

GAGE AND CENTRAL COMMUNITY SCHOOL #1
The Public Service Community School
At the South Region HS #2

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A NOTE ON PAGE COUNT: There are many footnotes throughout this document referencing research documents, attachments and important connections across the sections. In total, there are approximately 7 pages of footnotes and when spread out over the proposal, they add approximately 10 pages to the total length of the document. In the final draft of this proposal, the authors totaled the page count per section including the content only. These totals are listed at the beginning of each section.

1. EXECUTIVE SUMMARY (7 pages without footnotes)

A. Mission & Vision

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

Public Service Community School Vision & Mission

The Public Service Community School uniquely strives to develop personal leadership capacity in its students through a transformative educational culture that asks students to take charge of their intellectual and social growth as well as the health of their families and community. Fusing academic habits of mind with leadership and life skills, students at PSCS will be challenged to use fine-tuned critical thinking skills, rooted in a rigorous, standards-based curriculum, to identify problems in the social and political landscape around them and conceptualize real-world solutions. Students will be taught the tools of the investigator and encouraged to use these tools to question the inequities they see in their own communities. By their third year at PSCS students will be immersed in a rich, academic environment that ensures they will have mastered basic and advanced academic competencies while promoting ethical character development and a commitment to others.

The mission of PSCS is to motivate *all* students to invest in their own education and develop the skills that will facilitate life-long success in college, career and family. We do this by providing students with a strong academic foundation that empowers them to feel confident in envisioning futures in which they both reach their personal goals and participate in making the world a better place.

The PSCS Graduate

The PSCS graduate will have the reading, writing, speaking and communication skills, as well as the work habits, confidence and determination necessary to be successful in college, career and life.¹ The PSCS graduate will have and continue to cultivate skills in critical-thinking, problem-solving, collaboration and technology use. The PSCS graduate will have a sense of personal responsibility, a connection to the community, and be able to contribute to and participate in school, work and community.

The PSCS Educational Experience

At PSCS, the hiring of teachers and staff, the development of curricula and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles. These principles are derived from over 25 years of research on the elements within the principles and fortified by continued research on the CES schools implementing these principles.² The PSCS design team has experience working with the CES Principles under the direction of a CES coach, and one of the members was a CES leadership coach at an LAUSD high school for three years. As part of the proposal development process, the team gathered, re-read the now familiar principles and have returned to them several times as we created the vision, curricula, instructional strategies, and infrastructure for our school. As the design team, we understand and own these principles, and as we add new members to the team and students, families and community members join the school, these principles will be a key part of their introduction. However, it is important to note that it does not end there. The CES Common Principles will act as continuous reinforcement throughout the busy school year and during times of reflection to guide our decisions and remind us what is fundamental to our work as educators.³

¹ See Section 2. Attachment – *PSCS Four Year Plan* for details regarding the specific skills and habits of mind.

² Darling-Hammond, L., et al (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*. 39(3): 639-673; Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools (Coalition of Essential Schools, 2006);

³ See Section 2.A. for details regarding the CES Common Principles.

Gage and Central Community Schools

The Public Service Community School has joined with three other small schools (The Communications and Technology School, Green Design Community School, and Performing Arts Community School) to develop a unique vision for a shared community schools campus in which each school will work individually to provide their students with a personalized and responsive educational environment, and work collectively to provide complex-wide services and programs such as safety, community engagement, cafeteria, athletics, etc. This structure allows the small schools to pool their resources to pay for centralized personnel, structures and a centralized Operations Director⁴ who will manage the everyday operations of a campus so that the small school principals can focus on teaching and learning. Furthermore, this vision promotes a collaborative environment in which the small schools work together for each other's success rather than in competition with one another.

This vision is supported by the collaboration that already exists among the design teams as they have worked closely to support each other in the creation of the individual small school plans, and have developed and committed to the following complex-wide vision: The Gage and Central Community Schools will work collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this, our schools will be

- *whole student centered* –meeting students' educational, health, safety and social needs;
- *all student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students;
- *family focused* – providing a welcoming and supportive environment, and drawing on families as resources;
- *community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

B. Student Population

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

The students to be served by the Public Service Community School will come to us with his or her own individual history, talents, challenges and potentials. Data reveals that the majority of our students and their families will have immigrated to the U.S. in search of new opportunities, while others will have deep roots in South Los Angeles.⁵ Data also show that some of our students will have learning disabilities, many of our students will speak English as a second language, and others will require additional challenges in order to grow as learners.⁶

The experience of the Public Service Community School design team, a collective 30+ years of teaching in South Los Angeles, tells us that given the right supports, all of our students can be successful in whatever path they choose after graduation – whether it be community college, a four-year college, a technical college or the work-place.

The goal of this proposal is to describe these supports as they exist in the curriculum and instruction and culture and climate of the Public Service Community School, as well as the connections with the community and the structural supports provided through the Gage and Central Community Schools.

⁴ Section 11. Attachment – *Job Descriptions* for details

⁵ Sending school data indicate that 91% of our students will be Latino and 9% will be African American.

⁶ See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

C. Instructional Program

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

In order to meet the diverse needs of the Public Service Community School's students, the design team has developed a research-based instructional program that provides for individualized, early and consistent supports for every student. It provides an educational experience that is not only individualized to meet the needs of each student, but also collective in that students are not tracked by ability but work together to succeed.

The PSCS teachers will use Grade-level Assessments, Response to Intervention and research-proven instructional strategies to identify and address the learning needs of our students. The **Grade-level Assessments** will be developed through the LAUSD online assessments portal by each grade-level team and given to students at the beginning and middle of the school year to identify skills that need to be emphasized across the curriculum, and identify individual students who need additional interventions. Through the **Response to Intervention** process, students will be identified for Tier 1, 2 or 3 interventions, with the appropriate interventions assigned and monitored by the student's Advisor, using the Individualized Learning Plan as a guide and the Learning Lab as a resource (see below). Additionally, all teachers at PSCS will commit to using the **Instructional Strategies** of project-based learning,⁷ differentiated instruction⁸ and Specially Designed Academic Instruction in English (SDAIE)⁹ in their classes, all of which have been proven to support the learning of populations of students similar to the PSCS students. Teachers will also work within their grade-level teams to select and use other key instructional strategies such as Thinking Maps,¹⁰ front-loaded vocabulary instruction¹¹ and AVID strategies across the curriculum.

The PSCS Learning Supports System builds a web of supports into the regular school day through the structures of Learning Lab and Advisory classes. The **Learning Lab**¹² is a computer-based, teacher-facilitated and tutor-supported class where students can access a wide variety of learning opportunities through online programs and courses provided by and through the Los Angeles Virtual Academy (LAVA), colleges and universities, and research-based online educational support providers and software (e.g. Catch Up Math and Kaplan SAT prep). It is also an opportunity for students to engage with their teachers in consultation regarding additional supports or challenges for a particular class. The classes will

⁷ Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report

⁸ Tomlinson, C.A. (2005). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*. 58(1): 6-11.

⁹ Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education;; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

¹⁰ Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.

¹¹ Baker, Simmons, & Kame'enui. (1997). *Vocabulary acquisition: Research bases*. In Simmons, D. C. & Kame'enui, E. J. (Eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Erlbaum.

¹² Research (from LAUSD website): In May 2009, the U.S. Department of Education released a report entitled *Evaluation of Evidence-Based Practices in Online Learning*. Among the key findings were: (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; (2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

be taught by the core subject teachers and directed by each student's **Individualized Learning Plan**¹³ (ILP), which is a notebook-based document that students will use as a self-directed and Advisor-supported guide throughout their time at PSCS. Within the ILP, a student will keep track of his/her credits, grades, challenges, goals, learning strategies, accomplishments and reflections. The ILP will be maintained as a key component of the **Advisory**¹⁴ class which meets once per day and provides a safe and low-pressure space for students to learn habits of mind and engage in an increasingly involved and layered awareness of self, others, responsibility to self and others and capacity building with regard to acting on that responsibility. Additionally, each Advisor will be the key mentor and monitor of his or her 23 or fewer students throughout their time at PSCS – following up on their academic progress, skills development and additional needs.

D. School Culture

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

Gage and Central Community Schools Complex

The Gage and Central Community Schools Complex creates not only an opportunity for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefits from some of the features of a large school, including the additional resources of a community schools complex. The Four Small Schools will pool resources to fund a centralized Operations Director and a lean centralized staff who will oversee campus-wide safety and other centralized services such as facilities management, cafeteria, library and athletics – so that the small school principals can focus their time and energy on curriculum and instruction. Each school will also contribute to a robust whole-school culture by facilitating after-school programs connected to the theme of their school, and collaborating regularly to share best practices and facilitate a culture of mutual support. The supports at the Gage and Central Community Schools Complex will also extend to the students' families and community through a community schools model that utilizes the school as a hub for the engagement of the community in the education process and the development of relationships with variety of partners to offer a range of service and opportunities to our students, their families and the community.¹⁵

Public Service Community School

Research demonstrates that students, particularly students experiencing poverty, are more motivated and more successful in school when they feel connected to a school community.¹⁶ At the Public Service Community School, that connection will exist at multiple levels: *Connecting academics to the lives of students* through culturally relevant and real-world curricula that values students' prior knowledge and experiences, and builds on it to expand their knowledge of themselves, their community and their world;¹⁷ *Connecting students to each other* through classroom activities, collaborative group work and Advisory;¹⁸ *Connecting students to the school and community* through our social entrepreneurship curriculum, participation requirements, and relationships with the other schools and organizations on campus students

¹³ Fittell, S.G. (2008). Special Needs in the General Classroom: Strategies that Make it Work. Manchester: Cogent Catalyst; and Boluis, S. (2003). Towards Process-oriented Teaching for Self-Directed Lifelong Learning: A multidimensional perspective. *Learning and Instruction*. 13: 327-347.

¹⁴ Sizer, T. (1997). *Horace's School: Redesigning the American High School*. New York: Houghton-Mifflin and Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21

¹⁵ See Section 9: Community Engagement Strategies for a detailed list of our current partnerships.

¹⁶ Battistich, V. (1995). Schools as Communities, Poverty Levels of Student Populations, and Students' Attitudes, Motives, and Performance: A Multilevel Analysis. *American Educational Research Journal*, 32(3): 627-658.

¹⁷ See section 2.A. Instructional Philosophy for details.

¹⁸ See section 2.B. Core Academic Curriculum for details.

will have the opportunity to interact with a variety of school-based and community-based activities and organizations and through participation, gain an increased sense of belonging to the greater community.¹⁹

Students at PSCS will play an important role in shaping the overall culture and identity of the school. One of the first student-activities/culture-shaping projects is for the students to elect a student leadership team that will (with the supervision of the principal) develop the democratic processes for all students in PSCS to select a school mascot and school colors. Additionally, these elected individuals, plus additional students who have shown interest and/or have been recommended, will participate in the PSCS *Speech and Leadership Class*. They will become the PSCS student leadership team and will consult on the development and implementation of the *Positive Behavior Support Plan* (see below), Advisory curriculum, and other important elements of the school's design. This team will also be responsible for shaping the fun elements of high school such as activities, inter-mural sports, dances, competitions and clubs. The elected members of the leadership team will also participate in a complex-wide leadership council²⁰ to consult on the development of complex-wide policies, activities, athletics, and clubs.

PSCS will also offer and provide access to the following emotional and social supports for students:

- *Advisor/Advisory* - The student's *advisor* will play a major role in monitoring the students for which she or he is responsible. This monitoring will take place as part of the daily Advisory class, through advisor communication with student parent(s), and through advisor collaboration with the students' grade-alike team of teachers.
- *Emotional and Social Support Personnel* - A dedicated *counselor* will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, PSCS is partnering with its sister school, The Communications and Technology School (CATS) to share a full time *Pupil Services and Attendance (PSA) counselor* to address the more specific and severe social and emotional needs of our students.
- *On-site Mental Health Services and Referrals* – The St. John's Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, available on campus.

E. Accountability and Performance Goals. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

NOT REQUIRED - PER PSC 2.0 11/11/10 EMAIL

F. Community Analysis and Context

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

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is an area deeply impacted by high concentrations of poverty and

¹⁹ See Section 3.A. School Culture and Climate for details.

²⁰ See Section 10.B.ii. School Based Committees for details on the PSCS and GCSC student leadership councils.

frequent instances of violence.²¹

There are many assets shared by this community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

All of the teachers in the PSCS design team have taught in the community for at least 5 years, and we were all initially drawn to teach in this area because we saw the need for quality educators and we realized the potential of the students and the community. While teaching at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating PSCS is to personalize the educational experience for each student and systemize the supports that work for our students and their families throughout the small school. Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community to create a powerful web of support through which no student will fall.

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,²² conducted a needs assessment, and based our initial proposal elements on our findings. The key elements of the needs assessment is summarized below and addressed throughout the proposal (see footnotes).

- *Education needs:* early identification of skill deficiencies;²³ early, frequent and relevant interventions for skill deficiencies; challenging, interesting and relevant curriculum and projects to engage students;²⁴ in-class supports through instructional strategies;²⁵
- *Social needs:*²⁶ focused attention to help students make the right decisions and deal with the challenges; guidance on goal setting and accomplishment;
- *Health needs:*²⁷ nutrition counseling/supports to find (advocate for access to) and prepare healthy food; mental health counseling (including drug and alcohol use prevention & cessation); physical health – regular checkups, optometry, dentistry;
- *Safety needs:*²⁸ safe passage to and from school and a safe environment on school campus.

²¹ Nicolaides, B. (2002). *My Blue Heaven*. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits*. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

²² Section 8 Attachment: *Gage and Central Existing Data Summary* for details

²³ See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

²⁴ See Section 2.B. Core Academic Curriculum

²⁵ See Section 2.D. Instructional Strategies

²⁶ See Section 3.C. Social and Emotional Needs

²⁷ To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

²⁸ See *Building a Safe Community* in Section 3.A. School Culture and Climate

We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

We will continue to engage the community through meetings throughout the spring as we continue to shape the specifics of the schools (start time, schools colors, safety plans, behavior policies, etc.). Once the schools and complex opens, the complex-wide Community Schools Core Leadership Council, led by a Parent and Community Coordinator,²⁹ will engage all resource providers and stakeholders in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves: adopting a common vision (outlined in the PSC proposal); operationalizing the vision (into concrete long term and short term goals); creating a plan w/ detailed strategies and benchmarks; and gathering the appropriate data to monitor progress towards the goals.

G. Leadership

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

The design teams, like the school plan, operate at two levels. The *complex-wide* design team members have the whole campus in mind and are responsible for developing and implementing the complex-wide elements such as school safety, parent and community engagement and resource coordination. The complex-wide design team members contribute over 100 years of collective experience in the LAUSD and in South Los Angeles. The diversity and depth of experience within the complex-wide design team has facilitated the creation of a plan that addresses the needs of the students, faculty, students, parents and community. The enthusiasm that each member has for this project will help make these plans become a reality. Please see Section 10. Attachment – Applicant Team Bios for details.

The *Public Service Community School* design team members are focused on curriculum and instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the PSCS design team have a combined 30 year history of working with students in South Los Angeles.³⁰ Their understanding of the student population, commitment to Coalition of Essential School philosophies,³¹ and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal, and are integral to the successful implementation of the plan for the school. The proposed leader for the school shares a teaching history with the other design team members and possesses the same philosophies, and knowledge. Additionally, she has developed a strong foundational knowledge in what makes a good small school leader, values and understands the processes and structures necessary for authentic collaboration, maintains a reflective practice with the goal of continuous improvement as a leader. Her approach to school leadership is that of supporting teachers through providing the resources, professional development and encouragement that they need to do their jobs. Please see Section 10. Attachment – Applicant Team Bios and Section 11.A Principal Selection for details.

²⁹ See Section 10.B.ii. School Level Committees

³⁰ See Section 8.B for details on the PSCS design team's history in the community.

³¹ See Section 2.A. for details

H. School Governance Model

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

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.³² The small school size (500 students) of the PSCS will facilitate the personalization necessary to put student need at the center of the decision-making process. The pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal the process for identifying, addressing and evaluating success with meeting student needs has been specifically described. The key components of this process (learning lab and advisory class) require additional (and compensated) time and commitments on the part of our teachers.³³ The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.³⁴

In addition to the curricular components, the PSCS teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide PSCS with the flexibility needed to engage all teachers in a summer-time pre-opening *Teacher Orientation*,³⁵ weekly professional development/collaborative planning meetings,³⁶ and additional professional development retreats during the semester break and end of the year.³⁷ While the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The PSCS plan includes the utilization of the LAUSD Comprehensive Assessment Program³⁸ in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and monitor students' successes and challenges.

Finally, and very importantly, the pilot MOU will allow the PSCS staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.³⁹

³² Louis, K.S., et al (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. Ontario Institute for Studies in Education. Commissioned by: The Wallace Foundation.

³³ See Section 3.F. School Calendar and Schedule for details.

³⁴ See Section 2.B.i for more details on pilot status and curricular autonomy.

³⁵ See Section 5.C. Teacher Orientation for details

³⁶ See Section 5.B. Professional Development Plan for details

³⁷ See Section 5.D. Professional Development Calendar for details

³⁸ See Section 4.C. Student Assessment Plan for details

³⁹ See Section 12 Staffing for details.

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction (14 pages without footnotes)

A. Instructional Philosophy

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

The students to be served by the Public Service Community School (PSCS) will come to us with his or her individual history, talents, challenges and potentials. Demographics data reveal that the majority of our students and their families will have immigrated to the U.S. from Mexico in search of new opportunities, while others will have deep roots in South Los Angeles.⁴⁰ Data also show that some of our students will have learning disabilities, many of our students will speak English as a second language, and others will require additional challenges to grow as learners.⁴¹ The experience of the PSCS design team, a collective 30+ years of teaching in South Los Angeles, also tells us that given the right supports, all of our students can be successful in high school and in whatever path they choose after graduation.

As a part of the Gage and Central Community Schools, those supports and the vision that drives them are two fold. As a complex, all of the small schools commit to work collaboratively within and across the small schools to provide all students with a supportive and challenging education that will prepare them for college, career and life. To do this, our schools will be: *whole student centered* –meeting students’ educational, health, safety and social needs; *All student inclusive* – including, but not limited to English learners, standard English learners, special education and gifted students; *Family focused* – providing a welcoming and supportive environment, and drawing on families as resources; and *Community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

In addition to sharing the core values which create the foundation of each school within the Gage and Central Community Schools complex, the Public Service Community School uniquely strives to develop personal leadership capacity in its students through a transformative educational culture that asks students to take charge of their intellectual and social growth as well as the health of their families and community. Fusing academic habits of mind with leadership and life skills, students at PSCS will be challenged to use fine-tuned critical thinking skills, rooted in a rigorous, standards-based curriculum, to identify problems in the social and political landscape around them and conceptualize real-world solutions. Students will be taught the tools of the investigator and encouraged to use these tools to question the inequities they see in their own communities. By their third year at PSCS students will be immersed in a rich, academic environment that ensures they will have mastered basic and advanced academic competencies while promoting ethical character development and a commitment to others.

The mission of PSCS is to motivate all students—regardless of background—to invest in their own education and develop the skills that will facilitate life-long success in college, career and family. We do this by providing students with a strong academic foundation that empowers them to feel confident in envisioning futures in which they both reach their personal goals and participate in making the world a better place.

⁴⁰ This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico).

⁴¹ See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

The PSCS Graduate

The PSCS graduate will have the reading, writing, speaking and communication skills, as well as the work habits, confidence and determination necessary to be successful in college, career and life.⁴² The PSCS graduate will have and continue to cultivate skills in critical-thinking, problem-solving, collaboration and technology use. The PSCS graduate will have a sense of personal responsibility, a connection to the community, and be able to contribute to and participate in school, work and community.

The PSCS Educational Experience

At PSCS, the hiring of teachers and staff, the development of curricula and pedagogy, and the decisions regarding the supporting structures of the school are all based on the Coalition of Essential Schools (CES) Common Principles. These principles are derived from over 25 years of research on the elements within the principles and fortified by continued research on the CES schools implementing these principles.⁴³ The PSCS design team has experience working with the CES Principles under the direction of a CES coach,⁴⁴ and one of the members was a CES leadership coach at an LAUSD high school for three years. As part of the proposal development process, the team gathered, re-read the now familiar principles and have returned to them several times as we created the vision, curricula, instructional strategies, and infrastructure for our school. As the design team, we understand and own these principles, and as we add new members to the team and students, families and community members join the school, these principles will be a key part of their introduction. However, it is important to note that it does not end there. The CES Common Principles will act as continuous reinforcement throughout the busy school year and during times of reflection to guide our decisions and remind us what is fundamental to our work as educators.

Coalition of Essential Schools Common Principles:

- *Goals apply to all students* – through our deeply inclusive and supportive school program, we will have and demonstrate high expectations for all students and will provide the crucial supports that our students need to meet those expectations.
- *Personalization* – through our individualized programs (Learning Lab, Advisory and Individualized Learning Plans), our individualized instructional strategies (project-based learning and differentiation), and through our commitment to understanding our students as individuals, we will personalize each student’s educational experience.⁴⁵
- *Demonstration of mastery* – through project-based learning, presentations/exhibitions and multiple ways to demonstrate learning, our assessments will focus on mastery of skills, habits and content.⁴⁶
- *Tone of mutual respect* – through clear expectations, positive modeling and a well-developed positive behavior support plan, teachers, staff, students, families and community members will all demonstrate a tone of mutual respect in their interactions and intentions.
- *Commitment to the entire school* – across all small schools and within our small school, there will be a commitment to the success of every student. This translates into mutual supports through collaboration (sharing best-practices, resources and personnel) rather than competition.
- *Resources dedicated to teaching and learning* – through the flexibility provided in the per-pupil “Budgeting for Student Achievement,” we will prioritize resources (personnel, supplies, technology) going into the classroom.

⁴² See Section B “Core Academic Curriculum” for details regarding the specific skills and habits of mind.

⁴³ Darling-Hammond, L., et al (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*. 39(3): 639-673; Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools (Coalition of Essential Schools, 2006);

⁴⁴ See Section 8.B. Community Analysis and Context: Background and Support for details.

⁴⁵ See Sections 2.C. Addressing the Needs of All Students and 2.D. Instructional Strategies for details.

⁴⁶ See 4.C. Student Assessment Plan for details.

B. Core Academic Curriculum

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

Our curricula will be:

Standards-based – In creating the curriculum for all classes, our teachers will utilize the California State Content standards to determine the specific content-area learning goals to be accomplished. Teachers will collaborate in content-area groups to develop a vertical plan that incorporates the necessary building of skills from year to year; teachers will collaborate in grade-alike groups to develop a horizontal plan that incorporates basic skills standards across curricula within each grade. Math, science, and history textbooks will be aligned with the California standards and English teachers will use novels, non-fiction books, essays, poetry, short stories, and visual texts to support and engage students in achieving mastery of the ELA standards. Teacher-developed projects, assignments, and assessments in every course will be designed so that students have multiple and varied opportunities to attain and demonstrate mastery of the content standards.

Project-based – In a project-based learning (PBL) environment, multiple shifts take place. The action moves from the teacher lecturing to the student creating; the nature of learning shifts from memorization to discovery; the classroom transforms into a lively forum for sharing ideas and asking questions. Research shows that relevant PBL facilitates student engagement across all student groups, including struggling students, English Language Learners and gifted students.⁴⁷ Engagement occurs through the high levels of differentiation and individual attention that are possible when students work in groups to complete a project.

Connected to the lives of our students – Research demonstrates that when schools connect core academics to a theme that is relevant to the lives of the students, higher promotions occur and graduation and college acceptance rates are higher than in traditional high schools with similar populations.⁴⁸ The theme of our school (Public Service) connects to the lived experience of our students through their experiences with various public service careers and institutions (education, social services, law enforcement, etc.) – both positive and negative. At PSCS, students will have the opportunity to explore and critically analyze these careers, institutions and the very notion of what it means to serve the public good. This concept of “serving the public good” will be imbedded in our curricula and supported in our Advisory. In addition, we are developing a new three year Career Technical Education (CTE) course sequence in Social Entrepreneurship (see course description below for details).

College and career preparatory – Each student will take the coursework necessary to meet the minimum A-G requirements in their first three years (with the exception of history and English, which require four years). After students have met the minimum A-G requirements (except English/history), they will be

⁴⁷ Barron, B.J.S., Schwartz, D.L., Vye, N.J., Moore, A., Petrosino, A., Zech, L. and Bransford, J.D. (1998). 'Doing With Understanding: Lessons From Research on Problem- and Project-Based Learning', *Journal of the Learning Sciences*, 7: 3, 271 — 311.

⁴⁸ Saunders, M. and Hamilton, E. (2010) *Linking Learning to Life: A High School Transformation Effort*. At www.edutopia.org and D. Stern, C. Dayton, and M. Raby, (2010), *Career Academies: A Proven Strategy to Prepare High School Students for College and Careers*. Berkeley, CA: Career Academy Support Network, University of California.

offered more flexibility during the school day to participate in internships, attend a local community college or continue in the Learning Lab to take online AP, college or certification coursework. This flexibility also provides work-study opportunities for students who need to work to support themselves or their families.

Graduation Requirements

The PSCS graduation requirements meet the California high school graduation and the requirements necessary for public university acceptance in California (the A-Gs). The A-G requirements are indicated next to the course title in parentheses. The minimum credit requirements are the same as LAUSD graduation requirements (230). Because we will be part of LAUSD and we recognize that students will be transferring in and out of our school, we did not want to limit students' opportunities to graduate on time. However, in addition to our credit-based graduation requirements, PSCS requires the successful completion of participation credits and end-of-the year exhibitions.⁴⁹

Course	Credits	Specific Required Courses
English (B)	40 credits	4 years
Social Science (A)	30 credits	3 years (World History, US History, Econ/Government)
Mathematics (C)	30 credits	3 years (including Algebra I, Geometry and Algebra II)
Science (D)	30 credits	3 years (ICS, Biology, Chemistry/Physics)
World Language (E)	20 credits	2 years (Spanish)
Visual and Performing Arts (F)	10 credits	1 year
Physical Education	20 credits	2 years
Elective – Thematic (G)	20 credits	2 years (see below for electives descriptions)
Elective – Learning Lab ⁵⁰	10 credits	Learning Lab
Advisory	20 credits	5 credits per year
Participation Requirements		Required for each year present at the school;
TOTAL CREDITS:	230 credits	

Course and Requirement Descriptions

The themes of public service, leadership and accountability to self and others will be woven throughout the core subjects. The grade-alike teams will use these themes as a lens when they develop the individual course curriculum and cross-curricular projects. In addition to our core curricula, PSCS will offer the following theme-specific courses to support the learning and educational experience of all students.

Advisory - Our Advisory curriculum is focused on developing habits of mind and engaging students in an increasingly involved and layered awareness of self, others, responsibility to self and others and capacity building with regard to acting on that responsibility. Activities such as “How I learn” engage students with their learning modality strengths and challenges. “True Colors” facilitates an understanding of different personality types and strategies for how different personality types can work together. The Individual Learning Plans (ILPs) facilitated in Advisory will further support students' individual growth and contribution to the community. ILP elements such as “GOOOOOOAL!” will support students' long and short-term goal setting, achievement and reflection. Finally, our Advisory will act as a thematic hub, focusing on themes that connect students to themselves, their school, their community and their world.⁵¹ While major academic projects will all be based within the core classes, the Advisory class will provide a low-stakes, low-pressure environment to engage students in individual reflections and group discussions with the goal to help students make the connections between what is going on in their core classes, their own lives and the real-world themes being addressed. To facilitate these relationships, the Advisory teacher will meet at least once per month (during PD or after school) with the grade-alike team

⁴⁹ See Section 4. Assessments and School-wide data for details.

⁵⁰ See Section 2.C. Addressing the Needs of All Students for details regarding the Learning Labs.

⁵¹ See Section 2 Attachment – *PSCS Four Year Plan* for details.

of the grade-level Advisory he or she is facilitating (if it is not the same grade he or she is already teaching).

Leadership/Speech Class

The PSCS Speech class is designed to give students foundational skills in public speaking in an authentic setting. The class serves as the school's leadership class and is responsible for planning, organizing, and conducting the majority of the student activities and events. The symbiotic relationship between the academic course and the school activities allows the students to learn and then use their public speaking skills in service to the school: speech to inform (ninth grade orientation), speech to persuade (getting students to participate), and speech to entertain/special occasion speech (graduation, pep rally, awards celebration, etc).

Social Entrepreneurship Course Sequence

We are working with Shelley Weston and Jay Gonzalez at LAUSD and Dylan Kendall⁵² (Social Entrepreneur and founder of City LA: Play Smart and Hollywood Arts) to create an academically-based career and technical education (CTE) course sequence in *Social Entrepreneurship*. This sequence will combine sociological theory and study, exposure to careers in public/community service, and the skills and knowledge-base to undertake an entrepreneurial endeavor, as well as provide students with additional opportunities to develop and improve overall literacy, critical thinking and problem-solving skills. During the 2011-2012 school year, we will introduce a course that has already been approved for CTE and A-G credit, *Community Service Careers*. Within this course, students will learn the processes of researching, identifying and documenting problems in the social and political landscape. Students will also explore the issues surrounding community service professions and learn essential skills required of human service professionals, such as observation, report writing, accessing resources and analyzing the efficacy of social programs as well as specific case management plans. Students read, analyze and write papers based on an extensive compilation of non-fiction literature related to sociology and human services. This course, typically offered in the 9th grade, also addresses the key ELA standards assessed in the CAHSEE. The third and fourth courses in the series, *Introduction to Social Entrepreneurship* and *Social Entrepreneurship Practicum* will be piloted during the 2012-2013 school year and fully implemented during the 2013-2014 school year. In the introductory course students will examine the characteristics of a successful leader, engage in strategies for collaboration, and explore the elements of business and social entrepreneurship. In the practicum, students will implement the skills and knowledge developed in the introductory courses to identify a problem, develop a strategy to address the problem and create a school-based or community based project based on their strategy.

Participation Requirements – The PSCS participation requirements will be built into Advisory and implemented during the 2012-2013 school year. These requirements will facilitate student engagement in the school and the community through requiring their involvement in activities, leadership roles and organizations. The participation requirements will be implemented as a part of the students' Individual Learning Plans wherein each year they will commit to participate at the below referenced levels and reflect on their participation. We will implement the participation requirements during the second year of operations in order to give the school and complex enough time to develop the structures for participation at all levels.

- Year 1: Participation within the small school (clubs, athletics, arts, student leadership, volunteering to help a teacher)
- Year 2: Continue small school participation, expand to community school participation (health clinic, library, Bethune Park, etc)

⁵² See Section 10 Attachment – Applicant Team Bios for details.

- Year 3: Continue small and/or community school participation and participate in the world (raising awareness, money, support about an issue they learned about in 10th grade) or community (volunteering, interning, work-study).
- Year 4: Continue small and/or community school participation and implement social entrepreneurial skills in a school or community-based project. This last participation requirement may be fulfilled by the Social Entrepreneurship Practicum course and may not be required until this course is fully implemented (2013-2014).

WASC Initial Visit Process

During August of 2011 the Governing Council will review the *Conditions of Eligibility* to be considered for WASC Affiliation⁵³ as part of its ongoing monitoring of the implementation of the PSC plan.⁵⁴ By September 30, 2011 the principal will submit at *Request for WASC Affiliation* form with the \$150 application fee. The school will then be provided with an *Initial Visit School Description* form that requests information regarding the purposes and operation of the school and evidence of the school's status in relation to the conditions of eligibility. During professional development time as part of the end of the semester reflection process, the faculty will review WASC's *Conditions of Eligibility Rubric*, complete the *Initial Visit School Description* form and gather the appropriate documentation. Upon receipt of the forms, the Executive Director of WASC will schedule a two member, one-day school visit, after which they will make a recommendation regarding the school's readiness for initial affiliation which include the following possibilities and related responses by the school:

- *Not granted affiliation* means that one or more of the conditions was not met. In the extremely unlikely event that this is the recommendation, the principal will call an emergency meeting of the Governing Council and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit ASAP.
- *Candidacy* means that the school qualifies for accreditation and will be directed to submit a first-year progress report indicating progress being made in meeting the recommendations of the initial visiting committee. After submitting this report, the school remains in candidacy status until the full accreditation visit within 1 – 3 years (depending on the recommendation of the committee).
- *Initial Accreditation* means that all conditions of eligibility have been met to the satisfaction of the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee).

i. Autonomy

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

The flexibilities provided through the Pilot School model will enable PSCS to implement an instructional program that integrates student-centered, standards-based and socially engaged curricula. Specifically, the autonomies will allow the school to:

- Develop grade-level assessments that are integrated with the school curricula, pacing and intervention structures.⁵⁵
- Replace the non-A-G “health” and “life-skills” LAUSD graduation requirements with the *Community Service Careers* elective course that connects with the theme of the school, feeds into a larger *Social*

⁵³ See the WASC Initial Visit Procedures Manual for details on all WASC procedures mentioned in this section.

⁵⁴ See Section 14. Attachment – *Implementation Plan* for details.

⁵⁵ See Section 4: Assessments and School-wide data for more details

Entrepreneurship course sequence and qualifies as an elective for acceptance into a public university in California.⁵⁶

- Add *participation requirements* to the graduation requirements to facilitate student involvement in the school and community.
- Create a *Social Entrepreneurship* course sequence in which students will develop social-science research skills, explore and enact leadership skills and utilize these skills in a school or community-based project (starting in year two).
- Facilitate a work-based learning (internships, volunteering, mentoring) program for students to engage more deeply in the community (starting in year two).

Not directly connected to curriculum, but fundamental to the development and implementation of curriculum is the *time* required for teachers to work together to analyze student data, learn about and implement appropriate instructional strategies, and develop and teach thematically connected projects within individual courses and across the curriculum. This work is at the heart of a successful school, and the autonomies and flexibilities provided through the pilot school model, Elect-to-Work Agreement and per-pupil funding facilitate access to the critical addition of professional development and collaboration time.

Additionally, throughout the entire complex, the Gage and Central Community Schools will implement structures and programs to facilitate social engagement within the school and between the school and community. Through the Community Council⁵⁷ all schools at the Gage and Central Community Schools Complex will collaborate with local businesses, organizations, associations and governmental agencies to provide students, their families and the community with important services and support located at the school site or through referral relationships. These partnerships will also provide students with opportunities for real-world learning through collaborative projects, mentoring, consulting on campus, internships, volunteering and work-study off campus. Through these complex-wide partnerships, as well as the specific partnerships developed by PSCS, students will be exposed to a wide variety of careers and have the opportunity to put their learning into practice in real-world work environments.⁵⁸

ii. Curriculum Development

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

The PSCS curriculum development process for the 2011-2012 school-year will occur during the “Teacher Orientation Retreat,” which will take place during the summer of 2011 (after the majority, if not all, staff have been hired). During this time, the teachers will work in grade-alike and content-area teams to develop a series of frameworks using the Understanding by Design (UBD) curriculum development process, and guided by the Coalition of Essential Schools (CES) common principles. Each team will be facilitated by a design team member with experience in UBD and CES. If needed, the Los Angeles Educational Partnership (LAEP) has also offered professional development assistance for interdisciplinary curriculum development. Please see Section 2 Attachment – *Curriculum Development Timeline* for details.

⁵⁶ The standards addressed in the LAUSD Health class will be integrated into the Community Service Careers course and taught within our advisory class throughout all four years.

⁵⁷ See Section 10.B.ii. School Level Committees for more details.

⁵⁸ See Section 9.B. Key Community Partnerships for more details.

C. Addressing the Needs of All Students

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

Addressing the individual learning needs of our students: The PSCS Learning Supports System

Data on the area high schools and feeder schools⁵⁹ demonstrate that our students will be arriving in 9th grade with a wide variety of learning needs that will include English language and standard English language learners, students with special education needs and/or very low skills, and gifted students who need additional challenges to grow as learners. In order to meet the diverse needs of our students, we have developed a plan that provides for individualized, early and consistent supports for every student. Our goal is to provide an educational experience that is not only individualized to meet the needs of each student, but also collective in that students are not tracked by ability but work together to succeed. We plan on achieving this goal by heterogeneously grouping students in their core classes, providing differentiated instruction, and incorporating instructional strategies that support the learning of all students.⁶⁰ Additionally, we have developed the following support system:

The cornerstone of our individualized student support system is our computer-based, teacher-facilitated and tutor-supported *Learning Labs*.⁶¹ The PSCS learning labs are unique spaces where students can access a wide variety of learning opportunities through online programs and courses provided by and through the Los Angeles Virtual Academy (LAVA), colleges and universities, and (research-based) online educational support providers and software. The physical space of each learning lab will exist in eight computer carts (with 30 computers each), and within the limitless capacity of the Internet. These carts will be shared among all teachers, and utilized before and after school by students on a voluntary basis (for tutoring or credit) as well as during school hours as an assigned class. Through our seven period A/B block schedule,⁶² the core teachers will teach two learning lab sessions per week during 7th period, giving students opportunities to receive additional support during the school day from their content-area teachers. This 7th period time slot also allows us to partner with external tutoring programs to provide multiple tutors at the same time every day to be utilized as students need them. During the 7th period, the computer carts will be reserved for Learning Lab only (serving a total of 240 students), but during the rest of the day, the computer carts will be available for additional Learning Lab time (primarily used by ESL and special education teachers), or for individual teachers to check out for their classrooms. There are multitudes of potential online programs from which to choose, and just as with core class instruction, the quality of the curriculum is crucial. Thus, the development of our Learning Lab “curriculum” will be treated as any curriculum that we will use at the school. Prior to the 2011 open, the principal and counselor (with input and support from the content area, ELL and special education teachers) will research and develop the Learning Lab curricular options for each grade-level, based on the needs of our expected populations and analysis of prior year CST data for our incoming students.⁶³ After our first year, the course offerings will be evaluated each year as part of our annual curricula reflection and revision process.

⁵⁹ See Section 8 “Community Analysis and Context” for details.

⁶⁰ See section 2.d “Instructional Strategies” and section 5 “Professional Development” for details.

⁶¹ Research (from LAUSD website): In May 2009, the U.S. Department of Education released a report entitled Evaluation of Evidence-Based Practices in Online Learning. Among the key findings were: (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; (2) Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.

⁶² See section 3.f “School Calendar/Schedule” for details.

⁶³ See the next section, Specialized Learning Populations for details.

Our teaching staff will develop *Grade-level Initial, Mid-Year and End-of-Year Assessments*⁶⁴ that are integrated with the curriculum and pacing of each content area. These assessments will be conducted school-wide at the beginning of the school year, at the end of the first semester, and at the end of the school year in each grade. The results of these assessments will be used by:

- grade-level teams to identify specific skills areas to target across the curriculum
- student advisors and teachers to identify student needs for learning lab curriculum or to refer students for the RTI process⁶⁵ which entails more intensive interventions.
- school principal and counselor to identify patterns that may need to be addressed with school-wide supports or re-focused resources.
- students and their parent(s)/guardian(s) as they set and work towards learning goals in their Individualized Learning Plan (ILP).

Every student will have an *advisor*, a trusted teacher who will be responsible for the educational experience of a small group (<23) of students over the course of their four years at PSCS. Each advisor will teach an *Advisory class* that will meet five days per week for at least 30 minutes per day to conduct short, thematic lessons/activities and provide academic, college and career preparation guidance.⁶⁶ Along with the development of the academic curriculum and four-year plan for PSCS we are creating an Advisory curriculum that will support the development of skills and habits of mind, facilitate participation requirements (starting in year two), provide opportunities for advisors to identify and support struggling students, and provide time for advising and work on each student's Individualized Learning Plan.

The *Individualized Learning Plan (ILP)* is an important tool that students, teachers and support staff will use in conjunction with the students' parent(s) to guide instruction and support the learning of each student at PSCS. Different from traditional graduation plans, or special education IEPs, the PSCS ILP is a portfolio notebook⁶⁷ that will be created on the student's first day at the school and will stay with the student until graduation. Each ILP will change and grow with the student, and will thus include different elements as the student develops and shapes his or her educational experience. However, all ILPs will share the following core elements: a graduation plan that will be updated by the student (with the supervision of the advisor) and shared with the parent each semester; a goal setting, completion and reflection log; all school-wide assessments; student analysis of his/her learning styles and strengths and challenges; and documentation of and reflections on participation and Advisory projects. The ILP will be maintained as part of our Advisory program and supervised by the student's advisor with the support of each grade-level team and the school counselor. The ILP will also be part of every parent meeting, and parents will be part of the student's goal setting and completion (celebration). Finally, as part of their Advisory requirements, students will use their ILP in their end of the year exhibition/presentation on their goals, challenges, successes and learning experiences of that year.

Our *Summer Bridge program* for entering 9th graders will serve as an orientation to the PSCS theme, academics and culture. It will also provide an important opportunity for early assessment of student skills (through our Grade-level Initial Assessment), and a jump-start for students lacking in one or more skill area. Our goal is to provide the program to all incoming 9th graders. Our focus, however, will be on outreaching to the parent(s) of students who perform below basic or far below basic on one or more

⁶⁴ See Section 4.C. Student Assessment Plan for details.

⁶⁵ See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations for details.

⁶⁶ See Section 5.D. PD Calendar for information regarding the training and support advisors will receive to do this unique and challenging job.

⁶⁷ Until we are able to provide 1-1 computer access at our school, the ILP will be contained in a large 3-ring notebook and kept in the Advisory classroom.

section of the California Standards Test (CST) in the 8th grade. Our goal is to implement the Summer Bridge program during our first year of operation.

Specialized Learning Populations

Through our Learning Supports System, we will address the basic needs of every student at PSCS. However, we also recognize that particular populations require specialized supports and services to be successful. In this section, we will introduce each specialized learning population and summarize the supports and services that we will employ to meet their needs (listed in order of expected population size, from largest to smallest).⁶⁸

Students in need of intensive intervention in English and/or math - The 2008-2009 feeder school (Edison Middle School) CST scores indicate that with a 9th grade student population of 125, PSCS should expect to serve approximately 84 students who start 9th grade with a lack of basic ELA and/or mathematical skills. Our first goal with these students is to identify them and their areas of challenge as soon as possible – during our summer bridge program or during the first days of school. To do this, as part of our analysis of the *Grade-level initial assessment* results, the grade-alike teams will identify students performing in the lower percentiles and refer them to the *Response to Intervention Process*.⁶⁹ Within this process, students will receive additional learning supports through the Learning Lab, Advisory, and tutoring – and will be monitored in the Learning Lab through additional assessments⁷⁰ to measure their response to the interventions. The second goal is to engage them in their own learning, so that they understand their existing skills, their areas of missing skills, and the best strategies for them to learn. At the beginning of their time at PSCS, all students will learn about multiple learning modalities and learn which learning approach works best for them as part of the Advisory curriculum. The results of this process will become part of a student's Individualized Learning Plan and will be used by the student, his or her teachers, and the advisor to structure that student's learning experiences at PSCS.

Students experiencing poverty - The 2008-2009 sending school (Fremont Senior High) demographics indicate that with a 500 student population, PSCS should expect to serve approximately 400 students who qualify for Free and Reduced Priced Meals (an indicator of poverty). Students experiencing poverty do not learn any differently than young people from middle or upper socio-economic classes, however, students experiencing poverty do experience poverty-related issues that may impede their learning – health problems, lack of housing, lack of home work space or school absences. To address these issues, all of the Gage and Central schools will be collaborating to create a Community Schools Complex in which health, housing, legal and other important support services can be accessed at the school site. Additionally, the personalization offered through our Advisory program, and the support of our school counselor will facilitate the attention and flexibility needed to help students cope with issues related to poverty while meeting the expectations of quality work and participation.⁷¹ This is critical to helping students prepare for college and after school work life as college professors and employers will expect that students meet their expectations regardless of any issues they may be facing in their personal or family lives. Finally, the flexibility offered through our internship/volunteer/work-study program gives students who must work to help support the family an opportunity to integrate their work experience with their academic experience and not have to choose one over the other.

Students who speak English as a second language – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, PSCS should expect to serve approximately 20-30 students who require English Language Development instruction (ESL 1-4).

⁶⁸ See Section 6. Serving Specialized Populations for details.

⁶⁹ See Section 2 Attachment: *RTI Process* and Section 6 Attachment: *Service Plan for Special Education* for details.

⁷⁰ See Section 4.C. Student Assessment Plan for details.

⁷¹ See Section 4.A. Assessment Philosophy for details.

Overall, our expected total English Language Learner (ELL) population is approximately 200 students.⁷² PSCS will offer our ELLs an inclusive and supportive academic program to build English language proficiency and academic content knowledge. In our general education classrooms ELLs will learn and demonstrate content-area knowledge through projects, and have frequent opportunities to practice listening and speaking in English through highly structured and collaborative group-based classroom activities and projects.⁷³ Research has demonstrated that the aforementioned instructional strategies, with the appropriate structures and supports, contribute to the learning of ELLs within the general education classroom.⁷⁴ Beyond their general education classroom experience, English Language Learners will receive the following supports:

- Early and accurate identification and placement (CELDT Initial Assessment)
- English Language Learning (ELL) inclusion support position – this teaching position will work similar to a special education resource specialist position for the 20-30 students who require English language development instruction. This teacher will work within the core content classrooms, conduct individual and group pullout sessions and teach one ESL Learning Lab session per day in which all 20-30 students requiring English language development will be enrolled.⁷⁵
- English Language Skills teacher – this full time teacher will teach English Language Skills classes for students who have completed ESL 1-4, but have still not developed the English proficiency (re-designation), and teach one to two ELL supports Learning Lab sessions per day.
- A district-provided SDAI administrators (shared with CATS) or will use bilingual funds to pay for a part-time clerk position to facilitate CELDT testing, and monitor the progress of non-redesignated students identified for the *Response to Intervention* process.
- Individualized Learning Plan will include redesignation goals (CELDT annual testing) set with the student, his/her advisor and the student's parent/guardian.
- Potential program in collaboration with UCLA's Civil Rights Project: Project SOL (Secondary Online Learning)⁷⁶ “focused on specific school-based interventions and teacher-supported, online curriculum designed to accelerate the content learning of Spanish-dominant secondary school students.” This program will be implemented during the Learning Lab for students whose parents request⁷⁷ primary language instruction:
 - o Provide supplemental instruction via Mexican-developed and California standards-aligned online curricula in Spanish in several core curriculum areas both in class and after school.
 - o Articulate the school-based intervention with online supplemental teachers in Mexico.
 - o The project will provide a course translation protocol developed by the University of California and the Mexican Department of Education so that students can be given California (or U.S.) credit for courses they have taken in Mexico.
- Professional development for all teachers regarding the language acquisition stages (preproduction, early production, speech emergence, intermediate fluency and advanced fluency) and modalities

⁷² CDE Dataquest ELL Report for 08-09 school year.

⁷³ Cohen, E. (1994). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. Columbia: Teachers College Press.

⁷⁴ Long, M.H. and Porter, P.A. (1985). Group Work, Interlanguage Talk and Second Language Acquisition. *TESOL Quarterly*, 19(2): 207-228; Rance-Roney, J. (2009). Best Practices for Adolescent ELLs. *Educational Leadership*.

⁷⁵ We are currently researching English Language Skills development curriculum and programs (online or software) that will allow the ELL Specialist to tailor the curriculum to the learning needs of each of his/her students.

⁷⁶ We are currently waiting for the preliminary results of a study regarding this program, and will base our decision to use the program on the results of that study.

⁷⁷ The parents of all students who have been identified as “Beginning” within CELDT will be offered the option of having their child participate in this program. Parents will be contacted through sending home information (in English and Spanish), and phone calls home from the ELL Specialist.

(speaking, listening, reading and writing) and SDAI strategies.⁷⁸

- Regular collaboration between the ELL specialist and general education teachers.⁷⁹

Students with learning disabilities – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, PSCS should expect to serve approximately 40-60 students who require special education services (either RSP and SDP⁸⁰), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate instruction.⁸¹ Based on this research, our students with special learning needs will spend the majority of their day in the least restrictive environment/general education classrooms, with the following supports in place:

- Special education clerk shared between PSCS and CATS (serving no more than 150 students).⁸²
- Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI) and student assessment process.⁸³
- Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the students to understand and engage with their own learning process.
- Partnerships with organizations that provide additional supports for students with special needs such as additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.⁸⁴
- For our RSP students, our resource/inclusion specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 28-32 students.
- For our SDP students, our special education teacher/inclusion specialist(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students.
- As determined by the district's special education division, we may be receiving students with orthopedic impairments, mental retardation, autism, emotional/behavioral challenges and/or who require CBI. Some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at PSCS in *at least* our Advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment.
- Staffing – as with the hiring of the general education staff, it is crucial that PSCS have autonomy in the hiring and evaluation of all special education staff (including special education aides). A key

⁷⁸ Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.; Also see section 2.D "Instructional Strategies" and section 5 "Professional Development" for more details.

⁷⁹ See Section 5.D. PD Calendar for details

⁸⁰ Services will be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

⁸¹ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

⁸² See Section 12. Staffing for details on shared personnel.

⁸³ See Section 2 Attachment: *RTI Process* and Section 6 Attachment: *Service Plan for Special Education* for details.

⁸⁴ See Section 9.B. Key Community Partnerships for more details.

finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.⁸⁵ To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).⁸⁶

- Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching and co-teaching strategies that have been proven to facilitate the learning of students with learning disabilities.⁸⁷

Students who need an extra challenge – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, PSCS should expect to serve approximately 20 students who demonstrate gifted capacities.⁸⁸ The first step is to appropriately and accurately identify students who need additional challenge to be successful. This identification will take place through previous GATE program placement/identification, previous CST scores, grades in previous courses, and teacher/counselor recommendations. We will also identify students who need extra challenges through our Summer Bridge program and grade-alike initial assessments. Once identified, students will be identified as “accelerated” in their Individualized Learning Plans, and will work with their advisor and parent/guardian to set appropriate goals for the school year. Students in our accelerated learning program will have access to the following to extend their learning experience at PSCS:

- A differentiated curriculum within the core classes and thematic electives that will challenge and engage them.
- Within the Learning Lab (offered before, during and after school), students in grades 9 and 10 will complete accelerated assignments connected to their core classes and will receive an “honors” credit in the classes for which they complete the assignments with a grade of “C” or better.
- Within the Learning Lab (offered before, during and after school), students in grades 11 and 12 will have the opportunity to take AP courses as an elective during the school. And as part of the Learning Lab, students will have access to:
 - o AP courses offered through the Los Angeles Virtual Learning Academy
 - o Online distance education and certification programs through Los Angeles Trade Tech College and El Camino College.

Students with credit deficiency - The 2008-2009 sending school (Fremont/Jefferson) data indicates that with a population of 500 students, we may have as many as 315 10-12th graders who are not at grade level (i.e. credit deficient).⁸⁹ While our goal is to reach students and address their learning needs before they fall behind, some students will arrive credit deficient or that we may receive students from other schools/districts/states/countries who will need additional credits to graduate. To address the needs of our students who are credit deficient, we will work with the student, using the ILP as a tool to establish goals that include credit recovery *and* strategies to pass the classes in which the student is enrolled. In order to make up core classes, students will have the opportunity to retake the class as an elective or access the class through the Los Angeles Virtual Academy (LAVA) in the Learning Lab. To make up their elective credits, students will have the option of taking PSCS electives, LAVA electives, online college/certification programs in the Learning Lab or through additional hours (and projects) in internship, volunteer or work-study participation.

⁸⁵ Buell, Martha J. , Hallam, Rena , Gamel-McCormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

⁸⁶ See Section 12 “Staffing” for details.

⁸⁷ See section 2.D “Instructional Strategies” and section 5 “Professional Development” for details.

⁸⁸ Based on 4% GATE for 2008-2009/Fremont School Report Card

⁸⁹ Based on 63% of students not at grade level on Fremont School Report Card (08-09)

D. Instructional Strategies

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

We have established the learning needs of our students, and discussed the philosophical approaches, curricula, and support structures that we will employ to meet those needs. However, without the day-to-day use of instructional strategies that facilitate students' access to the skills and content being taught in the classroom, learning will not take place. The PSCS design team members all have extensive experience with the instructional strategies discussed in this section. During the *Teacher Orientation Retreat* held prior to the school opening, the design team will share the key strategies that research has demonstrated to be most effective with our expected population. Throughout the school year, the staff will be supported by the design team members in the implementation of the key strategies, with each design team member heading a grade-alike team (the grouping in which the majority of the weekly professional development sessions will be held). Also during the year, the grade-alike teams will draw from the additional instructional strategies mentioned in this section, or a different research-based strategy in order to address student learning needs as determined through the grade-alike assessments. After the conclusion of the first year and every following year, the faculty will conduct a reflection and assessment of the instructional strategies and add to/subtract from or request more training on elements of the existing menu of instructional strategies.

Key Instructional Strategies

Project-Based Learning (PBL) is a model that engages students individually and in small groups to combine prior knowledge/skills and new knowledge/skills to create a real-world project. Projects are defined as “complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision-making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.”⁹⁰ Research has shown that project-based learning is engaging for all students – special education, ELL and gifted.⁹¹ At PSCS, the principal and design team members will use a combination of professional development modules and planning materials from Understanding by Design (see below), the Coalition of Essential Schools, Edutopia, and the PBL Starter Kit⁹² to develop a guide to planning, implementing, monitoring and assessing project-based learning. This guide will include specific modules relating to differentiation within a project-based classroom, language/learning supports for English Language Learners, and group-work introduction and facilitation guides. PBL will be one of the first professional development sessions for incoming teachers and will be integrated throughout the *Teacher Orientation Retreat* professional development and curriculum planning sessions. Additionally, throughout the school year, the grade-alike teams will focus on the implementation of PBL during the weekly professional development time. Mentor teachers knowledgeable in PBL will individually support new (or new to PBL) teachers in implementing PBL in their classrooms. The data and professional development team⁹³ will monitor teacher need (through PD evaluations, individual conversations and principal recommendations) and provide additional supports and training in PBL.

Understanding by Design (UBD) – Also referred to as “backwards planning,” the UBD approach to planning instruction *starts* with the learning objectives for a particular unit and works “backwards” to the

⁹⁰ Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report.

⁹¹ Waxman, H.C. & Tellez, K. (2002). *Effective Teaching Practices for English Language Learners*. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education.

⁹² <http://www.essentialschools.org/resources>; <http://www.edutopia.org/project-learning-homepage> and Larmer, J. (2009). *PBL Starter Kit: To-the-Point Advice, Tools and Tips*. Novato: Buck Institute

⁹³ See Section 10.B.ii. School Level Committees

assessments that will measure whether or not students have met the learning objectives, to the assignments and activities that will meet students where they are and develop the skills and knowledge necessary to meet the learning objectives, and to the initial prompts and essential questions that begin the learning process for a particular unit. During the summer at the *Teacher Orientation Retreat*, the PSCS faculty, facilitated by the PSCS design team will use the official UBD⁹⁴ guide in conjunction with Curriculum Mapping⁹⁵ in collaborative content and grade-alike groups to develop the curriculum frameworks and in small groups or as individuals in the development of individual courses.⁹⁶

The UBD approach to instructional planning considers these elements:

W – Ensure that students understand WHERE the unit is headed, and WHY.

H – HOOK students in the beginning and HOLD their attention throughout.

E – EQUIP students with experiences, tools, knowledge, and know-how to meet performance goals.

R – Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

E – Build in opportunities for students to EVALUATE progress and self-assess.

T – Be TAILORED to reflect individual talents, interests, styles, and needs.

O – Be ORGANIZED to optimize deep understanding as opposed to superficial coverage.

Differentiated instructional materials – In every classroom, teachers will use multiple texts, supplementary print resources and a variety of audio and visual sources to provide engaging and accessible entry into the content being taught. For example, in an English 10 classroom, a teacher may provide book options for literature circles, or different types of research articles for a research project. In a science classroom, the teacher may show part of a documentary on climate change and have the students read a magazine article in addition to reading the textbook. To access these additional materials, teachers will be provided with the supplemental instructional materials that accompany the textbook (as we make our textbook selection, the quality of these materials will be a major consideration). In addition to the textbook materials, as part of our *Teacher Orientation Retreat* and curriculum development process, teachers will be trained in differentiated instruction and will work with content-area and grade-alike groups to develop additional materials.⁹⁷ To support this work, each content-area will be provided with initial startup funds to purchase standards-based differentiated instructional materials. Teachers will have regular access to a copy machine to make copies of differentiated materials accessed and printed from the Internet or other sources.

Specially Designed Academic Instruction in English (SDAIE) focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary (discussed below), multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of multiple formative assessments.⁹⁸ Training (or review) in SDAIE strategies will be provided for all teachers by the design team members during the *Teacher Orientation Retreat* and will be integrated throughout curricula planning sessions. Additionally, throughout the school year, the mentor teachers (knowledgeable in SDAIE strategies) will individually support new (or new to SDAIE) teachers in implementing SDAIE in their classrooms.

⁹⁴ Wiggins, G.P. (2005). *Understanding By Design*. Assn. for Supervision & Curriculum Development.

⁹⁵ See Section 3.B.ii for more detail on Curriculum Maps

⁹⁶ See Section 5.C. Teacher Orientation for more details.

⁹⁷ Tomlinson, C.A. (2005). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership*. 58(1): 6-11.

⁹⁸ Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*.

Alexandria, VA: The Association for Supervision and Curriculum Development and Fitzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst.

Additional Instructional Strategies

The PSCS design team members are trained and experienced in the below-referenced instructional strategies. While the above-referenced focus strategies will be at the core of the work during the first year of operations, these strategies may also be shared with new teachers throughout the school year during the grade-alike professional development sessions.

Thinking maps create a “common visual language within a learning community for transferring thinking processes, integrating learning, and for continually assessing progress.”⁹⁹ Thinking maps can be used in every subject area to engage students with basic thinking processes such as defining, describing and sequencing and with more in-depth analytical processes such as cause and effect, analogies and comparing/contrasting. Furthermore, we have discovered that thinking maps are used as an instructional strategy at our feeder school (Edison Middle School), and thus many of our incoming 9th graders will already be comfortable with using thinking maps.

Content-area and academic vocabulary instruction – Research demonstrates that the “relation between reading comprehension and vocabulary knowledge is strong and unequivocal”¹⁰⁰ and that direct vocabulary instruction improves reading comprehension and is particularly important for struggling students and English language learners.¹⁰¹ That said, not all vocabulary instruction is effective. The design team for PSCS has experience with the direct vocabulary instruction based on Kate Kinsella’s research and work and will share this experience and knowledge (as well as the associated materials) through professional development sessions and direct support throughout the school year. This instruction introduces new words through engaging students’ prior knowledge (through using examples, images and metaphors connected to their lived experience), and provides a student with multiple opportunities to use the words.

AVID strategies – There are a myriad of AVID (Achievement via Individual Determination) strategies based on the acronym of WICR: Writing – many forms, scientific, creative, poetry, rhymes, definitions, vocabulary, Inquiry – pose problems, situations or activities needing thought, application of information and use of knowledge to solve or devise a solution to a problem, Collaboration – work as an ACTIVE participant in a group. Not just a partner, but an active and contributing member of the group and Reading – methods for different types of reading. Texts, articles, stories, show how to read and attach meaning to different types of reading.

⁹⁹ Hyerle, D. (1995). *Thinking Maps: Tools for Learning*. Cary, NC: Thinking Maps, Inc.

¹⁰⁰ Baker, Simmons, & Kame'enui. (1997). Vocabulary acquisition: Research bases in *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Erlbaum.

¹⁰¹ Stahl, S. A., & Shiel, T. R. (1999). *Teaching meaning vocabulary: productive approaches for poor readers*. In Read all about it! readings to inform the profession (pp. 291-321). Sacramento, CA: California State Board of Education; Research demonstrates that it is particularly important to facilitate learning for ELLs; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

3. School Culture and Climate (7 pages without footnotes)

A. Description of School Culture

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

The Public Service Community School - Building a Community of Learners

Research demonstrates that students, and particularly students experiencing poverty, are more motivated and more successful in school when they feel connected to a school community.¹⁰² At the Public Service Community School (PSCS), we understand the importance of these and other connections that make a student's educational experience more meaningful, supported and lasting. Thus, at PSCS we will:

Connect academics to the lives of students through culturally relevant and real-world curricula that values students' prior knowledge and experience, and builds on it to expand their knowledge of themselves, their community and their world.¹⁰³ Grade-alike teams will create the core curriculum around real-world themes focused on problem-addressing/solving strategies and processes (e.g. personal, community and global issues, the worlds of work and college, etc.). Teachers will use these themes as lenses through which to develop appropriate lessons that teach relevant content and connects it to the lives of students and the world beyond. Additionally, the instructional strategies we have chosen, such as project-based learning, interactive notebooks and Kate Kinsella vocabulary instruction, all facilitate learning through connecting new knowledge and ideas to the lived experiences of students.

Connect students to each other through collaborative group work in Advisory and all of the core classes students will be encouraged to look beyond their own experiences, value the lived experiences of others, and become part of a community of learners.¹⁰⁴ In Advisory, students will participate in activities designed to develop listening skills and facilitate collaborative problem solving. All classes will engage students in teacher-facilitated collaborative learning experiences in which students will learn how to communicate with, learn from, and be accountable to other students in the classroom.

Connect students to the school and community through our social entrepreneurship curriculum, participation requirements, and relationships with the other schools and organizations on campus. Students will have the opportunity to interact with a variety of school-based and community-based activities and organizations and through participation, gain an increased sense of belonging to the greater community.

The Public Service Community School – Building a Community of Leaders

Students at PSCS will play an important role in shaping the overall culture and identity of the school. One of the first student-activities/culture-shaping projects is for the students to elect a student leadership team that will develop the democratic that will assist for all students in PSCS to select a school mascot and school colors. Additionally, these elected individuals, plus additional students who have shown interest and/or have been recommended, will participate in the PSCS *Speech and Leadership Class*. They will become the PSCS student leadership team and will consult on the development and implementation of the *Positive Behavior Support Plan*, Advisory curriculum, and other important elements of the school's design. This team will also be responsible for shaping the fun elements of high school such as activities,

¹⁰² Battistich, V. (1995). Schools as Communities, Poverty Levels of Student Populations, and Students' Attitudes, Motives, and Performance: A Multilevel Analysis. *American Educational Research Journal*, 32(3): 627-658.

¹⁰³ See section 2.A. Instructional Philosophy for details.

¹⁰⁴ See section 2.B. Core Academic Curriculum for details.

inter-mural sports, dances, competitions and clubs. The elected members of the leadership team will also participate in a complex-wide leadership council¹⁰⁵ to consult on the development of complex-wide policies, activities, athletics, and clubs. After the first year, students will continue to shape the culture of the school through the Speech and Leadership Class, and will also have opportunities to engage in the study and enactment of leadership at the school and community levels through the *Social Entrepreneurship* course sequence.

The Public Service Community School – Building a Safe Community

The majority of a student's day will be spent within the PSCS building, which is separate from the other school buildings. We will implement the following safety strategies within our small school:

- *Adult presence* - The adults present at PSCS will not be limited to teachers and staff, but include parents, family members¹⁰⁶ who are on campus as part of our safety volunteers program (see above) and/or are part of the PSCS Parent Ambassadors.¹⁰⁷
- *Supervision* - During pass periods, the PSCS teachers will be at their doors, monitoring student behavior (and welcoming students into class), and PSCS staff and volunteers will walk the halls monitoring behavior and encouraging students into class. During class time, the PSCS out of classroom personnel, campus security and volunteers will coordinate a supervision schedule
- *Student ownership and trust* – As part of our culture-building and curriculum, the PSCS faculty will instill in students a sense of ownership of their school, as well as inspire a level of trust that will enable students to share concerns regarding safety with an adult.
- *Positive Behavior Support Plan* – PSCS will adopt the complex-wide behavior expectations. In addition to these expectations the PSCS design team has developed and will communicate behavior expectations for all members of the small school: the principal, the staff and the teachers as well as the students. This plan also establishes a process for creating rewards for positive behavior and a process for addressing inappropriate behavior. It is important to note that this plan will be further developed by the Governing Council,¹⁰⁸ faculty and Student Leadership Team at the beginning of the school year, and reviewed at the end of the year by the same bodies for edits and improvements.

Gage and Central Community Schools Complex

The Gage and Central Community Schools Complex creates an opportunity for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefit from some of the features of a large school as well as the additional resources of a community schools complex.

The Four Small Schools will work together to share educational support staff such as a school psychologist, librarian, and a career and college counselor. Schools will also pool resources and personnel to create a school-wide athletics program (taking place after school so as to prioritize academics during the school day); a community library (that welcomes students during the day and the community after school and on the weekends); a welcome center (where families and community can gather, take classes and learn from each other); and a college center and counselor. Each school will contribute to the whole-school culture by facilitating after-school programs connected to the theme of their school.

The Community Schools Complex will expand beyond our students to incorporate their families and the community surrounding the school. Based on community schooling models such as the lauded “Harlem

¹⁰⁵ See Section 10.B.ii. School Based Committees for details on the PSCS and GCSC student leadership councils.

¹⁰⁶ All non-LAUSD employees on campus will go through the LAUSD registration process and attend a Gage and Central volunteer training. They will be identified by lanyards or jackets that will be kept at the school site.

¹⁰⁷ See Section 3.D. Parental Involvement for details.

¹⁰⁸ See Section 10.B.ii. School Level Committees for details

Children’s Zone,” the Gage and Central Community Schools (GCCS) Complex will act as a hub for a variety of partners to offer a range of service and opportunities to our students, their families and the community.¹⁰⁹ The GCCS Complex has already developed multiple community and external partnerships¹¹⁰ with such organizations as Bethune Park, St. John’s Child and Family Wellness Center, Youth Policy Institute, One LA and Los Angeles Educational Partnership and in the future, once we have successfully established the aforementioned partnerships, our Parent and Community Coordinator will continue to bring in legal, housing, child-care and additional educational programs and services for our students, their parents and the community.

Safety is an important campus-wide issue. In order to facilitate a secure campus, the Gage and Central Safe Schools Council¹¹¹ will bring together faculty, student and parent/community representatives from each small school to collaboratively develop and implement school-wide safety policies including, but not limited to:

- *Common campus-wide behavior expectations* – The Safe Schools Council will develop and communicate behavioral expectations and consequences for all individuals (students and adults) on the campus. It is important to note that these behavior expectations will be developed in the weeks prior to opening (through volunteer meetings of the Gage and Central Safe Schools Council – that will expand once the school year begins). The enforcement of the behavior expectations will be managed by each small school, following the agreed upon common consequences.
- *A uniform policy* – In community meetings, many parents and community members have expressed strongly that a consistently enforced uniform policy would be beneficial to student safety and school identity building on campus and in the neighborhood. At Gage and Central, each school will have a distinct color uniform that will identify that the student belongs on campus and to which school he or she belongs.
- *Safety Volunteers* – The Safe Schools Council will work with the Parent/Community Coordinator (see “Parent Involvement” below) to coordinate parent and community volunteers to be present on campus and supervise common areas and small school buildings. Modeled after a similar program at Foshay Learning Center, these volunteers will be trained by the LAUSD School Police, wear “Safety Volunteers” jackets and pass the necessary LAUSD fingerprinting and TB testing.
- *A community policing environment* – The Safe Schools Council will work with supervision aides and the LAUSD school police to develop a community policing environment in which all students know and are known by those who are there to keep them safe.

B. Student Support and Success

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

The PSCS graduate will be able to: read, comprehend and analyze a variety of fictional and non-fiction texts; write clear, well-developed essays; research and write detailed reports; and create and complete work-related documents such as resumes, cover letters and basic business proposals; work collaboratively with others to create projects and recognize and address problems; present work competently and articulately to diverse audiences; think critically and reflectively about him/herself, other individuals, as well as society and the institutions therein; and understand and address complex personal and social problems.

The PSCS graduate will also have a sense of personal responsibility, a connection to the community, and play an active role in his or her school, work, community and family lives. In order to achieve all of this

¹⁰⁹ <http://www.communityschools.org/> and <http://www.hcz.org/>

¹¹⁰ See Section 9. Community Engagement for details

¹¹¹ See Section 10.B.ii. School Level Committees for details.

by graduation, the PSCS student must be engaged in his or her learning experience at PSCS. We have created an educational program that will readily encourage student involvement in every aspect of his instructional program at PSCS.

Research demonstrates that relevant and real-world curricula, personalization and feeling connected to school increases student engagement in their learning experience.¹¹² In the previous section, we discussed the various ways in which students will be connected to their experience at PSCS. Also referenced is our thematically integrated curricula that focuses on real-world issues and personal, community and global problem-solving. Our students' involvement in their personalized curriculum enables them to answer the question that so many students wonder or ask directly: "why do I have to learn this?" Additionally, research shows strong correlations between student motivation, personalization and goal setting.¹¹³ Through Advisory, the Learning Lab and the Individual Learning Plan, each student will work with his teachers and his or her parent to set individualized and meaningful academic goals, and develop strategies to meet those goals. Research also demonstrates that a student's capacity to access a rigorous and challenging curriculum and meet their academic goals is directly associated with their motivation to work towards those goals.¹¹⁴ Through in-class scaffolding provided through the PSCS instructional strategies and the RTI process designed to identify needs and facilitate basic skills development, every student will have the supports they need to access the materials and meet their goals.

C. Social and Emotional Needs

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

Our students will come to us with a variety of social and emotional needs brought on by experiencing the effects of poverty, exposure to violence, drug or alcohol use, and/or the uncertainty and fear associated with being an undocumented immigrant in the United States. To address these myriad needs, PSCS will put several internal support structures in place:

The student's *advisor* will play a major role in monitoring the students for which she or he is responsible. This monitoring will take place as part of the daily Advisory class, through advisor communication with student parent(s) (phone calls and home visits), and through advisor collaboration with the students' grade-alike team of teachers. In order for advisors to give individualized attention to their students, the Advisory class size will be kept to a maximum of 25, with the majority of the Advisory classes at 20.¹¹⁵ To support the advisors in this work, in addition to the academically focused professional development, advisors will receive training from our school counselor in how to identify students with additional social/emotional needs, how to address those needs, and when to refer a student to the counselor (see the paragraph on *PSCS Counselor* below for details regarding referrals). The advisor will also be included in all documentation of and meetings regarding his or her students' behavioral or academic issues and be

¹¹² Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21; Yonezawa, S., Jones, M. and Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change*.

¹¹³ Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, 88, 715-730; and Hidi, S. and Harackiewicz, J.M. (2000). Motivating the Academically Unmotivated: A Critical Issue for the 21st Century. *Review of Educational Research*. 70 (2): 151-179

¹¹⁴ Hidi, S. and Harackiewicz, J.M. (2000). Motivating the Academically Unmotivated: A Critical Issue for the 21st Century. *Review of Educational Research*. 70(2): 151-179.

¹¹⁵ See Section 3.F School Calendar/Schedule for details.

able to provide insight or information to the student's grade-alike team to facilitate the supports he or she needs. Through the PSCS Advisory program, each student will be closely monitored by at least one teacher who will be in the best position to determine any changes in the student's behavior.

In addition to the individualized attention of the student advisor, PSCS will address the social and emotional needs of our students within the curriculum and structure of our *Advisory class*. The PSCS Advisory curriculum will include self-reflective and community building strategies that will facilitate the social and emotional development of our students. We have referenced some activities related to learning modalities, collaboration, and goal setting. In addition, the Advisory curriculum will provide opportunities for students to learn about and practice healthy eating, positive decision-making, and mediating problems between individuals or groups. In keeping with the personalization that is so valuable in an Advisory program, some activities will be required for all advisories, but the majority will be chosen from a menu of options at the discretion of the advisor and based on the needs of the class. However, with this autonomy comes increased importance of monitoring. Advisory students will be surveyed school-wide at least once per quarter and the data will be analyzed by the principal, counselor, individual teachers, and Advisory grade-alike groups to determine areas of success and areas in need of improvement within our Advisory program.

In addition to our Advisory class, PSCS will have multiple *emotional and social supports* in place for our students. We will have a dedicated *counselor* who will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, PSCS is partnering with its sister school, The Communications and Technology School (CATS) to share a full time *Pupil Services and Attendance (PSA) counselor* to address the more specific and severe social and emotional needs of our students. While these two individuals will be serving our students most in need, the entire PSCS faculty will also take responsibility for all of the students at the small school, identifying students in need in their daily interactions with the students in their classrooms. Teachers will address those needs (as well as supporting each other) through the *distributed counseling* model and following a weekly *student protocol* during the grade-alike professional development time to identify individual students who are struggling and brainstorm strategies to support that student.¹¹⁶ Additionally, the grade-alike teams will conduct a semester review and annual review of the social and emotional supports in place for students, and make their own adjustments within the grade-alike teams, as well as make recommendations to the Governing Council regarding the need for additional and/or different support personnel for students.

Beyond the individualized supports for students, PSCS will focus on student attendance in particular. The data from the sending school (Fremont Senior High School) show an 86% attendance rate for the 2008-2009 school year.¹¹⁷ We cannot support the learning or help with the social or emotional needs of our students if they are not at school. At PSCS *attendance monitoring and related counseling* is a major priority. To address this priority, the advisors will be responsible for monitoring the attendance of their Advisory students and addressing absences with the student and his or her parent/guardian. Once the number of absences has become excessive (exceeding 5 for the semester), the advisor will immediately refer the student to the PSA counselor who will work with the student's advisor, grade-alike team, the student and the student's parent/guardian (and the school principal if necessary) to address the issues catalyzing the absences. In addition, the PSA counselor will monitor attendance weekly to identify students who have exceeded 10 absences per semester but have not been referred. This provides an additional safety net to catch students before their absences start to negatively impact their education.

¹¹⁶ Allen, D. et al. (2006). *Supporting Students' Success through Distributed Counseling*. Institute for Student Achievement at NCREST, Teachers College, Columbia University.

¹¹⁷ 08-09 LAUSD School Accountability Report Card

In addition, the PSCS leadership team (which includes teachers, students and parents) will develop an attendance incentive plan to recognize students who attend school regularly.

In addition to the small school supports, the PSCS students, and all students on the Gage and Central Community Schools complex will have access to *on-site mental health services* – The St. John’s Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, available on campus. The counselors who work with students at PSCS will be able to refer students to St. John’s as well as additional services and programs within or close to the community.

D. College and Career Readiness

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

Every element of our school is geared towards preparing students for college, career and life. Within every core content area, the curriculum will model that of a college course – beginning with a class syllabus,¹¹⁸ outlining expectations at the beginning of the class, including final projects, readings, etc. In the 9th grade there will be major scaffolding to guide the students through the course (teacher facilitated calendar creation, assignments due log displayed in the classroom which the students follow in their own log, regular assignments due and regular reminders). As students proceed to 11th and 12th grade, this scaffolding will be strategically withdrawn until students are able to follow a college-structured class by meeting assignment deadlines and preparing for exams without frequent teacher reminders. Additionally, student collaboration and project-based learning mimic the processes that occur within the workplace and will be scaffolded (particularly in the 9th and 10th grades) so that students learn how to work collaboratively. The development of work-related skills such as clear communicating, punctuality and problem solving will be part of the rubrics for the project-based assignments.¹¹⁹ Beyond the core curriculum, PSCS will create the following structures that support our college-bound and career preparation culture:

- Throughout our Advisory and Social Entrepreneurship curriculum students will be exposed to a variety of college and career opportunities.
- The participation requirement places students in school and community-level work environments through volunteer opportunities, internships and work-study for students to gain actual work experience prior to graduating.
- Modeled after the Los Angeles School of Global Studies, our annual college and career fair will be an all-day event that brings in panels of college and career experts and gives each student the opportunity to participate in a one-on-one mock job interview.
- Our school counselor and every advisor will be trained on college requirements, the college application process and the financial aid and scholarship application processes. During senior year, Advisory will spend one day per week focusing on college applications, college essays, filling out the Free Application for Federal Student Aid (FAFSA) paperwork and exploring scholarship opportunities during the relevant periods of time.
- In addition to our counselor and advisors, we will share a college and career counselor across the four small schools, starting during the 2012-2013 school year.
- As part of our parent involvement plan (see below), we will offer regular and accessible talks at the school for parents regarding college requirements, college options, college funding, and career/training opportunities.
- Each year, PSCS will sponsor several local and statewide college visit fieldtrips for our 11th grade students and their families.

¹¹⁸ See Section 2 Attachment – *Sample Syllabus*

¹¹⁹ <http://www.p21.org> & <http://www.essentialschools.org/>

- As part of our data and assessment plan,¹²⁰ we will track our college acceptance and attendance.

E. Parental Involvement

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

Parent¹²¹ participation is critical to the success of students at any age, yet in high school parents are often left out of the educational experience. At PSCS our goal is to create a culture where parents are viewed as partners in working towards the common goal of graduating every student career and college-ready. To create a culture that will help us meet those goals, the Gage and Central Small Schools Complex is partnering with One L.A.,¹²² a non-profit organization dedicated to facilitating collaboration among adults in the service of achieving common goals for children and the community. With One LA, the school faculty, staff, and administration will participate in trainings and meetings with parents, community partners and community members to identify, train and support willing parents and community members to work within and outside of the school to support our students.. Within this context of collaboration we will implement the following structures, policies and practices to support building and maintaining relationships between our staff, our students and their families.

Gage and Central Community Schools Complex

In the community input/feedback meetings that we have held regarding this proposal, parents have expressed an interest in having one central location at the Gage and Central campus for parents to be welcomed to the school, provided with important and requested information, and to be directed to the appropriate small school. From this input, we have decided to create a complex-wide *Welcome/Resource Center* for parents, community members and other visitors to the school. The center will be the first place that visitors to the school will enter. The culture of the center will be informal and inviting and will include information regarding high-school graduation, college, career, special education, English language learning, community meetings, and student and school celebrations. The center will be the location for parent classes (ESL, parenting, healthy cooking) and information sessions (graduation, A-G requirements, college funding) and also encourage spontaneous social interactions where teachers/staff, parents, and community members can gather to share ideas and strategize around a particular issue or topic. The four schools will pool resources to fund a full-time parent and community coordinator.¹²³

Public Service Community School

The PSCS design team members deeply value the participation of parents in the education of their children. Our goal is to completely integrate parent involvement into the fabric of our school through the following structures, policies and practices:

- *Teacher/Parent Collaboration Room*
- *Parent Partnerships* – Parents will be invited and encouraged to participate in the PSCS governing council/ELAC/CEAC; take part in the hallway supervision practices of the school; attend teacher meetings/professional developments; observe classrooms (including creating and using the classroom observation form); and assist a teacher in the classroom

¹²⁰ See Section 4.E. Assessment Plan for details

¹²¹ It is important to note that in regards to outreach and participation, we see a “parent” as any person who is taking responsibility for a child. This could mean a biological, foster or adoptive parent, a legal guardian, or any family member who cares about the child (such as a grandparent or an older sibling). This recognition does not extend to releasing private information or a student into the care of anyone but the person(s) stated in the student's record.

¹²² See Section 9.B. Key Community Partnerships for details, and for more information on One LA, please see <http://onela-iaf.org/>

¹²³ See Section 11 Attachment – *Job Descriptions* for details..

- *Celebrations and Events* – Throughout the year, parents will be welcomed to campus to learn about our school and celebrate their child’s success (e.g. beginning of the year welcome potluck, mid-year awards celebration, and end of year exhibitions/celebrations).
- *Advisor – Parent Connections* – Through our Advisory program, the PSCS faculty will reach out to parents to invite them to participate in their child’s education. The advisor is responsible for contacting parents regarding absences, credits, grades, etc., and involving parents in understanding and participating in the goal setting and celebration of goal achievement in the student’s *Individualized Learning Plan*.
- *Parent Input/Feedback* – As part of the reflective practice at PSCS, we want to provide parents with an opportunity to critique or praise how things are going at the school. To do this, we will provide a complaint/concerns/suggestions box in the school office where parents, students and teachers can provide anonymous feedback. We will also conduct a parent survey at the end of each year to use as a tool to improve parent relations for the following year.

F. School Calendar/Schedule

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

Our school’s schedule was created based on six major priorities: 1) *Longer class periods* (approximately 90 minutes) to allow for more concentrated time to master subject material and allow for deeper exploration of class topics and project work; 2) *Grade-alike teacher grouping* that allows the four core teachers (English, math, science and social studies) to share the same students – this facilitates personalization, cross-curricular instructional strategies, and cross-curricular projects; 3) *Small class sizes* (<30 for core classes) and decreased total student load (130 students per teacher); 4) *Advisory time every day* – since Advisory plays such a major role in our school, it is key to have this class every day, for at least 30 minutes; 5) *Common planning time* for grade-alike core-subject partnerships; and 6) *Weekly professional development time* to give teachers a weekly opportunity to check-in regarding student needs, participate in professional development, and collaboratively plan.

The schedule that best fit these requirements is a 7 period A/B schedule in which students attend six classes in a A/B structure four days out of the week with a 7th period meeting every day.¹²⁴ It is important to note that all 4 schools at the Gage and Central Complex will be using this schedule. The common scheduling allows us to use the shared bell system, to share electives and other classes (on a case by case or pre-determined basis), and to reduce confusion for shared personnel, parents, and visitors on campus.

i. Autonomy

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

Autonomy will allow teachers the flexibility to create an Elect-to-work agreement which will give time to address the needs of the students, while maintaining a respect for teacher work-days, providing sufficient time to plan, and collaborate. We will outline our draft Elect-to-Work Agreement in more detail in Section 12. Staffing, but the sections relevant to schedule are:

- In order to provide sufficient time in Advisory and 7th period, 40 minutes have been added to the daily on-site requirement for teachers.

¹²⁴ See Section 3 Attachment: *School Schedules* for the Gage and Central school-wide bell schedule, teacher schedules/master schedules and sample student schedules.

- Teachers will commit to tutor in the learning lab for 50 minutes/2 days a week, on the days they have the longer conference periods.¹²⁵ This is to provide students with additional time to complete assignments or take on additional challenging supplements or classes (such as honors, AP or college credit classes). It will also provide increased opportunities for interventions tutoring.
- Professional development/collaboration time is scheduled for every week on Mondays

G. Policies: *For Independent Charter Schools Only* Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline. **NOT APPLICABLE**

4. Assessments and School-wide Data (6 pages without footnotes)

A. Assessment Philosophy

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

At the Public Service Community School, we view assessment as an integral part of the learning process. Research shows that providing clear expectations, using regular formative assessments and providing feedback to students as part of the assessment process improves student performance within the classroom and on standardized tests.¹²⁶ Furthermore, a review of the literature reveals that regular usage of formative assessments has a larger impact on the learning of low achieving and special education students than on other student populations.¹²⁷ Recognizing this importance, the PSCS faculty will use the following framework for developing, implementing and revising assessments for all students. This framework will also be used as part of our professional development and annual reflection sessions.

Clear Expectations and Goal Setting

It is important for the teacher and students to know where the semester, unit and lesson are going prior to commencing work.¹²⁸ Through the Understanding by Design (UBD) curriculum development process, teachers will have a clear understanding of the learning goals for the entire semester and be able to communicate those goals to students. This communication will take place through a variety of strategies. First, teachers will devise a syllabus for each semester that explains the overall goals and introduces the units that will be taught. Then, at the beginning of each unit, the teacher will provide a clear outline of the focus standards/learning goals, the major formative assessments, and a rubric for the final summative assessment for the unit. Finally, at the end of each major unit, teachers will engage students in a reflection that will offer students an opportunity to think through what they learned, what they did well, where they can improve, and to provide valuable feedback to the teacher for reflection.

Formative Assessments - Feedback and Reflection

It is helpful to conceptualize formative assessments as a feedback loop where teachers are creating opportunities for students to provide feedback regarding what they have and have not learned, as well as opportunities for teachers to provide feedback to students regarding their progress in learning skills and content. Teachers will use assessments to reflect on their teaching, and may see it as necessary to re-teach a skill, concept or information. Students will be encouraged to see assessments as "checkups" rather than judgments, and through lessons, modeling and repetition, learn to use assessments as part of their own reflective learning process. In order to facilitate this, the formative assessments must be frequent, low

¹²⁵ See Section 3 Attachment: *School Schedules* for details on learning lab tutoring days.

¹²⁶ Black, P., and Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education*, 5 (1): 7-74; Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18 (2).

¹²⁷ Black, P. and Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2): 139-148. (Available online: <http://www.pdkintl.org/kappan/kbla9810.htm>.)

¹²⁸ Research demonstrates that it is particularly important to facilitate learning for ELLs; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

stakes and be returned with feedback in a timely manner. The teachers in the PSCS design team are experienced with using a variety of formative assessments and will continue to use and share successful assessments from the past as well as work individually and within their grade-alike teams to develop new formative assessments as part of the UBD curriculum development process.

Summative Assessments – Celebration of Learning

Ultimately, at the end of a unit, a semester and a school year, it is important to assess what students have and have not learned, both for the purposes of assigning grades and credits and for teacher and student reflection. Additionally, there are multiple standardized summative assessments for all students and specialized populations, intended to measure the success of the school and/or appropriately place students in needed services. At PSCS our goal is to shift the culture around summative assessments and treat them as a celebration of what students have learned rather than as an indication of their failures. We will do this through our presentation/exhibition component of many of the summative assessments we will be using (see below), as well as consciously creating a positive environment around CASHEE and CST testing.

B. Autonomy

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

The PSCS will use its autonomy to tailor assessments and assessment schedules to our population. Data for feeder middle schools and John C. Fremont¹²⁹ show clear demarcation lines for performance bands through specific content strands. Without the district-required and pre-paced periodic assessments, the PSCS faculty can create *Grade-level Assessments* (see below) for each grade-level to evaluate the specific skill sets needed to be successful in every content area. The faculty will utilize the “Periodic Assessment” option in the LAUSD Assessment Center Portals to design Initial, Mid-year and End-of-the-year grade-level assessments to identify specific skill areas on which to focus across the curriculum as well as identify individual students for the *Response to Intervention*¹³⁰ process. As part of our *Teacher Orientation Retreat*¹³¹ teachers will be trained in the use of the portals and as part of the collaborative curriculum development process (also during the retreat), will design the three grade-level assessments to correlate with the content and pacing of the collaboratively designed curriculum.

C. Student Assessment Plan

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

Grade-level Assessments

Early skills assessment for all students and more frequent skills assessment in conjunction with focused intervention for struggling students is fundamental to catching students *before* they fail. At PSCS, we will conduct *Grade-level Assessments* at the beginning, middle and end of each school year. The first assessment – called the *Initial Assessment* - will be developed to focus on grade-level skills in reading, writing and math, using the standards-aligned “Periodic Assessment” selection tool in the LAUSD Assessment Center Portals. The first assessment will be administered during our Summer Bridge program and during the first week of school. Analysis of the *Initial Assessment* data will:

- Allow grade-level teams to identify specific skill areas to target across the curriculum;

¹²⁹ See Section 2.C. Addressing the Needs of All Students for details.

¹³⁰ See Section 6. Attachment – *Response to Intervention Process* for details.

¹³¹ See Section 5.C. Teacher Orientation for details.

- Create a baseline for all students from which we will measure their progress;
- Be used by the student to set goals in the Individualized Learning Plan;
- Be consulted when developing each student’s Learning Lab curriculum for the semester;
- Identify students for the RTI process¹³² that entails more intensive interventions, additional assessments and regular progress monitoring (by the student’s advisor).

The *Mid-year Grade-Level Assessment* will reflect the content and skills taught during the first semester, and serve as a “pre-test” for the skills to be taught during the second semester (with a focus on the skills necessary for success on the CAHSEE and CST tests). Analysis of the *Mid-year Assessment* data will:

- Allow grade-level teams to reflect on the first semester, identify skills/content that needs to be re-taught or reviewed, and identify specific skill areas to target across the curriculum;
- Provide a benchmark for all students to measure against the baseline;
- Be used by the student to reflect on goals met/set new goals in the Individualized Learning Plan;
- Be consulted when developing each student’s Learning Lab curriculum for the semester.

The *End-of-the-year Grade-Level Assessment* will reflect the content taught during the second semester, and the skills taught throughout the year. Analysis of the *End-of-the-year Assessment* data will:

- Allow grade-level teams to reflect on the year, and adjust the curriculum for the following year;
- Provide a benchmark for all students to measure against the baseline;
- Be used by the student to reflect on goals met (or not met) in the Individualized Learning Plan.

Class-based Assessments

The majority of the assessments that occur within PSCS will take place within the individual classes and will be designed by teachers as part of the Curriculum Development Process.¹³³ As discussed above, teachers will use a variety of formative and summative assessments. The key assessment strategies and approaches for class-based assessments are described below.

Project Based Learning and Presentations - At PSCS, many of our assessments will be projects and involve the public exhibition of learning. Projects are an advantageous form of assessment as they provide opportunities for differentiation and for students to demonstrate their learning in multiple ways. This is of particular relevance when teaching in a fully inclusive class of students with widely diverse learning needs. The PSCS design team members have experience with creating and teaching projects and have or have access to existing projects on which to build in all core content areas (English, math, science and social studies). During the first year, depending on the experience and comfort level of the grade-alike teams with project-based learning, each grade-alike team will develop one to four cross-curricular projects that incorporate two or more content areas, and two to four individual content-area project-based units (which is also dependent on the size and timeline of the units). Training on developing, implementing and assessing project-based learning will occur during the *Teacher Orientation Retreat*¹³⁴ followed by collaborative planning time for grade-alike teams to develop cross-curricular and/or individual project-based units.¹³⁵ Throughout the school year, time during the weekly professional development sessions will be devoted to “checking in” on project-based learning implementation. The design team members with PBL experience will individually mentor new (or new to PBL) teachers who are having difficulty with implementation (as identified during a PD meeting, by the principal or through individual conversations).

¹³² See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations for details on the RTI process.

¹³³ See Section 2.B.ii. Curriculum Development for details.

¹³⁴ See Section 5.C. Teacher Orientation for details.

¹³⁵ See Section 2B.ii. Curriculum Development for details.

Exhibitions - In addition to projects, and as part of our culture shift to assessments as a “celebration of learning,” students at PSCS will present their work in public forums that vary from classrooms, to whole school to panels of experts. At the end of the year, every student will present a piece of work of which they are proud, at the End-of-the-year Celebration/Exhibition¹³⁶ to their classmates, teachers, friends, family and the community.

Demonstration of skills, habits and content knowledge - In addition to the demonstration of content knowledge acquisition, students the PSCS class-based assessments will also measure the skills and habits that will facilitate success in college, career and life. For example, in an English class, students may demonstrate their understanding of literary devices through creating a short play utilizing the devices, or developing a guide that shows visual representations and example of the devices in use. In addition to understanding the concept, students will also be assessed on a specific grammar skill,¹³⁷ on how well they communicated with their group,¹³⁸ and on their commitment to completing a quality project despite challenges.¹³⁹

Multiple ways to demonstrate knowledge acquisition - Another benefit of the project-based learning approach to assessment is that it allows for students to demonstrate their knowledge acquisition in ways that they feel most comfortable and confident. As we discussed in previous sections, our students will become reflective learners and understand the ways in which they learn the best, and the ways in which they can best demonstrate their learning. At PSCS, our instructional strategies will address the multiple modalities in which students learn, and our assessments will reflect the multiple ways in which students can demonstrate that learning. Some examples of the diversity of assessment options are: open ended questions, oral presentations/tests, audio/visual presentations, formative and summative multiple choice tests, recreation of primary documents with analysis, performance of scenes, guidebooks, essays and portfolios.

Multiple opportunities to be successful - Throughout a particular unit, students will be provided with multiple formative assessments and multiple opportunities to do well on those assessments. If a student performs poorly on an assessment, after receiving feedback, the student will have the opportunity to correct the assignment and turn it in for a higher grade. This fulfills the purpose of the assessment (learning) by providing the student with an opportunity to understand what he or she did incorrectly and correct it. At the same time, it creates an environment that does not structure assessments as punitive measures but rather opportunities for learning.

Standardized Content Assessments

We also recognize that our students must possess the skills and confidence necessary to perform well on standardized tests. Through our coursework and individualized supports, the PSCS teachers will provide students with the basic skills and content knowledge they need to perform well on the tests. Beyond that, we will include the following specific test preparation components throughout the curricula, with higher concentrations in all classes and within Advisory during the months prior to the testing dates.

Understanding the tests - Our students are no strangers to standardized testing, however, it is possible that students have never had the opportunity to explore components of the tests, become familiar with the parts of the test, understand what they measure and discuss why they are important. Through our

¹³⁶ To be renamed something much better by the Student Leadership Team

¹³⁷ Research demonstrates that focusing on a limited number of grammatical skills for a given assignment is more effective than addressing them all (citation); this also provides an opportunity for individualization – assessing the grammar challenges of particular students.

¹³⁸ See Section 2. Attachment - *Four-year Plan* for more details on skills development goals

¹³⁹ See Section 2. Attachment - *Four-year Plan* for more details on habits of mind goals

Advisory class, we will offer a low-pressure environment for students to learn about, research and discuss standardized tests.

Test-taking strategies - Knowing the content is only part of doing well on a standardized test. Additional skills such as how to break down a writing prompt (such as those on the CAHSEE), use the process of elimination, skim for responses and use context clues to identify word meanings are all skills that PSCS teachers will incorporate into their daily instruction.

Test analysis for targeted instruction- Prior to beginning the school year, the principal will facilitate grade-alike team and content-area team analysis of prior year CST data (strand analysis) and benchmark assessments to look for patterns of student performance. These patterns, along with the *Grade-Level Assessments* will help target the identified skill areas across the curriculum throughout the school year. For each CAHSEE administration, once the school receives the “CAHSEE Student and Parent Reports” which indicate how students scored on the sections of the CAHSEE, the principal/support staff will send the report home to the parent and put a copy in the student’s permanent record. For students who failed either part of the CAHSEE, the principal/support staff will compile the reports for each advisor to share with his/her student, to explain the next steps to the parent/guardian, and incorporate the report as part of the student’s ILP and Learning Lab plan.

Specialized Assessments

Additional assessments to be conducted for specialized populations at PSCS are: the California Alternate Performance Assessment (CAPA); California Modified Assessment (CMA): An alternative to the CST for special education (RSP/SDP) students who receive a FBB or BB for two consecutive years; California English Language Development Test (CELDT); PSAT/SAT/ACT; and the Advanced Placement exams.

Student Assessment Timeline

Grade Level	Time	Assessment
9/10/11/12	September	Initial Grade-level Assessment
9/10/11/12	September/October	CELDT Annual Assessment
9/10/11	October	Practice SAT (PSAT)
11/12	October/November	CAHSEE test (for students who have not passed yet)
9/10/11/12	Early February	Mid-Year Grade-level Assessment
9	February – March	Physical Fitness Test (PFT)
10/11/12	March	CAHSEE
9/10/11	May	CST/CAPA/CMA
11/12	May	Advanced Placement (AP) Exams
9/10/11/12	June	End-of-year Grade-level Assessment
9/10/11/12	June	End of the Year Celebration/Exhibition

D. Assessment Development

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

The majority of the school-wide assessments offered at PSCS are state-required and developed outside of the school. However, we will follow a specific process to develop our internal *Grade-level Assessments* and Response to Intervention “Progress Monitoring” assessments. See Section 4 Attachment – *Assessment Development Timeline* for details. The class-based assessments will be created as part of the curriculum development process. See Section 2 Attachment – *Curriculum Development Timeline* for details.

E. Data Collection and Monitoring

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

Data Collection and Monitoring Plan¹⁴⁰

Graduation Rates and Senior Exit Surveys (June) - All 12th grade students will be surveyed at the end of their senior year (regardless of graduation status). The data from these surveys will be analyzed by the principal and shared with all teachers to use in their grade-alike team curriculum development and Advisory supports development. Data will also be used by the principal to determine what additional resources or supports for teachers and students are needed.

College Acceptance, Attendance & interviews (September) - Tracked through the senior exit surveys and interviews; college attendance will be tracked through annual follow-up emails with our graduates and through available California Postsecondary Education Commission (CPEC).

Student Retention Rates and Exit Surveys (collected when students leave school and analyzed at the end of each school year) - At PSCS, we will clearly document (through leaver-codes and ISIS notes) the departure of students. We will also use exit surveys to identify why students are leaving the school and determine what our sphere of influence is regarding student retention.

Students at grade level (every semester) - Through monitoring number of credits each semester, advisors and the school professional development and data team, we can catch students before they fall too far behind. Data will be used by advisors to consult with their students, and used by the principal, professional development and data team and counselor to identify students for intervention.

Attendance (Advisors will run ISIS attendance reports every other week, principal will monitor school-wide report monthly) - This information will be used to identify students who are missing classes before absences lead to academic problems.

Grade-level Assessments (September/February/June) - Please see *Grade-level Assessments* in Section 4.C. for details on the usage of the Grade-level assessments for targeted support and instruction.

Individual Progress Monitoring Assessments (Advisors will analyze individual student Grade-level assessments for students identified for the Response to Intervention process) - Please see *Grade-level Assessments* in Section 4.C. and Section 6 Attachment – *Response to Intervention (RTI) Process* for details on progress monitoring within the RTI process.

CAHSEE Passage and Student and Parent Reports (Grade-alike team analysis will occur at each semester, prior curriculum development for the next semester. Student reports will be distributed to parents and advisors within 10 days of receipt from the state) - Please see *Testing Analysis for Targeted Instruction* in Section 4.C. Student Assessment Plan for details on the usage of CAHSEE pass rates and the CAHSEE Student and Parent Report for targeted support and instruction.

CST Strand Analysis (Beginning of the school-year by grade-alike teams) - CST Strand analysis exams the specific standards and areas within each CST test. Please see *Testing Analysis for Targeted*

¹⁴⁰ For a table of this plan, please see Section 4 Attachment – *Assessment Plan*

Instruction in Section 4.C. Student Assessment Plan for details on the usage of CST strand analysis for target support and instruction.

F. Graduation Requirements

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

Course	Credits	Specific Required Courses
English (B)	40 credits	4 years
Social Science (A)	30 credits	3 years (World History, US History, Econ/Government)
Mathematics (C)	30 credits	3 years (including Algebra I, Geometry and Algebra II)
Science (D)	30 credits	3 years (ICS, Biology, Chemistry/Physics)
World Language (E)	20 credits	2 years (Spanish)
Visual and Performing Arts (F)	10 credits	1 year
Physical Education	20 credits	2 years
Elective – Thematic (G)	20 credits	2 years (see below for electives descriptions)
Elective – Learning Lab ¹⁴¹	10 credits	Learning Lab
Advisory	20 credits	5 credits per year
Participation Requirements		Required for each year present at the school;

Monitoring Students' Progress to Graduation

The student's advisor (in collaboration with the student and his/her parent/guardian) has the primary responsibility for monitoring the student's progress towards graduation. Starting in grade 9, using the Individualized Learning Plan (ILP) Graduation Progress document, the advisor will review the graduation requirements with the student and the parent/guardian. This will include A-G requirements, as well other criteria to make students competitive for college admission (AP courses, clubs, sports, etc.). At the beginning of each school year and after the first semester (during parent night or home visit) the advisor, student and parent/guardian will update the student's graduation progress in their ILP.

The advisor will also monitor each student's academic progress quarterly (every 2 months) for all students. For students who have been identified as needing additional interventions, there are several monitoring tools that will be used (e.g. weekly progress reports, daily attendance reports, academic contracts). These tools will be available as part of the Faculty Handbook, and available in the main office. Additional progress checks will be made by the counselor on the following schedule: once per year during 9th and 10th grade, once per semester for 11th and 12th grade.

¹⁴¹ See Section 2.C. Addressing the Needs of All Students for details regarding the Learning Labs.

5. Professional Development (8 pages without footnotes)

A. Professional Culture

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

Research shows that student achievement improves when teachers work collaboratively in a professional community “to improve their practice and improve student learning.”¹⁴² In Section three of this proposal we discussed creating a “community of learners” at PSCS by creating multiple connections within the school. As a key part of the professional culture at PSCS, we will extend the concept of connection to the administrators, teachers and support staff, as well as parents, community members and local organizations.

Connection across the subjects – Grade-alike teams will collaborate to make links among the content areas through teaching focus (power) content-standards, common skills and academic vocabulary across the content areas as well as through thematic projects that integrate two or more content areas. The grade-alike team grouping will be first introduced during the *Teacher Orientation Retreat* (see below), and will be the primary structure for professional development sessions throughout the school year.

Connection across the grades – Content-area teams will collaborate to ensure vertical integration within a content area, making sure students learn the necessary skills and content knowledge upon which they will build each year. This will be introduced to teachers during the *Teacher Orientation Retreat* (see below) and will become a common practice as content-area teams work together in weekly (or as needed) professional development meetings to discuss best practices and vertically integrate the content-standards and curricula from 9-12th grades.

Connection across the schools – Through our building council, resource and personnel sharing, the four schools at the Gage and Central Community Schools Complex will collaborate to provide the variety of services offered at large high school while maintaining the individualized attention, instruction and resource direction found at small schools. Sharing knowledge and best practices across the schools will also be made possible through engaging content-area teachers in a bi-annual “Meeting of the Minds” meeting/retreat.¹⁴³

Connection to the community – PSCS will collaborate with parents, community members, and local associations and organizations to provide a multitude of learning opportunities and supports for students. Through faculty meetings and professional development sessions facilitated by One LA¹⁴⁴ and dedicated to community connections, PSCS will work collaboratively to integrate parents into the learning process, expose students to real-world work experiences and develop synergistic relationships between the faculty, the curriculum and the community schools partnerships. This component of PSCS will be developed in conjunction with the parents and community partners through the Parent Leadership Team and the complex-wide Community Schools Core Leadership Council during the 2011-2012 school year, for full implementation during the 2012-2013 school year.

¹⁴² Louis, K.S., Leithwood, K., Wahlstrom, K. and Anderson, S.E. (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. University of Minnesota: Center for Applied Research and Educational Improvement and University of Toronto: Ontario Institute for Studies in Education.

¹⁴³ A major problem cited by small schools teachers is the lack of other teachers who are teaching the same class. To address this, the New Technology Foundation has developed a “Meeting of the Minds” events for content-area teachers from multiple schools to gather and share best practices. See <http://www.newtechnetwork.org> for details.

¹⁴⁴ See Section 3.E. Parental Involvement and Section 9.B. Key Community Partnerships for details.

B. Professional Development

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

The PSCS Professional Development Plan is based on the principles of a “Professional Learning Community.” In the book, *Learning by Doing*, the authors define the following commitments:¹⁴⁵

Focus on Learning – All participants will work together to set goals regarding what students will learn, monitor students' learning, and implement the necessary supports to facilitate student learning. Through the weekly grade-alike team meetings teachers will follow the cyclical process described in the *Learning by Doing* guide to collaboratively analyze student-level data to determine need, set learning goals for students, discuss intervention and instructional strategies, implement the strategies and gather and analyze student work to evaluate the success of the strategies.¹⁴⁶

Collaborative Culture and Collective Inquiry – All participants will work collectively to build shared knowledge on the best way to achieve their goals and educate their students. Through the *Teacher Orientation Retreat*, weekly grade-alike team meetings, common planning time for grade-alike content-area partners and teacher mentoring, the PSCS faculty will share best practices, materials and ideas. In addition to the wisdom and experience shared among our teachers, PSCS will support teachers to attend conferences and trainings within the district and across the country, and bring back the lessons learned to share with the rest of the faculty.

Action Oriented – All participants will act on their learning, implementing new instructional strategies and curriculum in their own classes. Through establishing norms for the weekly grade-alike team meetings and a focus on support rather than compliance on the part of the principal, PSCS will foster a safe environment where teachers feel comfortable implementing new curricula and strategies and discussing their challenges as well as their successes within meetings and with the principal in an effort to grow as teachers and learners.

PSCS will use the following structures and strategies to support the above referenced commitments:

Teacher Orientation Retreat – See the section below for a complete description of this very important component of the PSCS professional development.

Weekly Grade-alike Team Meetings – Every week PSCS faculty will have one and a half hours of professional development time.¹⁴⁷ Three weeks per month, this time will be used by grade-alike teams to make connections across the curriculum and implement the cyclical process referred to in the *Focus on Learning* paragraph above.

Bi-Monthly Content-area Team Meetings & Bi-annual Meeting of the Minds – One time every other month during the weekly professional development time, content-area teacher groups will use protocols

¹⁴⁵ DuFour, R., DuFour, R., Eaker, R., and Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington: Solution Tree Press.

¹⁴⁶ See Section 4: Assessments and School-wide Data for more details regarding goal setting and monitoring student success; See Section 2.C. Curriculum and Instruction – Addressing the Needs of All Students for more details on the specific supports and challenges for student learning.

¹⁴⁷ See Section 3. Attachment – *Preliminary Schedules* for details.

discussed in the *Learning by Doing* guide to discuss vertical integration and content-specific standards, skills, challenges and instructional strategies. Additionally, once per semester, content-area teams will meet across the schools for the bi-annual *Meeting of the Minds* to discuss course-specific issues, challenges and strategies. These cross-school meetings will be coordinated by the principals of each school and guided by the New Technology Foundation's *Meeting of the Minds* protocol.

Bi-Monthly Advisory Support Team Meetings – One time every other month (opposite the content-area team meetings), teachers will meet in grade-alike Advisory teams. The first year, the structure of this group may be very similar to the structure of the grade-alike teams referred to above. However, as teachers stay with their students over several years, the groups may diverge. Regardless of the composition, the Advisory teams will dedicate one professional development time every other month to use the *Learning by Doing* guide protocols to discuss Advisory curricula, implementation, challenges and strategies.

Common planning time for grade-alike content-area partners – Within the seven-period schedule, the PSCS has structured common planning time for grade-alike math/science and English/social studies teachers twice per week. This time will be primarily used for regular check-ins during cross-curricular project implementation. It can also be used by teachers to address specific student issues or as a check-in between grade-alike team meetings.

Student protocols – During every meeting in which teachers share the same students (grade-alike and advisory), teachers will conduct a student protocol described in *Supporting Students' Success through Distributed Counseling* report.¹⁴⁸ This 15-minute protocol provides a frequently occurring and supportive structure in which teachers can discuss and develop strategies to address the learning, social and emotional needs of specific students whom they all share.

Teacher Mentors – Experienced teachers will volunteer or be identified by the principal to be mentor teachers. This position will involve weekly or bi-weekly meetings and classroom visits with new teachers, volunteer teachers, or teachers identified by the principal or the Data and Professional Development team as having a specific or generalized mentoring need. During the first year of operations, the teacher mentors will be the members of the design team who have experience with the instructional strategies and other elements within the proposal. During the *Teacher Orientation Retreat*, the principal will ask for additional volunteers and identify potential mentors from within the teaching staff hired in the spring of 2011.

Meeting Timing – It is important to note that although a general plan for meeting times is outlined above and discussed in the Professional Development Calendar below, these times are flexible and can be responsive to the needs of the students and teachers. For example, during the first months of implementing the Advisory program, the Data and Professional Development team (with the input and approval of the faculty) may increase the frequency of the Advisory team meetings.

Differentiation: The team structures and protocols referred to above will allow for teachers of varying experience and expertise to work together and learn from each other based on common learning goals for students. The flexibility of this approach provides for knowledgeable teachers within each grade-alike or content-area group to lead the group in learning a particular curricular element or strategy.

¹⁴⁸ See Section 3.C. Social and Emotional Needs and Allen, D. et al. (2006). *Supporting Students' Success through Distributed Counseling*. Institute for Student Achievement at NCREST, Teachers College, Columbia University.

C. Teacher Orientation

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

Three-week Teacher Orientation Retreat

Research on school program implementation indicates that professional development and collaborative planning time that includes *all faculty* and is held *prior* to the school opening is critical to the success of the program.¹⁴⁹ Thus, PSCS is going to utilize its start-up resources to hold a three week *Teacher Orientation Retreat* for all teaching staff which will be facilitated by the design team. All hired teachers will be expected to attend this retreat (and it will be part of the Elect-to-Work Agreement).¹⁵⁰

The first week of this retreat will involve a series of full-day professional development seminars conducted by design team members. These seminars will be based on the overall vision of the Gage and Central Community Schools and introduce the philosophies and instructional strategies outlined in this proposal.

Prior to this week, as part of the hiring process,¹⁵¹ teachers will be asked to read, reflect on and commit to the Curriculum and Instruction, Culture and Climate, Assessment and School-wide Data, and Professional Development components of the proposal. This establishes familiarity with the elements to be addressed during the *Teacher Orientation*. The design team will use the written components of the proposal within the trainings, referring back to the overarching vision and philosophies guiding the work.

Day One: Since this will be the first day that the staff will be working together as a whole, we will first get to know each other on a personal level - understanding why each of the teachers chose education as a profession and our hopes for the school. We will then transition into a discussion about our goals for our students and what defines a “successful student.”¹⁵² We will also use materials from the Coalition of Essential Schools¹⁵³ to introduce teachers and staff to the shifts that must occur when moving from a large comprehensive high school model to a small school model and the CES principles and habits of mind.

The rest of the week will be introductory sessions guided by the instructional strategies outlined in Section 2.D. of this proposal. Our goal is to provide a foundation for teachers to plan during the second and third weeks of the retreat (see below).

Days Two and Three: Teaching Students with Specialized Learning Needs – This session will be facilitated by our special education teacher(s) and ESL teacher(s). Using Section 2.C. *Addressing the Needs of All Students*, we will review the various populations that we are expecting to serve at PSCS, and discuss the strategies and practices that we will put in place to create a fully inclusive and supportive learning environment for all students. *On day two*, the featured instructional strategies will be introducing/reviewing are: *using differentiated materials* (during which time we will review and select

¹⁴⁹ Datnow, A. and Castellano, M.E. (2001). Managing and Guiding School Reform: Leadership in Success for All Schools. *Educational Administration*. 37(319); Stringfield, S. et al. (1998). Scaling Up School Restructuring in Multicultural, Multilingual Contexts. *Education and Urban Society*. 30(3); Coburn, C.E. (2007). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*. 32(6).

¹⁵⁰ See Section 12.C. Staffing: Autonomy for details

¹⁵¹ See Section 12.C. Staffing for details

¹⁵² This conversation can be informed (but not limited) by the G&C Vision, the PSCS vision and the “what is a PSCS graduate” piece of Section 2.A. Instructional Philosophy of this proposal.

¹⁵³ There are a multitude of tools available online at <http://www.essentialschools.org/resources>. We will also be using excerpts from the book. Feldman, J., Lopez, L., and Simon, K.G. (2006). *Choosing Small: Essential Guide to Successful High School Conversion*. San Francisco: Jossey-Bass.

various types of supplemental materials) and *Specially Designed Academic Instruction in English* (SDAIE).¹⁵⁴ On day three, the principal will introduce teachers to the *Responsiveness to Intervention Training (RTI)* process that we will be using at PSCS. In order for the levels of intervention to be successful, the teachers need to understand their function and the part they play in the process. During this session, teachers will also be introduced to the *Learning Lab* and *Grade-level assessments* and the LAUSD assessment periodic assessment portal that we will be using at the beginning, middle and end of the year and how those (and the LAUSD monitoring assessments) work within the RTI process.

Day Four: Project Based Learning - Prior to the *Teacher Orientation Retreat*, the principal and the design team will use a combination of professional development modules and planning materials from Understanding by Design, the Coalition of Essential Schools, Edutopia, and the PBL Starter Kit¹⁵⁵ to develop a *PSCS PBL Guide* to planning, implementing, monitoring and assessing project-based learning. This guide will include specific modules relating to the process of backwards planning for PBL, differentiation within a project-based classroom, language/learning supports for English Language Learners, and group-work introduction and facilitation guides. In this full-day professional development session, an experienced design team member will review the *PSCS PBL Guide*. Teachers will break into content-area teams to start brainstorming potential projects for each class.

Day Five: Advisory – This session will be led by our school counselor and introduce the philosophy behind and purpose of Advisory, the responsibilities of the advisor and the *Individualized Learning Plan*. During this session, the counselor will share some of the strategies for creating a safe and positive Advisory environment, what resources are available for our students, when and how to refer students to those resources, and how staff will support each other through using a *Distributed Counseling Student Protocol*.

NOTE: We may have teachers who are not familiar with all of the instructional strategies introduced at this retreat, and that one PD session is not sufficient for teachers to become comfortable using these strategies. Our goal is to strategically place our design team members across content areas and grade levels so each content-team and grade-level team will have a design team member to facilitate the planning for the year, and the integration of the above instructional strategies into the curriculum throughout the year.

The second week of the *Teacher Orientation Retreat* is structured to implement the Curriculum Development process described in Section 2.B.ii of this proposal. This development will utilize CST data from the prior year,¹⁵⁶ Understanding by Design Curriculum Maps,¹⁵⁷ California state standards frameworks, standards-based textbooks, materials from the previous professional development sessions and the PSC proposal (Sections on Curriculum and Instruction and Assessments). Teachers will work in grade-alike teams and in content-area teams to create overarching frameworks. The first day of this week is designed as an introduction to Understanding by Design, the philosophy behind the planning goals for the week and to allow the faculty the time to think through the goals for the week and collaboratively plan the rest of the week. This structure serves two purposes: first, it acknowledges the expertise of the teachers and allows them to structure the week based on their understanding of what needs to be

¹⁵⁴ Resources: Fitzell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

¹⁵⁵ <http://www.essentialschools.org/resources>; <http://www.edutopia.org/project-learning-homepage> and Larmer, J. (2009). *PBL Starter Kit: To-the-Point Advice, Tools and Tips*. Novato: Buck Institute

¹⁵⁶ Our hope is that the majority of students coming from Edison and Fremont will have been entered into ISIS prior to this retreat, and we will be able to run reports of CST strand data for each grade-level and content-area.

¹⁵⁷ http://www.educationworld.com/a_curr/virtualwkshp/virtualwkshp004.shtml

accomplished. It also provides an opportunity to explicitly work through a collective faculty-wide decision-making process early in our work together.

Introduction to Understanding by Design and Planning for the Rest of the Week: Using the Understanding by Design (UBD) guide and professional development books, the principal will lead the teachers in an introduction to the philosophies behind and processes of UBD and curriculum mapping. The principal will review the goals for the week (see below) with the teachers, including the philosophies behind the frameworks.¹⁵⁸ Finally, through a process of consensus-based decision-making, facilitated by the principal, the teachers will structure the rest of the week's framework development meetings and determine what materials need to be brought to successfully implement their plan. If there is any time left in the day, the teachers will start work on the framework development plans.

Content Standards Framework (vertical integration) Each content-area team will review the CST strand data from the previous year (incoming students) and identify the areas of skills/content-area deficiencies within their content area. Using this information and the California content standards frameworks, the teams will develop a four-year curriculum map for their content area that includes the "power standards" to be addressed each year to ensure that each year builds on the previous year's standards. The content-area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year.¹⁵⁹

Advisory Thematic Framework – Using the four-year plan (see Section 2. Attachment – *Four-Year Plan*), each grade-alike team will create an Advisory curriculum map for each grade level. This loosely structured curriculum map will include the habits of mind, skills and general thematic foci to be addressed each quarter. The Advisory curriculum maps will be used by the grade-alike teams as a framework to guide the development of the grade-level curriculum maps for the school year.¹⁶⁰

Grade-alike thematic/standards framework (horizontal integration) - Each grade-alike team will review the CST strand data from the previous year (incoming students) and identify the areas of skills deficiency that can be addressed across the curriculum. Using this information and the Advisory and content standard frameworks as guides, the teams will develop a four-quarter curriculum map for each grade level. Each curriculum map will contain the theme, standards, skills/habits to be taught each quarter and assessment. This session(s) will also include the identification of the standards to be assessed or the specific questions within the *Initial Grade-alike Assessment* using the LAUSD "Periodic Assessment" Portal.¹⁶¹

Week Three: Teacher work time – Interviews with teachers who have participated in new school startups, and particularly those that use project-based learning reflect a desire for more paid collaborative planning time prior to the opening of the school.¹⁶² To address this concern, PSCS will provide a week of planning time during the remainder of the retreat and additional days (depending on funding) for collaborative and independent planning to develop a curriculum map and syllabus¹⁶³ for each class for the first semester.

¹⁵⁸ See Section 5.A. Professional Culture for details.

¹⁵⁹ Resources: CST strand data reports for incoming students organized by content area (My Data); California Content Standard Frameworks.

¹⁶⁰ Resources: PSCS Four-Year Plan; Poliner, R.A. (2004). *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools*. Cambridge: Educators for Social Responsibility.

¹⁶¹ See Section 4.D. Assessment Development

¹⁶² Saunders, M. et al (forthcoming). *Beyond Tracking Linked Learning Implementation Study*. Los Angeles: Institute for Democracy, Education and Access at University of California, Los Angeles.

¹⁶³ See Section 2 Attachment – *Sample Syllabus*

Retreat Reflection (Day 15) – On the afternoon of the final day of the retreat, to begin establishing a reflective culture at the school, the retreat participants will reflect on the past three weeks, discuss what went well and what needs improvement. The Data and professional development team will use this information as they develop future PD plans and retreats.

Not all teachers may be hired in July 2011. To address this issue, the school principal, in consultation with relevant content-area experts,¹⁶⁴ will develop a UBD curriculum map, general unit and lesson plans and a syllabus for the first semester during the month of August. Newly hired teachers will be introduced to this curriculum map to use as a guide, and will be encouraged to make it “their own.”

Additionally, the design team will offer the first week of the July retreat (above) for all newly hired teachers during the week prior to school opening. For teachers hired after this time, all of the materials used during the first week retreat will be put into an *orientation notebook*, to be used by a mentor teacher during their weekly meetings to introduce the new teacher to the school. The *orientation notebook* will continue to grow and change as the teachers in the school develop new instructional strategies and curriculum frameworks. It will be used as a tool for the new teacher orientation each year and as a tool for all teachers throughout the year.

After the initial orientation, the school’s professional development calendar (see below) will focus on teachers collaborating to analyze student data, identify skill needs, implement instructional strategies, and using student work for reflection/improvement. Beyond the formal professional development sessions, new teachers will have a mentor teacher from their grade-alike team or content area (depending on the need) to check in with them on a weekly basis and address their learning needs individually.

D. PD Calendar

Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

The table below outlines all of the professional development sessions that we will have throughout the school-year, with the majority of the sessions occurring during the *after school professional development meeting* that will take place every Monday from 1:20pm - 3:10pm (a shortened day for students).

It is important to point out that the majority of the after school professional development sessions will be *grade-alike* meetings and the format of the PD will follow the Professional Learning Community Continuous Improvement Process and Protocol described in the *Learning by Doing* guide (described in the Section 5.B.). This process starts with analysis of the student data that we will collect from the *Initial Grade-level Assessment*.¹⁶⁵ Based on that analysis, teachers will determine specific skill areas that need to be addressed across curricula, set learning goals for students and discuss the potential strategies to address them. At that point, teachers with experience in a particular strategy will conduct trainings on that strategy for the rest of the team (if no internal teacher has experience, the principal will bring in an expert/trainer). After the training, the teachers will discuss how to implement best practices in their classrooms and will begin implementation. Meetings during implementation will involve looking at student work, reflecting on implementation and making improvements where necessary. It will also be possible for teachers to visit each other’s classrooms to watch the implementation of a particular strategy).

¹⁶⁴ In addition to the internal content-area teams, a design team member has relationships with UCLA content-area experts who can assist in the development of curriculum.

¹⁶⁵ See Section 4.C. Student Assessment Plan for details

Towards the end of the semester, the grade-alike team will develop the *Mid-Year Grade-Level Assessment* based on learning goals set at the beginning of the semester. After students have taken the grade-level assessment, teachers will analyze the data to determine what was successfully taught, and on what skills they need to focus for the next semester. Then the cycle begins again.

Structure	Description	Frequency
Retreats <ul style="list-style-type: none"> - Full-day sessions - All staff attend (with grade-alike and content areas breakouts) 	<i>Teacher Orientation Retreat</i> (see above)	3 weeks summer prior to open 1 week make-up session in Aug
	Review student-level data, reflect on 1 st semester and set learning goals for 2 nd semester (also use time to review and address WASC Initial Visit document)	1 full day - after 1 st semester <i>Mid-Year Grade-level Assessment</i> results have been collected/analyzed
	Review student-level data, reflect on 2 nd semester/year; adjust curriculum for next year	1 week end of the school year
Grade-Alike Meetings ¹⁶⁶ <ul style="list-style-type: none"> - After school - 1.5-2 hours - All staff/grade-alike grouping 	<p>Every meeting will start with a 10-15 minute <i>Distributed Counseling Student Protocol</i>¹⁶⁷</p> <p>The remainder of the meeting will be used to follow the <i>Professional Learning Community Continuous Improvement Process</i> over the course of one semester (see above for details).</p> <p>This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation.</p>	3 times/month during the after school professional development meeting time. ¹⁶⁸
Advisory Team Meetings <ul style="list-style-type: none"> - After school - 1.5-2 hours - All staff/Advisory team grouping¹⁶⁹ 	<p>Every meeting will start with a 10-15 min <i>Distributed Counseling Student Protocol</i>.</p> <p>The remainder of the meeting will be used to discuss the Advisory curriculum implementation/challenges, learn about intervention strategies/referrals,¹⁷⁰ and reflect/improve Advisory implementation.</p>	<p>One time/every other month during the after school professional development meeting time.</p> <p>*During initial Advisory implementation, the frequency of the meetings may be increased (in place of content-area or grade-alike mtgs.)</p>

¹⁶⁶ We recognize that some teachers will teach across multiple grades (particularly Spanish, ESL and Special Education); to address this, we will set up a professional development schedule for these teachers to ensure they have sufficient collaboration/PD time with each grade-level team.

¹⁶⁷ Allen, D. et al. (2006). *Supporting Students' Success through Distributed Counseling*. Institute for Student Achievement at NCREST, Teachers College, Columbia University.

¹⁶⁸ "After school professional development meetings" will be held every week. Please see Section 3.F. School Calendar/Schedule for details.

¹⁶⁹ Advisories will be programmed by grade-level and these grade levels may not match the grade-alike teams. While there may be some overlap, the grouping and focus of these meetings will focus on Advisory.

¹⁷⁰ Advisory plays a big role in the PSCS academic and social culture and thus it is important, especially during the first year of implementation that we commit at least one professional development session per month to Advisory implementation.

<i>Content-Area Meetings</i> <ul style="list-style-type: none"> - After school - 1.5-2 hours - All staff/content-area grouping 	<p>Content-area teams will meet to share best practices across the grades, focus on content-specific instructional strategies and to develop and check-in on vertical integration of the content standards within the 9-12 curriculum.</p>	<p>One time/every other month during the after school professional development meeting time.</p>
<i>Whole-School Meetings</i> <ul style="list-style-type: none"> - After school - 1.5-2 hours - All staff 	<p>On occasion, as whole-school professional development needs are identified by the principal or the data and professional development team,¹⁷¹ all staff will meet to review data, learn a strategy or discuss a school-wide instructional issue.</p> <p>Note: The <i>whole-school meetings</i> during this time will always be instructionally focused. Operational issues will be handled during faculty meetings, which will take place after school.</p>	<p>As needed during the after school professional development meetings</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Project-based learning/group training and breakouts based on need - Community Connections meetings
<i>Meeting of the Minds</i> <ul style="list-style-type: none"> - Across schools - Content-area groups 	<p>Content-area groups meet across the four small schools to share best practices and focus on content-specific instructional strategies.</p>	<p>One time per semester; depending on funding, it will be a half-day, full-day or after school meeting.</p>
<i>Common Planning Time</i> <ul style="list-style-type: none"> - Grade-alike dyads 	<p>Grade-alike math/science and English/social studies teachers will have 2-4 days per week (50 minutes per day) with a common planning period.</p> <p>This time can be used to check in on shared projects, particular students or instructional strategies.</p>	<p>Two to Four days per week (depending on the schedule)¹⁷²</p>
<i>Additional Trainings/Conferences</i>	<p>As the district provides, money is available or grants are available, teachers at PSCS are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning.</p> <p>Upon return from these conferences, the teachers will be required to share what they learned with the staff.</p>	<p>As available, throughout the year</p> <p><i>Examples:</i></p> <p>Special Education Career and Technical (CTE) Gifted and Talented (GATE) English Language Learners (ELL) Coalition of Essential Schools Fall Forum</p>
<i>Additional Planning Time</i>	<p>All teachers are expected to have a syllabus, curriculum map and unit plans completed prior to the beginning of the semester.</p>	<p>PSCS will provide paid time during the summer and breaks to create these elements.</p>

¹⁷¹ See Section 10.C.ii. School-level Committees for details

¹⁷² See Section 3.F. School Calendar/Schedule for details.

E. Program Evaluation:

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

The program evaluation for the PSCS will be conducted by the Data and Professional Development Team,¹⁷³ which is facilitated by the principal and includes at least one member from each grade-level team. The evaluation takes place on several levels and at different times throughout the year.

- Prior to the beginning of the school year teachers will participate in a reflection and survey after the *Teacher Orientation Retreat*. The Data and Professional Development team will then review the reflections and surveys to identify the areas where teachers require additional training and arrange for professional development sessions and/or individualized support (through a teacher mentor) to take place during the school year. The reflections and survey data will identify the teachers with knowledge or skills in a particular area and the professional development and data team will approach those teachers to be trainers for sessions about which they are knowledgeable as well as to be mentors to teachers identified as needing additional assistance.
- After the completion of one cycle of the *Professional Learning Community (PLC) Continuous Improvement Process* each grade-alike team will participate in a process evaluation reflection. The teachers will use the reflection to influence their next process, and the Data and PD Team will review the reflection to determine if a team or a teacher needs additional supports to successfully work through the PLC process, and arrange for those supports through a training or mentor.
- During the End of the Year retreat a section of the year's reflection work will be dedicated to the grade-alike, content-alike and advisory support meetings. Some of the reflection will be verbal, and other elements will be anonymous and written. The Data and PD Team will review the notes and written elements gathered during the reflection and incorporate them into the plan for the following year's professional development. This plan will be presented to the faculty during the Beginning of the Year Retreat (currently called the Teacher Orientation Retreat) during the summer of 2012.

F. Autonomy:

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

In order to successfully implement project-based learning (including cross-curricular projects), research-based instructional strategies and develop curricula that are responsive to the needs of our students, the PSCS faculty must have complete autonomy to determine the structures, frequency, and content of all professional development and collaborative meeting time. The plans outlined above are designed to relate directly to the needs of the students (as determined by analysis of student data) and the needs of the teachers (as determined by surveys and reflection responses). Without autonomy, this responsiveness would be difficult if not impossible to facilitate.

Additionally, the pilot MOU and Elect-to-Work agreement will provide PSCS with the flexibility needed to engage all teachers in the additional time needed to conduct a summer-time pre-opening *Teacher Orientation*,¹⁷⁴ weekly professional development/collaborative planning meetings,¹⁷⁵ and additional professional development retreats during the semester break and end of the year.¹⁷⁶

¹⁷³ See Section 10.B.ii. School Level Committees for details.

¹⁷⁴ See Section 5.C. Teacher Orientation for details

¹⁷⁵ See Section 5.B. Professional Development Plan for details

¹⁷⁶ See Section 5.D. Professional Development Calendar for details

6. Serving Specialized Populations (4 pages without footnotes)

A. Special Education

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

In the attached *Service Plan for Special Education* you will find detailed descriptions of our planning, implementation and monitoring processes for the special education program at PSCS. In the summaries below, we outline the **personnel** responsible for and the **key processes** involved in the implementation of our special education plan.

Personnel

The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, PSCS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP¹⁷⁷), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. The following personnel will be responsible for meeting the needs of these students.

The school *principal* is the person ultimately responsible for the appropriate implementation and monitoring of the special education program at the school. To ensure enable the principal, the principal will meet (before/after school or during PD time) once per month with the special education clerk and special education staff to discuss any challenges or issues that need to be addressed. The principal will conduct, with the assistance of the special education clerk, an implementation review of the school's special education program within the first 30 days of the new school year using the *School Self Review Checklist*.¹⁷⁸ The principal will conduct follow up checks in January and April regarding the elements that were not or were partially in place during the initial review.

PSCS will share one *special education clerk* with the CATS small school (serving no more than 150 students in special education)¹⁷⁹. This will provide the clerk with enough time to complete the necessary compliance monitoring and documentation and perform the following duties:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Calendar IEP meetings in consultation with the student's case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled).
- Communicate the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student's advisor, and sending a reminder the day prior to the meeting (via email).
- Communicate the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting), and sending a reminder home with the student or via phone the day before the meeting.
- Ensure that the goals section of the IEP is mailed to the parent after the meeting.
- Monitor the sign in logs for the itinerant special education staff, and conduct spot checks that the appropriate information has been entered into Welligent.
- Monitor each small school office periodically and refill/update the following publications and forms as needed:
 - o Are You Puzzled by Your Child's Special Needs? brochure
 - o A Parent's Guide to Special Education Services

¹⁷⁷ Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

¹⁷⁸ LAUSD Reference Guide: REF2624.5 School Self Review Checklist, Students With Disabilities: 2010-2011

¹⁷⁹ See Section 12. Staffing for details on shared personnel.

- Student Enrollment form
- Student Information Questionnaire for Parents and Guardians
- Request for Special Education Assessment form

Special Education Teachers

For our RSP and SDP populations, we will be provided with special education teacher/case carrier positions LAUSD ratios of 28-32 to 1 for RSP and 12-14 to 1 for SDP. Through supplementary funding and staffing part time positions, our hope is to keep the ratios close to 25 to 1 for RSP and 12-1 for SDP so that the staff may appropriately fulfill their case carrier and instructional responsibilities. The staff for these positions will be hired by a team representing general education and special education teachers/staff, students in special education and their parents. Applicants will be reviewed for their qualifications, credentials and prior experience working in special education and general education environments. Special Education teacher responsibilities will include:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Provide a copy of each student's IEP to the student's advisor and grade-alike team (within the first 30 days of the student's enrollment)
- Request an initial informal "meet and greet" IEP meeting upon the enrollment of every new student
- Request an annual IEP update meeting at least one month prior to the due date.
- Communicate IEP outcomes and goals to the student's advisor and grade-alike team after the annual IEP meeting.
- Complete the necessary updates, changes and notes within Welligent after each IEP meeting, and throughout the school year.
- Participate in behavior intervention observations and meetings for students in their case load, and support the general education staff in implementing the appropriate interventions
- Collaborate with general education teachers during professional development to facilitate understanding the IEP and incorporate the appropriate accommodations and modifications into the general education classroom.
- Monitor and support the implementation of the specific accommodations and modifications within the general education classroom.
- Provide in-classroom assistance to students
- Conduct pullout sessions and learning center/lab time as indicated on the student's IEP (RSP)
- Conduct pullout sessions and self-contained classroom time as indicated on the student's IEP (SDP).

Based on the feeder/sending school population and as determined by the district's special education division, we may be receiving students with mental retardation, autism, emotional/behavioral challenges, orthopedic impairment and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at PSCS in *at least* our advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment.

General Education Teachers

Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate instruction.¹⁸⁰ Based on this research, our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. To support our general education staff in this work, we will provide professional development for all teachers regarding

¹⁸⁰ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.¹⁸¹

Itinerant Special Education Teachers

The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are: speech and language, audiological services, adaptive P.E., occupational therapy, and inclusion specialists for students with moderate to severe challenges.

Key Processes

The implementation of a special education program involves multiple complex processes. The monitoring responsibilities are described in the personnel section above the details of each process are included in Section 6 Attachment: *Special Education Service Plan*. To summarize these key processes:

- *Search and Serve*: It is fundamentally important that all students receiving special education instruction are identified as soon as possible upon enrollment so that there is no disruption to the support and services the students need to be successful. It is also important that parents have access to important information and materials regarding special education services and opportunities as well as information regarding the process to request an assessment for their child and the process to file a complaint if they feel their child's needs are not being met.
- *Intervention program*: At PSCS we will use the Response to Intervention process - a three tiered academic intervention process that involves a cycle of assessment, interventions that vary in individualization and intensity, depending on the tier. This process is utilized within the general student population *prior* to recommending a student for a Student Study Team (SST) and special education assessment.
- *Positive Behavior Support Plan* created for all students to establish clear expectations, prevent inappropriate behavior and encourage appropriate (positive) behavior. As needed, this program will be supplemented for the special education population by specific coaching by the special education teachers. When inappropriate behavior occurs, we have a three-tiered intervention program for all students that involves observation, analysis of potential causes of the behavior and the appropriate consequences *and* supports to address the behavior.
- *IEP Process*: The special education clerk and case-carriers will work together to schedule, conduct and appropriately follow up on IEP meetings and the decisions made within them.
- *Identification and Assessment of Students*: For students who are not receiving special education services and are not responding to Tier 3 academic interventions, we have a process in place to refer student for a student study team (SST), conduct an investigation regarding the implemented interventions, determine potential exclusionary factors, and monitor for over-referring of a particular ethnicity prior to a recommendation for special education assessment.
- *Standards-Based Instruction*: Whether a student is receiving grade level or alternative standards, we have a process in place for our special education teachers to work in collaboration with general education teachers to provide students with a standards-based education and the supports they need to access the standards.
- *Transition Planning*: All students at PSCS will be prepared for life after high school. Students in special education, in addition to the development of skills and habits that will help them be successful, will be provided with the mandated transition assessments and plans. Parents and students will receive information regarding governmental, employment-related and college-based services available to students and adults with special needs.
- *Extended School Year (ESY)*: We will follow the process outlined in the LAUSD Reference Guide 5276.1 regarding the data collection, analysis and documentation required to recommend a student for

¹⁸¹ See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

the Extended School Year program.

- *Professional Development:* Our general education professional development will involve collaboration time with special education teachers, and specific training involving special education instruction, supports and processes.
- *Parent participation:* In addition to our general education parental involvement plan, we will outreach to and provide specific information and opportunities for the parents of our students in the special education program.

COMMUNITY INVOLVEMENT

8. Community Analysis and Context (3 pages without footnotes)

A. Description

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

Community Description

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is also an area deeply impacted by high concentrations of poverty and frequent instances of violence.¹⁸²

There are many assets shared by this community. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

These demographics, challenges and potential are reflected in the student populations of the sending high school, Fremont Senior High (90% Hispanic/Latino and 9% African American, and the feeder middle school, Edison (97% Hispanic/Latino and 3% African American), with 37% of the students in both schools in the process of learning English as a second language, 50% of the students demonstrating English proficiency, with English as their second language, and over 80% of the students receiving Free and Reduced priced meals (an indicator of poverty).¹⁸³

We were all initially drawn to teach in this area because we saw the need for quality educators and we realized the potential of the students and the community. While teaching at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating PSCS is to personalize the educational experience for each student and systemize the supports that work for our students and their families throughout the small school. Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community with each other and the school to create a powerful web of support through which no student will fall.

¹⁸² Nicolaides, B. (2002). *My Blue Heaven*. Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits*. Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

¹⁸³ Demographics data from the CDE Dataquest school report (for 08-09 school year).

Meeting the Needs of the Community

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,¹⁸⁴ conducted a needs assessment, and based our initial proposal elements on our findings. The needs assessment is summarized below framed within the structure of the Gage and Central Community Schools vision and footnotes with the sections of the proposal that address the need. We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

Educating the whole student:

- Education needs:
 - o Early identification of skill deficiencies;¹⁸⁵
 - o Early, frequent and relevant interventions for skill deficiencies;
 - o Challenging, interesting and relevant curriculum and projects to engage students;¹⁸⁶
 - o In-class supports through instructional strategies.¹⁸⁷
- Social needs¹⁸⁸:
 - o Focused attention to help students make the right decisions and deal with the challenges;
 - o Guidance on goal setting and accomplishment.
- Health needs¹⁸⁹:
 - o Nutrition counseling/supports to find (advocate for access to) and prepare healthy food;
 - o Mental health counseling (including drug and alcohol use prevention & cessation);
 - o Physical health – regular checkups, optometry, dentistry.
- Safety¹⁹⁰:
 - o Safe passage to and from school and safe environment on school campus.

Including all students:

- Particularly students in special education and English Language Learners thrive in an environment of acceptance and support.¹⁹¹
- This environment also allows for students who are experiencing challenges at home and in life (to feel accepted and find comfort in the school environment).¹⁹²

Family and Community Needs:

- Connections – to come together across differences and work together for our students;¹⁹³
- Health - all of the health needs that our students have, their families have as well;¹⁹⁴
- Community safety.¹⁹⁵

¹⁸⁴ Section 8 Attachment: *Gage and Central Existing Data Summary* for details

¹⁸⁵ See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan

¹⁸⁶ See Section 2.B. Core Academic Curriculum

¹⁸⁷ See Section 2.D. Instructional Strategies

¹⁸⁸ See Section 3.C. Social and Emotional Needs

¹⁸⁹ To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.

¹⁹⁰ See *Building a Safe Community* in Section 3.A. School Culture and Climate

¹⁹¹ See Section 2.C. Addressing the Needs of All Students and Section 6. Serving Specialized Populations.

¹⁹² See Section 3. School Culture and Climate

¹⁹³ See Section 3.E. Parental Involvement for details on our plan to work with One LA

¹⁹⁴ We are currently working out a process through which St. John's can serve our students and the community.

¹⁹⁵ See *Building a Safe Community* in Section 3.A. School Culture and Climate

B. Background/Support

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

The design team members of the Public Service Community School taught at Fremont High School and were part of the Pathways Small Learning Community (SLC), which was created in 2005 under the guidance of the Los Angeles Coalition of Essential Schools (LACES). As part of the work in the SLC, the team regularly used student-level data to inform instruction and implement interventions, using CST content-area strand data to identify and address specific skill areas, and CAHSEE Student and Parent reports to tutor students who did not pass the CAHSEE. Beyond testing data, the team used ID98 in SIS to export and analyze student-level information to 1) identify students who were falling behind in credits, put them on individualized academic contracts and offer them the additional academic support they needed; 2) gather data on graduates and non-grads to identify patterns and better support students on their paths towards graduation; and 3) monitor absences to address frequent absences and/or absences to specific classes (i.e. ditching).

The data analysis and the related interventions provided insight into the students who were struggling most. The assessment of students who were credit deficient revealed dramatic reading comprehension challenges that required discreet and small group reading instruction. Parent conferences regarding absences revealed frequent illness of the student or a family member, and the need for students to work to help support the family. The contracts and related counseling showed that students were ditching classes or acting out to avoid being exposed as not having the skills to participate in some classes. This personalization also shed more light on students' daily lived experiences – threats and experiences of violence on the way to and from school, and at home; housing instability and overcrowding; and dealing with “typical” adolescent problems such as breakups, disagreements with friends and sexual activity.

The SLC attempted to address some of these needs. The teachers implemented thinking maps, vocabulary instruction and AVID strategies across the curriculum. The lead teacher and counselor developed individual plans for each student identified as one grade-level behind in credits, and assigned a volunteer teacher to monitor the student's progress and follow up with the student and parent regularly. The counselor did a great deal of one-on-one counseling, and almost all of the teachers in Pathways held tutoring time before school, during lunch and after school.

The students responded to these efforts and there are many instances of anecdotal successes. Additionally, the SLC consistently outperformed most of the other SLCs and the Fremont aggregate on the measures of student success (test scores, graduation rates and attendance).¹⁹⁶ However, the teachers in the SLC knew that doing more to address the needs of the students was possible, but limited by being an SLC within a large, comprehensive school structure.

The founding Pathways teachers/counselor have remained committed to the students and the community and have been working together with Pathways alumni since the spring of 2009 to develop a plan for a highly personalized small school that can address the needs of all students. The Public School Choice process in late 2009, and the opening of the SRHS#2 have provided an opportunity to put the plan into action.

The summer of 2010, the Public Service Community School design team partnered with three other

¹⁹⁶ See Section 8 Attachment: *Gage and Central Existing Data Summary*

design teams, the LAUSD District 7 and UTLA to form the Gage and Central Community Schools Planning Team. Since the summer, the team has been outreaching to the community, and during the fall, the team started building community partnerships and holding community meetings. The list below represents connections made thus far in the process, and the goal is to continue building community supports and relationships through outreach and parental and community engagement structures built into the schools.¹⁹⁷

Community Members	Parents	Students/Alumni
Isaac Walker (design team)	Maritza Friely	Neyda Barajas (design team)
Edgar Hernandez (design team)	Cecilia Torres	Bianca Cortes (design team)
Joel Vaca (design team)	Rosa Gonzalez	Erik Arguelles
Joseph J. Titus	Maria Madrigal	Antonia Alfaro
Mary Rose Cortese	Maria Robles	Alberto Holguin
Helena Walker	Mirna Rico	Roxana Maldonado
Quanisha Cline	Maria Montalvo	Edwin Hernandez
Alejandro Ramirez	Quirino Aguilar	Jorge Ramirez
Odilon Urtz	Lilia Mora	Julio Cortez
Nancy Gonzalez	Ricardo Cortez	Ruth Cortez
Jose Vaca	Ofelia Gonzalez	Elena Vaca
Jennifer Gomez		Mike Vaca
		Mariela Martinez
		Luis Arteaga
		Edgardo Mendoza
		Angel Lopez

In addition to the individuals, the Gage and Central Community Schools planning team is developing relationships and forming partnerships with community organizations. Please see Section 9.B. for details.

¹⁹⁷ Section 3.E. Parental Involvement for details.

9. Community Engagement Strategy (2 pages without footnotes)

A. Engagement Plan

Explain the team's vision for engaging the community and the underlying theory that supports it.

The inspiration for community engagement at the Gage and Central Community Schools is drawn from the writing of Robert Putnam, the experience of One LA, the lessons learned from the Harlem Children's Zone and the tools from the Coalition for Community Schools.

In his book, *Better Together*, Robert Putnam defines social capital as “networks of relationships that weave individuals into groups and communities.”¹⁹⁸ The value in such capital, especially when financial capital is lacking, is the integration of previously isolated resources and the resultant support system. As we discussed in the section on Community Analysis, there are already resources in the area around the South Region High School #2. Our goal is to integrate those existing resources in combination with the resources provided through the school and additional external resources to create a web of support that will benefit our students, their families and the community.

Sister Maribeth Larkin of One L.A. (one of our key partnerships, see below) extends the concept of social capital to include what she calls “relational power.” Beyond an internal support system within the community, people power (also referred to as “political capital”) can be used to influence the policies that impact the community.¹⁹⁹

In his work creating the Harlem Children's Zone, Geoffery Canada learned the importance that the education system plays in the development of any community support system. In Harlem, Canada initially turned to the public schools as the most logical place to integrate previously isolated supplemental services such as computer labs and reading programs. Finding resistance and bureaucracy in the public school system, Canada eventually turned to the charter schools model to become the hub for the Harlem Children's Zone. The design team's hope is that with the innovative leadership of LAUSD, exemplified by opportunities such as the Public School Choice Process and pilot schools, our schools will be encouraged to “think outside the box” to become a hub of community resources and activity. It is also important to note that Canada started *outside* of the schools with the goal pushing inward with his ideas for change. The design teams believe that our strength is starting *within* the schools and building an integrated system of individuals, resources and supports as part of our foundation.

A final, but important source of information and inspiration is the Coalition for Community Schools.²⁰⁰ The Coalition based their work on the following goals (which are very similar to the goals and vision outlined in this proposal).

- Children are ready to learn when they enter school and every day thereafter.
- All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

Beyond the vision and guiding framework, the Coalition for Community Schools provides online support through multiple toolkits for planning, implementing and evaluating a Community School program, and direct supports through connecting schools with each other and annual conferences.

¹⁹⁸ Putnam, R. and Feldstein, L.M. (2003). *Better Together: Restoring the American Community*. New York: Simon and Schuster.

¹⁹⁹ See Section 3.E. Parental Involvement for more details on our collaboration with One L.A.

²⁰⁰ <http://www.communityschools.org/>

B. Key Community Partnerships

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

The involvement of the community and external partnerships is fundamental to the success of our schools. Our strategy for this involvement is as follows:

Planning and Development - As discussed in the Community Analysis section, design team members have had individual conversations, attended meetings, and held community meetings to engage community organizations and individuals regarding what they see as the needs of the students and community, and their ideas regarding how to address those needs. During this time, sections of the proposal were shared with community members (in group and individual settings) for additional feedback and input. Organizations not currently operating in the area, but who will be able to meet specific needs identified in our initial needs assessment have been engaged (see table below for details).

Implementation – Through the schools’ Community Schools Core Leadership Council led by a Parent and Community Coordinator,²⁰¹ all resource providers and stakeholders will be engaged in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves:

- Identifying a common vision (outlined in the PSC proposal);
- Putting the vision into concrete long term and short term goals;
- Creating a plan w/ detailed strategies and benchmarks;
- Gathering the appropriate data to monitor progress towards the goals.

Evaluation – As a key part of the implementation process, the Community Schools Core Leadership Council (comprised of the Parent and Community Coordinator (facilitator), parents, community members, external partners, students, teachers, small school principals and complex-wide administrators and staff) will engage in a continuous evaluation through progress monitoring. For example, if a goal for the year is to have all students receive an annual health screening, then the council will set benchmarks regarding the number of students to be screened each month. If after three months the benchmarks are not being met, the council will reassess the outreach and implementation strategies. At the end of each year, the council will evaluate the progress towards the goals they set for the year (using the Coalition toolkit), and review the needs assessment and school plan (the PSC proposal) to determine goals and implementation strategies for the next year. At the end of every five years, the Community Schools Core Leadership Council will conduct a new needs assessment in the school and community to re-prioritize the needs to be addressed, and reach out to addition resources as needed.

To achieve the above referenced goals, the Community Schools Core Leadership Council will draw on the existing resources within the school and the community, as well as the external partnerships that we have developed based on the initial needs assessment. Please see Section 9. Attachment *Key Community Partnerships* for a table of current partnerships and letters of support.

²⁰¹ See Section 10.B.ii. School Level Committees

GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight (4 pages without footnotes)

A. School Type

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

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.²⁰² The small school size (500 students) of the PSCS will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides the autonomy and the flexibility necessary to be responsive to our students' needs.

Throughout this proposal the process for identifying, addressing and evaluating success with meeting student needs has been identified. The key components of this process (learning lab and advisory class) require additional (and compensated) time and commitments on the part of our teachers.²⁰³ The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.²⁰⁴

In addition to the curricular components, the PSCS teachers will also engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-to-Work agreement will provide PSCS with the flexibility needed to engage all teachers in a summer-time pre-opening *Teacher Orientation*,²⁰⁵ weekly professional development/collaborative planning meetings,²⁰⁶ and additional professional development retreats during the semester break and end of the year.²⁰⁷ While the plan is to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The PSCS plan includes the utilization of the LAUSD Comprehensive Assessment Program²⁰⁸ in conjunction with advisory, learning lab and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

Finally, and very importantly, the pilot MOU will allow the PSCS staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.²⁰⁹

²⁰² Louis, K.S., et al (2010). *Investigating the Links to Improved Student Learning*. The Learning from Leadership Project. Ontario Institute for Studies in Education. Commissioned by: The Wallace Foundation.

²⁰³ See Section 3.F. School Calendar and Schedule for details.

²⁰⁴ See Section 2.B.i for more details on pilot status and curricular autonomy.

²⁰⁵ See Section 5.C. Teacher Orientation for details

²⁰⁶ See Section 5.B. Professional Development Plan for details

²⁰⁷ See Section 5.D. Professional Development Calendar for details

²⁰⁸ See Section 4.C. Student Assessment Plan for details

²⁰⁹ After the first year of implementation – see Section 12 Staffing for details.

B. Applicant Team Capacity

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

The design teams, like the school plan, operate at two levels. The *complex-wide* design team members have the whole campus in mind and are responsible for developing and implementing the complex-wide elements such as school safety, parent and community engagement and resource coordination. The complex-wide design team members contribute over 100 years of collective experience in the LAUSD and in South Los Angeles. The diversity and depth of experience within the complex-wide design team has facilitated the creation of a plan that addresses the needs of the faculty, students, parents and community. The enthusiasm and commitment that each member has for this project will readily make these plans a reality. The list below indicates the involved individuals and their affiliation. Please see Section 10. Attachment – *Applicant Team Bios* for details on the individuals who will lead in the implementation of the school.

Dr. Russell Thompson – LAUSD District 7 Director of School Services

Erica Hamilton – former LAUSD teacher, current UCLA doctoral candidate in Urban Schooling

Christopher Arellano – UTLA South Area Representative

Edgar Hernandez – Parent

Isaac Walker – Community Member

The *Public Service Community School* design team members are focused on curriculum and instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the PSCS design team have a combined 30 history of working with students in South Los Angeles.²¹⁰ Their understanding of the student population, commitment to Coalition of Essential School philosophies,²¹¹ and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal, and are integral to the implementation of the plan for the school. Please see Section 10. Attachment – *Applicant Team Bios* for details.

Erica Hamilton – lead writer and potential principal

Juan Puentes – LAUSD teacher, English

Agnes Cesare – LAUSD counselor

Becky French – LAUSD teacher, Special Education

Fred Simmons – LAUSD teacher, Science (Biology)

Robert Vega – LAUSD teacher, History

Neyda Barajas – LAUSD teacher, History

Claudia Pilon – LAUSD teacher, English

i. Autonomy

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

It is critical to the success of a school program that student need is at the center of the decision-making process, and that the people who know the students and their needs have the flexibility and the autonomy

²¹⁰ See Section 8.B for details on the PSCS design team's history in the community.

²¹¹ See Section 2.A. for details

to make those decisions. The governance structure of the Gage and Central Community Schools complex facilitates these autonomies through the limited centralized decision-making. The governance structure places all of the decisions regarding instruction and staffing within the small schools, and requires collaboration among the small school principals regarding issues that impact the whole complex (e.g. budgeting, scheduling and operations).²¹²

Within the Public Service Community School, the small school governance structure (see *School Level Committees* below) and the flexibilities and autonomies provided through the Pilot MOU (see *School Type* above) allow for the school leadership to be directly responsive to the needs of their students. In addition, these flexibilities and autonomies facilitate the integration of the decision-making and implementation processes, which means the people who are responsible for implementing the decisions (assessment programs, curriculum, discipline policy) are the same people who are making the decisions. This creates a continuum among the analysis of student needs → decisions based on student needs → implementation of the decisions → evaluation of the effectiveness of the decisions.

ii. School Level Committees

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

As referenced above, there are two levels of governance that take place at the Gage and Central Community Schools Complex: the complex and the small schools.

Complex-wide

At the opening of the 2011-2012 school year, the Gage and Central Community Schools Complex will put the below listed leadership committees in place. Please see Section 10. Attachment – *School Level Committees* for details regarding the composition, function, meeting time/frequency and process for each committee.

- Building Council
- Instructional Council
- Student Leadership Council
- Community Schools Core Leadership Council
- Safe Schools Council

Public Service Community School

At the opening of the 2011-2012 school year, the PSCS will put the below listed leadership teams in place. Please see Section 10. Attachment – *School Level Committees* for details regarding the composition, function, meeting time/frequency and process for each committee. As part of the additional duties required through the Elect-to-Work Agreement, all teachers at PSCS must volunteer to participate in one committee per year. This includes the above referenced Complex-wide committees as well as the small school committees listed below.

- Governing Council
- Data and Professional Development Team
- Advisory Support Team
- Student Leadership Team
- Parent Leadership Team

²¹² See the Building Council responsibilities below and the Operations Director job responsibilities (Section 11.B) for more details regarding the complex-wide governance and leadership structures.

C. School Governance and Oversight

i. Governing Council

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

As per the pilot MOU, the PSCS governing council will comply with the School Site Council model.²¹³

Composition

The council shall be composed of: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school and community members elected by such parents. Classroom teachers are a majority of the staff side. All members have equal voting rights.

Half of the membership shall be (a) the principal, classroom teachers, and other school personnel (staff side) and, half shall be (b) half parents and other community members elected by parents and student representatives elected by the entire student body. Any student is eligible to be the elected representative. There must be parity between parents and students on the parent/community/student portion of the council.

Small Schools are defined as follows, and shall have the size of school leadership council indicated, unless the principal and Chapter Chair jointly determine that a larger or smaller council is appropriate:

<u>Size of School</u>	<u>Size of Council</u>
7-15 teachers	8 (4 teacher reps)
16-25 teachers	12 (6 teacher reps)

On the councils the number of parent/community representatives shall be as follows:

<u>Council Size</u>	<u>Number of Positions</u>
12	4
8	2

Membership Selection

The PSCS will follow the election regulations outlined in the LAUSD Bulletin 4148.1:

- Public and written notice stating the purpose and time of the meeting at which elections will be conducted shall be given at least ten (10) working days prior to such meeting using all reasonable means of communication.
- Schools must provide SSC orientations to all stakeholder groups represented on the council, at least five (5) working days prior to the election.
- Elections must be held at least five (5) working days after orientations have been conducted and ten (10) working days after notices were sent to stakeholder groups.
- Each school must have more than 20 parents present in order to conduct the SSC parent election. Council members are elected by peers. Membership on the SSC is determined by ballot.
- School staff representatives and student representatives must be elected prior to the election of parent and/or community representatives.
- The principal is responsible for staff, student, and parent elections and should jointly supervise all elections. The elections of various stakeholder groups that represent employees of the District shall be conducted by their respective bargaining units, through their elected representatives. The principal may participate in the counting of the ballots in any such election.
- Election of members and officers shall be concluded by the second Wednesday of October.

²¹³ The information regarding the School Site Council model is drawn from LAUSD Bulletin 4148.1 and Article XXVII, Sections 2.0-2.9 of the UTLA contract and Education Code 62002.5 and 52852.

11. School Leadership (3 pages without footnotes)

A. Principal Selection

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

Criteria for selecting the Public Service Community School principal

The vision and goals of the Public Service Community School are based on the philosophy that all students can learn and will thrive if provided with quality instruction and the appropriate supports. The PSCS principal must share this philosophy and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life. This “work,” is the basis of the criteria for selecting the principal and is as follows: the applicant selected to be principal at PSCS will:

- Maintain a reflective practice with the goal of continuous improvement as a leader
- Support teachers through providing the resources, professional development and encouragement that they need to do their jobs (being support-oriented rather than compliance-oriented).
- Be in the classrooms on a regular basis and see the teacher evaluation process as a continuous cycle of feedback, support and evaluation.
- Get to know the students through regular interactions and participation in the classroom (such as covering a class, modeling a lesson or teaching a course).
- Listen to teachers, staff, parents and community members and value their contribution to the school, which means implementing and maintaining structures and processes for each of these stakeholder groups to provide input/feedback to the principal and participate in the decisions that impact them.

In addition to meeting the above criteria, the applicant must meet the district criteria for the “Small Schools Principal” (Temporary Advisor) position:

- Hold a California Administrative Services Credential;
- Have a Master's degree;
- Five years successful full-time public school certificated service;
- Three years experience as a teacher in a K-12 public school program;
- Two years experience at a middle or senior high school, grades 6-12;
- At least one year verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher.

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

- Prior experience with implementing a small school or small learning community plan;
- Experience with project-based learning, Understanding by Design, SDAIE and differentiation (knowing thinking maps and AVID strategies is a bonus);
- Knowledge of or experience in social entrepreneurial work (non-profits, community organizing).

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select a principal. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals, small school principals and SLC lead teachers, and drawing from within the design team. Since hiring a principal will be the first priority after the approval of the school, there will not yet be a Governing Council in place. Thus, the hiring process will be conducted by the PSCS Design Team and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

Proposed Candidate: Erica Hamilton²¹⁴

Ms. Hamilton possesses all of the above referenced qualities, skills and philosophies. She has committed the past 9 years to students in South Los Angeles, working at Fremont High School for 6 years (2 years as lead teacher of Pathways SLC), and then pursuing her Ph.D. at UCLA to research what makes a successful small school principal and develop a plan for the South Region High School #2. During her time at UCLA, she has communicated with many of the teachers and administrators with whom she worked at Fremont, working former LAUSD District 7 High School Director and current Roybal HS principal Scott Braxton as a leadership coach through the Los Angeles Coalition of Essential Schools. Ms. Hamilton played a key role in the creation of the Gage and Central Community Schools Planning Team, the development of the relationships with UTLA and LAUSD District 7, the facilitation of the planning and writing process for the complex-wide components Public Service Community School Plan. Her commitment to the community, her experience working with the population and her knowledge of what makes a successful small school principal makes her an excellent candidate for the position of principal for the Public Service Community School.

B. Leadership Team

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

The leadership team of the Public Service Community School will initially be the design team,²¹⁵ all of whom have experience with standards-based instruction, data collection/analysis, curriculum planning and instructional strategies discussed in this proposal. *The design team will act as the trainers during the Teacher Orientation Retreat.*²¹⁶ Each design team member will be programmed within a particular grade so that each grade-alike team will have the support of a design team member through the first school year. However, the goal is that as early as the *Teacher Orientation Retreat*, the newly hired teachers will begin to take on leadership roles and responsibilities. It will be a requirement in the Elect-to-Work Agreement that each teacher participates in at least one leadership council or team. This participation is critical to the success of our school because at a small school everyone must share the responsibility for the students. The process of setting goals, planning curriculum/instruction, implementing interventions and monitoring the success of the students will be the primary responsibility of each grade-alike team, will take place during weekly professional development time and will be guided by the *Grade-Level Initial, Mid-year and End-of-year* assessments, and additional data as needed.²¹⁷ The small schools principal will attend these meetings, provide the supports the teachers need to engage in this process, and monitor student success across all grade-levels through a regular analysis of assessment, attendance, and student promotion data.²¹⁸

Gage and Central Community Schools Complex Operations Director

In addition to the small school leadership, it is critical that a campus with four small schools and 2000+ students have a complex-wide leadership plan to ensure the appropriate oversight and coordination of all shared spaces, resources and personnel. The design teams have studied similar school complexes, as they have made the transformation from large comprehensive to multiple small schools such as Kearny High School in San Diego (2004), or have started as a shared complex from the very beginning such as the

²¹⁴ See Section 10.B. Applicant Team Capacity for more biographical information on Ms. Hamilton

²¹⁵ See Section 10.B. Applicant Team Capacity for more biographical information on the design team members

²¹⁶ See Section 5.C. Teaching Orientation for details

²¹⁷ See Section 4.C. Student Assessment Plan for details

²¹⁸ See Section 4.E. Data Collection and Monitoring

Roybal, Miguel Contreras, Esteban Torres and Robert F. Kennedy complexes in Los Angeles (2007+).²¹⁹ The research indicates that it is most productive and beneficial to have multiple small schools of equal size making equal contributions to the shared facilities, resources and personnel,²²⁰ and a centralized operations director for at least the first two to three years. To see the job description and responsibilities of the Operations Director, please see Section 11. Attachment – *Job Descriptions*.

Criteria for Operations Director

The job of an Operations Director at a shared school site is unique and thus will require person with a unique skill set to fulfill the responsibilities of this job. On a large campus serving 2000+ students, it is important that the director have experience working in a busy environment and the capacity to manage multiple issues simultaneously. On a school complex structured as four small schools sharing certain facilities, resources and personnel, it is also fundamental that the director be collaborative and have experience in facilitating collaborative relationships. As at least two of the schools on the campus will be following the pilot schools model, and the whole complex will be engaged in the Community Schooling model, the director will need to be open minded and flexible – thinking “how can we make this happen?” when new ideas are proposed.

In addition to the above referenced qualities, applicants must meet the following criteria:

- Experience in an LAUSD high school, preferably with experience opening a new school building
- California Administrative Services Credential;
- Master’s degree;
- Five years successful full-time public school certificated service;
- Three years experience as a teacher in a K-12 public school program;
- Two years experience at a middle or senior high school, grades 6-12.

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select the Operations Director. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals and principals, and qualified individuals participating in educational leadership programs at UCLA and the Cal State Universities. Hiring the Operations Director (along with the small school principals) will be the first priority after the approval of the school. Thus, the hiring process will be conducted by representatives from each small school design team, parent and community members of the complex-wide design team, and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

C. Principal Evaluation

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The LAUSD, District 7 High School Director of Services will be responsible for evaluating the Operations Director and the four small school principals, using follow the LAUSD evaluation process (including additional recommendations from the “Teacher Effectiveness Task Force Report”):

- At the beginning of the year, the Operations Director and principals will submit an Initial Planning Sheet (IPS) that outlines his or her goals and objectives for the school year.
- The District 7 Director will hold an individual conference with the Operations Director and each principal to review the IPS and discuss strategies for implementation.

²¹⁹ The San Diego and Miguel Contreras research was conducted as part of a larger research project on which Ms. Hamilton worked at UCLA. The Roybal, Torres and RFK research is derived from our experiences working on those campuses and/or through conversations with individuals working on those campuses.

²²⁰ See Section 13 Finances for more detail.

- The District 7 Director will make him/herself available throughout the year for advising and consulting.
- The District 7 Director will visit the campus and observe the Operations Director and each principal at least one time per semester, and provide feedback.
- In April, each small school will conduct surveys of its students, parents, teachers and support staff regarding the overall school culture, curriculum and instruction and including evaluations of the principal and Operations Director.
- In May, the District 7 Director will use the survey results, observation notes, and available student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to review the Planning Sheet and complete the standard LAUSD Stull Evaluation for the Operations Director and each small school principal.

12. Staffing (5 pages without footnotes)

A. Staffing Model

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

This section will be structured in the same way the previous two sections have been structured, with a division between the complex-wide staffing needs (split between four schools), and small school staffing. Each section will be further divided into “First Year” and “Second Year +” with a few notes regarding projected needs for years three through five.

Projected complex-wide staffing needs

The complex-wide staffing plan is based on a combination of projected operational and facility needs and the complex-wide vision of inclusion and collaboration. The list below indicates each position (and number) and a brief description of the position and related responsibilities.

First Year Projected Staffing Needs

- *Operations Director*²²¹ - Responsible for all shared facilities, resources and staff. Facilitates collaboration among small schools/principals.
- *Operations Coordinator* - Responsible for school-wide safety and discipline (for serious issues that require police involvement) and oversees athletics program
- *Parent/Community Coordinator*²²² - Manages the Welcome Center, coordinates and conducts workshops for parents, recruits, processes, trains and manages parent and community volunteers, provides resources and information to parents, students and community.
- *Office Tech* - Manages front office, and supports the Operations Director and Operations Coordinator
- *Educational Aides (2)* - Support central office technician and parent/community coordinator.
- *School Police* - On a school campus of 2000+ students in an area with high levels of gang activity, it is critical to have on-campus police support. The school police will work closely with the operations coordinator and the Gage and Central Community Schools Safety Council to create and implement a complex-wide safety plan and facilitate a safe community-policing environment.
- *Campus Aides (4)* - Support the operations coordinator and school police.
- *Librarian* - If funded by LAUSD, the librarian will collaborate with the small school principals to support the learning of the students within each school during the first year.
- *Library Aide* - Support librarian
- *School nurse*²²³ - Manages school health office/clinic, facilitates emergency care, manages student health records and collaborate with School-based health clinic staff to provide health services and education to students.
- *School Psychologist* - Participates on Student Study Teams at each small school, conducts psycho-social assessments to determine eligibility for special education.
- *Plant manager* - Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school.
- *Building & Grounds Workers, Facilities Attendants and Gardeners* – assist the plant manager and keep the school buildings and grounds clean.
- *Food Services Manager and Workers* – manage and work in the cafeteria.

²²¹ See Section 11 Attachment Job Descriptions for more details regarding this position.

²²² The position title for funding purposes is “Parent/Resource Liaison”; See Section 11 Attachment – Job Descriptions for more details regarding this position.

²²³ Responsibilities summarized from LAUSD Bulletin 989: General Guidelines – School Nurse Responsibilities

Second + Year projected staffing needs.

At the end of each school year, the Building Council will meet and review the complex-wide personnel use for the previous year and determine if there are any additional needs or excess positions for the next school year. Our only existing plan for added complex-wide positions in the 2nd year of operations is to hire a College and Career Counselor with 2 educational aide assistants to assist our 12th grade students.

Public Service Community School Staffing Needs

The staffing goal for the PSCS is to minimize administrative staff and decrease class size. This goal serves two major purposes. First, the decrease in class size will give each teacher more time with his/her students to individualize instruction, give consistent and thoughtful feedback and provide timely interventions. Second, the decrease in overall student load means that teachers are able to take on responsibilities beyond core subject instruction to address the needs of the whole student, particularly for their advisory students (such as making home visits, facilitating the Individualized Learning Plan, addressing behavior issues, etc.). This staffing strategy connects directly to a commitment to the Coalition of Essential Schools Common Principles of personalization, commitment to the entire school and dedicating resources to teaching and learning.²²⁴

First Year Projected Staffing Needs

During the first year of operations, the PSCS team will share a special education clerk,²²⁵ and possibly a PSA counselor with the Communications and Technology School. Projected staffing needs for the small school are described in the list below, and based on a projected population of 375 students in grades 9-11, with a population similar to the sending school (Fremont High School).²²⁶

- *Small School Principal*²²⁷ - Responsible for all PSCS instruction, facilities, resources, staff and students. Works collaboratively with the Operations Director and other principals to facilitate complex-wide operations.
- *Guidance Counselor* - Counsels students on academic, college, career and socio-emotional issues (individually, support group or referral), conducts graduation/ILP checks with students, develops and support advisory curriculum, and facilitates implementation of the Positive Behavior Support Plan.²²⁸
- *Senior Administrative Assistant* - Manages small school office, student records and payroll. Assists principal and guidance counselor as needed.
- *Educational Aides (2)* - Support the Senior Administrative Assistant, guidance counselor and teachers
- *Community Representative* - Participates in Complex-wide Community Schools Core Leadership Council as the parent/community representative for PSCS. Facilitates the PSCS Parent Leadership Team meetings. Manages PSCS Parent/Community office space and parent volunteers.
- *General Education Teachers (15)* - Use standards-based instruction and appropriate strategies to provide students with a quality education and supports to be successful in college, career and life.
- *ELL Teachers*²²⁹ (2)- Work within the core content classrooms, conduct individual and group pullout sessions and teach ESL Learning Lab session per day.
- *Special Education Teachers*²³⁰ (2) - Monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions, self-contained classroom time, and learning center/lab time as indicated on the student's IEP.

²²⁴ See Section 2.A. Instructional Philosophy for a description of the CES Common Principles

²²⁵ See Section 6 Serving Specialized populations for a detailed description of the special ed clerk's responsibilities

²²⁶ See Sections 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.

²²⁷ See Section 11 Attachment - Job Descriptions for more details regarding this position

²²⁸ See Section 3 Attachment – Positive Behavior Support Plan

²²⁹ See Section 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.

²³⁰ See Section 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.

- *Itinerant special education teachers* - Depending on student population, visiting special education teachers may offer specialized services to students. Please see Section 6 for details.

Second Year + Staffing Needs

For the 2012-2013 school year, there will be a full cohort of 500 students in grades 9-12 and an addition of 3 to 4 core teachers (depending on student need and funding availability). A Social Entrepreneurship course teacher and work-based learning coordinator will also be added for that school year. Depending on a needs assessment, available funding and personnel,²³¹ positions may part-time or full-time. In addition to these foreseen staffing needs, the Governing Council will conduct a personnel review at the end of each school year, and determine if there are any additional needs or excess positions for the next school year.

B. Recruitment and Selection of Teachers

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

Recruitment and Selection – First Year

The PSCS will be submitting a waiver to request that 1 counselor position and 5 teaching positions be reserved for the members of the design team. The remaining positions at the school will be reserved for teachers who wish to transfer from Fremont High School (the sending school).

- During the Spring of 2011, the PSCS faculty will outreach to all teachers at Fremont, providing information about the school, including the overall vision, expectations for teachers and the Elect-to-Work Agreement.
- Teachers at Fremont who wish to transfer to Gage and Central will specify the small school they wish to join, and if more teachers apply than are spaces, transfers will be based on seniority. All teachers who transfer to the new schools will be required to sign an Elect-to-Work Agreement. If fewer teachers apply than are spaces, the criteria recruitment and selection process described below will be followed.

Criteria for selecting teachers after the first year of operations

Three to four new core subject/elective teachers will be added for the 2012-2013 school year. One to two Social Entrepreneurship/work-based learning instructors will also be recruited. The vision and goals of the Public Service Community School are based on Coalition of Essential Schools Common Principles. Teachers must understand and commit to the principles, and meet or be willing to work toward meeting the associated expectations and capacities:

- *Goals apply to all students* - teachers will
 - o Demonstrate high expectations for all students and will provide the crucial supports that students need to meet those expectations.
 - o Be willing to work in a full inclusion environment, and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged
 - o Demonstrate experience with or interest in learning project-based instruction Understanding by Design curriculum development, and SDAIE strategies.
- *Personalization* – teachers will
 - o Demonstrate an interest in engaging with students beyond the core curricula through participation in an every day advisory class
 - o Be eager to actively engage students and their parents in the learning process
- *Demonstration of mastery* – teachers will
 - o Demonstrate mastery of their discipline content (with single-subject credential)

²³¹ See Section 13 Finances for details.

- Encourage their students to demonstrate their mastery of content through a variety of formative and summative assessments that focus on mastery of skills, habits and content.
- *Tone of mutual respect* – teachers will demonstrate a tone of respect in their interactions and intentions with students, staff, parents and visitors.
- *Commitment to the entire school* – teachers will
 - Be willing to collaborate with colleagues to develop, implement and evaluate the success of standards-based, backwards-planned and responsive curricula and instructional strategies.
 - Participate in small school and/or complex-wide leadership structures
- *Resources dedicated to teaching and learning* – teachers will make the additional commitments necessary to move resources from centralized administrative staff and into the classroom and support a distributed leadership structure.²³²

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select PSCS teachers. Applicants will be recruited through posting on the LAUSD website, asking for recommendations from contacts in teacher education programs at UCLA and CSULA, and outreaching to known current and former quality teachers within LAUSD. The hiring team for teachers will include the teachers who will work with the teacher (grade-alike team), a student representative, a parent representative and the principal. The process will entail a review of submitted resumes and a reference check on selected resumes. Once a small pool of applicants has been selected, members of the hiring team will interview and observe a sample lesson for those with selected resumes and positive reference checks. The hiring team will review the above referenced criteria prior to commencing the hiring process, and will use the language of the criteria when discussing the qualifications and appropriateness of the applicant for the position.

Teacher Retention

It is important to hire qualified and high quality teachers for PSCS, but it is equally, if not more important to retain these teachers as well. Thus, the Public Service Community Schools will implement the following strategies to maintain high levels of retention with its quality teachers.

- The principal will provide an annual survey, regular feedback/input opportunities for teachers, and facilitate processes and structures for teachers to participate in the decisions that impact them (including shaping the Elect-to-Work Agreement).
- The principal will be support-oriented, not compliance-oriented
- The principal and counselor will have an open-door policy for teachers in need of support; and supports will be built into the weekly professional time through using a student protocol to collectively process challenges.²³³

C. Autonomy

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

Of all the autonomies granted through the pilot schools model, the staffing autonomy and the Elect-to-Work Agreement are the most critical to the success of PSCS. The above section, outlined the specific criteria that will be used to identify teachers who will help to achieve the goal of preparing every student for college, career and life. The *hiring autonomy* permitted through the pilot schools model allows PSCS to hire teachers who share that vision, and are willing to work towards making it a reality.²³⁴

²³² See Section 12. Attachment – *PSCS Elect-to-Work Agreement* for details.

²³³ See Section 5. Professional Development for details on the student protocol.

²³⁴ With the exception of the first year sending school requirements.

However, it is the *Elect-to-Work Agreement* that is PSCS's most powerful tool in recruiting, supporting and retaining teachers who are committed to the vision of the school. The expectations for every teacher regarding instruction, collaboration, participation in professional development and taking on additional responsibilities are clearly outlined in the agreement. It is the design team's hope that even in the first year without hiring autonomy, teachers will elect to join PSCS because they understand the school vision, believe in the essentials of this proposal, and are committed to doing the work necessary to achieve that vision.

The Elect-to-Work Agreement is a living document that will be evaluated by the entire staff at the end of each year for its effectiveness and feasibility, and edited as needed.

D. Evaluation

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

The PSCS principal will be responsible for evaluating all teachers and staff at the small school, following the LAUSD evaluation process (including additional recommendations from the "Teacher Effectiveness Task Force Report"):

- At the beginning of the year, each teacher will submit an Initial Planning Sheet (IPS) that outlines specific curricular/instructional, collaborative/participatory and professional development goals for the year (based on the components of the Elect-to-Work Agreement).
- The principal will hold an individual conference with the teacher to review the IPS and discuss strategies for implementation.
- The principal will observe each teacher at least one time per month, and provide feedback in a timely manner. For each feedback document, the teacher will complete a brief reflection and plan to address the feedback points.
- For teachers identified as needing additional support and guidance, the principal will hold a conference with the teacher to identify the specific issues, make recommendations and offer supports (which may include increased observations, mentoring and professional development. A UTLA representative may be present at the conference and all documentation regarding this conference will be provided to the teacher within 4 working days of the conference
- In April, PSCS will conduct a survey of its students, parents, teachers and support staff regarding the overall school culture, curriculum and instruction and including questions about teachers. These surveys will be anonymous, but tracked by grade level. The surveys will not be used for evaluative purposes, but the teachers will be asked to review the surveys as grade-alike teams, and to incorporate their reflection on survey results in their self-evaluation.
- In May, the teacher will complete a self-evaluation based on the IPS goals.
- In May, the principal will use the self-evaluation, observation/feedback/reflection documentation, and student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to conduct an end-of-year reflection and conference with each teacher in which the principal and teacher discuss the findings and develop plans for the next year. The principal will evaluate the teachers on a collaboratively developed Evaluation Report based on the Elect-to-Work agreement.

This evaluation process implements the following recommendations made by the District's Teacher Effectiveness Task Force:

- Incorporates multiple measures or data points (observations of teacher practice, collaboration/contribution to school community, student data and a self-evaluation that includes a reflection on survey results).

- The addition of gradations to the evaluation form to allow for the identification of exemplary teachers or those who need more guidance and support (see PSCS Teacher Evaluation Form).

Additionally, as recommended in the District's Teacher Effectiveness Task Force, the PSCS principal commits to following the annual evaluation with:

- Public recognition of exemplary teachers
- Ramifications for teachers who do not address or show an effort to address the specific issues and recommendations documented during two or more conferences during the school year. Or teachers who fail to participate in the additional supports provided to facilitate their improvement (mentor meetings and additional professional development). These ramifications may include:
 - o Recommendation additional observations, mentoring, and PD for the following school year;
 - o A "below standard" on the PSCS Evaluation Report;
 - o A decision to recommend teacher transfer to the Governing Council (if all attempts are made and documented prior to March 16).

13. Finances (3 pages without footnotes)

A. Financial Sustainability

Discuss how your school will sustain its vision, mission and goals relying only on regular District funding

As discussed throughout this proposal, the overall vision for the South Regions High School #2 is a hybrid of small schools that have the autonomy to make important instructional, staffing and budgetary decisions for their students, but also commit to complex-wide collaboration and resource-sharing. This approach is fundamental to the financial strategy for the entire complex and individual small schools. The small schools plan to equally contribute to the cost of complex-wide personnel and resources, while maintaining individual small school budgets to be responsive to the needs of each school's respective students, and the staff that is charged with meeting those needs.

The design teams realize that the financial needs of the small schools may come into conflict with the needs of operating a large complex. To address these conflicts, each budgetary decision-making body will be guided by the following vision-based criteria for budget decisions:

- *Whole student centered* - the classroom comes first – no core subject class-size will exceed 40 students, with the goal of keeping all core class sizes to 30 students and below.
- *All student inclusive* – each school commits to providing teachers and services for all specialized populations (including, but not limited to special education RSP, SDP and other populations assigned to our school, and English Language Learners of all levels).
- *Family focused and community connected* – each school commits to providing (at minimum) .25 of the salary for a Parent/Community Coordinator.

Public Service Community School

The goal at the small school level is to dedicate as many resources as possible to the classroom, keeping class size small and minimizing administrative positions. To accomplish this, teachers will take on additional responsibilities (hallway supervision during pass periods, academic intervention, addressing non-extreme behaviors, etc.) instead of relying on an administrator.²³⁵ For the first year, the other major area of expense will be professional development. The goal is to hire highly-qualified and quality teachers and keep them for a long time.²³⁶ Since this will be the first year that all of the teachers will be working together and implementing the elements outlined in this plan, it is key that the teachers have the appropriate training and are provided with time to collaboratively develop, implement and reflect on/adjust the curriculum and instructional strategies.

Considering the above priorities and staffing plan,²³⁷ the design teams have developed a preliminary budget based on a projected per-pupil and categorical funding for the 2011-2012 school year. Please see Section 13. Attachment – *Preliminary Budget* for details.

B. Additional Funding

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

All of the resource needs discussed within this proposal can be met within the budget provided by LAUSD and the state and federal categorical funds. However, as discussed in Section 9.B. Key Community Partnerships, we have developed relationships with external organizations that will provide additional resources to our students.

- St. John's Child and Family Wellness Center will be establishing a health clinic at the South Region HS #2 to provide health services (primary care, mental health and dentistry).

²³⁵ See Section 12. Attachment – PSCS Elect-to-Work Agreement for details.

²³⁶ See Section 12. Staffing for details.

²³⁷ See Section 12. Staffing for details.

- The Youth Policy Institute has committed to partner with the Gage and Central Community Schools and direct some of their resources to provide services to our students and community.
- The Public Service Community School's *Social Entrepreneurship* course sequence will go through the Career Technical Education and Regional Occupational Program approval processes and thus be eligible for federal and state funding provided through those programs.

C. Autonomy

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

Through the autonomy of per-pupil budgeting, the schools will be able to develop a complex-wide structure wherein each of the four small schools contribute equally to a "central pot" of money from which shared positions can be funded.²³⁸ These shared positions will focus on the operations, maintenance and safety of the campus as a whole, as well as provide a welcoming centralized location for parents to find information and engage with the school.²³⁹ The centralized focus on the daily management of the campus allows the small schools to concentrate on the learning needs of their students.

At the Public Service Community School, this concentration means using the flexibility provided through Transparent Budgeting/Budgeting for Academic Achievement to focus its resources on the classroom. This budgeting priority, coupled with the staffing autonomy allowed in the pilot model will allow us to decrease the class size and overall student load of each teacher, and in exchange, expect that each teacher will take on some of the responsibilities typically handled by administrators in a comprehensive school setting (behavior management, interventions and decision-making). The decreased class size and lightened student load will allow teachers the time they need to individualize their students' educational experience (especially when coupled with the strategies of project-based learning, differentiation, advisory/ILP and learning lab). The additional responsibilities such as behavior management and interventions can then become part of the school day, and a part of addressing the needs of the whole-student. Finally, shifting funds from administration to the classroom necessitates that the teachers participate in the decision-making and implementation of the decisions that are made. Coupled the regular use of student data to make decisions, this strategy enables the school to be more responsive to the needs of the students. An attempt to do everything during the first year would be detrimental to implementing a high-quality program. Thus, the school will be prioritizing specific goals each year.

Complex-wide - The primary complex-wide goal for the first year is to establish the basic policies, processes and personnel to facilitate an organized, safe and welcoming campus.²⁴⁰ As such, the goal is to establish what resources are needed and develop a plan to share these resources evenly across all four schools. A preliminary needs assessment is based on a student population of 1500 students shared across four schools for the 2011-2012 school-year. The schools expect to hire a College and Career Counselor and one additional campus aide to help manage the 500 students added in 2012-2013. The addition of other complex-wide personnel is not anticipated. However, prior to the budget meetings for the next school year, the Building Council will meet and review the complex-wide personnel and determine if there are any additional needs or excess positions.

Public Service Community School - It is advised that schools start with a 9th grade class and add a class each following year so that a school can build its culture and focus on one grade at a time. To do this at SRHS#2 would be unfair to the students who would have to remain in an over-crowded school. Thus, PSCS will be starting with grades 9-11 in 2011 and moving to a full cohort of grades 9-12 during the

²³⁸ See Section 13. Attachment – Preliminary Budget for details.

²³⁹ See Section 3.E. Parental Involvement for details on the Welcome Center and related personnel.

²⁴⁰ See Section 14. Attachment – Implementation Plan for a full description of these priorities.

2012-2013 school year. This does not mean, however, that PSCS cannot implement a “roll out” strategy for its programs, focusing on a key element (or elements) each year for the first three years.²⁴¹ The year one priority is to *Get the Basics Right* by frontloading professional development for teachers, establishing collaborative processes for developing curriculum and instruction and implementing the key personalization and intervention programs discussed in this proposal. Prior to the budgeting for year two, the Governing Council will meet and review the small school personnel needs to determine if there are any additional needs or excess positions. During year two the staff will continue working to improve the elements implemented during year one, and add an element of college and career preparation. This element will already be in place within the classroom through rigorous instruction, and in advisory through lessons specifically geared towards college and career. However, during the second year a complex-wide College and Career counselor, an annual College and Career Fair and a pilot of a work-based learning program will be added. The second class of our Social Entrepreneurship course sequence will be piloted. At the end of year two, the staff will repeat the same reflection and needs assessment process from year one, including an assessment of what supports and resources will be necessary to implement a full work-based learning program and Social Entrepreneurship course sequence. The goal for year three will be to improve all elements implemented in years one and two, and effectively implement the full aforementioned programs. Our goal is to have all elements of this plan implemented and fully operational by the end of year three. At that point, the governing council will conduct an overall programmatic assessment and determine areas for improvements and/or additions for the following years.

C. Budget Development

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

Prior to opening will be a slightly different process than after opening because all stakeholders will not be identified and the governing council (SSC) will have not yet been formed.

First year Budget Development Process

- Complex-wide design team members²⁴² will meet with small school principals to determine the centralized needs of the whole school complex, developing a list of non-negotiables and prioritizing other preferences.
- The small school principals work with the fiscal specialist to determine what their contribution to the centralized needs will entail.
- The small school principals take the remaining budget to their Interim Governing Councils (design team) to determine the small school’s needs for year one, and create a preliminary budget based on projected per-pupil and categorical funds. During this time, the Interim Governing Council also develops a preliminary site plan based on the PSC proposal.
- If the small school needs more money and there are still “negotiables” in the complex-wide budget, there is another meeting of the complex-wide design team and small school principals.
- Due to restrictions on categorical funds, the small schools will start the year with per-pupil funding only (unless the schools are provided a loan from the LAUSD for the categorical funds).
- Once the school year starts and the official governing council is elected, the governing council reviews and edits the site plan and the categorical budget and submits to the state.

Second Year+ Budget Development Process - A similar process to that outlined above will occur while school is in session, during the spring, and involve the Building Council and the Official Governing Council rather than the Complex-wide Design Team and the Interim Governing Council. Additionally, it should be noted that all budget meetings will be public and all decisions will be transparent, with meeting announcements, agendas and meeting notes posted on the Complex-wide list-serve.

²⁴¹ See Section 14. Attachment – Implementation Plan for a full description of these priorities.

²⁴² See Section 10.B. Applicant Team Capacity

14. Implementation (2 pages without footnotes)

A. Implementation Plan

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

Complex-Wide

As mentioned in the previous section, the majority of the complex-wide program will be implemented during the first year of operations. Our priorities for this implementation are described in detail in the Appendix G – *Implementation Plan* and are outlined below:

Year One Priorities:

- Establish complex-wide personnel and responsibilities;
- Develop, establish and communicate a complex-wide safety plan;
- Develop, establish and communicate complex-wide leadership councils;
- Create, staff and publicize complex-wide Welcome Center.

Year Two Priorities:

- Create, staff and publicize complex-wide College and Career Center.

Public Service Community School

It will take three years to fully and effectively implement all of the elements described in this proposal. During the first year, the school will prioritize the foundational instructional, organizational and operational elements. In the second year, with the addition of a 12th grade class, the school will implement the elements needed to support a college-going culture, and expand the coursework to include a piloted Social Entrepreneurship class and a piloted work-based learning program. Finally, in the third year of operation, the school will fully implement the Social Entrepreneurship and work-based learning program. In addition to the plans outlined below (described in more detail in Appendix G), the PSCS governing council will conduct an annual review each year to determine needed improvements and additions for each new school year.

Year One Priorities: Getting down to Basics

- Establish professional development and common planning time
 - o 3 retreats
 - o Weekly meetings
- Develop, establish and communicate the Positive Behavior Plan
- Fully implement key instructional programs:
 - o Initial/mid-year/end-of-year assessments and Response to Intervention process
 - o Learning Lab
 - o Advisory
 - o Special education and ELL inclusion
- Develop, establish and communicate leadership teams
 - o Governing council (priority – SSC)
 - o Data and professional development team
 - o Advisory support team
 - o Student leadership team
 - o Parent leadership team
- Implement processes to address:
 - o CAHSEE/CELDT/CST Testing
 - o WASC

Year Two Priorities: College and Career Preparation

- Continue to develop and improve all basics referred to above;
- Teacher Orientation Retreat for newly hired teachers; additional PD for continuing teachers;
- 12th grade advisories focus on college application/financial aid processes;
- College and Career Fair;
- Pilot work-based learning program (develop relationships with businesses, establish policies and processes with LAUSD and on campus);
- Pilot Social Entrepreneurship introductory course.

Year Three Priorities: Social Entrepreneurship

- Continue to develop and improve all basics referred to above;
- Implement full work-based learning program;
- Implement full Social Entrepreneurship course sequence/program.

B. Waivers

For Internal Applicant Teams Only

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

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year.

The Public Service Community School is applying for pilot status wherein all below referenced waivers are included.²⁴³ However, for the sake of clarity, the areas of this proposal that require waivers are outlined below and requested specifically in the Appendix.

Staffing (Article IX-A)

- First year - Hiring priority given to the counselor and three teachers on the design team (depending on the final number of teachers hired, this could be 25% or 30% of the UTLA staff);
- Placement within the school is based on the PSC plan and student need, not on seniority;
- After first year hiring is not seniority based.

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour);
- Tutoring requirements (100 minutes per week);
- Participation in at least one leadership council/team;
- Required (compensated) PD time (up to 25 days/year);
- Weekly professional development day moved to Monday.

Transfers (Article XI. 2.0)

- Administrative (Governing Council) transfer of a teacher not meeting expectations²⁴⁴

²⁴³ See Section 11 Attachment – *Elect-to-Work Agreement* for details.

²⁴⁴ See Section 11.D. Teacher Evaluation for details.

GAGE AND CENTRAL COMMUNITY SCHOOL #1
The Public Service Community School
At the South Region HS #2

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Additional Attachments

(not able to include the following attachments in the main document due to formatting issues)

PSCS Letter of Intent	1 page
PSCS Assurances Form (Appendix H)	3 pages
PSCS Service Plan for Special Education (Appendix D)	26 pages
PSCS Implementation Plan (Appendix G)	6 pages

Section 2 Attachment - Public Service Community School Four-Year Plan

The PSCS 4-year plan outlines the skills, habits of mind, participation and thematic/Advisory focus for each year, as well as the required courses and additional learning opportunities for students. The skills, habits and themes introduced in Advisory will also be addressed throughout curricula in the core classes.

YEAR ONE: Responsibility for self and accountability to community

- **Skills:** Establish and strengthen basic reading, writing, math and technology skills
- **Habits:** Thinking about our thinking (meta-cognition); questioning, posing and solving problems; managing impulsivity, responding with wonderment and awe
- **Participation:** small school and community school (clubs, sports, arts, volunteer to help a teacher in the library or in part of the community school)
- **Advisory/Thematic focus:**
 - o Introduction to high school (graduation and college-going requirements, expectations, intro to theme and school culture)
 - o Personal health (mental, emotional and physical)
 - o Self-advocacy and accessing community services
 - o Potential Project(s):
 - What type of learner am I?
 - “How to” (graduate from high school, go to college, get a job) Project
- **Courses:**

Core classes	Additional Learning Opportunities
English 9/ESL Algebra I/Geometry ICS/Biology Spanish Physical Education Community Service Professions	Learning Lab: - Reading/Writing development - Math skills development - Honors supplement for English 9 and/or Biology - Online core coursework in Spanish (for ESL1and2)

YEAR TWO: Thinking Globally, Acting Locally

- **Skills:** Continue to develop basic skills, development of critical thinking and analytical skills
- **Habits:** Thinking about our thinking (meta-cognition); questioning, posing and solving problems; persistence, thinking and communicating with clarity and precision, finding humor
- **Participation:** Continue school participation; intro to local and global issues and advocacy
- **Advisory/Thematic focus:**
 - o Introduction to community issues and advocacy (resource availability, poverty, education)
 - o Introduction to global issues and advocacy (immigration, conflict and peace, global warming)
 - o Potential Project(s):
 - Community Resources Project
 - Global Forum
- **Courses:**

Core classes	Additional Learning Opportunities
English 10/ESL World History Geometry/Algebra II Biology/Physics/Chemistry Spanish Physical Education	Learning Lab: - Reading/Writing development - Math skills development - Honors supplement for English 10 or Biology - Online core coursework in Spanish (for ESL1and2) Electives – TBD

YEAR THREE: Envisioning the Future

- **Skills:** Continue to develop 9/10 skills; introduction to collaborative learning
- **Habits:** Thinking about our thinking (meta-cognition); thinking flexibly; applying past knowledge to new situations; taking responsible risks, thinking interdependently
- **Participation:** Continue to participate in school. Students will devote time to volunteer-work, internships, job shadowing or projects that contribute to the local community – OR – if they must work to support themselves or help their family, we will devise a project connected to that work.
- **Advisory/Thematic focus:**
 - o The world of work (career skills/options/requirements/opportunities/exposure)
 - o The world of college (college skills/options/choices)
 - o Potential Project(s):
 - Career Research project
 - College Research project

Course Offerings:

Core classes/ A-G	Additional Learning Opportunities
American Literature American History Algebra II/Trigonometry/Math Analysis Physics/Chemistry Visual Art (TBD) Introduction to Social Entrepreneurship	Learning Lab: - credit recovery - online AP or college coursework - online certification programs Coursework at LATTC or El Camino College Internships or Work Study Spanish AP Classes (TBD)

YEAR FOUR: Creating the Future

- **Skills:** Continue all skills from previous grades; introduction to self-directed learning
- **Habits:** Thinking about our thinking (meta-cognition); listening to others, striving for accuracy and precision, creating, imagining and innovating, learning continuously
- **Participation:** Students are required to continue all layers of participation (school, community/internship/work), and incorporate one element of participation into their final Advisory project.
- **Advisory/Thematic focus:**
 - o Participation project
 - o Senior exhibition

Courses:

Core classes/ A-G	Additional Learning Opportunities
English 12 Economic/Government Algebra II/Trigonometry/Math Analysis Physics/Chemistry Social Entrepreneurship Practicum Internship	Learning Lab: - credit recovery - online AP or college coursework - online certification programs Coursework at LATTC or El Camino College Spanish AP Classes (TBD)

Section 2 Attachment - Curriculum Development Timeline

June/July 2011

Advisory Thematic Framework – Using the four-year plan (see Section 2.B.), each grade-alike team will create an Advisory curriculum map for each grade level. This loosely structured curriculum map will include the habits of mind, skills and general thematic foci to be addressed each quarter. The Advisory curriculum maps will be used by the grade-alike teams as a framework to guide the development of the grade-level curriculum maps for the school year.

Content Standards Framework (vertical integration) Each content area team will review the CST strand data from the previous year (incoming students) and identify the areas of skills/content-area deficiency within each content area. Using this information and the California content standards frameworks, the teams will develop a 4-year curriculum map for their content area that includes the “power standards” to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year.

Grade-alike thematic/standards framework (horizontal integration) - Each grade-alike team will review the CST strand data from the previous year (incoming students) and identify the areas of skills deficiency that can be addressed across the curriculum. Using this information and the Advisory and content standard frameworks as guides, the teams will develop a four-quarter curriculum map for each grade level. Each curriculum map will contain the theme, standards, skills/habits to be taught each quarter and how they will assess what is learned. During this planning session, the grade-alike teams will also create at least one of the two cross-curricular projects to be taught during the 2011-2012 school year. Time permitting, the team will also identify particular questions in the LAUSD Periodic Assessment Portal for the *Initial Grade-Level Assessment*.

Teacher work time - During the remainder of the retreat and additional days during the summer (depending on funding), teachers will work independently and/or collaboratively (depending on need) to develop a curriculum map and syllabus for each class for the first semester.

August/Sept 2011

Individual teachers will develop detailed curriculum maps, unit plans and course syllabi for their classes based on the grade-alike thematic/standards framework.

June-September 2011

While the teachers are developing the content-area curriculum, the principal and counselor will develop an Advisory curriculum based on the Advisory Thematic Framework and Learning Lab curriculum for each expected population of students. The principal will also work closely with content-area experts (within and outside of the school) to develop a UBD curriculum map, general unit and lesson plans and a syllabus for each unfilled position (for at least the first two months of the semester). Newly hired teachers will be introduced to this curriculum map to use as a guide, but will be encouraged to make it their own.

All of the above-reference frameworks and curriculum maps will be placed in a PSCS curriculum notebook, which will be a living document that grows and changes based on the needs of our students, because curriculum development at PSCS will not end after the first year. At the end of each semester, the PSCS faculty will meet in grade-alike teams to review student assessment data and adjust curricula for the following semester to meet the needs of the students. At the end of each year, the faculty will meet as a whole to reflect on the previous year, examine student assessment data, adjust the Advisory/thematic framework, and set overarching goals for the next school year. The teams will also meet during the end of the year retreat to review the relevant student data and adjust the frameworks. Teachers will be provided with work time during the summer to use the revised frameworks to adjust their course curriculum.

Section 2 Attachment – Social Entrepreneurship Course Sequence

YEAR 1/2: Researching and identifying problems in the social and political landscape.

1. Identify the wide range of special populations who require assistance, explore specific cultural issues affecting services to those populations, and research how local human service agencies respond to those special populations.
2. Practice effective listening, questioning, observing, and writing skills incorporating the protocols required of human service professionals.
3. Research the structure of a specific area of human services (law, education, health or government), including both public and private agencies.
4. Develop coherent and focused writing skills utilizing accurate and data-driven arguments with appropriate language, structure, and discourse style to produce substantive papers that address relevant issues in the specific field they research.

YEAR 3: Leadership studies, ethics, working in groups, laying the foundation for creating change

Quarter I. *Introduction to Leadership*

- A. Leadership models/vocabulary
- B. Leadership behaviors: risk-taking, conflict management
- C. Thinking like a leader- creative and analytical thinking skills

Quarter II. *Becoming a leader*

- A. Identifying personal strengths
- B. Journey to leadership

Quarter III. *Team building*

- A. Working in groups
- B. Creative collaborations

Quarter IV. *Intro to Social Entrepreneurism*

- A. Business models
- B. Social Entrepreneurism vocabulary

YEAR 4: Applying concepts and taking steps, solving social problems through direct action.

Quarter I. *Identify the social problem you wish to change*

- A. Collaborate in teams to identifying the social need and the social asset
- A. Generate the operating model
- B. Identify resources

Quarter II. *Conduct field research*

- A. Use first-person interviews and internet research to solidify idea
- B. Develop resources
- C. Present idea to class and answer basic questions

Quarter III. *Develop planning documents for an initiative designed to address social problem*

- A. Executive Summary
- B. Business plan
- C. Funding proposals
- D. Present Executive Summary

Quarter IV. *Compete for recognition in marketplace of good ideas*

- A. Submit Business Plan
- B. Work on final presentation

Section 2 Attachment – Sample Syllabus

Syllabus for English 10

"Be the change that you want to see in the world."
- Mohandas Gandhi

Dear Student:

Welcome to English 10. I am excited to spend the year with you exploring new realms of possibility both in your academic future and in your intellectual capacity.

The ideological focus of this class is threefold. First, this class is designed to prepare you for your future (college, trade school, career, etc.) Second, this class will prepare you for in-depth critical thinking and literary analysis. Finally, this class will challenge you intellectually. There is more to life than academics and in this class I will challenge you to envision the type of person you wish to become and the kind of world in which you want to live. It is then up to you to become that person and create that world.

This syllabus of coursework is intended to provide broad strokes in structuring our year together. The plan is subject to change based on current events, class need and/or schedule changes. I welcome feedback and input from my students. Thus, if there is something you wish to address that is not on the syllabus, feel free to make a proposal and we can take it from there.

I look forward to working with you!

*Sincerely,
Ms. Hamilton*

FIRST SEMESTER OUTLINE

- **Unit: The Power of Persuasion**
 - **Content Standards:**
 - 2.4 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
 - **Culminating Task:** Write a persuasive research paper that reflects all of the above referenced standards. See rubric for details.
- **Unit: Myths, Folktales and Short Stories: A Cross-Genre Exploration of Theme**
 - **Content Standards:**
 - Literary Response and Analysis
 - 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
 - 3.7 Recognize and understand the significance of various literary devices (focus: allegory, figurative language, imagery & symbolism)
 - Writing Applications

- 2.2 Write Responses to Literature
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas & viewpoints through accurate/detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- **Culminating Task:** Students will write a literary response essay comparing two stories that share a universal theme (see rubric for details).

- **Unit: Building Community**
 - **Content Standards:**
 - *W2.3 Write expository compositions, including analytical essays and research reports:*
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
 - **Critical Questions:**
 - What is community?
 - What resources are necessary for a healthy community?
 - What resources are lacking at Fremont and the community surrounding it?
 - What problems exist in Fremont and community surrounding it?
 - What resources can we use/create to bridge the gap between where we are and where we could be?
 - **Culminating Task:** Working in groups of 4, students will create detailed power point presentations outlining a specific problem that exists within the community and proposing a resource that will solve or help to alleviate the problem.
 - description of the problem
 - a research sequence (conducted by the students)
 - an exploration into the cause(s) of the problem
 - proposes a way to address to the problem (including using or developing resources)

Stay Tuned for these exciting units (and more) next semester!

- Unit: Shakespeare & A Midsummer Night's Dream (Character analysis & figurative language)
- Unit: Bless Me, Ultima by Rudolfo Anaya (or Literature Circles)
- Unit: Literature Circles – Young Adult Literature

GRADES AND ASSIGNMENT POLICY

Assignments & due dates are posted in the classroom. The work is due (for full credit) on the date indicated. Late assignments (-10 points) may be submitted on or before the Friday of the week the assignment is due. If you wish to turn in work after that Friday, you must have a valid reason & discuss it with me outside of class time.

ASSIGNMENT TYPE	POINTS	APPROXIMATE AMOUNT
Weekly Assignments	100 points	2-3 per week
Mid-Unit Assignments	200 points	1-2 per unit
Culminating Assignments	400 points	1 per unit

Notebooks

Students are required to keep all of their work and notes in a binder. The options are:

- One notebook for ALL classes with a special section devoted to this class
- One notebook for just this class

*Notebooks are required by Monday, July 10 (100 points)

Portfolios

Starting in 10th grade, you will keep a portfolio of your work. The portfolios will be kept in class and will be graded at the end of the year. The minimum elements for this year's portfolio are:

- Persuasive Essay
- Building Community Final Project
- Theme Compare & Contrast Essay
- A Midsummer Night's Dream final project
- Bless Me, Ultima final project/essay (TBD)

Section 3 Attachment – Interim Positive Behavior Support Plan

Behavior Expectations

The principal at the Public Service Community School will:

- be at school, on time, regularly
- be prepared to....
- expect excellence and quality work from all students.
- act with respect towards staff and students
- be available to students, staff and parents for questions, comments, concerns or ideas

The office staff at the Public Service Community School will:

- be at school, on time, regularly
- be prepared to help students, teachers and parents
- expect excellence and quality work from all students.
- act with respect towards students

All teachers at the Public Service Community School will:

- be at school, on time, regularly
- be prepared to teach you with lessons, assignments, notes, etc.
- expect excellence and quality work from all students.
- act with respect towards students
- be available for discussion about grades or to help students with your work.

All students at the Public Service Community School will:

- be here, on time, regularly
- be prepared for class with pencil or pen, paper, notes, books & other required materials.
- make an effort to participate in class and learn from your teachers.
- will create quality work
- will act with respect towards each other and the adults present at this school.

Behavior Consequences

Rewards for Positive Behavior – The PSCS Governing Council will collaborate with the Student Leadership Team to develop positive behavior rewards and celebrations for individuals and classes who meet and exceed the behavior expectations.

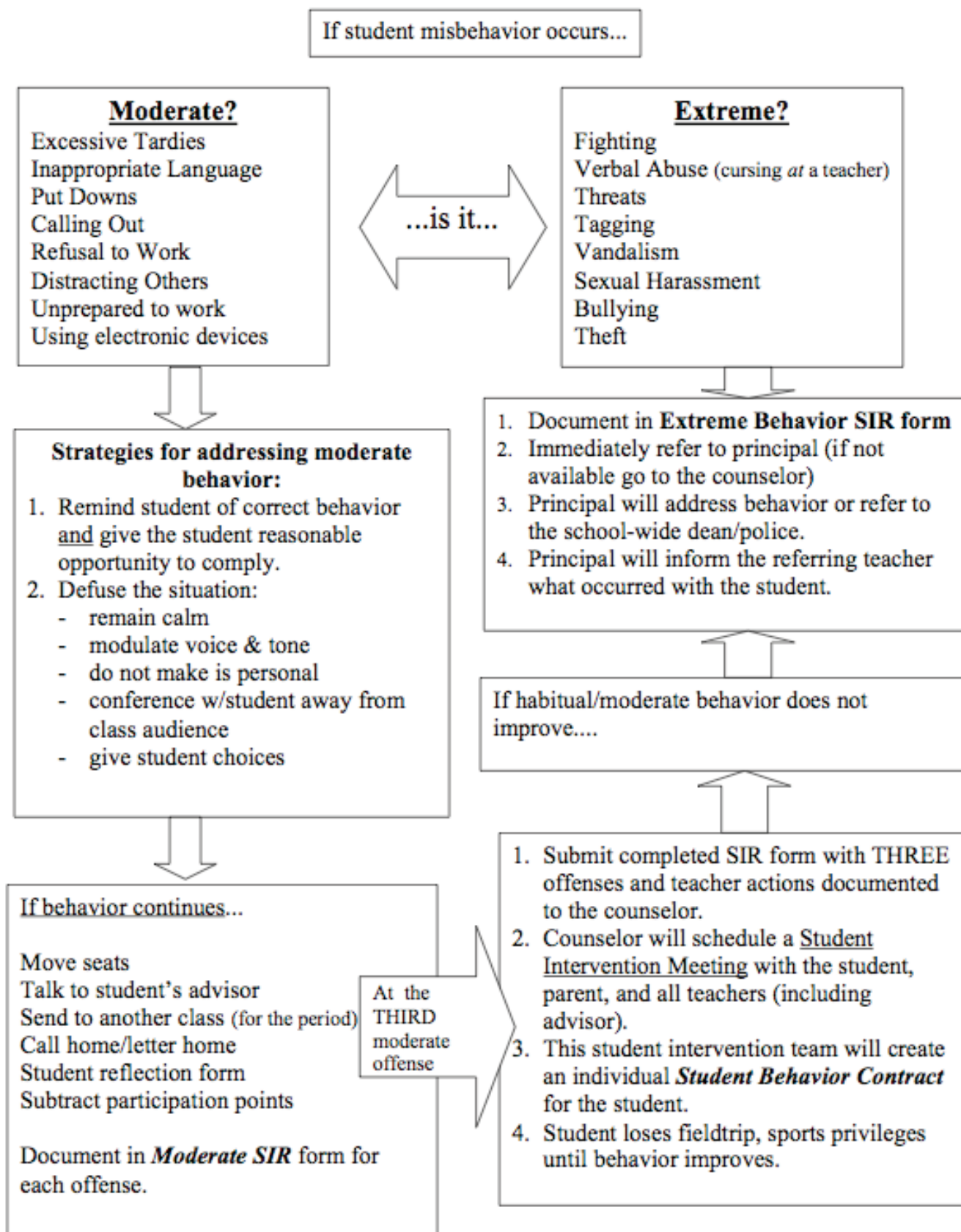
Consequences for not meeting behavior expectations -

If the principal violates the behavior expectations, students, teachers and parents are encouraged to complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, students and parents are encouraged to take the concern to the High Schools Director at District 7 at the District 7 Offices (contact information here). Teachers are encouraged to take the concern to the UTLA Chapter chair.

If the school staff or a teacher violates the behavior expectations, staff, students and parents are encouraged to complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, staff, students and parents are encouraged to contact the principal directly (contact information) or take the concern to the High Schools Director at District 7 at the District 7 Offices (contact information here).

If a student violates the behavior expectations, staff, teachers and the principal will engage the following process:

Student Behavior Management Flowchart



Section 3 Attachment – Preliminary Schedules***Preliminary Bell Schedule***

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast
8:30-9:00 Period 1	8:30-10:00 Period 1	8:30-10:00 Period 2	8:30-10:00 Period 1	8:30-10:00 Period 2
9:05-9:35 Period 2				
9:40-10:10 Period 3	10:05-11:35 Period 3	10:05-11:35 Period 4	10:05-11:35 Period 3	10:05-11:35 Period 4
10:15-10:45 Period 4				
10:50-11:20 Lunch –2 schools Period 5 –2 schools	11:35-12:05 Lunch	11:35-12:05 Lunch	11:35-12:05 Lunch	11:35-12:05 Lunch
11:25-11:55 Lunch –2 schools Period 5 –2 schools	12:10-1:40 Period 5	12:10-1:40 Period 6	12:10-1:40 Period 5	12:10-1:40 Period 6
12:00-12:30 Period 6	1:45-2:15 Advisory	1:45-2:15 Advisory	1:45-2:15 Advisory	1:45-2:15 Advisory
12:35-1:15 Advisory	2:20-3:10 Period 7	2:20-3:10 Period 7	2:20-3:10 Period 7	2:20-3:10 Period 7
1:20 - 3:10 PD				

6 hour 40 minute work day

5.8 hours of instructional time

Credit range for 5 (credits) / one semester = 200 – 300 minutes per week (LAUSD Bulletin 1100)

1-6th period – A/B days = 90 minutes x 2 days = 180 minutes + PD day (30 minutes) = **210 total minutes per week**7th period – A/B days = 50 minutes x 4 days = 180 minutes + No PD day = **200 total minutes per week*****Preliminary Teacher Schedule*****A DAYS**

POSITIONS	P1 A	P3 A	P5 A	Advisory	P7 A	Tutoring
1ST YEAR – CORE						
Science	Biology	Biology	CONF	Advisory	Learning Lab	
Math	Algebra I	CONF	Algebra I	Advisory	Learning Lab	
English	English 9	English 9	English 9	Advisory	CONF	Learning Lab
Comm Serv Prof.	CSP	CSP	CSP	Advisory	CONF	Learning Lab

Public Service Community School - Attachments

PE	PE10	PE9/10	PE10	CONF	CONF	
2ND YEAR - CORE						
Science	CONF	Lab Science	Lab Science	Advisory	Learning Lab	
Math	Geometry	CONF	Geometry	Advisory	Learning Lab	
English	English 10	English 10	English 10	Advisory	CONF	Learning Lab
History	World History	World History	World History	Advisory	CONF	Learning Lab
PE	PE10	PE10	PE10		PE10	
3RD YEAR – CORE						
Lab Science	Env Science	Env Science	E - AP Env Sci	Advisory	CONF	Learning Lab
Advanced Math	Adv Math	Adv Math	Adv Math	Advisory	CONF	Learning Lab
English	Am Literature	CONF	Am Literature	Advisory	Learning Lab	
History	CONF	US History	US History	Advisory	Learning Lab	
SHARED						
Visual Arts	Visual Arts	Visual Arts	CONF	Advisory	Visual Arts	
Spanish 1	CONF	Spanish	Spanish	Advisory	Spanish	
Principal/Counselor					Leadership	
ELL						
English Lang Skills	ELS	LL-ELL/ELS	CONF	Advisory	Learning Lab	
ELL Specialist	ELL	CONF	ELL	Advisory	Learning Lab	Learning Lab
Special Education						
Resource Specialist	CONF	RSP	RSP	Advisory	Learning Lab	Learning Lab
SDP	SDP	SDP	CONF	Advisory	Learning Lab	

B DAYS

POSITIONS	P2 B	P4 B	P6 B	Advisory	P7 B	Tutoring
1ST YEAR – CORE						
Science	Biology	Biology	Biology	Advisory	CONF	Learning Lab
Math	Algebra I	Algebra I	Algebra I	Advisory	CONF	Learning Lab
English	English 9	CONF	English 9	Advisory	Learning Lab	
CSP	CONF	CSP	CSP	Advisory	Learning Lab	
PE	PE9	PE9/10		Advisory	CONF	
2ND YEAR - CORE						
Science	Lab Science	Lab Science	Lab Science	Advisory	CONF	Learning Lab
Math	Geometry	Geometry	Geometry	Advisory	CONF	Learning Lab
English	English 10	CONF	English 10	Advisory	Learning Lab	
History	World Hist	World Hist	CONF	Advisory	Learning Lab	
PE		PE9/10	PE 10		CONF	
3RD YEAR - CORE						
Lab Science	CONF	Env Science	Env Science	Advisory	Learning Lab	
Advanced Math	Adv Math	CONF	Adv Math	Advisory	Learning Lab	

English	AP Lang	Am Lit	Am Literature	Advisory	CONF	Learning Lab
History	US History	AP US Hist	US History	Advisory	CONF	Learning Lab
SHARED						
Visual Arts	Visual Arts	Visual Arts	CONF	Advisory	Visual Arts	
Spanish 1	AP Spanish	Spanish	CONF	Advisory	Spanish	
Principal/Counselor					Leadership	
ESL						
English Lang Skills	CONF	ELS	LL-ELL/ELS	Advisory	Learning Lab	Learning Lab
ELL Specialist	ELL	ELL	CONF	Advisory	Learning Lab	
Special Education & ESL						
Resource Specialist	RSP	CONF	RSP	Advisory	Learning Lab	
SDP	CONF	SDP	SDP	Advisory	Learning Lab	Learning Lab

NOTE: The ELS, ELL, RSP and SDP students will take the majority of their coursework in the general education classrooms. Their teachers will work out a schedule with the counselor, teachers and students to co-teach and conduct pull-out sessions to be held in a room with access to a learning lab cart.

Sample Student Schedules

9th Grade - A Student who needs more of a challenge

A DAY		B DAY	
1 st Period	English 9	2 nd Period	Geometry
3 rd Period	Community Service Professions	4 th Period	Biology
5 th Period	PE	6 th Period	Spanish SP 1
7 th Period	Leadership	7 th Period	Leadership
8 th Period	Learning Lab – Eng 9 Honors Supp		

10th Grade - A Student who needs more assistance

A DAY		B DAY	
1 st Period	Lab Science	2 nd Period	English 10
3 rd Period	Geometry	4 th Period	World History
5 th Period	PE	6 th Period	Spanish
7 th Period	Learning Lab – Math support	7 th Period	Learning Lab – English support

11th Grade - A Student who needs more of a challenge

A DAY		B DAY	
1 st Period	American History	2 nd Period	Trig/Math Analysis
3 rd Period	American Literature	4 th Period	AP English Language
5 th Period	Visual Communications	6 th Period	AP Environmental Science
7 th Period	Leadership/Speech	7 th Period	Leadership/Speech

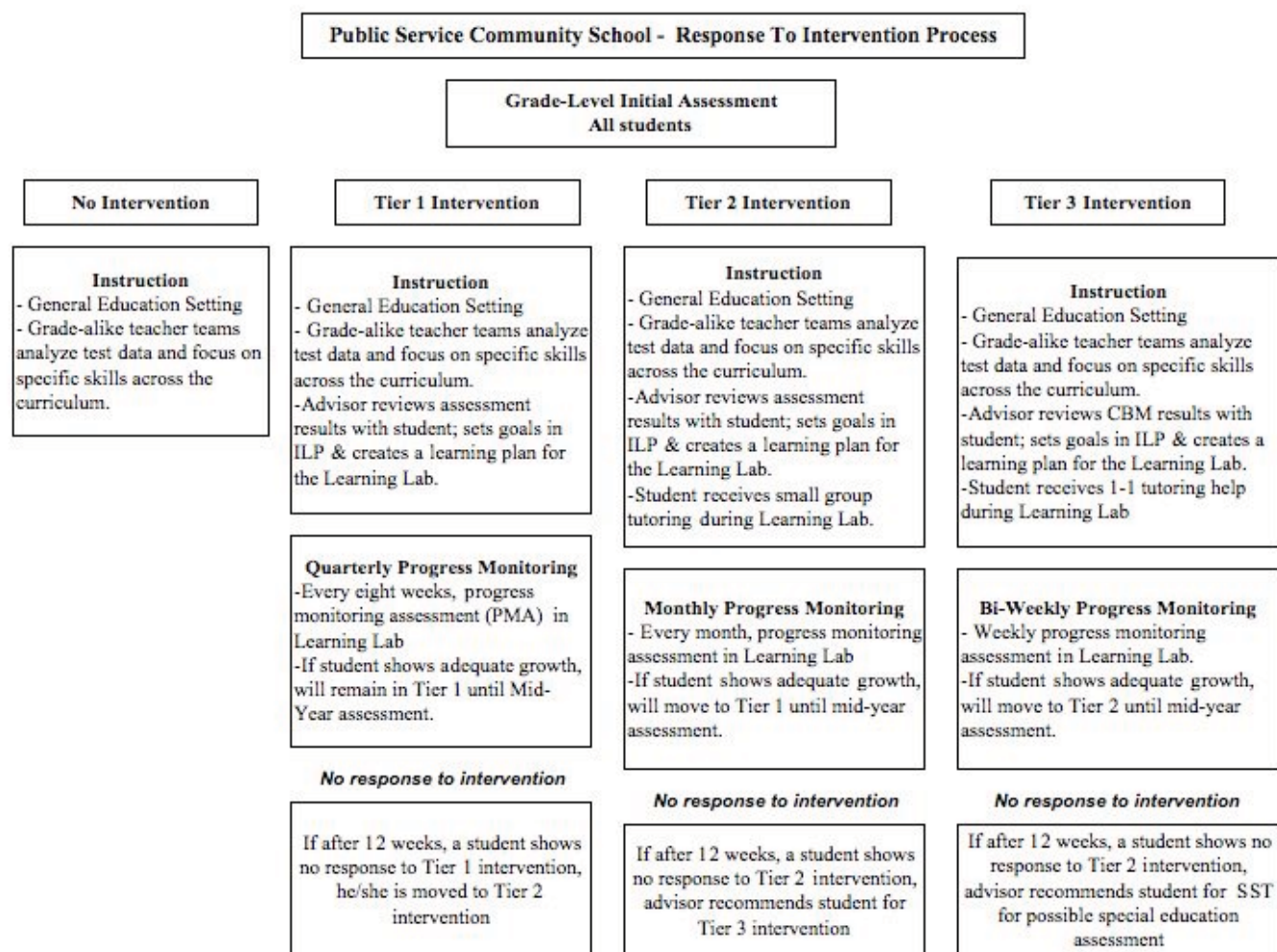
Section 4 Attachment – Assessment Development Timeline

July	<p>Teachers will participate in a 3 week <i>Teacher Orientation Retreat</i>, during which they will attend training sessions regarding curricula development, specific instructional strategies and assessments</p> <p>During the curriculum development component of the <i>Teacher Orientation Retreat</i>, teachers will work in grade-alike teams to develop grade-level curricula frameworks that incorporate Advisory/theme, content-standards and grade-level pacing. Time permitting, the teams will also identify particular questions within the LAUSD “Periodic Assessment” Portal for the <i>Initial Grade-Alike Assessment</i>.</p>
August	<p>The principal, interim governance council (design team) and other volunteer teachers will use the grade-level curriculum frameworks and any identified questions to develop the <i>Initial Grade-level Assessment</i> for each grade using the “Periodic Assessment” portal in the LAUSD Assessment Center Portals.</p>
September	<p>After the start of the school year and the administration of the <i>Initial Grade-level Assessment</i>, the grade-level teams will use professional development time to evaluate the effectiveness of the assessment (what did it tell us, what didn’t it tell us, how can we improve the assessment?).</p> <p>Additionally, during professional development time, the advisors will analyze the individual assessments of students identified for the <i>Response to Intervention</i> process to develop a Learning Lab plan and create “Progress-Monitoring Assessments” for each student. If an advisor has more than 5 students in the RTI process, the principal or another advisor with fewer students will assist in this process.</p>
September – November	<p>Using the information from the effectiveness analysis and the curriculum maps for the second semester (which will include focus standards for the CST and CAHSEE), the grade-level teams will use the “Periodic Assessment” portal in the LAUSD Assessment Center Portals to design the <i>Mid-Year Grade-level Assessment</i>.</p>
March – May	<p>The grade-level teams will repeat the above referenced process to reflect on the <i>Mid-year Grade-Level Assessment</i> and create the individual “Progress Monitoring” assessments and an <i>End-of-the-year Grade-Level Assessment</i> that measures the students’ growth over the year (using standards from the curriculum map for the year).</p>
June	<p>As part of the end of the year retreat, teachers will discuss the effectiveness of the LAUSD Assessment Center Portals to determine if we will use them for the following year. If these tools are not to be continued, it is the responsibility of the principal and the leadership team to explore other options and present those options at the beginning of the year retreat in August.</p>

Section 4 Attachment – Assessment Collection and Monitoring Plan (table form)

Type of Data	When collected?	How will it be used?
Graduation Rates and Senior Exit surveys	June All 12 th grade students will be surveyed at the end of their senior year (whether they are graduating or not).	The data from these surveys will be analyzed by the principal and professional development and data team and shared with all teachers to use in their grade-alike team curriculum development and Advisory supports development. Data will also be used by the principal to determine what additional resources or supports for teachers and students are needed.
College Acceptance, Attendance & interviews	September	College acceptance will be tracked through the senior exit surveys and interviews, and college attendance will be tracked through annual follow-up emails with our graduates and through available California Postsecondary Education Commission.
Student retention and Exit Surveys	Exit surveys given when a student signs out of the school. Data to be analyzed at the end of each year (by the professional development and data team).	Document (through leaver-codes and ISIS notes) the departure of students. We will also use exit surveys to identify why students are leaving the school and determine what our sphere of influence is regarding student retention.
Students at grade level	Mid-year and end-of-the year	Data will be used by advisors to consult with their students, and used by the principal, professional development and data team and counselor to identify students for intervention.
Attendance	Advisors will run the ISIS attendance report for their Advisory students bi-weekly. The principal will monitor a school-wide report monthly.	This information will be used to identify students who are missing classes before absences lead to academic problems.
Grade-level Assessments	Grade-alike team analysis will occur after each administration (initial, mid-year, end-of-year)	Please see <i>Grade-level Assessments</i> in Section 4.C. for details on the usage of the Grade-level assessments for targeted support and instruction.
Individual Progress Monitoring Assessments	Advisors will analyze individual student Grade-level assessments for students identified for the Response to Intervention process.	Please see <i>Grade-level Assessments</i> in Section 4.C. and Section 6 Attachment – <i>Response to Intervention (RTI) Process</i> for details on progress monitoring within the RTI process.
CAHSEE Passage and Parent Reports	Student reports will be distributed to parents and advisors within 10 days of receipt from the state. Grade-alike team analysis will occur prior to curriculum development for the sem.	Please see <i>Testing Analysis for Targeted Instruction</i> in Section 4.C. Student Assessment Plan for details on the usage of CAHSEE pass rates and the CAHSEE Student and Parent Report for targeted support and instruction.
CST Strand Analysis	Beginning of the school-year by grade-alike teams	CST Strand analysis exams the specific standards and areas within each CST test. Please see <i>Testing Analysis for Targeted Instruction</i> for details on the usage of CST strand analysis for target support and instruction.

Section 6 Attachment – Response to Intervention Process



Section 8 Attachment – Gage and Central Existing Data Summary***Better Supporting Students' Pathway to Graduation: Pathways Class of 2009 Longitudinal Study***
Researcher & Author: Erica Hamilton

In a four-year study of the 9th graders who started with Pathways in 2005, we discovered that out of the 80 students who started in the 2005-2006 school year, only 30 graduated. Of the remaining 50 students, 25 transferred within the district to continuation, charter and other high schools – with the majority (13) going to continuation schools; 7 students dropped out before their senior year and of the student who were present during their senior year 6 did not meet the credit requirements and/or CAHSEE requirements to graduate; finally, 11 students either moved out of the district, were OTd from Fremont or were arrested and sent to “camp,” and never returned.

OUTCOMES	TOTAL	%	NOTES
Graduated 2009	30	38%	
Transfer within district	25	31%	13 to continuation; 6 to charter; 6 to other HS
Dropped out before 08	7	9%	3 checked in & never attended; 2 had serious family issues; 2 dropped out between tracks & we could not track them down
Non-grad (present in 08)	6	8%	As of Fall 09 <ul style="list-style-type: none"> - 4 students are still working on their credits or passing CAHSEE - 1 student attended a semester at LATTC and dropped out to help her mom
Moved out of district	5	6%	
OT	4	5%	We fought the administration on 1 of these OTs – an African American boy who cursed at an AP. The others were extreme behavior issues (2 of which are SDC students and the last has found success at another school).
Jail/transfer	2	3%	

Summary of Non-Grads & Strategies

This section, will refer to the 38 students who did not graduate from Pathways in 2009 as example of the issues which result in students leaving school. This section will focus on the students who transferred within district, students who dropped out before 2008 and students who were present in 2008 and did not graduate. While it is important to examine the reasons why students move out of district and to address the implications of OTs and imprisonment of high school students as indicators of the school to prison pipeline, this analysis is beyond the scope of this research and will best be analyzed separately.

Of the 38 students who failed to graduate there are a variety of reasons why each did not graduate:

- 15 students were hindered by starting high school with very low skills. These students could decode text, but had a great deal of trouble with reading comprehension and writing. (This number also includes 3 students from the other groups).
- 6 students either fell behind in credits due to absences and transferred to continuation school or stopped attending school altogether due to issues in the family. All of these students had to work to help support the family either due to an illness or divorce.
- 5 students had the basic skills to do well but were not engaged and/or challenged in their classes.
- 4 students disappeared in between tracks and we were not able to track them down. We do not know what happened to these students and they all left Fremont during their 9th grade year.

- 4 students were in need of intensive psychiatric or psychological support that we were not able to provide within a limited SLC, a counselor who was overstressed with scheduling, academics and college prep and a social worker who was responsible for 4600+ students. This was also prior to advisory implementation. 1 of these students had a specialized learning disability and was in SDC classes and 2 of these students were also very low skilled. It is very possible that the student who was neither low skilled or having a specialized learning disability had an undiagnosed personality disorder.
- 3 students transferred to another district school, two of whom were African American and transferred to schools with larger African American populations.
- 2 students transferred within Fremont for schedule reasons (checked in too late for Btrack which typically starts 3 days after the end of the prior year at the beginning of the summer).
- 2 students gave birth while in high school and raising a child and attending high school became too much for them. They both had sufficient skills to succeed, and both are close to graduating now (6 months after the rest of their class).

The next important step is to determine what teaching and structural strategies will address student need:

#	Issue	Strategy/Research support
15	Low Skills	<ul style="list-style-type: none"> - Entering 9th graders - Analyze ID21s & program them into support classes accordingly. Once the school starts on a traditional schedule the goal is to provide summer bridge programs for the students most in need. - Periodic assessments for all grades – designed, implemented and analyzed by the Pathways staff. - Intensive skills support classes in math & English - Individualized attention and support (team teaching) - Teacher training and collaboration in UBD and RTI (see CST analysis below as a starting point) - Reading/writing strategies across the curriculum - Real-world/thematic connections for student engagement
6	Family issues – work to support	<ul style="list-style-type: none"> - Flexible schedules for students with documented issues (counselor/advisor work with each student to create an individualized education plan) - Opportunities for students to earn while they learn (paid internships, build a partnership with Conservation Corps.)
5	Not engaged/challenged	<ul style="list-style-type: none"> - Real-world/thematic connections - Project-based learning where teachers can challenge some groups while giving additional supports to others - Connections across the curriculum - PD for Pathways staff
4	Disappeared	<ul style="list-style-type: none"> - Implementation of advisories where each certificated staff is responsible for a small number of students. No student should fall through the cracks!
4	Intensive Psychological Support	Being a small school is both a benefit and a setback for accessing psychological support for some students. With a small population, PSCS will not be able to afford a psychologist based on the standard norm #s – but title I funds might be used; grants will be written as needed for the support we need. Students identified as needing immediate psychological intervention will be referred to the appropriate outside agency. As a small school that is using

		advisory, PSCS will be able to provide more individualized attention for students in need. A specific approach through advisory would be to have one day per week for students to meet in support groups lead by teachers. This would necessitate some professional development for the teachers.
3	Transferred w/in district	The lesson learned from students who transferred schools due to race is that a conscious effort to reach out to and engage African American students (and other minority populations) will be implemented. This will require special attention to offering clubs for those students and, even more importantly, engaging teachers in PD and collaborative discussions around engaging minority populations.
2	Transferred w/in Fremont	These two students were switched due to a tracked structure that has Fremont students attending school during the summer (when other students in the family are out of school). As a small school, PSCS can address student needs for flexibility through Individualized Education Plans for students who have scheduling issues, who are absent from school for long periods of time and who check in to school at various times in the school year.
2	Pregnant	While the number of pregnancies is relatively low for this group of students, it is important to note that for their 10 th grade year, intensive attention was given to a group of 10 girls (dubbed the “Little Darlings”) who were at a high risk for drop out and pregnancy. It is important to implement advisory lessons/units geared at pregnancy prevention and to give individualized attention given to girls identified as “at risk.” And it is important to have supports in place for students who do become pregnant.
29	Behind in credits	While falling behind in credits is a symptom of all of the above referenced issues, it is important to address the issue directly while addressing the underlying issues which are causing the credit loss. PSCS will research and implement a creative credit recovery program that allows students to make up credits without compromising the rigor or authenticity of the courses they are making up.

Fremont & Pathways Data Comparison 2006-2009

With the exception of testing data (which was made available to the Pathways staff by the school’s testing coordinator or District 7 personnel), no other data were available after 2007 due to the removal of access to ID98 in SIS.

CST Average Scaled Scores from 2006 – 2009

PATHWAYS				
	2006	2007	2008	2009
ELA	284	290	296	301
Math	252	250	261	256
FREMONT				
	2006	2007	2008	2009
ELA	281	290	293	294
Math	247	250	253	252

CAHSEE Pass Rates – First Attempt (10th grade)

PATHWAYS			
	2007	2008	2009
Attempt	81%	n/a	92%
ELA Pass ¹	52%	n/a	71%
Math Pass	56%	n/a	61%
FREMONT			
	2007	2008	2009
Attempt	37%	n/a	84%
ELA Pass	52%	n/a	69%
Math Pass	54%	n/a	68%

Graduation Rates

	2006	2007
Pathways	60%	46%
Fremont	38%	42%

Students at Grade Level (Spring 2007)

	c/o 2007	c/o 2008	c/o 2009
Pathways	76%	52%	86%
Fremont	69%	55%	76%

¹ ELA/Math pass = number passed divided by the number of students attempting the test

Section 9 Attachment – Key Community Partnerships and Letters of Support

School Resources

Resource	Role
Complex-Wide Welcome/Resource Center	This location, which opens out to the visitors' parking lot, will serve as the nerve center that will bring together internal structures, external partnerships, parents and community. At the Welcome/Resource Center, parents and community members can get information about the school & programs (and their child, with the appropriate identification), check in and be directed to the appropriate location/small school, attend informational talks, receive services from one of our partners, participate in parent/community councils, volunteer or just spend time in a positive and energetic environment. Please see Section 3.E. for a full description of the Welcome/Resource Center.
Parent/Community Coordinator	The person in this full time position will manage the Welcome/Resource Center with the help of a full-time office tech and parent volunteers. Additionally, this person will lead the Community Schools Core Leadership Council and work closely with the Operations Director to manage the external partnerships. Please see Section 3.E. for a full description of the Parent/Community Coordinator.

Community Resources

Resource	Role
Parents and Community Members	Through volunteering in the Welcome Center, in the small schools, as security and on the Community Schools and other leadership councils, parents and community members will help shape the overall school culture and contribute to its success.
Bethune Park	Next door to the school is Bethune Park, a location that houses existing community resources such as a toy exchange, parenting classes, parent meetings, community meetings (Bethune Block Club), and community sports.
Los Angeles Police Department and Sheriff's Department	The Operations Director and Safe Schools Council will work with local police and sheriff's departments to implement violence prevention and safety programs on campus and in the community surrounding SRHS#2.

External Partnerships

Resource	Role
One L.A.	Based on their history of working with divergent and previously isolated communities, the schools have partnered with One L.A. to facilitate authentic community engagement and the development of community leaders.
St. John's Child and Family Wellness Centers	School-based health clinic to provide the students and community with in-house primary care, mental health and dentistry, with referral services to local facilities for optometry and more advanced medical care.
Youth Policy Institute	Will work with the Building Council and individual small schools to provide services and resources. Potential services/resources: grant writing, community computer lab/job training program, tutoring and after-school programs.
Los Angeles Educational Partnership	Providing a link to the Edison and Miramonte Community Schools services through their on-site director of services, with the goal of eventually creating a clear and supportive pipeline for students from pre-K through graduation. LAEP will also partner with the individual small schools for professional development.



November 22, 2010

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

RE: Letter of Support for Gage and Central Community Schools for SRHS #2

To Whom It May Concern:

One LA – IAF is pleased to support the application of Gage and Central Community Schools in their application for South Region High School #2.

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

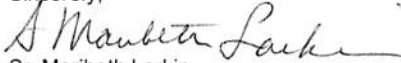
One LA's work in schools focuses on the building of relationships among various stakeholders: teachers, parents, administrators and other community leaders; the identification of and research on issues of mutual self-interest; and disciplined, organized action. The construction of this network of relationships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

In partnering with Gage and Central Community Schools, One LA seeks to

- Identify teachers, parents, administrators and other adults connected to institutions within the community who have an interest in the well-being of the South Region High School #2 and its success, and then work with these leaders establish a common vision and agenda.
- Train leaders to intentionally address the school culture.
- Train leaders to evaluate the political environment within the City and school district, and search for opportunities within the system to take action for positive change.

Again, One LA supports the application of Gage and Central Community Schools and looks forward to working with them in their goal to create a high quality and collaborative learning environment at South Region High School #2.

Sincerely,


Sr. Maribeth Larkin

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





Los Angeles
Education Partnership

1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
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E: pfunkhouser@laep.org
I: www.laep.org

November 26, 2010

Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

Los Angeles Education Partnership offers our enthusiastic support for the Gage and Central Community Schools. We are especially pleased to know that the design teams have developed a strong and cohesive plan for implementing a collaborative community schools model that will align resources to support the emotional and physical well-being of their students, which are both fundamental to academic growth.

We are also excited about the development of the Public Service Community School, a teacher-developed, career-themed school with a career pathway focus on social entrepreneurship which is well-suited to students in the South Los Angeles area. Students in this school will be able to see a direct link between what they are learning in classrooms and about careers in public service and small business ownership. The blending of career technical education with a college preparatory course of study will create opportunities for internships and job shadowing experiences that inspire post-secondary education goals.

We look forward to supporting the vision of the Gage and Central Community Schools as they work together to meet the needs of their students, and the Public Service Community School as it inspires their students to become active members of their community who advocate for themselves and others to create positive and lasting change in South Los Angeles.

Sincerely,

A handwritten signature in cursive script that reads 'Peggy Funkhouser'.

Peggy Funkhouser
President and CEO



Founded 1983

Headquarters

634 South Spring Street, 10th Floor
Los Angeles, CA 90014

Phone: (213) 688-2802
Fax: (213) 688-2942
www.ypiusa.org

November 22, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

It is my pleasure to submit a letter in support of the Public School Choice proposals for Gage and Central Community Schools, being submitted for the South Region High School #2.

The Youth Policy Institute has committed to partner with the Gage and Central Community Schools and direct our resources to provide services to the students and community.

Currently, the SRHS #2 is being considered as a site for a public computer and job-training center, funded through a Federal Recovery Act grant to provide broadband internet access to communities in need, and job-training services to the community. Additionally, once the schools have been approved and can be submitted as part of a grant, the Youth Policy Institute plans to work with the schools to provide additional supports as needed.

We support the work of the Gage and Central Community Schools and encourage you to approve their plans for four small schools on the site of the South Region High School #2.

Sincerely,

A handwritten signature in black ink, appearing to read "Dixon Slingerland", followed by a horizontal line.

Dixon Slingerland
Executive Director

Section 10 Attachment – Applicant Team Bios

Complex-wide

Russell Thompson, Ed.D. (LAUSD District 7, Director of Services)

Dr. Thompson has worked for over 30 years in the Los Angeles Unified School District, with 20 years of service as an administrator in high schools with similar populations to that projected for SRHS#2. During his time as an administrator, Dr. Thompson gained experience and knowledge in all the aspects of education that are critical to the successful implementation of a school program. His most recent assignment as the LAUSD District 7 Director of Services has provided him with additional experience and insight into the school reform process. Dr. Thompson has played an instrumental role in the collaborative work to develop strong proposals that will meet the needs of our students. As the Director of Services, Dr. Thompson will also play a key role in supervising and supporting the Operations Director and the small school principals in the implementation of the Public School Choice Plans.

Christopher Arellano (UTLA South Area Representative)

For seven years, Mr. Arellano has worked in South Los Angeles as a UTLA area representative, helping support local chapters and individual teachers, and acting as a dispute mediator when needed. Knowledgeable in the UTLA contract and LAUSD personnel policy, and possessing a background in political and community organizing, and social work, Mr. Arellano has played a critical role in helping the planning teams incorporate union and district policies into the plans, while always maintaining a focus on the needs of the students. Additionally, Mr. Arellano and UTLA have facilitated access to important resources such as UTLA experts on the PSC process, LASDI reviewers, copying/supplies, time for writing, and yummy food during our meetings! As we implement our plans, Mr. Arellano will continue his role as facilitator, helping us to shape a culture where teachers and administrators work in collaboration to meet the needs of our students.

Erica Hamilton (Coordinator, Gage and Central Community Schools)

Ms. Hamilton worked for six years as an English teacher at Fremont High School, during this time she developed important knowledge and skills in all of the instructional strategies proposed in the Public Service Community School (PSCS) proposal. In 2005, Ms. Hamilton collaboratively developed the Pathways Small Learning Community with her fellow teachers, under the guidance of the Los Angeles Coalition of Essential Schools (LACES). Through this experience, Ms. Hamilton became well-versed in the Coalition Common Principles and the value of using student-level data to improve instruction and interventions. In 2007 Ms. Hamilton left Fremont to pursue her doctorate in Urban Schooling at UCLA, focusing on small schools development and leadership, and working as a LACES leadership coach at Roybal High School. Since early 2009, Ms. Hamilton has been working with her former colleagues and students to develop the plan for the PSCS and since early 2010 has acted as coordinator of and key writer for the Gage and Central Community Schools planning team. Ms. Hamilton also earned an administrative services credential, plans to complete her Ph.D. in the spring of 2011 and will apply to be the principal of the PSCS.

Edgar Hernandez (Parent Representative)

Mr. Hernandez has lived in South Los Angeles since 1983 and has been a student, parent and community advocate and volunteer in South Los Angeles schools for over 10 years. With a focus on public safety and educational access, Mr. Hernandez has participated (and continues to participate) in such programs as the Kids Watch Safety Program and USC's Neighborhood Academic Initiative. He is currently employed as a Parent Resource Liaison at Drew Middle School, and has additional experience as an Education Aid Coordinator and Community Representative at Manual Arts High School and Crenshaw Community Adult School. Additionally, Mr. Hernandez has helped his own children navigate their own high school experiences (at Manual Arts and Foshay Learning Center) and college application/going process so he knows from first hand experience the challenges and rewards of such a process. One of Mr. Hernandez's sons graduated from MIT and the other two are currently attending Cal State, Northridge, and Cal State, Los

Angeles. Mr. Hernandez has attended almost all of our community outreach meetings, and has joined our complex-wide design team. His insights into safety issues and parent/community engagement and his creative ideas regarding uniforms maintenance/enforcement and parent participation have contributed tremendously to the development of our plans for the complex and individual small schools. Once the school is approved, Mr. Hernandez will be applying for the position of Parent/Community Coordinator for the Gage and Central Community Schools Complex.

Isaac Walker (community member)

Mr. Walker has lived in the community around SRHS#2 since 1965 and has volunteered at Bethune Park for 38 years. During that time, Mr. Walker coordinated a variety of sports teams and events at the park, getting to know the children and families in the community, and both of his children (now teachers) grew up participating in the athletics programs of the parks. Mr. Walker is a member of the Bethune Block Club, a community organization created to bring the community together around issues that impact the neighborhood. He is very excited about the potential for the Gage and Central Community Schools to provide the education the adolescents in the community deserve, and to act as a catalyst to bring the community together around a common goal of education. Mr. Walker has attended several community meetings and contributed his knowledge of the community needs to our proposal. He is acting as a consultant on the whole complex proposal-writing process, and will play an important role in engaging the community in making the plans into reality.

Public Service Community School

Erica Hamilton (Lead Writer, Public Service Community School)

Ms. Hamilton plays a dual role as Community Schools Planning Team coordinator and lead writer on the Public Service Community School proposal. Please see her bio above for details.

Juan Puentes (teacher, English)

Mr. Puentes was the founding co-lead teacher for the Pathways Small Learning Community and was instrumental in developing the student leadership program, the data gathering and analysis plan, and a variety of after-school sports, clubs and activities that consistently engaged 50-100 students. In his seven years of teaching English at Fremont High School, Mr. Puentes developed a strong knowledge and skill base in all of the curriculum planning and instructional strategies referred to within this proposal. As lead teacher during the 2007-2009 school years, he played a key role in developing and implementing the special education inclusion program within Pathways, and co-taught full inclusion special day program 9th grade English courses. Mr. Puentes's leadership experience (developed at Fremont and through his over 18 years of service in the U.S. Army and National Guard) has been invaluable in the organization of the Public Service Community School design team, and the development and writing of the proposal. Currently, Mr. Puentes is working at Roybal High School and is participating in the planning for the Public Service Community School, and will transfer to the school as an English teacher and lead teacher. All of the above referenced experience and qualities, as well as his aptitude for processing data in a way that is accessible and usable by groups of people, will be critical to the successful implementation of our proposal.

Agnes Cesare (counselor)

Ms. Cesare was the founding counselor of the Pathways Small Learning Community, and together with Ms. Hamilton and Mr. Puentes, developed the core policies, programs and intervention processes that made Pathways a stand-out SLC at Fremont. In addition to her collaborative work with the leaders and teachers within Pathways, Ms. Cesare was a critical source of emotional and academic support for our students, which she facilitated through her open-door policy and participation in all behavior and academic interventions. Additionally, her background as an educational planner within Educational Opportunities Centers has given her a strong foundation in preparing students for both college and career, and during her time in Pathways, she played an instrumental role in encouraging and helping students to apply, afford (financial aid planning)

and attend universities across California and the U.S. Currently, Ms. Cesare is the guidance counselor at the newly opened UCLA Pilot School at the Robert F. Kennedy Community Schools Complex. This experience is providing her with insight into the potential challenges that arise when starting a new small school and the strategies to avoid or address these challenges when we open the Public Service Community School next year.

Rebecca French (teacher, Special Education)

Ms. French came to Fremont High School as a special day class teacher through Teach for America in 2005. She was assigned to the Pathways Small Learning Community (SLC) and quickly became a leader in the development of the SLC in general, with a particular focus on representing the needs of special education students. In 2007, Ms. French played an instrumental role in developing the special education inclusion program within Pathways, and by 2009 the SLC had a fully inclusive advisory program and co-taught general education and special day program classes in all core subject areas. Ms. French's experience in Pathways also extends beyond special education as she played a key role in the development of the after school activities, and lead the Pathways Leadership/Speech class for one year. Ms. French is currently teaching 4th and 5th grade special day program at Esperanza Elementary School while pursuing a Master's degree in Public Policy at USC (c/o 2012). She plans joining the Public Service Community School as a Special Day Program teacher/case carrier in 2011, and will again play a key role in developing an holistic instructional program inclusive of special education students.

Fred Simmons (teacher, science)

Mr. Simmons taught at Fremont High School from 2002 until 2010, and joined the Pathways Small Learning Community as a Biology, Inter-coordinated Science and AVID teacher in 2005. In the classroom, Mr. Simmons's active and project-based approach to teaching science engaged previously disengaged students, and his knowledge of AVID strategies benefited all of his students, as well as the SLC teachers with whom he collaborated. At the SLC level, Mr. Simmons contributed tremendously to the overall culture by helping to develop and implement after-school sports and activities. He also participated in the lunch-time and after school (and uncompensated) data analysis and intervention strategy meetings and worked to mentor individual students identified at the meetings. Mr. Simmons is currently working at one of the small schools at the Mendez Learning Complex and is learning a great deal about the differences between working as a teacher in a large, comprehensive high school and a small high school. He has contributed his insights to the development of the proposal. At the Public Service Community School, Mr. Simmons will play a key role in facilitating collaborative curriculum development (Understanding by Design), implementing project-based learning, and supporting teachers to use the instructional strategies discussed in this proposal.

It is also important to note that Mr. Puentes, Ms. Cesare and Mr. Simmons all participated as representatives on the Fremont School Site Council, the WASC self-assessment team and contributed to the QEIA grant writing process.

Dylan Kendall is the Founding Executive Director of City LA: pLAy Smart™, a new youth museum in Los Angeles that focuses on arts, media, technology and culture for young people ages 5 to 15. Formally, she was the Founder and Executive Director of Hollywood Arts, the only independent non-profit organization in the nation dedicated to helping homeless, low-income and transitional age foster-care young people, ages 18 to 24, become self-sufficient through arts-based education in arts, music and media. She is also a Coro alumnus and was nominated to receive the prestigious Ashoka Fellowship for her work in alternative and non-traditional education. She has been recognized for her advocacy as a foster mother and is a contributor to the Huffington Post on play theory, education and aesthetics. Ms. Kendall has contributed tremendously to the development of the Social Entrepreneurship course sequence vision and initial development. She will continue to work with the PSCS team to create the course sequence and assist in the supervision of the pilot programs in 2012-2013 and full implementation in 2013-2014.

Section 10. Attachment – School Level Committees

Complex-wide

Building Council

Composition: Operations Director (facilitator), small schools principals (4), representatives from the community schools and student councils (2).

Function: To make and approve all complex-wide decisions regarding shared elements, procedures and policies (e.g. staff, budget, schedule, enrollment process for students, facilities, safety and discipline).

Meeting time/frequency: For the first semester of operations, the Building Council will meet once per week. This will be an after or before school meeting, specific time/day TBD.

Process: The Operations Director will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Instructional Council

Composition: Operations Director (facilitator), small schools principals (4)

Function: To provide an opportunity for the small school principals to share instructional resources and collaborate to share best practices to improve practices across all four schools.

Meeting time/frequency: For the first semester of operations, the Instructional Council will meet once per month. Proposed day/time: TBD (could be before, after or during the school day).

Process: The small schools principals will rotate responsibility for developing the agenda and posting on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Student Leadership Council

Composition: Operations Director (facilitator) and students elected to be small school representatives (4 students per school – 1 per grade level).

Function: To develop and coordinate complex-wide student activities (dances, sports and activities).

Meeting time/frequency: The frequency will be determined by the council, but all students elected to be representatives will be scheduled into their small school's leadership class during 7th period. The Complex-wide Student Leadership Council will meet during this time.

Process: The meetings will initially be facilitated by the Operations Director, but the goal is for the Operations Director (or one of the small school leadership teachers) to teach the students the skills to plan agendas, facilitate meetings and make decisions and the students will take over the meeting process, supervised by either the Operations Director or a rotation of the leadership teachers.

Community Schools Core Leadership Council

Composition: Parent and Community Coordinator (facilitator), parents, community members, external partners, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.

Function: To develop, implement and evaluate the Community Schools components that support the needs of our students and the community. To develop leadership among community members to inspire empowered civic engagement.

Meeting time/frequency: To be determined by the Council (recommend at least one meeting per month). This will be an after or before school meeting, specific time/day TBD.

Process: The Parent and Community Coordinator, with the support of our One L.A. facilitator, will work through a community organizing cycle create positive relationships to work together to achieve the Community Schools' goals. The Parent and Community Coordinator will develop the agenda and post on the list-serve at least 3 days prior to the meeting (notices for these meetings will also be posted in the

Public Service Community School - Attachments

Welcome Center). All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Safe Schools Council

Composition: Operations Coordinator (facilitator), school safety staff (police, aides, volunteers), parents, community members, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.

Function: To develop, implement and evaluate a *Complex-wide School Safety and Behavior Expectations Plan*.

Meeting time/frequency: To be determined by the Council with a higher frequency recommended at the beginning of the year during the plan development and initial implementation. This will be an after or before school meeting, specific time/day TBD.

Process: The Operations Coordinator will develop the agenda and post on the list-serve at least 3 days prior to the meeting (notices for these meetings will also be posted in the Welcome Center). All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Public Service Community School

Governing Council (School Site Council and Leadership Council-Combined)

Composition: See Section 10.C. below

Function: To make and/or approve all decisions regarding small school plan elements, procedures and policies (e.g. staffing, instruction, budget, programming, safety and discipline).

Meeting time/frequency: For the first semester of operations, the Governing Council will meet twice per month. This will be an after or before school meeting, specific time/day TBD.

Process: All decisions will follow School Site Council regulations.

Data and Professional Development Team

Composition: Principal (facilitator), counselor and one teacher volunteer from each grade-level team.

Function: To collect student-level data, create and facilitate analysis procedures for the professional development meetings, and conduct needs assessments within the faculty to develop all-faculty, grade-alike or small group professional development sessions.

Meeting time/frequency: Bi-weekly until the professional development plan is set for the semester. Then, as needed and after each assessment process when the data set becomes available. This will be an after or before school meeting, specific time/day TBD.

Process: The principal will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Advisory Support Team

Composition: Four teacher volunteers with previous advisory experience and success, and the principal or counselor.

Function: To develop an advisory curricula menu and support teachers who are having difficulty implementing their advisory program.

Meeting time/frequency: Bi-weekly (opposite weeks than the Data and Professional Development Team) until the advisory plan is developed, then monthly for check-ins and to plan in-class supp

Process: The facilitator will be a rotated position among the teacher leaders. He or she will develop and post the agenda on the list-serve at least 3 days prior to the meeting. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

Student Leadership Team

Composition: Up to 30 students may volunteer or be recommended for the PSCS Leadership Team. The team will meet as part of the 7th period leadership class curriculum. Additionally, as students are elected to represent PSCS in the Complex-wide Student Council, they will join the class and take part in small school student leadership in addition to representing the school at the complex-wide meetings.

Function: To develop the small school's identity and culture through creating activities, events, celebrations, competitions, etc.

Meeting time/frequency: During 7th period Leadership Class.

Process: The principal and counselor will co-facilitate the leadership class during the first semester. This facilitation will involve teaching the students the skills to plan agendas, facilitate meetings and make decisions with the goal of the students rotating the facilitator role, with the supervision of either the principal or the counselor. All decisions will be made based on a consensus process, if the committee cannot come to agreement, a vote will determine the outcome.

CEAC/ELAC

Composition: In accordance with District and CDE guidelines with more than 50% being parents from whose children participate in the Title I and/or English Learner Programs. (Again, in accordance with District guidelines)

Function: To make formal recommendations to the Governing Council (School Site Council) regarding budget and school plans to attain annual measurable objectives outlined in NCLB

Meeting time/frequency: One time per month at a time that is most convenient to parents, TBD

Process: In accordance with District Guidelines

Section 11. Attachment – Job Descriptions

Responsibilities of the small school principal

- Supervision and support of the instructional program aligned with the vision of the school, including standards-based instruction.
- Counseling services, including peer and college counseling
- Master schedule
- Staff development and professional learning communities
- Administration of classroom discipline, including detention and parent conferences.
- Teacher evaluations
- Collaboration to develop a common bell schedule
- Provide a UTLA-approved selection process for one of the following school governance structures: Shared Decision Making Council (SDMC), School-Based Management (SBM), Expanded School-Based Management Model (ESBMM), or Pilot School Model.
- Support and provide oversight of a School Site Council (SSC), Compensatory Education Advisory Council (CEAC), and English Language Advisory Council (ELAC).
- Substitute teachers
- Textbooks
- Instructional program for English language learners
- Instructional program for students with disabilities
- Collection of lesson plans
- Budgets and purchasing
- Keys
- Identification of students to receive lockers
- Attendance monitoring
- Field trips
- Stull evaluations
- Per-pupil budgeting
- Banked-time staff development days
- Administration of CAHSEE, CST, CELDT, CAPA, and common assessments.
- Title I and all other categorical programs
- Time reporting and payroll for small-school staff members

Responsibilities of the Operations Director

- Physical plant
- Administration of campus discipline and supervision, including tardy prevention, lunch detention, in-school suspension, Saturday school, arrests, expulsions, and gang prevention. Serve as liaison with school police, the Los Angeles Police Department, and the Los Angeles County Sheriffs Department.
- Cafeteria services
- Physical education department (each P.E. teacher will coach at least two sports.)
- Athletics and cheerleaders
- School-wide student activities, including dances, senior activities, prom, yearbook sales, etc.
- Student store and associated student body budget
- Emergency operations (fire, earthquake, inter-group relations)
- Mediation process as needed among small-school principals. (Final decisions, if agreement cannot be reached via consensus, will be decided by a vote of the four principals. In the event of a tie vote, the director of high schools will make the final decision.)
- Liaison with adult school program
- Liaison to Community Schools partnerships
- School nurse
- School health clinic
- Physical plant
- Bus transportation
- Welcome center and registration office
- Main telephone switchboard
- Civic center permits
- Emergency operations and school crisis team
- Library and college/career center
- Lockers
- School-wide peer mediation program
- Sexual harassment policy
- SIS and ISIS
- School web site
- School-wide activities calendar
- Time reporting and payroll for operations staff

Responsibilities of the Parent/Community Coordinator (Parent Resource Liaison)

- Manage the Welcome Center and staff (educational aides and volunteers)
- Coordinate and conduct workshops for parents to be more effective in their children education
- Recruit, process, train and manage parent and community volunteers
- Answer phones, design flyers, translate/interpret, keep inventory and records
- Provide resources and information to parents, students and community
- Knowledgeable about questions commonly asked by parents (important dates, report cards, graduation requirements) or have the resources necessary to find the answers.
- liaison to One LA
- Facilitate a complex-wide parent leadership council that meets at least once per month
- attends (or finding an appropriate representative to attend) the complex-wide decision/policy-making meetings in which parent/guardian input is needed (building council and safe schools team).

Section 13 Attachment - Preliminary Budget

Budget for PSCS School - DRAFT 11-15-10

Total Expected Enrollment	375
Attendance Rate (dist)	0.92
ADA	345
Per pupil funding	\$3,745
Total budget	\$1,292,025.00

ESTIMATED CATEGORICAL (see below) = \$357,360.00

Projected Expenditures	FTE	Total cost	Per Pupil	Categorical	Notes
Complex Contribution					
Operations Director	0.25	121,092.00	30,273.00		administrator
Operations Coord	0.25	63,173.00	15,793.25		out of classroom teacher
SAA	0.25	45,722.00	11,430.50		SAA if handles payroll
Ed Aides	0.5	34,433.00		17,216.50	
Parent/Rec Liaison	0.25	44,770.00		11,192.50	EO46
School police	*central fund				
Campus Aides (5 day/wk)	0.25	42,740.00		10,685.00	central fund + .25 for shared additional
college/career couns	0	70,885.00			2nd year
librarian	central fund				
library aide	0.25	38,507.00	9,626.75		
school nurse (3 days/week)	0.25	55,326.38	13,831.60		day + 3/4 central fund?
school psychologist (2 days)	0.25	41,415.39	10,353.85		
plant manager	0.25	52,471.00	13,117.75		A-basis
custodian/grounds	0.25	38,589.00	9,647.25		central fund + .25 for shared additional
school facilities attend	0.25	32,874.00	8,218.50		central fund + .25 for shared additional
custodial overtime					
gardener	central fund				
food services mgr	central fund				
food services wkrs	central fund				
P.E. teacher	1	63,173.00	63,173.00		
Athletics differentials	central fund				if we require each teacher to coach
2 schools shared					
PSA counselor	0.5	103,538.46		51,769.23	Title I
special education clerk	0.5	45,722.00	22,861.00		
elective teacher	0	63,173.00	0.00		
PSCS					
principal	1	113,072.00	113,072.00		
counselor	1	70,885.00	70,885.00		
SAA	1	45,722.00	45,722.00		
community rep (20 hrs/wk)	1	12,000.00		12,000.00	EO46 or bilingual
gen ed teachers	14	63,173.00	884,422.00		
ESL teacher	1	63,173.00	63,173.00		
ELL teacher	1	63,173.00	0.00	63,173.00	Bilingual
Special ed teachers (2)	central fund				
IMA	1	12,000.00		12,000.00	Title I
substitutes (10 days)	16	2,601.40		41,622.40	
pd add time (10 days)	16	3,263.20		52,211.20	Title I (326.32 per day)
Teacher differentials	4	1,425.20		5,700.80	1425.20/tchr
Teacher X time (7th period)	16	1,820.82		29,133.12	
WBL coord/Social Entr Tch					Year two
		\$1,385,600.44	306,703.75		

*Central Fund = dollars allocated in *districtwide programs money taken out of per pupil funding (pg.

Categorical Funds

	RATE	% at Fremont	Projected total	
S046 (federal title I)	687.00	0.80	300.00	206,100.00
EO46 (title I parental inv)	345.00	0.80	300.00	103,500.00
N539 (state title I)	19.75	0.80	300.00	5,925.00
S539 (state title I)	19.00	0.80	300.00	5,700.00
1N78 (PD only - NCLB)	30.00	0.80	300.00	9,000.00
S176 (title III - bilingual)	75.00 ?	?	?	?
S536 (fed bilingual RFPs)	422.00	0.04	15.00	6,330.00
S536 (fed bilingual RFPs)	272.00	0.16	60.00	16,320.00
N536 (state bilingual ELs)	83.00	0.04	15.00	1,245.00
N536 (state bilingual RFPs)	54.00	0.16	60.00	3,240.00
				357,360.00

Potential Additional Funds

Measure R (computers)
 Adult School satellite (additional custodial)
 Beyond the Bell
 Startup funds (HAAT got 1.6 mil)

Section 14 Attachment – Waiver for Staffing

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

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

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

Date: December 1, 2010

School/Office: Public Service Community School **Local District/Division:** LD 7

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

Article IX-A

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

Staffing

- First year
- Hiring priority given to the counselor and 5 teachers on the design team
- Placement within the school is based on the PSC plan and student need, not on seniority
- After first year, hiring is not seniority based

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

The plan for the Public Service Community School is built on the strengths and expertise of the teachers and staff members on the design team. Their expertise will allow the instructional strategies to be rapidly and effectively implemented. The design team members have experience and knowledge in the core elements of the PD plan. Their expertise is necessary for the successful implementation of the school proposal, for the effectiveness of the high quality professional development that has been outlined in the proposal, and to support other teachers throughout the school year.

Staffing is critical at a small school, where every teacher must be fully committed to the mission and vision. The ability to hire teachers based on qualifications other than seniority will support students in achieving at the highest level possible.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

Section 14 Attachment – Waiver for Transfers

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

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

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

Date: December 1, 2010

School/Office: Public Service Community School **Local District/Division:** LD 7

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

Article XI. 2.0

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

Transfers
- administrative (Governing Council) transfer of a teacher not meeting expectations

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

It is critical to the success of the Public Service Community School plan that every stakeholder commits to the mission and vision of the school and supports the development of a collaborative culture with shared responsibility and an intense focus on student success and achievement. In a small school, it is especially critical that every stakeholder be working together toward the same goal. The ability to transfer a teacher who is not meeting expectations and not trying to improve, or for a teacher to transfer themselves if they do not see themselves as a good fit for the school, is critical to the success of the school and its students.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

Section 14 Attachment – Waiver for Working Hours

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

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

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

Date: December 1, 2010

School/Office: Public Service Community School

Local District/Division: LD 7

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

Article IX.

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

Work Hours and Schedule

- Additional on-site time requirement (1 hour)
- Tutoring requirements (100 minutes per week)
- Participation in at least one leadership council/team
- Required (compensated) professional development time (up to 25 days/year)
- Weekly professional development day moved to Monday

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

A majority of students at the Public Service Community School will be below grade level in English or math. An extended school day allows for an additional period to provide critical support and extension for students. Required tutoring after school for targeted students gives teachers the time and space to meet the critical educational needs of these students.

Participation and collaboration among teachers and other stakeholders is central to the plan for the Public Service Community School. The requirement that teachers serve on at least one leadership council or team and that they participate in additional, paid professional development supports the development of a culture of shared leadership and collaboration.

Moving the weekly professional development day to Monday will create the least complicated schedule. Students will attend all classes on Monday and alternate days of block scheduled classes during periods 1-6. This will keep the schedule consistent each week.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

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.)*

LAUSD D7/UTLA/Gage & Central Community School #1: Public Service Community School
Erica Hamilton and Russ Thompson (323-242-1492)

Address: Local District 7
10616 S Western Ave
LA, CA 90047

Phone Number: see above

Website (if applicable): <http://gageandcentralschools.com/>

Email Address:
erica_hamilton@sbcglobal.net
rlt4802@lausd.net

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

South Region HS #2

School type for which your team is applying

Small pilot school (500 students)

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

Name:	Phone:	Email address:	School/Affiliation
1. *Erica Hamilton			UCLA
2. Russ Thompson			LAUSD District 7 Dir. School Services
3. Christopher Arellano			UTLA
4. Edgar Hernandez			Parent Liaison
5. Isaac Walker			Community Liaison
6. Juan Puentes			LAUSD teacher, English
7. Fred Simmons			LAUSD teacher, Biology
8. Becky French			LAUSD teacher, Special Education
9. Agnes Cesare			LAUSD, counselor
10. Robert Vega			LAUSD teacher, History
11. Neyda Barajas			LAUSD teacher, History
12. Claudia Pilon			LAUSD teacher, English

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

ASSURANCES FORM

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

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

Name of School **South Region High School #2**

Name of Applicant Group/Applicant Team **Gage and Central Community School #1: Public Service Community School**

Lead Applicant Erica Hamilton; Russ Thompson

Title of Lead Applicant Former LAUSD teacher; LD7 Director of Student Services

Mailing Address 10616 S. Western Ave. Los Angeles, Ca. 90047

Phone Number _____ Fax Number (323)242-1390

Email Address _____ and r1t4802@lausd.net

Website (if available): http://gageandcentralschools.com/

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),

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

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

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

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 Erica Hamilton and Russ Thompson

Title of Lead Applicant Former LAUSD teacher; LD7 Director of School Services

Signature of Lead Applicant _____ Date 11/28/2010

Name of Board President* _____

Signature of Board President* _____ Date _____

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

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>It is the principal's responsibility (with the support of the Special Education Clerk) to maintain the following publications and forms in the school office:</p> <ul style="list-style-type: none"> o <i>Are You Puzzled by Your Child's Special Needs?</i> brochure o <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> o <i>Student Enrollment form</i> o <i>Student Information Questionnaire for Parents and Guardians</i> o <i>Request for Special Education Assessment form</i> <p>The principal/special education clerk will prominently display information regarding the LAUSD Complaint Response Network/Parent Resource Network in the school office and in the parent/community welcome center.</p> <p>The school will use the following processes to identify students with disabilities who enroll in PSCS:</p> <ul style="list-style-type: none"> - Our school will use the standard LAUSD student enrollment form (Section D.1. identifies students who have received special education services, have a current Individualized Education Program or students with a Section 504 Plan). - Our school will use Welligent and ISIS, and the records directly transferred from the feeder or sending school will identify each student's special education needs and/or IEP/504 Plan. - After enrollment, the special education clerk will work with the RSP and SDP case carriers to identify all students with special needs in the school. - The case carriers will send a copy of each student's IEP to the student's advisor and grade-alike team, and use time during a PD meeting to discuss the IEP elements and address questions. <p>Staff Orientation</p> <ul style="list-style-type: none"> - As part of professional development¹ all teachers will: <ul style="list-style-type: none"> o Be trained in the Special Education Process as outlined in the LAUSD Special Education

¹ See Section 5: Professional Development for details

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Policies and Procedures Manual (pg. 14).</p> <ul style="list-style-type: none"> ○ Be trained in the Response to Intervention Process ○ Be introduced to the special education programs offered at our school ○ Review student IEPs ○ Discuss and be trained in strategies for integrating students with special needs into the classroom ○ Be trained in differentiation, and classroom modifications ○ Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications <p>- Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office.</p>
Outcome 2	Intervention Programs	<p>Students with IEPs or 504 plans will receive individualized services provided and coordinated by the RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans. These students will receive the services described on pages 9-11 in addition to the general education assessments and interventions described below.</p> <p>PSCS will use the Research-based Response to Intervention (RTI) process to identify and assist “at risk” students who are not receiving special education services. This process is introduced in Section 2.C Addressing the Needs of all Students (including Section 6 Appendix: RTI Process Chart), and contains the following steps:</p> <ul style="list-style-type: none"> - Conduct an initial assessment at the beginning of the year.² - Depending on the cut-offs and percentiles recommended within the assessment, students will be identified as “no intervention,” “Tier 1 intervention” and “Tier 2 intervention.” <ul style="list-style-type: none"> ○ Students identified as “no intervention” and will receive the following instruction: <ul style="list-style-type: none"> ▪ General Education Setting

² We are currently researching assessments, and are leaning towards the **Renaissance STAR Reading and Math assessments**.

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum.³ <ul style="list-style-type: none"> ○ Students identified for “Tier 1” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan for the Learning Lab that will provide focused instruction on the student’s specific areas of challenge.⁴ ▪ After school Learning Lab time will be recommended ▪ Advisor informs parents about their child’s identification for Tier 1 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment⁵) every 8 weeks. ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 1 intervention until the mid-year assessment. ▪ If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for Tier 2 intervention. ○ Students identified for “Tier 2” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum.

³ See Section 2.D. Instructional Strategies for details regarding the instructional strategies teachers will use across the curriculum.

⁴ See Section 2.C. Addressing the Needs of All Students for more details on the Learning Lab.

⁵ The follow-up assessments will be connected to the initial assessment (LAUSD Assessment Portal).

⁶ See Section 2.C. Addressing the Needs of All Students for more details on the Learning Lab.

⁷ The follow-up assessments will be connected to the initial assessment (LAUSD Assessment Portal).

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
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APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan for the Learning Lab that will provide focused instruction on the student's specific areas of challenge.⁶ ▪ After school Learning Lab time will be recommended ▪ Students will receive small group or 1-1 tutoring assistance during Learning Lab time ▪ Advisor informs parents about their child's identification for Tier 2 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment⁷) after 8 weeks ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 2 intervention until the mid-year assessment ▪ If the student does not show adequate growth (not responding to intervention); student will be identified for a special education Student Success Team (SST).

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Prevention⁸</p> <p><i>Campus-wide</i></p> <p>All students at PSCS will follow the behavioral expectations outlined in the Gage and Central Community Schools behavior expectations for common areas. These expectations will be developed by the complex-wide Safe Schools Team in the weeks prior to the school opening, communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time:</p> <ul style="list-style-type: none"> - each school will have a uniform, or specific colored polo shirt - all students will be at school and in class on time - all students will respect school property (because it is their property too) <p>To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the school opening). To monitor behavior on campus, the Gage and Central Community Schools complex will employ LAUSD campus police, campus aides, and engage and train parent volunteers in our <i>Safety Volunteers</i> program to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe.</p> <p>It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Gage and Central brag board located in the Parent and Community Welcome Center.</p>

⁸ A detailed description of the Gage and Central and PSCS complex, small school and community safety plans, personnel, and organizing bodies can be found in Section 3.A Description of School Culture: *Building a Safe Community*.

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><i>Small School</i></p> <p>In addition to the campus-wide expectations, PSCS will establish, communicate and monitor behavioral expectations within the small school building and classrooms. Similarly, these behavioral expectations will be established by a committee of parents, students and teachers prior to the school opening, and communicated during the first week of school. Some examples of classroom expectations are:</p> <ul style="list-style-type: none"> - be prepared for class with paper, pen, notebook and reading material - participate in class activities, assignments and homework - act with respect towards classmates, teachers, substitutes and other guests: <ul style="list-style-type: none"> o listen while others are speaking o use appropriate language for the classroom o speak to others how you wish to be spoken to <p>Additionally, as part of our advisory curriculum, we will be addressing positive behaviors and habits of mind that will help our students to be successful in school and in life.⁹</p> <p>All small school and classroom behavior monitoring and consequences will be addressed by the school counselor and/or principal following our Positive Behavior Support Plan.¹⁰ As needed, students will be referred to the school police for more serious infractions such as violence or drugs.</p> <p>Finally, PSCS will celebrate positive behavior both individually through calling home for students who have done something well (see advisory details in Section 3) through student awards ceremony at the end of the</p>

⁹ See Our four-year plan in Section 2 for details regarding the focus Habits of Mind for each year.

¹⁰ See Section 3 Attachment – *Interim Positive Behavior Support Plan* for details

¹¹ See Section 3.A. Description of School Culture - *Building a Safe Community*

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

APPENDIX D

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>semester and year, as well as through healthy competition between advisory classes regarding fewest tardies and highest attendance.</p> <p>Intervention A great deal of inappropriate or negative behavior is rooted in a lack of problem solving and communication skills, which result in fights. We will be addressing this issue campus-wide through implementing a student mediation program based on the Human Efforts Aimed at Relating Together (HEART) program to assist students in learning non-violent strategies for solving problems.¹¹ This work will be duplicated within PSCS through our advisory program which focuses on helping students develop the skills and habits that will help them to be successful problem solvers as well as advocates for self and others.</p> <p>Additionally, drug and alcohol use as well as other self-damaging and inappropriate behaviors can reflect poor coping skills for issues at home or social difficulties on campus. To address this, our Positive Behavior Support Plan will include Tier 1 interventions such as:</p> <ul style="list-style-type: none"> - conferences with an advisor, counselor and family (and case carrier if in special education) - referrals to individual counseling, drug cessation programs or support groups (on and off campus) <p>Finally, many inappropriate classroom behaviors are typically avoidance strategies for students who are facing academic challenges. It is very important to identify this factor and thus, as part of our Positive Behavior Support Plan, the initial triage team (counselor/principal) will review the student's grades and attendance in SIS prior to making a decision regarding the appropriate intervention, which may include a discussion with the student's teachers, tutoring or additional Learning Lab time to address the learning challenges the student is facing.</p> <p>If a student is not responding to Tier 1 interventions, we will implement the following Tier 2 intervention process:</p> <ul style="list-style-type: none"> - Counselor (or case carrier for special education students) observes student in class to identify potential

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		<p>issues or triggers.</p> <ul style="list-style-type: none">- Counselor/case carrier meets with students, the student's grade-alike team and the student's parent to address the issue, discuss specific positive behaviors or strategies to appropriately address the situation/issue/trigger. The agreements will be documented in a Behavior Support Plan/Agreement.- Student is referred to our IMPACT program. <p>If a student is not responding to Tier 2 interventions, we will implement the following Tier 3 intervention process:</p> <ul style="list-style-type: none">- The BICM certified special education case carrier within our small school will review the existing documentation (referrals, observations, grades/progress reports & all interventions and related notes), and conduct a Functional Behavioral Assessment.- Based on the available data and assessment, the case carrier will work with the student, the student's family and the student's advisor to create an Individualized Behavior Support Plan that involves daily monitoring and rewards for positive behavior.

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Necessary for Planning, will be provided	Description of Student Population	<p>The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, PSCS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP¹²). Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, <i>along with</i> focused pullout sessions, direct support from specialists, <i>and</i> training for all teachers in how students learn and how to differentiate instruction.¹³</p> <p>Our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. All of the teachers on the PSCS design team have experience with successfully integrating students with special learning needs (both RSP and SDP) into the general education classroom, as well as experience in co-teaching with special education teachers. One of our design team members was a teacher in the Special Day Program at Fremont High School, and contributed a great deal to the integration of students with special learning needs into the general education classrooms and overall culture of the SLC, a process in which all of the teachers on the PSCS design team also participated. As we add new teachers to our team, we will use our weekly PD time and new teacher mentoring to share our knowledge and experience to expand the capacity of the school to successfully integrate the students with special learning needs into the classrooms and overall school community.</p> <p>Additionally, as indicated in the research, it is important that our students with special learning needs receive supports within and outside of the general education classroom to be successful. We outline these supports below and in the “special education program description” section:</p> <ul style="list-style-type: none"> - For our students receiving resource specialist services (RSP), our RSP case carrier/resource specialist(s) will monitor student IFPs provide in-classroom assistance to students and teachers conduct nullout

¹² Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

¹³ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

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		<p>sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 25-30 students.</p> <ul style="list-style-type: none"> - For our students in the Special Day Program (SDP), our SDP case carrier/special education teacher(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students. <p>We also recognize that as determined by the district's special education division, we may be receiving students with MR, Autism and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include <i>every</i> student at PSCS in <i>at least</i> our advisory program so that <i>all</i> of our students will receive the social benefits of participating in a diverse learning environment. Additionally, PSCS has teachers with experience in successfully integrating students with MR and autism into a general education environment using grade-level and alternate standards, and (if such integration is requested by the parent or indicated on the IEP), will be able to provide professional development training (with the special education teacher) to all teachers who will be integrating students with these and similar disabilities into the classroom.</p> <p>Finally, it is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development that all teachers will receive, we will address strategies for co-teaching, in classroom support and teacher collaboration for supporting students with special learning needs.</p>

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Outcome 2	Special Education Program Description	<p>As referenced above, our students with special learning needs will have access to grade-level standards-based education within the general education environment, with the supports in place to facilitate student success.¹⁴ In addition to the daily supports of our special education case carrier/teacher(s), PSCS will have the following supports within our special education program:</p> <ul style="list-style-type: none"> - One Learning Lab¹⁵ will be designated as a Learning Center available all day for individual pull out sessions and/or small group work time with a special education teacher. - Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI), SST and assessment process.¹⁶ - Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with their own learning process. - Partnerships with organizations that provide additional supports for students with special needs, such as additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.¹⁷ - Staffing – as with the hiring of the general education staff, it is crucial that PSCS have autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.¹⁸ To address this our hiring and evaluation processes will

¹⁴ See above section and Section 3.D. Instructional Strategies for details regarding differentiation and supplemental materials.

¹⁵ See Section 3.C. Addressing the Needs of All Students for details regarding the Learning Labs at PSCS.

¹⁶ See Section 2 Attachment: *RTI Process*

¹⁷ See Section 9.B. Key Community Partnerships for more details.

¹⁸ Buell, Martha J., Hallam, Rena, Gamel-McCormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

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		<p>include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).¹⁹</p> <ul style="list-style-type: none"> - Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching and co-teaching strategies that have been proven to facilitate the learning of students with learning disabilities.²⁰ - Participation of special education teachers and aides in weekly professional development sessions and grade-alike curriculum planning, implementation and reflection sessions.
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Proper IEP identification, communication and monitoring are crucial to supporting students with special learning needs. We addressed the initial identification and communication process for IEPs within the “Search and Serve” section above. Once identified, we have the following process in place to support the successful implementation of a student’s IEP:</p> <p>PSCS will share one special education clerk with the CATS small school (serving no more than 150 students)²¹. This clerk will be responsible for:</p> <ul style="list-style-type: none"> - Calendaring IEP meetings in consultation with the student’s case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled). - Communicating the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student’s advisor, and sending a reminder the day prior to the meeting to all participants (via email). - Communicating the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting, and translation of the IEP is

¹⁹ See Section 12 “Staffing” for details.

²⁰ See section 2.D “Instructional Strategies” and section 5 “Professional Development” for details.

²¹ See Section 12. Staffing for details on shared personnel.

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		<p>available upon request), and sending a reminder home with the student or via phone the day before the meeting.</p> <ul style="list-style-type: none"> - Ensuring that the goals section of the IEP is mailed to the parent after the meeting. <p>Each student's case carrier will be responsible for:</p> <ul style="list-style-type: none"> - Requesting an initial informal "meet and greet" IEP meeting upon the enrollment of every new student (at the beginning and throughout the year). - Requesting an annual IEP update meeting at least one month prior to the due date. - Completing the necessary updates and changes within Welligent after each IEP meeting. - Communicating IEP outcomes and goals to the student's advisor and grade-alike team after the IEP meeting. <p>All IEP meetings will occur within the designated special education office within our small school office to provide for access to Welligent during the meeting and optimal privacy.</p> <p>We realize that getting a new school started will be a challenge, thus we have set the following goals for the future (to be implemented during the 2nd and 3rd years of operation):</p> <ul style="list-style-type: none"> - Three IEP meetings per year; with the ultimate goal of having a check-in at the beginning of the year, a mid-year check-in after the first semester and an end-of-the-year annual update and adjustment/changes based on the successes and challenges the student experienced during the year. - Engaging students more thoroughly in the IEP process by teaching them how to write their own IEP components.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Please see the above section on "Interventions" for our Tier 1 and Tier 2 Response to Intervention Assessment process.</p> <p>If a student is not responding to our Tier 2 interventions, the student's advisor (who is responsible for</p>

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		<p>monitoring the students response to intervention) will refer the student to the school psychologist for a Student Study Team (SST). The SST referral will be made available to teachers online, within the teacher's handbook and in the special education office. The form will include the following information:</p> <ul style="list-style-type: none"> - student information - including ethnicity to monitor referrals by ethnicity (and address issues of over-referral) - including ELL background and status to identify potential language issues that may be misinterpreted as special education issues. - background information checklist regarding the interventions attempted (with accompanying documentation: assessments, observations, student work samples, etc). This checklist will also include a requirement that the student's cum is reviewed for interventions attempted prior to arrival at the school. - teacher's perspective regarding students positive traits/areas of success, known reinforcers and specific reason for the referral. <p>Once the student is referred, the school psychologist will schedule an SST meeting with the student's parent, general education teacher (advisor), administrator at which the school psychologist will also be present. During this meeting, the SST will develop a strategic and individualized intervention plan for the student, which will then be communicated to the student's grade-alike team and implemented, and the student's advisor will continue to monitor the student for response to intervention.</p> <p>If the student does not respond to the interventions outlined by the SST, the parent will be notified and then decide whether the student should be assessed for special education. If the parent requests assessment, the school psychologist will conduct the assessments to determine his or her special learning needs (and be assigned to a case carrier for an initial IEP meeting). If the parent does not request an assessment, the advisor and grade-alike team will continue with the Tier 2 assessments and interventions, and strategic interventions outlined by the SST.</p>

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Outcome 2	Instructional Plan for students using grade level standards	<p>For a full description of our grade-level California content standards-based curriculum/planning, instructional strategies and supports for learners, please see Sections 2.B. Core Academic Curriculum, 2.B.ii. Curriculum Development, 2.C. Addressing the Needs of All Students, 2.D. Instructional Strategies, and 3.C. Professional Development-Teacher Orientation.</p> <p>The specific elements of the above referenced sections that are most relevant to this document are:</p> <p><i>Grade Level materials</i></p> <ul style="list-style-type: none"> - All students will have access to grade-level materials (Williams-approved textbooks and books/plays as well as timely reading materials from newspapers and magazines). - All students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.²² - Students with special learning needs will be provided with supplemental reading materials that address the same topics and themes (we will be selecting our textbooks with the quality of supplemental materials as a major consideration). <p><i>Curriculum Planning</i></p> <ul style="list-style-type: none"> - All of our staff will use Understanding by Design (UBD) for curriculum development - Also referred to as “backwards planning,” the UBD approach to planning instruction <i>starts</i> with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are draw on their prior knowledge and develop the skills and knowledge necessary to meet the

²² Fitzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst and Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

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		<p>learning objectives.</p> <ul style="list-style-type: none"> - Our curriculum will also be planned and adjusted by the grade-alike teams during the weekly professional development meetings based on analysis of student assessments for specific skill needs. This is a strategy to focus on particular skills across the curriculum. <p><i>Accommodations and Modifications</i></p> <ul style="list-style-type: none"> - In addition to the above referenced supports, teachers in the general education classrooms will be provided with each student's IEP and monitored by the student's case carrier regarding implementation of the specific accommodations and modifications outlined in the student's IEP. - Some of the additional in-class accommodations may include: <ul style="list-style-type: none"> Front of room/proximity to teacher seating More time on projects/assignments/tests Different ways of showing learning (projects, presentations, verbal exams) - Some of the additional in-class modifications may include: <ul style="list-style-type: none"> Differentiated rubrics and tasks Pull-out sessions for specific skills concentration or work in the Learning Lab/Center <p><i>Data-based Decision-Making</i></p> <ul style="list-style-type: none"> - All students will be assessed at the beginning, middle and end of the year regarding basic skills and content knowledge. Analysis of these assessments occur during professional development time and examine common skills issues across the grade level. Grade-alike teams then utilize instructional strategies across the curriculum to address the identified skills or content area deficiencies. - Students who have been identified for RTI process Tier 1 or 2 interventions from the initial, middle or end of year assessments will receive differentiated instruction and supplemental materials in the core classes, more individualized attention in advisory and the Learning Lab (guided by a grade-alike or advisor-led analysis of the student's assessment results and classwork), and regular follow-up assessments to monitor the students response to intervention (done by the student's advisor).

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		<p>- Students receiving special education services (Tier 3) will receive all of the above referenced assessments, supports and interventions. In addition, the student's case carrier will identify the student's specific skills and content area deficiencies through analysis of initial, mid-year and end-of-year assessments, as well as regular follow-up assessments. The case carrier will then provide the needed in classroom, pull-out session and learning lab/center supports to each student.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Alternate standards are taught and assessed within the English Language Arts, mathematics and/or science content areas and indicated on the student's IEP. Students being taught the alternate standards take the California Alternate Performance Assessment (CAPA) and typically receive the majority of their instruction in a highly individualized, self-contained, and multi-grade classroom. However, in some cases, parents request that their child receive the alternate standards instruction within the general education classroom. In both cases, PSCS is prepared to provide our students with the indicated instruction and environment. Though the school building (SRHS#2) was not built with the small-sized, self-contained classrooms in mind and has a very limited number of general education classrooms, we have identified small teacher work rooms and a meeting space in the small school office that can be used by a special education teacher to teach self-contained classes of 6 or fewer students. Additionally, as mentioned above, our design team has teachers with experience in providing alternate standards instruction within the general education classroom. These teachers (and the special education teacher(s)/case carriers) will provide the necessary training and supports to general education teachers.</p> <p>It is important to note that whether the student is in the general education classroom or a self-contained classroom, it is the responsibility of the student's case carrier/teacher to develop and provide the teachers with the alternate standards curriculum, and formative/summative assessments. The case carrier will analyze the CAPA data for each student to develop a specialized learning plan that addresses the student's learning needs.</p>

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Outcome 13	Plan to provide Supports & Services	<p>The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to):</p> <ul style="list-style-type: none"> - Speech and language - Audiological services - adaptive p.e. - occupational therapy - inclusion specialists for students with moderate to severe challenge (for inclusion in the general ed/least restrictive environment setting) <p>Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>The special education clerk, principal and case carrier will work with the LAUSD District Office of Transitional Services and the South Central Regional Center to provide students with important supports and services to facilitate their transition from high school to adult living. These services include, but are not limited to:</p> <ul style="list-style-type: none"> - Independent living skills (PSCS is partnering with Partnership for Active Learning Services, Inc. to provide independent living skills supports through the South Central Regional Center). - Introduction to the Regional Center and special needs/disabilities advocacy organizations - Transition services/information trainings for special education case carriers/teachers <p>At the school, the case carrier will be responsible for ensuring:</p> <ul style="list-style-type: none"> - that all students over 14 have completed an Individual Transition plan; and that steps of that plan are being followed.

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		<ul style="list-style-type: none"> - Students have completed a transition assessment (indicated in their IEP) prior to their 16 birthday - Students receiving a diploma, certificate of completion or aging out of the system have a “Senior Inventory” and “Summary of Performance” on file in their records (and are provided a copy). <p>Within the advisory class, all juniors and seniors will receive direct instruction, given information and partake in fieldtrips, job shadowing and internships that will prepare them for college and career. In addition to this, students with special learning needs and their parents will be invited to:</p> <ul style="list-style-type: none"> - Attend multiple transition-focused talks/meetings throughout the school year. - Attend college visits that include a focus on special education and disabled access and supports programs, locations and personnel – with the goal of also introducing our students to students with learning challenges currently attending the college. - Visit potential workplaces that accept and support individuals with learning or other disabilities – with the goal of also setting up internships for our students at these locations.

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Federal requirement	Access to Extra- Curricular/Non academic activities:	<p>The design team of PSCS has a history of integrating our students in special education into the overall culture of the school. In our small learning community (Pathways), students were fully integrated into the advisory program, electives classes, the student leadership class (which was taught by our special day program teacher), student activities, and clubs. At PSCS, we plan on building a similar inclusive environment as well as the inclusive culture that fosters a sense of connection and community among all students at the school.²³</p> <p>To that end, we will:</p> <ul style="list-style-type: none"> - fully integrate all students in special education into the advisory classes - to the extent that it is safe for the student(s), encourage all students in special education to participate in school activities and inter-mural sports – it is important to note that in the Pathways SLC inter-mural sports program, there were inclusion requirements for students typically excluded from competitive sports (younger students, female students and special education/disabled students). - encourage students in special education to participate in our small school and complex-wide leadership class – we feel that this is particularly important because having a student with special needs on the leadership team provides insight to needs that general education students might not think of when planning activities and events. - provide student mentors for students in special education to introduce them and help them adjust to new or unfamiliar environments such as dances, activities, and clubs - provide IEP information, supports and training to all electives teachers as well as core academics teachers.

²³ See Section 3.A. Description of School Culture for more details on developing an inclusive school culture

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Federal requirement	Providing Extended School Year	<p>According to LAUSD Reference Guide 5276.1²⁴ “An IEP team may determine ESY is necessary when a student with disabilities demonstrates: (1) significant regression corresponding with limited recoupment of previously achieved skills; or (2) a loss of critical skills for students accessing the alternate curriculum; or (3) special circumstances or factors that indicate the need for ESY services.”</p> <p>To identify students in need of ESY, the IEP team will:</p> <ul style="list-style-type: none"> - gather the appropriate data (progress monitoring/IEP information, pre and post-test data before and after instructional breaks, various assessments, student work, observations and medical reports). - Analyze the data for: <ul style="list-style-type: none"> o issues of regression and recoupment o indication of the potential loss of independent functioning and critical self sufficiency skills over the summer (for students with severe disabilities) o identification of special circumstances that may necessitate ESY (at critical stage in development of life skills or absent due to medical issues) - Make a decision based on the data (this is done every year; a student’s access to ESY is not automatic) - Document the decision: <ul style="list-style-type: none"> o Provide rationale o Identify needs and goals for the ESY period o Identify support services the student will receive during ESY (support services the student receives during the year are not automatically carried into the ESY period) - Assist parent in completing the necessary application paperwork for ESY

²⁴ See REF 5276.1 (Nov 1, 2010) for details regarding the process and attachments that we will use as part of the process.

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>The below listed MCD outcomes are integrated into this service plan as well as throughout the entire Public Service Community School proposal:</p> <p>1: <i>Participation in Statewide Assessments, English Language Arts</i></p> <p>2: <i>Participation in Statewide Assessments, Mathematics</i></p> <p>3: <i>Graduation Rate</i></p> <p>4: <i>Completion Rate</i></p> <p>5: <i>Reduction of Suspension</i></p> <p>6: <i>Least Restrictive Environment</i></p> <p>7A: <i>Least Restrictive Environment, SLD, SLI, OHI</i></p> <p>7B: <i>Least Restrictive Environment, MR, OI</i></p> <p>8: <i>Home School</i></p> <p>9: <i>Individual Transition Plan</i></p> <p>10: <i>Timely Completion of Evaluations</i></p> <p>11: <i>Complaint Response Time</i></p> <p>12: <i>Informal Dispute Resolution</i></p> <p>13: <i>Delivery of Special Education Services</i></p> <p>14: <i>Parent Participation at IEP Meetings</i></p> <p>15: <i>Timely Completion of IEP translations</i></p> <p>16: <i>Qualified Special Education Teachers</i></p> <p>17: <i>Behavioral Support Plans for students with Autism or Emotional Disturbance (as well as other students who need support)</i></p> <p>18: <i>Comprehensive Evaluation of African American Students identified with Emotional Disturbance</i></p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	<p>As part of our <i>Teacher Orientation Retreat</i>, all teachers will receive training on:</p> <ul style="list-style-type: none"> - Using differentiated materials in the general education classroom - Specially Designed Academic Instruction in English (SDAIE).²⁵ - The Responsiveness to Intervention Training (RTI) process - Grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process. <p>New teachers (and/or teachers new to the above-referenced strategies and processes) will receive mentor support from a special education or experienced teacher through class visits and weekly meetings.</p> <p>Special education teachers/case carriers will participate in the weekly professional development and planning sessions, and suggest/provide special education-focused input, information, supports and training as needed.</p>

²⁵ Resources: Fitzell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	<p><i>Recruitment and hiring</i></p> <ul style="list-style-type: none"> - During the first year of operations we will have 375 students and we are required by UTLA to accept teachers from Fremont High School in relation to the number of students transferring. We expect to receive approximately 20-30 students receiving special education services (both RSP and SDP), which should translate into one RSP teacher and one SDP teacher. Our SDP teacher on the design team will take the SDP position and thus we will be receiving one RSP teacher transferring from Fremont High School. Our plan is to outreach to the special education department at Fremont as soon as we are approved for SRHS#2, share our plans with the teachers, and see who is interested in transferring. This recruitment process will also involve an introduction to our Elect-to-Work Agreement (if we are approved as a pilot) that will outline the additional responsibilities and time commitments required for all teaching staff at PSCS. - After our first year of operations, as our special education population grows with the overall population of the school (roughly 500 students with an expected special education population of 40-60 students), if the numbers increase enough to afford us additional special education position(s), we will recruit teachers based on word-of-mouth, through our connection at the teacher training program at Cal State Los Angeles, and through LAUSD job fairs. Applicants will be reviewed for the appropriate training, credentials and experience and then partake in an interview that will include the principal, a special education teacher, a general education teacher, a special education student (and parent if possible). - Our hope is that through the pilot schools or through direct negotiations with SEIU, we will also be able to identify, recruit and interview special education assistants/aids as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff who are interested in participating in a collaborative work environment. <p><i>Service Ratios and Clerical Support</i></p> <ul style="list-style-type: none"> - As referenced in the above section on expected student population, we expect to serve 20-30 RSP and SDP students during the 2011-2012 school year and 40-60 RSP and SDP students starting in year 2012. The ratios we expect for the first year are 5-10 students in the SDP and 20-25 students in RSP then increasing

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>to 10-15 students in SDP and 25-30 students in RSP.</p> <ul style="list-style-type: none"> - As referenced in the above IEP Process section - PSCS will share one special education clerk with the CATS small school (serving no more than 150 students)²⁶. This will provide the clerk with enough time to perform the duties outlined throughout this service plan as well as complete the necessary compliance checks and paperwork. <p><i>Specialized equipment and health protocols</i></p> <ul style="list-style-type: none"> - Every classroom at PSCS has large set of lockable closets that can be used to store smaller items such as headphones and specialized keyboards. - Every two classrooms share a lockable storage room that can be used to safely store larger equipment. - Additionally, there is space within the special education office to store equipments as needed. - Health protocols will be noted by the case carrier, shared with the student's advisor and grade-alike team with an easily accessible copy kept in the small school office and with the school nurse.
	Fiscal	N/A

²⁶ See Section 12. Staffing for details on shared personnel.

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

APPENDIX D

Applicant Team Name: Gage and Central Community School #1: Public Service Community School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>Parent participation is very important for all students at PSCS and across the Gage and Central Community Schools Complex. Please see Section 3.E. Parental Involvement for details regarding the ways we will be incorporating parents into the culture and structures of both Gage and Central and PSCS. To summarize here, we will have:</p> <ul style="list-style-type: none"> - a complex-wide Welcome Center and Parent/Community coordinator - regular complex-wide chats regarding issues parents care about - a PSCS teacher/parent collaboration room - multiple ways for parents to partner with our small school (governing council, supervision, parent ambassadors, classroom observations) - regular celebrations and events for parents to attend - advisor-parent connections (which includes parent participation in the student's goal development, achievement and celebration within their Individualized Learning Plans) - opportunities for anonymous parent input and feedback (which also includes, as indicated in the "Search and Serve" section above, a means for parents to contact LAUSD Complaint Response Network/Parent Resource Network if their complaints are not addressed in a timely manner). - translation available at all events/meetings where parents are present as well as in the office <p>In addition to the above referenced parental involvement elements for all students, parents of our students with special needs will:</p> <ul style="list-style-type: none"> - receive early notice and reminders for IEP meetings (that will be scheduled with their time/day preference in mind), and will receive the goals portion of the IEP in the mail shortly after the meeting. - be encouraged to participate in leadership bodies both campus-wide and within the small school - be invited to attend informal chats and more specific/detailed trainings regarding issues important to students in special education and their parents (such as the transition meetings referenced above).

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>
COMPLEX-WIDE					
Complex-wide Personnel in place Section 3.A.	Year one	Operations Director	Complex-wide staff Section 12.A.	All complex-wide personnel have been hired, have clear job descriptions	Observation
Complex-wide Safety Plan Section 3.A.	Year one	Operations Director	Complex-wide Safety Staff	Complex-wide safety plan in place and communicated to all 4 principals	Complex-wide safety plan
Complex-wide Leadership Structures Section 10.B.2	Year one	Operations Director	Participation of teachers, students, parents and community, G&C list-serve	Building Council Instructional Council Student Leadership Council Community Schools Cncl	Agendas & meeting notes (posted on list-serve) Meeting observation
Complex-Wide Welcome Center Section 3.E.	Year one	Operations Director	Parent/Community Coordinator & Welcome Center location	Complex-wide welcome center is operational (see specific description in Section 3.E.)	Center is decorated Information is up Parents are present
Complex-Wide Career and College Center	Year two	Operations Director	Career and College Counselor & C/C Center location		

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

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>
PSCS					
Communication System in Place	Year one July 2011	Principal	n/a	PSCS List-serve up & running	n/a
Teacher Orientation Retreat Section 5.C.	Year one August 2011	Principal	Funding for 18 teachers x 15 days of PD (startup \$)	All teachers will have attended the T.O.R.	Teachers versed in instructional strategies; curr. for 1 st semester developed.
Positive Behavior Plan Established and Communicated	Year one Opening week	Principal & teachers	Positive behavior plan	Positive behavior plan doc Teachers know processes & have appropriate forms	Review of document Interviews with teachers Observation
Learning Labs Established Section 2.C.	Year one September 2011	Principal	10 Computer Carts (x30 computers); wireless access; All teachers hired; pilot status	10 computer carts with working wireless hubs	Observation
				Students have LAUSD ID for internet use/access	Documentation of Student Access (permission forms)
				All labs taught by core teacher (used as tutoring/hw time until plans put in ILP)	Observation
Start WASC Process	Year one September 2011	Principal	N/A	WASC documents completed & visit scheduled	WASC documents completed & visit scheduled
Advisory & Individualized Learning Plans Est Section 2.C.	Year one October 2011	Principal & Advisors	All teachers hired; Advisory curriculum ILP	Advisory Curriculum Menu	Teacher handbook
				Individualized Learning Plans started	Observation & spot check of Individualized Learning Plans

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

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>
			structure/ntbks		
RTI Process Established Sections 4 & 6	Year one November 2011	Principal	Above referenced PD time weekly PD time; access to LAUSD assessment portal; Learning Labs	All students have taken Initial Assessment	Initial assessment data
				Initial Assessment data analyzed (PD)	Initial assessment data Analysis
				Students identified for RTI process (PD)	RTI student ID list
				Plan for each student in tier 2/3 written in student's ILP (advisory)	Documentation in student ILP
				ILP implemented in Learning Lab	Observation in learning lab (using ILP as a guide)
Leadership Teams Established Section 10.B.ii	Year one December 2011	Principal & team leaders	Teacher, student and parent participation	Governing Council Data & PD Team Advisory Support Team Student Leadership Team Parent Leadership Team	Meeting agendas & notes (posted on) Observation of meetings
EL Inclusion Section 2.C.	Year one December 2011	Principal & EL teachers	PD/collaboration time & teacher participation	ILPs/Learning Lab plans for each student in ESL	Dec. 2011 - ILPI/LLP Ongoing - monthly grade checks for all students in ESL
Special Education Inclusion Section 2.C.	Year one December 2011	Principal & special ed teachers	PD/collaboration time & teacher participation	ILPI/Learning Lab plans for each student in special ed IEP intro mtg complete	Dec. 2011 - ILPI/LLP Ongoing - monthly grade checks for all students in special ed
Learning Lab Operational for Section 2.C.	Year one December 2011	Principal & Counselor	Functioning computer carts w/ wireless access	Access to programs/sites: Supplementary (honors) Interventions Credit recovery	Lab observations Spot checks on student ILPs & progress notes

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

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>
Instructional Strategies Section 2.D.	Year one December 2011	Principal & Teachers	Professional & Development & supports for teachers	Project-based learning Understanding By Design Differentiated Inst/SDAIE Thinking maps Vocab Instruction AVID strategies	Evidence of PBL & diff instr/SDAIE during classroom observations (princ)
Professional Development Process/Plan in place Section 5.D.	Year one December 2011	Principal & Data/PD team leader	PD & Data Plan		Evidence of at least one of the three inst. strategies during class obs (principal)
Parent Involvement Established	Year one December 2011	Principal & Community Rep	Parent room; Community Rep Parent volunteers n/a	PD & Data Plan completed and communicated to teachers Parent room decorated Parents present in room & at school	PD & data plan Observations Parent visit sign-in sheets Parent volunteer sign-ins
Counselor has completed grad checks with 10 th & 11 th grades	Year one February 2012	Counselor		documentation of grad checks in 10/11 ILPs	documentation of grad checks in 10/11 ILPs; Counselor log of mtgs.
Mid-year Assessment Section 4.C.	Year one February 2012	Principal & teachers	access to LAUSD assessment portal; Learning Labs	All students have taken Assessment;	assessment data/analysis Student ID list Documentation in ILP Observation in learning lab (using ILP as a guide)
Mid- year data review and PD Retreat	Year one February 2012	Principal & teachers	PD time for 1 full day (weekend)	analyze mid-year assess data grades/attend determine interventions (incl test prep)	agenda/notes from meeting

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

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>
Interventions in place based on Mid year data review (Section 4.C.)	Year one March 2012	Principal	Documentation from mid-year review	Strategies discussed at mid-year review retreat in place in classrooms	Observations & feedback sheets (principal)
Testing Plan in Place CST & arrangements made for AP & SAT tests	Year one April 2012	Principal and Counselor (+ gov council)	Testing documents	Testing plan for CST communicated to teachers	Testing plan for CST communicated to teachers
End of year surveys	Year one April 2012	Principal	Survey	Survey	Survey
IEPs updated	Year one May 2012	Principal, special ed clerk & special ed teachers	N/A	IEP documentation	IEP documentation
Counselor has done grad checks with all 9 th graders	Year one May 2012	Counselor	n/a	documentation of grad checks in 9 th ILPs	documentation of grad checks in 9 th ILPs Counselor log of mtgs.
End-of-year Assessment Section 4.C.	Year one June 2012	Principal & teachers	access to LAUSD assessment portal; Learning Labs	All students have taken Assessment;	assessment data/analysis Student ID list Documentation in ILP (reflection)
End of year retreat	Year one June 2012	Principal & teachers	PD time for 5 days	Agenda & notes Analysis Plans for next year	Agenda & notes Analysis Plans for next year
Participation Requirements	Year 2	Advisors			
College/financial aid assistance in	Year 2	Principal, Advisors, College and Career			

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

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>
advisory		Counselor			
Pilot work-based learning program	Year 2	Principal, WBL Coordinator			
Pilot Social Entrepreneurship intro course	Year 2	Principal, S.E. teacher			
Implement full work-based learning program	Year 3	Principal, WBL Coordinator			
Implement full Social Entrepreneurship course sequence	Year 3	Principal, S.E. teacher			

Section 3 Attachment – Annual Calendar

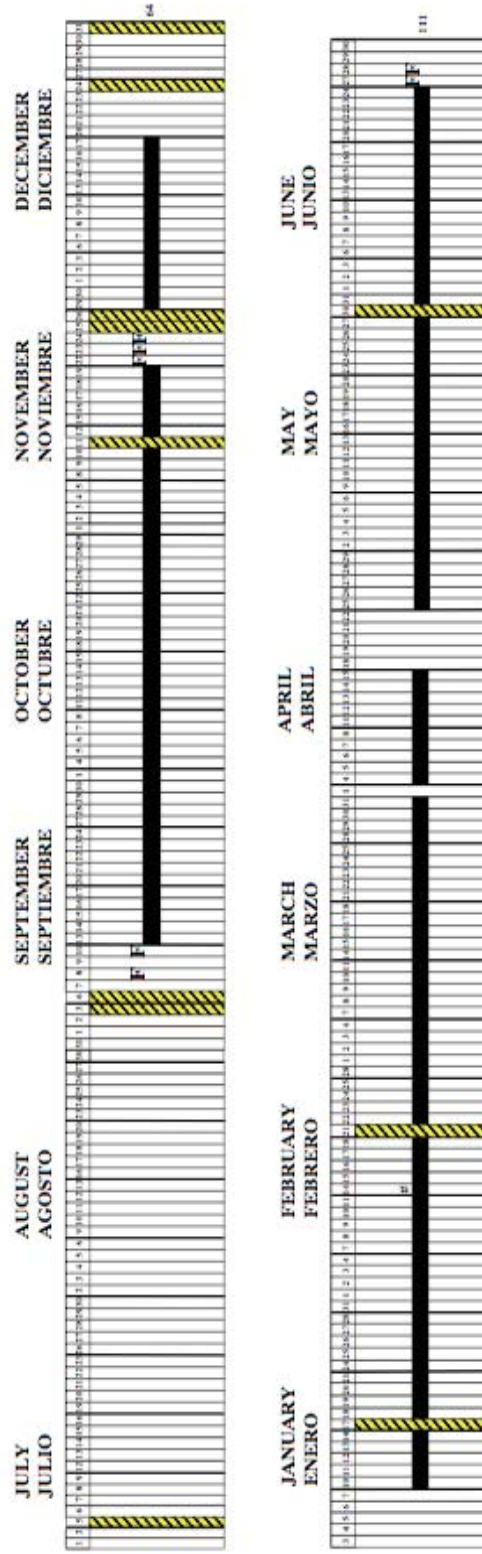
The Gage and Central Community Schools (PSCS, CATS, GDCS, and PACS) will follow the LAUSD single-track calendar. We will start the 2011-2012 school year in September so as to allow sufficient time for planning, professional development and to conduct a Summer Bridge program for our students. During the 2011-2012 school year, we will re-evaluate the September start and potentially shift to an August start for the 2012-2013 school year.



LOS ANGELES UNIFIED SCHOOL DISTRICT DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY
DÍA DE FIESTA
Final Calendar
Board Approved
4/13/2010

REDUCED SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2010-2011 CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



IMPORTANT DATES:

09-03-2010	Admission Day	11-25 & 11-26-2010	Thanksgiving Holiday	04-01-2011	Cesar E. Chavez Day Observed,
09-06-2010	Labor Day	12-20-2010 thru 01-07-2011	Winter Recess	04-18 thru 04-22-2011	Unassigned Day
09-07-2010	Unassigned Day	01-17-2011	Dr. Martin L. King, Jr.'s Birthday Observed	05-30-2011	Spring Recess
09-09-2010	Unassigned Day	# 02-14-2011	Second Semester Begins	06-24-2011	Memorial Day Observed
09-13-2010	First Day of Instruction	02-21-2011	Presidents' Day		Last Day of Instruction
11-11-2010	Veterans Day			F: Furlough Day, No School for Students and	
				Certified Staff	

School Management Services

Revised 8/12/2010

Public Service Community School Election to Work Agreement (2011-2012)

I, _____, am voluntarily electing to work at the Public Service Community School (PSCS). By signing this Election Agreement, I indicate that I understand and accept the vision and mission of the PSCS and the following terms and conditions of my employment.

Gage and Central Community Schools Vision and Mission:

All of the schools within the Gage and Central Community Schools Complex commit to working collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this our schools will be *whole student centered* –meeting students’ educational, health, safety and social needs; *all student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students; *family focused* – providing a welcoming and supportive environment, and drawing on families as resources; and *community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

Public Service Community School Vision & Mission:

Beyond the core values shared by all of the Gage & Central Community Schools, the Public Service Community School is committed to developing in its students a sense of personal responsibility, an accountability to the community, and a capacity to advocate for self and others. During their time at PSCS, students will strengthen and build on their skills and knowledge in basic and advanced academic competencies; will cultivate new skills in critical-thinking, problem-solving, collaboration and technology use; and will play an active role the school, the local community and in their own lives.

Our mission is to use project-based instruction, research-proven instructional strategies and additional interventions and accelerations to help all students actively engage in a rigorous, standards-based curriculum that will prepare them with a strong foundation of basic reading, writing, mathematical and critical thinking skills, the ability to think through and solve problems (individually and collectively), and an adeptness in the technological, collaborative and entrepreneurial capacities that facilitate success in college, career and life.

Commitment to the Public Service Community School (PSCS)

I have read and agree with the PSCS vision and mission. I understand that PSCS is a full inclusion school and I will be teaching heterogeneously grouped classes with students of widely varying learning styles and needs. I agree to use project-based learning, differentiated instruction, additional interventions (learning lab/advisory), and collaborate with my colleagues to meet the needs of our students.

I acknowledge that professional development, collaborative planning and maintaining a reflective practice are valued by PSCS faculty, and I agree to actively participate in all planned professional development to advance my knowledge and skills as a teacher, and engage with my colleagues in regular collaborative planning sessions to assess student needs, reflect on student work, and revise and develop curriculum and instructional strategies.

I understand that PSCS is a vibrant small school community within a safe and caring large school complex due to the participation of all teachers at the small school and/or school complex level, and their willingness to engage with parents, community members and community partners. I am committed to taking on additional roles beyond my teaching responsibilities, and participating in small school and complex-wide events and activities whenever possible.

I understand my responsibilities include:

Curriculum and Instruction

- Collaborating with PSCS faculty and working independently to construct effective and engaging standards-based curriculum.
- Participating in grade-level and vertical planning meetings.
- Utilizing the Understanding by the Design curriculum planning framework.
- Differentiating instruction for students with varying learning styles and needs within my classroom and through additional interventions and accelerations in the learning lab.
- Collaborating and Co-teaching with special education and EL teachers and para-professionals to ensure the academic success of all students.
- Developing lesson and unit plans that build upon students' previous learning, and provide the necessary scaffolding to allow them to engage with rigorous standards.
- Measuring student achievement with multiple assessments -- project-based, performance-based, essays, selected-response and constructed-response -- as assessments *for* learning (formative) and *of* learning (summative).
- Continually monitoring student achievement and tailoring instruction accordingly.
- Integrating technology in the classroom and encouraging students to use technology when appropriate.
- Providing test preparation strategies for CST, SAT and ACT and explicitly preparing students for the CAHSEE.

Collegiality, Collaboration and Environment

- Having an "open door" approach to teaching in which other teachers and staff are welcome at all times in my classroom.
- Creating a welcoming, orderly, print-rich and engaging classroom environment.
- Seeking and welcoming constructive criticism from peers, administration, students, community members, and families.

Additional Roles and Duties

- Participating in at least one PSCS school team or GCSC council.
- Teaching one learning lab session per semester (for intervention and accelerated students), which includes 2 days per week during school and 2 days per week after school (see teacher schedule for details).
- Teaching one advisory class per semester (which includes one home visit per student per year and assisting students in the development of their Individualized Learning Plans and related components).
- Maintaining and nurturing relationships with PSCS students and their families
- Helping supervise or plan at least one extra-curricular event each semester
- Attending a minimum of one 8th grade recruitment fair or event
- Addressing non-extreme behavior issues within the classroom (or among teachers).

Professional Growth

- Developing an Initial Planning Sheet (IPS) at the beginning of each school year that outlines curricular and instructional goals for the year.
- Participating in an ongoing observation, feedback and improvement practice with my peers and the principal.
- Participating in annual self-evaluation and performance evaluation and with the principal.
- Participating in the Teacher Orientation Retreat¹, bi-annual data analysis and reflection retreats, and all professional development sessions during the weekly professional development time.

¹ Or makeup session if not hired in time for the retreat.

Salary, Benefits, Seniority and Membership in a Bargaining Unit

I understand that I maintain the status of an LAUSD employee who works in a Pilot School:

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

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

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

Work Hours and Schedule

I understand that:

- The workday for teachers will begin 10 minutes before the first bell and will end 10 minutes after the last bell.
- Teachers will participate in and be compensated for ten (10) professional development days before school starts, two (2) days of mid-year planning prior to the end of Winter Break and three (3) days of reflection and planning at the end of the school year for as long as funding is available.
- Teachers will be asked to supervise two (2) after-school learning lab sessions of fifty (50) minutes each per week.

Distributed Leadership in a Pilot School

I understand that teachers will:

- Participate in at least one PSCS team or GCCS council
- Participate in regular and collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations.
- Contribute to dialogue around school issue in a collegial, productive, and timely manner.
- Expect to take responsibility for addressing behavior issues and implementing changes in school operations, rather than view this as the domain of the “administration”.
- Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school.

Equity Issues

I understand that no person shall be discriminated against based on race, gender, religion or sexual orientation. If a staff member has concerns related to equity issues at the school, that staff member should contact the Equal Opportunity Section within LAUSD offices (213-241-7633).

Dispute Resolutions

I understand that the processes and procedures for dispute resolution will be determined by the Governing Board of the Public Service Community School.

Release of Employment at The Public Service Community School (transfer)

I understand that:

Permanent teachers may unilaterally and voluntarily transfer from the Public Service Community School by March 15 of each year. Similarly, The Public Service Community School Governing Council may unilaterally transfer teachers by March 15 of each year. Teachers are expected to fulfill all contractual obligations outlined in this Election-to-Work Agreement and in the UTLA contract. These include, but are not limited to attending school regularly and punctually, providing lesson plans when absent, calling for a substitute, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. In the event of such transferring, permanent teachers will be placed on the system-wide list, subject to the terms and procedures of the UTLA Contract.

Dismissal

I understand that I am subject to dismissal from LAUSD in accordance with existing law.

Signatures

I voluntarily elect to work at the Public Service Community School. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Name: _____

Date: _____

Principal: _____

Date: _____