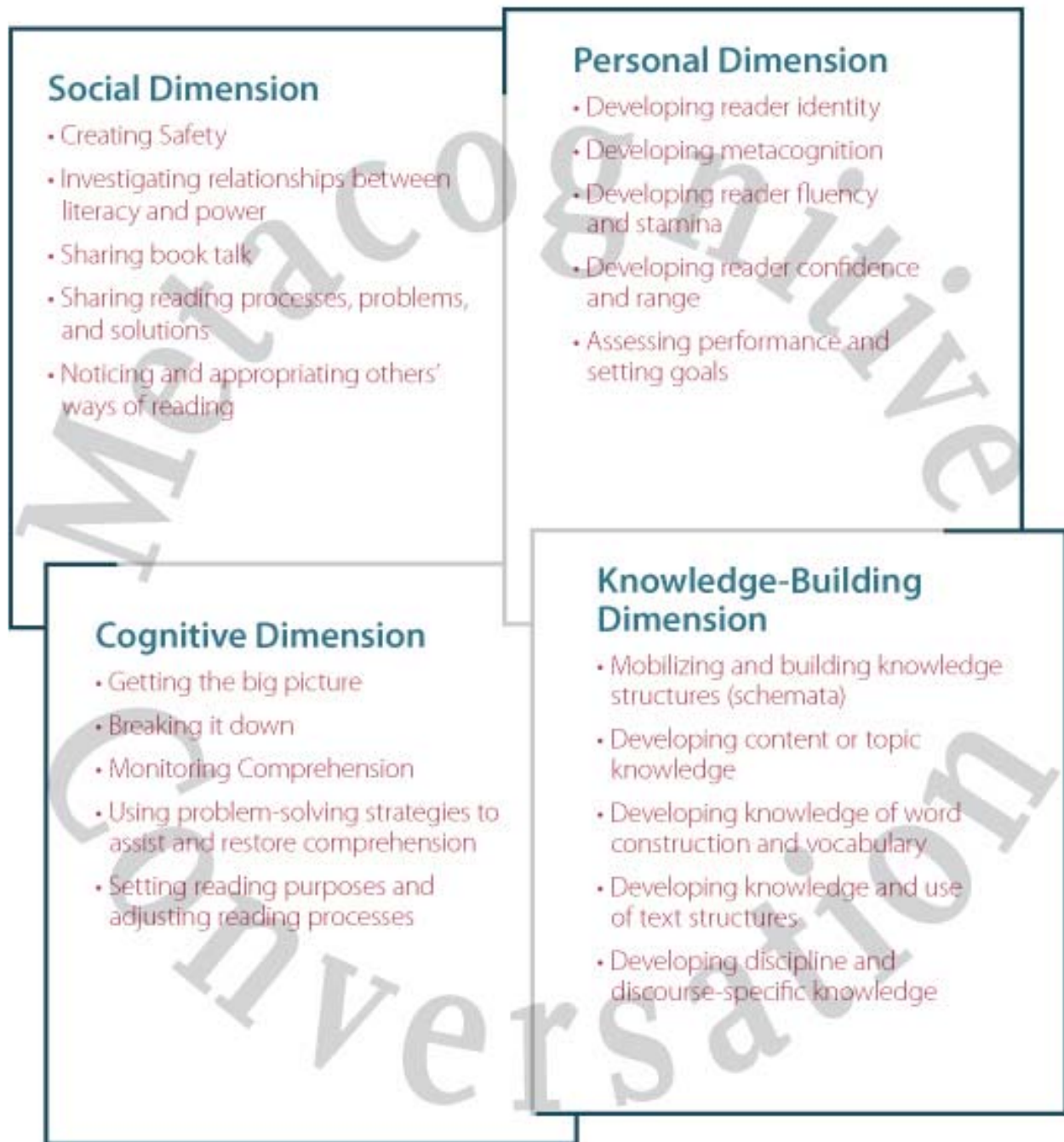
Reading Apprenticeship involves four interacting dimensions of classroom life that support reading development:

- 1 Social
- 2 Personal
- 3 Cognitive
- 4 Knowledge-Building

These dimensions are woven into subject-area teaching through metacognitive conversations—conversations about the thinking processes students and teachers engage in as they read. Extensive reading—increased

opportunities for students to practice reading in more skillful ways—is central to this framework.

- 1 Social:** The social dimension draws on students' interests in peer interaction as well as larger social, political, economic, and cultural issues. Reading Apprenticeship creates a safe environment for students to share their confusion and difficulties with texts, and to recognize their diverse perspectives and knowledge.
- 2 Personal:** This dimension draws on strategic skills used by students in out-of-school settings; their interest in exploring new aspects of their own identities and self-awareness as readers; and their purposes for reading and goals for reading improvement.
- 3 Cognitive:** The cognitive dimension involves developing readers' mental processes, including their repertoire of specific comprehension and problem-solving strategies. The work of generating cognitive strategies that support reading comprehension is carried out through classroom inquiry.
- 4 Knowledge-Building:** This dimension includes identifying and expanding the knowledge readers bring to a text and further develop through personal and social interaction with that text, including knowledge about word construction, vocabulary, text structure, genre, language, topics, and content embedded in the text.



Approach to Professional Development

Based on the Reading Apprenticeship framework, our [professional development services](#) offer teams of teachers, administrators, and other literacy leaders:

- 1 Opportunities to participate in carefully designed inquiries to help them unlock their own disciplinary expertise in relation to literacy.

- 2 Strategies to help them identify the features of disciplinary texts that might present stumbling blocks to learners.
- 3 Practice with classroom routines to build student engagement, support student collaboration, and foster authentic discussion and problem solving around course texts.
- 4 New ways to support students' thinking and learning with academic materials.
- 5 Support for integrating these routine ways of engaging with reading into ongoing subject area instruction, deeply reframing the way students think about, talk about, read about, and write about texts in their classrooms.

WestEd's Aim for Algebra™ Curriculum and Professional Development

Who Should Adopt Aim for Algebra Curriculum?

- Teachers of algebra, algebra intervention, and algebra readiness courses
- After-school, extended day, and summer school algebra teachers
- High school exit exam preparation classes
- District/site personnel responsible for mathematics curriculum and programs

What Is the Algebra Intervention Curriculum, Aim for Algebra, All About?

Aim for Algebra is a standards-aligned, concept-based supplemental/intervention curriculum developed by WestEd with funding from the U.S. Department of Education's Institute of Education Sciences. The curriculum program is a coherent set of materials, conceptual in nature, rather than a collection of individual worksheets on isolated topics.

In this curriculum, WestEd researchers have identified and addressed specific areas that most often become barriers to learning algebra. This targeted curriculum helps students better understand essential math topics by providing learning experiences that reinforce, refresh, or reteach these important concepts.

Aim for Algebra has a modular format for easy implementation, flexible programming, and individualized student placement. The content-specific modules may be accessed as a complete set, or individually, or as replacement materials, allowing teachers to provide students a variety of experiences in regular, intervention, or readiness algebra classes.

Aim for Algebra lessons are based on cognitive research and learning theory that optimizes understanding and retention, and enables students to bridge the conceptual gaps created by traditional algebra curricula:

- A focus on the typical barriers to success in algebra
- Purposeful sequencing and scaffolding of ideas to deeper comprehension
- Multiple strategies to reduce student misconceptions
- Manipulatives for hands-on learning for students with varying learning styles

WestEd's Local Accountability Professional Development Series

Course Descriptions

School Training

Using Data for Standards-Based Instruction (Module 3)

This training is for school grade-level or subject teams that plan lessons together in collaborative groups. The training will help teachers and administrators understand the research base for mastery learning and the impact of mastery objectives on the effectiveness of the lesson plan. During the training, the teams will develop a mastery lesson plan template and sample lessons for at least three essential state standards. Teachers will learn about model products to help the student understand the performance expectations of the teacher. Teachers will develop differentiated instruction activities and lesson plans using multiple modalities for formative assessments. Using classroom formative assessment data, teachers will develop reteach and enrichment lessons to provide more opportunities for students to improve their academic achievement by at least one performance level.

Monitoring Student Achievement: School Administrators (Module 4)

This training will help school administrators learn how to observe classroom instruction and look for evidence of mastery lesson plans and standards-based instruction. LAPDS consultants will make observations with school administrators with an LAPDS Classroom Observation Tool to record the evidence of 1) mastery objectives for the lesson, 2) the standard and performance levels expected and understood by all students, and 3) the students using model products to help them in guided practice and independent practice. School administrators will learn how to align the results from district benchmark assessments with classroom observation data and student grades to provide a clear picture of student learning.

Unpacking Standards (Module 5)

This training will help classroom teachers and administrators learn more about the concepts and skills described in state content standards. They will learn to break down the standards statements into component parts: concepts, skills, knowledge process, and cognitive process. After understanding the components of the standard, teachers will develop the overarching "Big Idea" for the standard to help students develop an understanding of the concepts and skills that will endure beyond the classroom. Finally, teachers will develop "Essential Questions" to help the student understand how the knowledge of the standard will be applied in everyday life.

Developing Instructional Calendars and Curriculum Mapping (Module 5)

This training will help classroom teachers and administrators learn how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance. Teachers put the start date and end date for mastery lessons for a specific standard on the calendar. They agree on the end date to give the students a common formative assessment to evaluate each student's performance. Teachers share the results of this assessment with the grade level/subject team. They schedule immediate reteach and enrichment lessons on the standard over the next few days in strategic intervention classes. In addition, teachers learn how to keep a journal of the successes and challenges of teaching the standards by making a curriculum map throughout the year. They keep a journal of both the time spent on classroom instruction for each standard and student performance on the assignments from the lessons related to the standard. Journal notes are shared at the grade-level or subject-team meeting to compare the experience of all teachers teaching the same curriculum using the same instructional calendar. Teachers consider the common formative assessment results compared to the time spent teaching the standard when they adjust the instructional calendar for the following school year.

Developing Common Formative Assessments (Module 6)

This training will help classroom teachers develop common formative assessments. Doing so will help them evaluate student mastery of the essential standards. Teachers learn to develop assessments that are reliable, valid, and meaningful. They use the model products and sample items from state assessments to provide guidance for the rigor and type of items most appropriate to evaluate student learning. Teachers learn to use the results from the assessments to re-group students for specific feedback to address misunderstandings and gaps in foundational skills. Teachers also learn to develop lessons to address student needs and improve student learning by at least one performance level after reteach or enrichment instruction.

Implementing Reteach and Enrichment Strategic Intervention (Module 6)

This training will help grade-level or subject teams and school administrators develop strategic intervention classes based on the mastery learning theory of immediate, specific feedback. The LAPDS Intervention Program is designed to meet the requirements for an effective Responsiveness-to- Intervention (RtI) strategic intervention. It ensures that the curriculum in the strategic intervention classes teaches the same grade-level standards as in the core curriculum. Teachers and administrators learn to collaborate to re-group students based on the results of the common formative assessment for intervention classes. The curriculum in these intervention

classes is developed collaboratively by the team of teachers and includes enrichment lessons, proficient lessons, and foundation lessons on a specific standard. The students are grouped for instruction based on their performance on a common formative assessment. Students with similar performance are grouped together for intervention lessons. The training helps teachers and administrators develop the logistics and implementation plans to set up and operate the LAPDS Intervention Program.

CRRE QUALITY INDICATORS

Guide to Culturally Relevant and Responsive Education

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

This guide provides teachers, administrators, and parents with a "quick-look" at teacher and student CRRE quality indicators and their alignment with the Principles of Learning.

Continues...

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The **teacher** incorporates Culturally Responsive Pedagogy into rigorous classroom instruction. (Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective).



All **students** are responding to instruction in productive comfort zones and demonstrating sustained effort in meeting high standards.



The **teacher** creates an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued, and respected and authentic accomplishments are regularly recognized.



The **students** are relaxed, comfortable, eager to learn and willing to take risks and put forth and sustain high levels of effort.



The **teacher** infuses culturally relevant literature and instructional materials into academically rigorous curricula organized around concepts that students are expected to know deeply.



The **students** engage in active reasoning about important concepts supported by a wide selection of culturally relevant instructional materials, books, and resources.




The **teacher** demonstrates knowledge and understanding of issues of language variation in SELs (Standard English Learners) and ELs (English Learners) and incorporates appropriate strategies to support academic English mastery.



The **students** are engaged in activities that show understanding and awareness of the linguistic structures of academic language as differentiated from their home language.

CRRE Quality Indicators continue...

- 
- ☐ The **teacher** employs strategies throughout the curriculum- including “contrastive analysis” “personal thesaurus” and “accountable talk” that facilitate the students' mastery of Academic English and use of language that sustains learning.
 - ☐ The **students** are actively engaged in activities that facilitate mastery of standard/academic English, including classroom talk that is accountable to the learning community, to accurate knowledge, and to rigorous thinking.
 - ☐ The **teacher** promotes increased confidence, problem solving behaviors, and the development in students of habits of mind that empower them to achieve their full potential.
 - ☐ The **classroom** is student-centered so that the students have opportunities to problem solve, question, collaborate, explore and to make structured decisions.
 - ☐ The **teacher** demonstrates knowledge of the learning styles and strengths of culturally diverse students and builds upon students' learning strengths to develop self-monitoring and self-management skills to promote academic growth.
 - ☐ The **students** are visibly engaged in rigorous activities which tap into their personal learning styles and are making use of higher-order thinking and metacognitive skills to manage their own learning .
 - ☐ The **classroom** environment is culturally relevant and responsive to the students and sets “clear expectations” by defining what students are expected to learn and displaying criteria and models of work that meet standards.
 - ☐ The **students** make positive connections to high achievers in their culture, set goals for their own effort and learn to see themselves as scholars.

COMMUNITY INVOLVEMENT



Neighborhood Legal Services
of Los Angeles County

Executive Director's Office
(818) 834-7590
ndudovitz@nls-la.org

November 30, 2010

Los Angeles Unified School District
Board of Education
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Dear LAUSD School Board Members:

We are excited by the possibilities for community partnership created by the Social Justice Schools proposal for new Central Region High School #16, together with their planned partners on campus, The Academy of the Sun, and the Synergy Quantum Academy. Neighborhood Legal Services of Los Angeles County (NLSLA) is currently working nearby with St. John's Well Child and Family Center, a Federally Qualified Health Center located within blocks of the new Central Region High School, to address health and social justice issues in the South Los Angeles community.

We believe there is a wonderful potential to partner with these schools to further expand our St. John's-based Medical Legal Community Partnership, as well as to create a Social Justice Legal Services Clinic. If actualized, these clinics can help to create a community services hub around Central Region High School #16 and provide many valuable services to its students, their families, and the community.

We look forward to meeting with the SJS leadership team to explore these possibilities in the coming year if their plan is selected.

A handwritten signature in black ink, appearing to read "Neal Dudovitz", is written over the printed name and title.

Neal Dudovitz
Executive Director

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1102 East Chevy Chase Drive
Glendale, CA 91205
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EL MONTE OFFICE
9354 Telstar Ave
El Monte, CA 91731
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Fax (818) 291-1795

PACOIMA OFFICE
13327 Van Nuys Blvd
Pacoima, CA 91331
Fax (818) 896-6647

TEL: (800) 433-6251



5701 S. Hoover Street
Los Angeles, CA 90037
(323) 541-1600 Fax (323) 541-1601

November 30, 2010

Dear LAUSD School Board Members:

We are excited by the possibilities for community partnership created by the Social Justice Schools proposal for new Central Region High School #16, together with their planned partners on campus, The Academy of the Sun, and the Synergy Quantum Academy. Neighborhood Legal Services of Los Angeles County (NLSLA) is currently working nearby with St. John's Well Child and Family Center, a Federally Qualified Health Center located within blocks of the new Central Region High School, to address health and social justice issues in the South Los Angeles community.

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We look forward to meeting with the SJS leadership team to explore these possibilities in the coming year if their plan is selected.

Sincerely,

A handwritten signature in blue ink, appearing to read "James Mangia".

James Mangia
President & CEO



November 30, 2010

Dear Board Members:

As a community organization with significant membership in the area around Central Region High School #16, we look forward to further exploring, and implementing, a working relationship with the school -- specifically as community partners with the Social Justice Schools and their potential collaborative partners on the campus: Synergy Quantum Academy, and the Academy of the Sun College/Career readiness team.

We look forward to the possibility of contributing through organizing parent meetings -- and supporting meetings of all other stakeholders -- to continue our project of working with parents to exercise their rights to access quality curricula, and to assist in making parent-, teacher-, and student-driven policy and practice at the school. Part of this effort would involve continued work with parents and community members to understand how budgets at the school, district, and statewide levels work, and to make their voices heard advocating for student-centered budget priorities.

The Alliance of Californians for Community Empowerment (ACCE-LA) has substantial connections with community members in the area of CRHS #16, many of whom are potential parents at this new school. ACCE has a strong leadership development program that has involved over 500 area residents - the majority of whom are LAUSD parents - in public policy trainings and advocacy activities.

Please do not hesitate to contact me at (213) 272-1141 with questions regarding ACCE's potential partnership with CRHS #16.

Sincerely,

A handwritten signature in cursive script, appearing to read "Peter Kuhns", is written over a horizontal line.

Peter Kuhns
LA Director

Alliance of Californians for Community Empowerment
3655 S. Grand Ave., Suite 250; Los Angeles, CA 90007 - (213) 863-4548



- ☒ Corporate Office
4305 Degan Boulevard, Suite 105
Los Angeles, California 90008
(323) 290-6560 Fax (323) 294-2812
- ☐ Youth and Community Center
8730 South Vermont Avenue
Los Angeles, California 90044
(323) 789-9950 Fax (323) 759-2412
- ☐ Youth Development Center
Baldwin Hills Crenshaw Plaza, Suite 247
3650 W. Martin Luther King, Jr. Boulevard
Los Angeles, California 90008
(323) 596-2277 Fax (323) 596-2270

November 30, 2010

LAUSD Board of Education
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Members of the Board:

Community Build, Inc. is pleased to support the application by Social Justice School: Global Issues proposed leadership team for the Central Region High School #16. As a proposed community partner, Community Build would provide City of Los Angeles FamilySource Center services, including college preparation and scholarships, tutoring, career development, and wraparound case managed services for families. Services may be provided on the school campus and at the Community Build Youth and Community Center located on the Vermont-Manchester corridor, which houses satellites of the Legal Aid Foundation of Los Angeles, Families in Schools, 1736 Family Crisis Center, Foundations for Successful Solutions, Friends Outside Los Angeles County, County of Los Angeles DCFS Transition Resource Center and Transition Aged Youth Mental Health Prevention program, and Drew CDC Family Preservation Services.

Community Build, Inc. (Community Build) is a non-profit community development corporation established in 1992 in response to the conditions that led to the Los Angeles Civil Unrest of 1992. Its mission is to revitalize low-income communities in South Los Angeles through human capital investment, community economic development, and commercial economic development. Since its opening, Community Build has provided education, training, employment, and supportive services to well over 17,000 youth and young adults, with emphasis in the past ten years on outreach and services for at-risk youth, out-of-school youth, foster youth, youth offenders, gang-involved youth, and first generation college bound youth. Accomplishing Community Build's mission depends on strong partnerships with community volunteers, schools, colleges, universities, workforce investment boards, youth serving consortia, government agencies, private non-profit agencies, grassroots community organizations, the faith-based community, agencies that promote civic and economic development, business owners, employers, corporate foundations, and private foundations. These partnerships and Community Build's numerous programs and essential services are coordinated by a professional staff of 31 full-time and 29 part-time employees to ensure positive outcomes for our participants and neighborhoods.

Should you have questions, please contact Brenda Shockley at 323-290-6560.

Sincerely,


Brenda Shockley
President/CEO

Building our communities through human capital investment and community economic development

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Staffing –Stage One Establishing the Hiring Committee; hiring the Principal	Summer 2011	School Leadership Councils (SSC, SDMC)	Vision and Mission Statements. Instructional Philosophy & Core Academic Curriculum proposals. After the Bell Commitment Statement. LAUSD, State, and Federal Certification Requirements.	Hiring Committee is established and takes over filling remaining vacancies.	Number of positions filled with highly qualified candidates. Percentage of signed After the Bell Commitment Statements.
Creating a Rigorous Standards-Based curriculum	Summer/Fall 2011	School Leadership Councils, supported by WestEd consultant.	Approved LAUSD Course List for A – G High School Requirements. WestEd consultant. Professional development time.	Course descriptions, syllabi, and end-of-course assessment tools.	WASC Accreditation tools
Staffing-Stage Two Filling any remaining vacancies.	Summer/Fall 2011	Hiring Committee	Same as Stage One	All Positions will be filled.	Same as Stage One
Review of Curriculum Class List	Summer/Fall 2011	School Leadership Councils	UCOP course requirements for accreditation.	Assessments and Regularly scheduled opportunities to analyze student data.	WASC Accreditation tools

IMPLEMENTATION

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Active Engagement of Families in Education of their Children	Fall 2011	Title One Administrator, School Leadership Councils	All parent committees and their respective by-laws. All shared responsibilities committees and their respective by-laws.	Regularly scheduled meetings. Special circumstance events to promote parent involvement.	Solicit and evaluate feedback from community. Comments at regularly scheduled meetings. Special comments made at parent/teacher meetings.
Oversight of Fiscal Resources	Ongoing starting in Summer 2011	Principal Financial Officer AP of Finance	Annual Budgets from appropriate committees	Regularly scheduled meetings to discuss budget targets.	Budget and Monthly Expenditure Reports.
Create a safe school environment and a supportive climate of mutual trust and reciprocal accountability.	Summer 2011 – ongoing throughout the year.	Hiring Committee (school safety officers). Student Leadership Committee. SDMC Committee	LAUSD rules Student Leadership By-Laws School Governance By-Laws.	School Safety Officer Reports. Regularly scheduled meetings of Student Leadership and SDMC.	Rate of recidivism. Minutes of regularly scheduled meetings of Student Leadership and SDMC.
Application for WASC accreditation	No Later than April 2012	School Leadership Councils	UCOP approval for courses not already approved.	Scheduled visit in September of 2012	Periodic Assessments, CSTs, and Professional Development to ensure instructional quality.
Annual school/program review and planning process	Spring 2012 – Spring 2017	School Leadership Councils	School proposal. School-wide performance data. Stakeholder surveys.	Increased student achievement, graduation rates, college enrollment/completion rates. Stakeholder satisfaction on surveys.	Records and minutes from review process procedures and meetings.

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

LETTER OF INTENT

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

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

APPLICANT TEAM INFORMATION

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **Melissa Naponelli and Joseph Zeccola**

Address: Los Angeles Academy Middle School
644 E. 56th St., Los Angeles, CA 90011

Phone Number:
323-238-1800

Website *(if applicable)*

Email Address:
msn0954@lausd.net
joseph.zeccola@lausd.net

School site for which your team is submitting a Letter of Intent

CRHS #16

School type for which your team is applying

Pilot

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

Name:	Phone:	Email address:	School/Affiliation
1. Melissa Naponelli		msn0954@lausd.net	Los Angeles Academy MS
2. Joseph Zeccola		joseph.zeccola@lausd.net	Los Angeles Academy MS
3. Abigail Nunez		acg0932@lausd.net	Los Angeles Academy MS
4. Sarah Knopp		sknopp@lausd.net	Youth Opportunities Unlimited Alternative HS
5. Monica Perry		mgp1243@lausd.net	Los Angeles Academy MS
6. Robert Ernes		rle5356@lausd.net	Los Angeles Academy MS
7. Mark Smith		mcs9896@lausd.net	Los Angeles Academy MS
8. David D'Lugo		dx0801@lausd.net	Los Angeles Academy MS
9. Carla Colindres		carla.colindres@lausd.net	Los Angeles Academy MS

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Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **Robert Lee Local District 5**

Address:
2151 North Soto Street Los Angeles California 90032

Phone Number:

Website (if applicable)
www.localdistrict5.org

Email Address:
rlee01@lausd.net

School site for which your team is submitting a Letter of Intent

CRHS #16 A, B, C, and D

School type for which your team is applying

Small School/Pilot School

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

Name:	Phone:	Email address:	School/Affiliation
1. Roberto Martinez		roberto,a.martinez@lausd.net	Local District 5
2. Jesus Angulo		jangulo@lausd.net	Local District 5
3. Robert Lee		rlee01@lausd.net	Local District 5
4. Melissa Naponelli		msn0954@lausd.net	Los Angeles Academy MS
5. Joseph Zeccola		joseph.zeccola@lausd.net	Los Angeles Academy MS
6. Abigail Nunez		acg0932@lausd.net	Los Angeles Academy MS
7. Sarah Knopp		sknopp@lausd.net	Youth Opportunities Unlimited Alternative HS
8. Monica Perry		mgp1243@lausd.net	Los Angeles Academy MS
9. Robert Ernes		rle5356@lausd.net	Los Angeles Academy MS
10. Mark Smith		mcs9896@lausd.net	Los Angeles Academy MS
11. David D'Lugo		dxd0801@lausd.net	Los Angeles Academy MS
12. Carla Colindres		carla.colindres@lausd.net	Los Angeles Academy MS

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APPLICANT TEAM INFORMATION

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **UTLA**

Address:

3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010

Phone Number:

Website (if applicable)

www.utla.net

Email Address:

awhite@utla.net

School site for which your team is submitting a Letter of Intent

CRHS #16-A, B, C, & D

School type for which your team is applying

ESBMM

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

Name:	Phone:	Email address:	School/Affiliation
1. Melissa Naponelli		msn0954@lausd.net	Los Angeles Academy MS
2. Joseph Zeccola		joseph.zeccola@lausd.net	Los Angeles Academy MS
3. Abigail Nunez		acg0932@lausd.net	Los Angeles Academy MS
4. Sarah Knopp		sknopp@lausd.net	Youth Opportunities Unlimited Alternative HS
5. Monica Perry		mgp1243@lausd.net	Los Angeles Academy MS
6. Robert Ernes		rle5356@lausd.net	Los Angeles Academy MS
7. Mark Smith		mcs9896@lausd.net	Los Angeles Academy MS
8. David D'Lugo		dxd0801@lausd.net	Los Angeles Academy MS
9. Carla Colindres		carla.colindres@lausd.net	Los Angeles Academy MS

Instructions for Public School Choice 2.0 Applicant Teams

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

We agree to:

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

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

JOSEPH ZECCOLIA

Name/Team Representative

[Signature] 12/1/10

Signature/Date

UTLA LAAMJ SJS DESIGN TEAM

Applicant Team Name/Organization

ASSURANCES FORM

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

- ☒ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM
☐ Independent Charter ☐ Affiliated Charter

Name of School CRHS #16

Name of Applicant Group/Applicant Team UTLA/LAAMS SJS Design Team

Lead Applicant Melissa Naponelli

Title of Lead Applicant Teacher

Mailing Address 644 E 56th St Los Angeles Ca 90011

Phone Number 323-238-1800 Fax Number 323-231-0136

Email Address msn0954@lausd.net

Website (if available) _____

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

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

Please check one of the following statements.

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

2. Assurance that an Applicant Organization is Solvent

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

3. Assurance of Enrollment Composition Compliance

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

economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

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

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

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

6. Resident Enrollment and Attendance Boundary Compliance

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

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

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

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

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

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

Name of Lead Applicant Melissa Naponelli

Title of Lead Applicant Teacher

Signature of Lead Applicant  Date 12/1/10

Name of Board President* _____

Signature of Board President* _____ Date _____

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