

Los Angeles Academy



3.0 Public School Choice Proposal

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Summary Analysis

1. Mission and Vision

Describe the mission, vision, and core beliefs as well as the schools values about teaching and learning

The mission of Los Angeles Academy Middle School is to create a personalized learning environment for all students built on a foundation of trust and communication between staff, students, and families. Our campus is a place where intellectual curiosity and risk-taking are nurtured and where students develop ownership of their own learning, putting them on a firm pathway to college and a wide-variety of career options.

The vision of Los Angeles Academy Middle School will send students to high school who have fully-developed language, literacy and numeracy skills. To engage students in critical thinking and problem-solving, our faculty and staff will teach students how to advocate for their education. Furthermore we will work with families in understanding how to support their children on their pathway to college and career option pathway.

Core Values and Beliefs:

The faculty and staff of Los Angeles Academy Middle School hold these core values and beliefs to be true and vital to our work because we will...

- set high expectations for ourselves and our students;
- demonstrate respect for all individuals in a learning community;
- foster curiosity, risk-taking, hard work and collaboration;
- maintain integrity in everything we do;
- promote an attitude of determination for our students;
- use data to inform instructional practices and decision-making;
- promote language and literacy across the curriculum;
- use multiple forms of assessment to evaluate student progress;
- hold ourselves accountable for improved student outcomes;
- believe in creating an environment that supports our students' physical and socio-emotional well-being;

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- believe in the concept of education: educating the whole child;
- teach our students to be responsible users of information; and
- commit to honoring our students' efforts at self-advocacy.

2. School Data Analysis

Provide an objective, critical analysis of the data by describing the major strengths and opportunities for improvement at the school.

At Los Angeles Academy our student enrollment consist of 92% Latino and 8% African American students. According to the most recent data from the School Report Card the following shows the percentage of students currently enrolled who are:

Students indentified as...	Percentage
Gifted and Talented	10
Student with Disabilities	10
English Learners	31
Reclassified Fluent English Proficient	46
Economically disadvantaged	100

During the 2010-2011 school year, Los Angeles Academy showed a 44-point gain in our Academic Performance Index (API):

YEAR	BASE	GROWTH	PTS + OR -	Similar School Rank
2006-2007	580	578	+18	3
2007-2008	578	605	+27	4
2008-2009	602	619	+17	4
2009-2010	618	614	-4	5

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2010-2011	614	658	+44	2
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Out of the 424 students enrolled in Algebra during the 2010-11 school year, 235 students received a passing grade of “C” or better. The following charts show Los Angeles Academy students proficient and advanced in Algebra1 and Geometry:

LAAMS v. LAUSD

Algebra 1 CST – Proficient and Advanced

	2008 – 2009			2009 – 2010			2010 – 2011		
	P	A	Total	P	A	Total	P	A	Total
LAAMS 7 th Grade	38	5	43	42	10	52	39	9	48
LAUSD 7 th Grade	40	32	72	40	39	79	39	38	77
LAAMS 8 th Grade	12	3	15	15	1	16	20	1	21
LAUSD 8 th Grade	21	7	28	23	9	32	23	9	32

LAAMS v. LAUSD

Geometry CST – Proficient and Advanced

	2008 – 2009			2009 – 2010			2010 – 2011		
	P	A	Total	P	A	Total	P	A	Total
LAAMS	N/A	N/A	N/A	24	7	31	39	18	57
LAUSD Geometry 8 th Grade	39	41	80	39	41	80	42	40	82
LAUSD Geometry 9 th Grade	17	6	23	16	5	21	19	5	24
LAUSD Geometry 10 th Grade	5	1	6	5	1	6	6	1	7
LAUSD Geometry	3	0	3	3	0	3	4	0	4

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11 th Grade									
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The following three major student groups that have been historically under-served and have struggled to meet performance targets in ELA and Math are:

- African Americans students scoring at proficient or advanced in ELA were at 20% and at 15% for Math.
- Special Education students scoring at proficient or advanced in ELA were at 17% and at 12% for Math.
- English Learners students scoring at basic or above on the CST-ELA were at 22% and passing English courses with a “C” or better at 60%.

Los Angeles Academy has shown a steady gain in the percentage of our students’ proficient and advanced scores in English and Math. The following charts show the CST Trends for English and Math over the previous five years for all sub-groups at Los Angeles Academy:

5 year CST Trend: ELA

Sub-Groups	# Tested 2006-2007	# Tested 2007-2008	# Tested 2008-2009	# Tested 2009-2010	# Tested 2010-2011	% Prof. & Adv. 2006-2007	% Prof. & Adv. 2007-2008	% Prof. & Adv. 2008-2009	% Prof. & Adv. 2009-2010	% Prof. & Adv. 2010-2011	Chg.% 5 yrs
All Students	2,333	2,269	2,244	2,148	1,932	14.4	20.1	24.8	27.7	31.8	17.4
African Americans	233	207	182	161	144	7.6	16.9	18.7	17.4	17.4	9.8
ASIAN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Latino	2,096	2,028	2,043	1,965	1,827	11.8	17.8	19.4	23.1	26.3	17.8
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learner	1,063	993	894	695	573	1.7	3.5	2.9	2.7	4.2	2.5
SWD	255	228	222	202	87	0.4	0.4	2.3	2.5	3.4	3.0
Socio-Eco	2,165	2,216	2,201	2,104	1,960	11.2	16.8	18.6	22.3	25.4	14.2

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Disadv.											
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5 year CST Trend: Math

Sub-Groups	# Tested 2006-2007	# Tested 2007-2008	# Tested 2008-2009	# Tested 2009-2010	# Tested 2010-2011	% Prof. & Adv. 2006-2007	% Prof. & Adv. 2007-2008	% Prof. & Adv. 2008-2009	% Prof. & Adv. 2009-2010	% Prof. & Adv. 2010-2011	Chg.% 5 yrs.
All Students	2,324	2,234	2,223	2,135	1,979	11.1	16.7	18.5	22.1	25.2	14.1
African Americans	220	201	175	158	145	4.1	5.5	9.1	11.4	11.7	7.8
ASIAN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Latino	2,096	2,028	2,043	1,965	1,827	11.8	17.8	19.4	23.1	26.3	14.5
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learner	1,063	993	894	695	573	1.7	3.5	2.9	2.7	4.2	2.5
SWD	255	228	222	202	87	0.4	0.4	2.3	2.5	3.4	3.0
Socio-Eco Disadv.	2,165	2,216	2,201	2,104	1,960	11.2	16.8	18.6	22.3	25.4	14.2

Los Angeles Academy Middle School 2011 Academic Growth over Time (AGT) data show a consistent range of predicted AGT to far above predicted in ELA and Math. On the AGT scale of 1-5, Los Angeles Academy ELA measuring at a 3.8 out of 5 and Math measuring at 3.4 out of 5. By using the concept of value-added, LAUSD has created a more accurate model of growth, Academic Growth over Time (AGT) that minimizes those factors outside the control of the teachers in the classroom. Thus, AGT data provides a different perspective of assessing school growth.

Los Angeles Academy will continue to use, formative (e.g., common assessment) and summative assessment (e.g. CST), to show improvement in student learning. Our students come to school to learn and to find exciting challenges and new understandings. In order to create quality learning

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environments and optimum student achievement, our staff will train collaborative teams to make data-based decisions which, when practiced consciously, will:

- Keep teachers focused over time on key challenges and generate deeper learning about how to address these challenges;
- Help teachers make informed changes in practices and policies;
- Provoke changes in relationships between teachers, between teachers and students, and between the school and its surrounding community; and
- Help get concrete and more equitable results for students by stating clear goals and checking progress towards these goals.

The baseline data that is provided in the Performance Plan (Appendix P) is based on our data analysis and shows that our three main academic goals/targets are to:

- a. Increase our percentage of proficient and advanced on the CST-ELA by 10% the first year and 10%-12% over the following 2-3 years;
- b. Increase our percentage proficient and advanced on the CST-Math/Algebra 1 by 10% the first year and 10%-12% over the following 2-3 years; and
- c. Increase the percentage of student's Reclassification of Fluent English Proficient (RFEP) rates by 21%.

To achieve each of these academic goals/targets in the first year of implementation we will use the following elements developed in Curriculum and Instruction:

- Habits of Mind framework;
- Specially Designed Academic Instruction in English (SDAIE);
- Writing Across Disciplines;
- Flexible Grouping;
- Interactive Notebooks;
- Personalized and Systematic Reading Development; and
- Culturally Relevant and Responsive Education (CRRE).

These strategies will be used to create a consistent and coherent implementation of standards-based curricula and instructional practices to improve student outcomes on standard-based tests.

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As indicated in the Performance Plan, Los Angeles Academy is also committed to providing our students and parents with a positive and respectful environment that motivates students to succeed. Our three personalized goals /targets will focus on:

- a. Parent participation;
- b. Student- attendance; and
- c. College awareness and preparedness.

To achieve each of these personalized goals/targets in the first year of implementation we will use the following activities/strategies, which are addressed in the School Culture & Climate and Parent & Community Engagement of the proposal and the Mission-Specific category in the Performance Plan:

- Promote community and parent participation through Student-led Conferences, Back to School Night, Curricular Fair, and other school events.
- Increase opportunity for parent participation through VISTA and One LA, developing relationships and outreach to the parents and community.
- Provide proactive, targeted and intensive student support for students identified at-risk, with the help of the PSW, PSA, and other health and human service professional.
- Build a college-going culture through college awareness activities throughout the school year.
- Improve attendance rates for students by monthly recognition programs/awards.
- Educate students and parents about the importance of school and attendance.
- Decrease the number of suspensions for students by implementing a school-wide positive behavior plan.
- Provide alternatives to suspensions such as immediate parent contact, campus beautification projects, detention, and in-house suspension.
- Increase the number of students who feel safe on campus by implementing the safe school plan, positive behavior support plan and student surveys.

As clearly defined in our school's vision and mission statements, we will provide opportunities for students to develop ownership of their learning through fostering curiosity, risk-taking, hard work and collaboration with the teachers of Los Angeles Academy. We will also work with families to create an environment that supports their children's college ready and career option pathway.

3. Applicant Team Analysis

Provide evidence of the team's ability to successfully manage the academic operations of a school.

We believe that our applicant team is unequivocally equipped to face the difficult challenges of a school turnaround with success. Our track record demonstrates an upward trend of growth academically, and as a school community, as demonstrated by parent satisfaction surveys. Over seven years, under the leadership of Principal Borges, our Academic Performance Index has risen 124 points, a significant amount. From the established leadership of our school principal to the vast and varying skills sets of our individual teachers, Los Angeles Academy is poised to achieve significant transformative change in the next several years while implementing the Public School Choice plan. Below are some of the members of the Los Angeles Academy applicant team:

Maria Antonia Borges

- B.A. and M.A. in Latin America & Spanish Literature
- M.S. in School Administration
- TESOL Certification
- BCLAD Credential, Spanish
- LEAD Mentor
- Principal of Los Angeles Academy Middle School

Ms. Borges has been in the Los Angeles Unified District for over 35 years in the capacity of teacher, Dean, SIS Coordinator, Bilingual Coordinator, Assistant Principal and Principal. Belmont Adult School, Bell Senior High, Jefferson Senior High, Drew Middle School, Markham Middle School, and Bethune Middle Schools have benefited from her distinguished leadership skills and organizational management. She served as a mentor in the LEAD program to develop leadership skills in future administrators. Drawing from her experience in all levels of school operations, Los Angeles Academy has woven a strong social and academic fabric, making it the school of choice by parents in South Los Angeles, as evidenced by the increasing number of enrollees and permits requested by families.

Ms. Borges has recruited and retained highly accomplished teachers in an effort to build a strong and academically successful school. For this reason, Los Angeles Academy has obtained significant and consistent gains on the Academic Performance Index (API) for the state of California. Ms. Borges' schools have always been the recipient of additional funds due to her strategic pursuit of grants to benefit students, such as two Title VII grants. Currently, it is

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because of Ms. Borges' visionary practices that the school adopted the innovative 4 x 2 schedule that offers students double blocks of English and Math, as well as visual and performing arts classes. This schedule also allowed Los Angeles Academy to offer Flex, a 35-minute intervention or enrichment block, without additional funds instead by careful allocation of resources.

Leonor Buza

- B.S. and M.S. in Physical Education
- BCLAD Credential, Spanish
- Administrative Service Credential
- Coordinated Program Monitoring of Bilingual Program
- Coordinator of School Budget and Funding Programs
- Test Coordinator
- Areas of experiences in School Operations, Instruction, Professional Development
- Assistant Principal of Los Angeles Academy Middle School

Mrs. Buza received her M.S. in Physical Education from California State University, Los Angeles; B.S. in physical Education from California State Polytechnic University, Pomona. Mrs. Buza's work history with LAUSD includes being an Assistant Principal at Woodrow Wilson High School; Bilingual Coordinator at Berendo Middle School; Physical Education Teacher at Berendo Middle and Bell High School; and Teacher Assistant at Bell High School.

This is Mrs. Buza's 3rd year at Los Angeles Academy Middle School, 9th year as Assistant Principal and 17th year in LAUSD. As Assistant Principal, Mrs. Buza brought to Los Angeles Academy a wide range of experience and knowledge of school operations. Areas of experience include but not limited to, Instruction, Professional Development, Budgets, Plant and Facilities, Student Attendance, Williams audit on Textbooks and Facilities, and Coordinated Program Monitoring of Bilingual Program

Maria Hu Cordova

- B.A. in Psychology
- M.S.W. in Social Work PPSC
- Psychiatric Social Worker at Los Angeles Academy

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- School Pioneer and Implementer of Cognitive Behavioral Intervention Trauma in Schools (CBITS), one of the main interventions given by School Mental Health

Ms. Cordova earned a B.A. in Psychology and received a M.S.W. in Social Work PPSC, with a focus in mental health with families and children, from the University of Southern California (USC). With her strong ties with USC, she has built a strong collaboration with the University in increasing the number of students served by, at the same time, strengthening the Mental Health Program in Los Angeles Academy.

As a professional for School Mental Health, Ms. Cordova fosters resiliency with her students having the capacity to bounce back from difficult situations with a stronger sense of confidence.

Rachel Dario

- B.A. in Elementary Education, major in Special Education
- M. Ed in Reading Education
- Mild to Moderate Disabilities Credential
- CLAD
- Multiple Subject Teaching Credential
- National Board Certificated Teacher (2010); Exceptional Needs Specialist
- Resource Specialist at Los Angeles Academy Middle School
- Special Education Department Chair
- BTSA Support Provider

This is Ms. Dario's 6th year in the school as a Resource Specialist. Last year, she took on the responsibility of Department Chair and led the department in achieving a 147-point gain on the State tests from 2010 to 2011.

She began her career as a Special Education Teacher in the Philippines and taught there 13 years before migrating to the US. She obtained her Bachelor degree in Special Education and a Masters Degree in Reading Education from the University of the Philippines. Ms Dario holds a credential in Special Education, Mild to Moderate Disabilities from California State University, Los Angeles.

Fabrizio Elías

- B.A. in Art
- M.A. in Administration

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- Preliminary and Professional Administration Credential
- Bilingual Cross Cultural Credential, Spanish
- 6th grade Math and Science Teacher at Los Angeles Academy
- UTLA Chapter Chair
- School Site Council Chairperson

Mr. Elias earned a B.A. in Art from California State University, Los Angeles. He also received a M.A. and Preliminary and Professional Administrative Services Credential in School Administration from California State University Northridge.

This being his 16th year of teaching in Los Angeles Unified School District, Mr. Elias has previously held a position as a Mathematics Instructional Coach, where he analyzed data and planned instruction with teachers and facilitated professional development for the local district.

Ernesto Guerrero

- B.S and M.S in Sociology and Education
- Ph. D candidate in Counseling
- Pupil Personnel Services Credential
- Administrative Service Credential
- Assistant Principal of Secondary Counseling, Los Angeles Academy Middle School
- Assistant Principal of Operations, Los Angeles Academy Middle School

Mr. Guerrero has worked for LAUSD for the last fourteen years in a variety of school assignments and exercising various educational experiences. In his current assignment he is primarily responsible for discipline and the physical plant. Previously, he held the position of Assistant Principal of Secondary counseling services at Los Angeles Academy Middle School and Olive Vista Middle School. In this capacity he was responsible for the counseling Office, Testing Programs, Special Education, Gifted and ESL programs. Throughout his nine years as administrator, Mr. Guerrero has supervised the following departments: Social Studies, English as a Second language and Special Education.

Prior to becoming an administrator, Mr. Guerrero developed a very successful high school counseling program which was recognized by UCLA Magazine as an extremely effective program that significantly increased the graduation rates and college going rates of the students at Elizabeth Learning Center. Some of the hallmarks of this program were parental engagement, collaboration with various stakeholders and personalization of student services.

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Martha Infante

- B.A. in History
- Bilingual Cross Cultural Credential, Spanish
- GATE Coordinator at Los Angeles Academy
- National Board Certified Teacher in Social Studies
- CCSS Teacher of the Year (2009)
- Board member of the California Council of the Social Studies and of the Center for the Future of Teaching and Learning

Ms. Infante is in her 16th year of service to the Los Angeles Unified School District. Credentialed to teach in both Spanish and English, Ms. Infante has served students throughout the district in the capacity of teacher, Department Chair, and GATE Coordinator. As a social studies teacher, Ms. Infante has led departments at both Bethune Middle School and Los Angeles Academy. She has been an active member of the Southern California Council for the Social Studies, being a past President and currently serving as Secretary

As GATE coordinator, Ms. Infante has increased the number of identified Gifted students by 300% and currently oversees the Advanced Studies Program, the largest and most successful program in South Los Angeles, with a program capacity of 645 students. She oversees the training of over 40 teachers and provides services to students and families to strengthen their understanding of the educational system of the district. Ms. Infante is committed to adopting and implementing the best instructional practices that will respect the diverse learning needs of the L.A. Academy student population, and working in collaboration with all stakeholders in the community.

Petra Martinez

- B.A. in Human Services/Counseling
- Administration Credential, Tier 1
- ELA Coach
- Access to Core Coach at Los Angeles Academy Middle School

Ms. Martinez is in her 18th year with Los Angeles Unified School District. She started as a teacher's assistant and upon fulfilling her Bachelor's Degree in Education in Human Services/Counseling and Teaching Credential from California State University Fullerton, she moved on to becoming a teacher. In May of 2011, she obtained the Education Administration Credential, Tier 1 from California State University Dominguez Hills.

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Ms. Martinez displays great passion for the development and implementation of school action plans.

Monica Perry

- B.S. in History
- M.S. in Counseling
- M.S. in Administration
- Personal Pupil Service Credential
- Administration Tier 1 Credential
- Professional Clear Teaching Credential
- Master Program Institute- Cohort 10
- Bilingual and Title I Coordinator at Los Angeles Academy
- Areas of experience in Testing Programs, Budget
- 7th grade English Teacher
- Dean of Students
- ELL/Title 1 Coordinator

Ms. Perry received her M.S. in Administration from Pepperdine University with the Preliminary Administrative Service Credential; M.S. in Counseling with Pupil Personnel Services Credential; and a B.S. in History from the University of California, Los Angeles.

This is Ms. Perry's 10th year at Los Angeles Academy and 23rd year in LAUSD. Prior to becoming the school's ELL/ Title 1 Coordinator, she served as 7th grade English Teacher and has held the position of Dean of Students. Ms. Perry area of experience includes testing, budgets, EL compliances and coordinating parent meetings and workshops.

Patricia Woodman

- B.A. in comparative Literature
- M.A. in Education Counseling
- Former President of the School Site Council

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- Guidance Counselor at Los Angeles Academy Middle School

Ms. Woodman currently is in her ninth year as Guidance Counselor at Los Angeles Academy. She graduated Summa Cum Laude from San Diego State University with a B.A. in Comparative Literature. Aside from being a recipient of a CSHDH faculty and staff sponsored scholarship, Ms. Woodman also graduated Magna Cum Laude from California State University, Dominguez Hills with a M.A. in Education Counseling. She taught in the San Diego School District, as well as in a private school, prior to working for LAUSD.

As an Academic Counselor at Los Angeles Academy, Ms. Woodman actively participates in initiatives that contribute to the school's progress and student achievement. She has served as President of the School Site Council, the District Validation Review Team, BEST School-wide Positive Behavior Support Committee, and is an AVID trained counselor. She likewise piloted a Peer-tutoring program at LAAMS and sponsored an after-school yoga club to help the students at LAAMS achieve greater focus and success in their academics.

Annette Ventimiglia

- B.A. in Psychology
- M.S. in Administration
- Multiple Subject Credential
- CLAD
- Elementary School Teacher
- Literacy Coach
- LEAD Assistant Principal Intern
- 7th grade Science and Math teacher
- 7th grade English/Social Studies teacher at Los Angeles Academy
- Catalina Trip Coordinator
- Grade Level Team Leader

As a Literacy Coach she observed classroom instruction to inform planning for Professional Development with Teachers, conducted professional development for teacher and administrators, set up lesson studies and scheduled teachers to plan, observe and then debrief with each other, kept track of and presented data to staff, set up intervention classes based on periodic assessments, planned intervention curriculum for intervention classes, planned and conducted parent workshops after communicating with teachers to find the needs of their students,

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contributed to organizing classes for the new year based on data, planned with teachers to prepare them for their evaluation, utilized the plan, observation, debrief cycle with teachers to ensure students learn, and conducted demonstration lessons for teachers to implement new programs in schools.

As an Assistant Principal Intern she worked with parents and teachers to set up behavior plans for students, observed teachers which led to sensitive conversations regarding classroom performance and appearance, conducted IEP's and SST's, and arranged an after school tutoring program with classes and students grouped based on needs evidenced from the data.

First and foremost, every member on our school campus believes in the ability of our students to perform at high levels of academic achievement. We believe that in spite of the tough conditions faced by our students and the school community, poverty is not destiny and our well-designed plan can affect transformative change in the educational learning experiences of our students. All of our decisions are made by putting student needs first. The strong work ethic of our leadership team combined with the valuable ability of being able to work collaboratively sets the stage for the comprehensive work that will be done around the Public School Choice plan. Our work ethic, however, is strategic because we believe it is important to not just work harder, but smarter. Part of working smarter means maximizing the time available, by proactively beginning staff training.

For this reason we have invested time into being able to understand and analyze student achievement data and to base our instructional decisions on this important and always changing information. The work of a turnaround must include individuals who are immersed in educational research, have a history of demonstrated achievement in the classroom or with programs and have been able to affect change in diverse settings and populations. Our teachers have the qualifications needed to face the challenges of a turnaround as demonstrated by the depth of content and practical knowledge, which is evident in the classroom or programs they lead and in the individual recognitions they have earned in their fields. But beyond these qualifications, each staff member operates under the high expectations they have set for themselves as professionals and life-long learners. If an obstacle arises, we are problem solvers and will overcome it, and are not afraid to try innovative and nontraditional approaches that are unique to our school community.

We know that transformative change cannot occur without the active participation and contributions of our larger community and networking with other schools, community groups, and institutions of higher learning will be pivotal in the implementation of this plan. Further, by actively collaborating with a wider net of stakeholders in the fabric of our school community it compels us to become even more organized and systematic about our implementation of our

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school plan. These are skills exemplified by the vast number of programs and initiatives successfully led by applicant team members.

Instructional Plan

B.1 Curriculum and Instruction

Provide a thorough description of the proposed instructional framework and the underlying theory that drives it.

Los Angeles Academy is committed to providing an instructional program for all students, grades 6-8, which exemplifies a high quality, rigorous academic program. We believe that such an instructional program must be based on providing best, first instruction that is informed by research-based pedagogical techniques in order to ensure that all students have access to a guaranteed and viable curriculum. We have established and will continue our collaboration with West Ed. and Local District 5 to guarantee successful implementation of our goals for our students.

The mission of Los Angeles Academy is to create a personalized learning environment for all students built on a foundation of trust and communication between staff, students, and families. Our campus is a place where intellectual curiosity and risk-taking are nurtured and where students develop ownership of their own learning.

Los Angeles Academy Middle School will send students to high school who have fully-developed language, literacy and numeracy skills. To engage students in critical thinking and problem-solving, our faculty and staff will teach students how to advocate for their education. Furthermore we will work with families in understanding how to support their children on their pathway to college and career option pathway.

Our promise is to instill and model high academic expectations for the diverse group of students who will be served at Los Angeles Academy, resulting in all students having an academic foundation for future success through preparation for college and careers of the 21st century.

Our framework for the Los Angeles Academy instructional program draws on brain-based theories of cognitive development, constructivism, and second language acquisition. We want our students to:

- a. Discover/develop their interests;
- b. Learn and master the language(s) needed to be successful;

- c. Experience authentic and relevant learning and transfer knowledge from class to real world situations;
- d. Be effective communicators and creators; and
- e. Develop social and collaboration skills.

Ultimately, our aim is to have all students at Los Angeles Academy embody the 16 Habits of Mind:¹

1. **Persistence** – Stick to it.
2. **Communicating with clarity and precision** – Be clear.
3. **Managing impulsivity** – Take your time.
4. **Gathering data through all senses** – Use your natural pathways.
5. **Listening with understanding and empathy** – Understand others.
6. **Creating, imagining, innovating** – Try a different way.
7. **Thinking flexibly** – Look at it another way.
8. **Responding with wonderment and awe** – Have fun figuring it out.
9. **Thinking about your thinking (meta-cognition)** – Know your knowing.
10. **Taking responsible risks** – Venture out.
11. **Striving for accuracy and precision** – Find the best possible solution.
12. **Finding humor** – Laugh a little.
13. **Questioning and problem posing** – How do you know?
14. **Thinking interdependently** – Learn with others.
15. **Applying past knowledge to new situations** – Use what you learn.
16. **Remaining open to continuous learning** – Learn from experiences.

These “habits” are dispositions skillfully and mindfully displayed by persons when confronted with problems where the solutions are not immediately apparent. The 16 Habits of Mind are not thinking tools but are dispositions to help students adopt thinking tools and strategies. The 16 Habits of Mind is a framework that will be shared with our feeder schools for building a K-12

¹ Costa, Arthur L. and Kallick, Bena. 2008. *Learning and Leading with Habits of Mind: 16 Essential Characteristics of Success*. Alexandria, VA: Association for Supervision and Curriculum Development.

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feeder pathway for reinforcing similar traits in students. This process will enhance vertical articulation and aid in outreach and communication to parents and families.

As shown in Section A, our summative data analysis of data-driven priorities for our school improvement indicates that we must:

- Become more strategic, intentional, and differentiated in how we design and deliver standards-based instruction;²
- Close achievement gaps within English Learners (EL) and Students with Disabilities (SWD) since students in these groups have been significantly less likely to show improvement on CST over time; and
- Improve English language proficiency on the California English Language Development Test (CELDT) (i.e., annual movement of students at least one ELD level annually) and increase reclassification rates of EL students.

Our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL) and Students with Disabilities (SWD). Towards this end, we have consciously adopted key, research-based instructional strategies (see Instructional Strategies below) that have demonstrated effectiveness for the student population that will be served at Los Angeles Academy.

Our design of the curricular and instructional program is informed by findings from a study on the effectiveness of California middle schools.³ This EdSource study is based on 303 California middle schools that approximate the demographics of the students that will be served at Los Angeles Academy. Drawing on data from 2007-2009, this study identified a set of characteristics as the most “predictive” or correlated with increased student achievement. These will guide the design of the instructional program, ensuring that the instructional program is research-based:

1. Los Angeles Academy will set goals for improved student outcomes on standards-based tests as follows:

- The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of proficiency level or demographics;
- Instruction will be guided and modified in relation to measurable goals set by grade level

² Approximately 40%-50% of students are scoring Below Basic or Far Below Basic in both English/Language Arts and Mathematics on the California Standards Tests (CST). In English/Language Arts, student scores are uniformly lowest in Writing Strategies. The key curricular strands that need the most support and additional emphasis in Mathematics are Number Sense (Fractions, Ratios/Proportions/Percentages, Powers/Exponents/Roots, etc.) and Algebraic Functions & Rational Expressions.

³ *Gaining ground in the middle grades: Why some schools do better*. 2010. Sacramento, CA: EdSource.
<http://www.edsource.org/middle-grades-study.html>

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- and subject matter teams for summative and interim benchmark assessments; and
- Meeting and exceeding State and Federal accountability targets will be prioritized.
2. Los Angeles Academy will exemplify a shared school mission aimed at preparing students academically for the future as follows:
- Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California High School Exit Exam (CAHSEE) and student readiness for the academic rigor of the A-G course sequence in high school;
 - Instruction will promote literacy and will include common strategies for teaching writing across curriculum; and
 - Instruction will be guided by multiple forms of assessment to review and place students and will include explicit review/examination of student access to a viable, guaranteed curriculum to ensure appropriate scope and sequence of key standards.
3. Los Angeles Academy staff will deliver tight and coherent implementation of standards-based curricula and instructional practices as follows:
- Instruction will be closely guided by standards (state and new Common Core), including a focus on English Language Development (ELD) standards;
 - Instruction will emphasize key standards in each grade and core subject with the teachers regularly collaborating around “breaking down” standards to identify prerequisite skills and ways to address them (i.e., Understanding by Design); and
 - Teachers will work in Professional Learning Communities (PLCs) that regularly collaborate on curriculum pacing, scope, and sequence, as well as development of common benchmarks and assessments to design and modify instruction.
4. Los Angeles Academy teachers will be held accountable for demonstrating high levels of expertise and competence as follows:
- Knowing standards and mapping curriculum standards to specific curricular strands and instructional practices/strategies;
 - Using student assessment data to improve teaching and learning by adapting curriculum and instruction to meet the learning needs of Standard English Learner (SEL) and English Learner (EL) students;
 - Understanding adolescent development issues and ability to make personal connections with students; and

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- Working collaboratively with peers in a professional manner.

Los Angeles Academy has also reviewed the research findings on the importance of middle schools as foundational preparation for postsecondary education and the 21st Century workforce.⁴ The United Way of Greater Los Angeles study noted that less than 50% of students who failed at least one class in grades 6-8 graduated from high school within four years compared to over 66% of students who never failed a class. The implications of this finding are clear. When middle schools fail, students fail. The high failure rate of middle schools with a majority low-income African American and Latino population also leads to a growing racial opportunity gap and often seals the students' fate to low-wage jobs and a cycle of poverty.

Therefore, Los Angeles Academy is committed to providing a rigorous, academic instructional program focused on increasing the percentage of students who earn letter grades of "C" or better, particularly in such key academic courses as English/Language Arts and Mathematics. In order to create a culture of academic rigor and "no excuses" for student failure, students will be prepared to complete the A-G college preparatory courses required for California's public universities. This can only be accomplished by fully aligning classroom curriculum so that our students can successfully matriculate to high school, with the foundation of the K-12 partnership that has been established with our family of schools.

In addition, Los Angeles Academy agrees with the findings of the United Way study which advocate the need for providing youth with small, personalized learning environments where teaching and learning support student success. LAUSD has some of the largest middle schools in the nation, with grade sizes at least seven times larger in middle school than in elementary school. These large environments can be intimidating for both students and parents and can impede learning. Therefore, Los Angeles Academy is committed to reorganizing into three Personalized Learning Environments (PLEs) named after prominent philosophers – Aristotle, Sor Juana Ines de la Cruz, and Allen Leroy Locke, these philosophers held strong educational beliefs. The PLE innovation we are proposing will involve grade level interdisciplinary teams of teachers in collaborative approaches to ensure a more personalized learning environment.

In moving toward PLEs, Los Angeles Academy is able to draw on an existing structure of grade level interdisciplinary teams, where students share the same core academic teachers in English/Language Arts, Mathematics, Science, and History/Social Studies. In conjunction with the reorganization of the school into three PLEs, the existing team structure will be enhanced to provide a more effective vehicle for linking personalization and academic rigor. In fact, the new 3Rs – rigor, relevance, and relationships – provide an umbrella for the instructional program at Los Angeles Academy intended to ensure that all students (irrespective of placement to an

⁴ *Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce*. 2008. United Way of Greater Los Angeles. Available online <http://69.65.15.147/QoL08edusummary.pdf>

individual PLE) receive a solid foundation for high school in order to graduate on-time college prepared and career ready.

- ❖ **Rigor:** For academic rigor, Los Angeles Academy will continue to utilize the Instructional Guides and Periodic Assessments adopted by LAUSD as the backbone of the core instructional program until additional curricula are developed (see Curriculum Development and Assessment and Data sections below). The Instructional Guides specify curricular pacing to address key standards, as well as suggested model lessons and practice assessments. Similarly, the Periodic Assessments provide a set of benchmarks for measuring student academic progress tied to the standards “along the way” that can be used to guide and modify instructional delivery. Los Angeles Academy will use these resources as guides to personalize instructional delivery to meet the individual needs of students, many of whom arrive in middle school performing well below grade level. As long as instruction is standards-based and deviation from the guides involves re-sequencing the standards to meet the data-derived needs of students, it will be allowable.
- ❖ **Relevance:** Los Angeles Academy aims to augment the emphasis on academic rigor with relevance and relationships so that students are engaged and connected to a rigorous, standards-based instructional program. Curricular relevance will be evident in efforts to ensure that students have opportunities to participate in hands-on learning that allows them to apply and connect learning within and across academic disciplines. Relevance also means connecting learning to real-life applications that showcase how learning will be applied in career/workplace settings so students understand how and why what they are learning is important beyond high school. Through exposure to contextualized, thematic learning, students are more likely to retain knowledge and skills that they have been taught. Lastly, curricular relevance also encompasses efforts to ensure Culturally Relevant and Responsive Education (CRRE) to acknowledge, respond to, and celebrate the diverse cultural communities that will be served by Los Angeles Academy in an equitable and pluralistic manner. The “Addressing the Needs of All Students” section below provides further detail on how CRRE will be implemented at Los Angeles Academy.
- ❖ **Relationships:** The relationships focus of the grade level, interdisciplinary teams at Los Angeles Academy will directly address the need to personalize the secondary educational experience so that students are not allowed to drift and/or fall through the cracks. Personalization strategies are intended to connect students to the staff (teachers, counselors, administrators) so that individual student needs are met. Each PLE will implement personalization activities that provide students with effective transitions into middle and high school, as well as efforts to provide activities and events that recognize student accomplishment and expose students to enhanced relationships with adults who care. Most importantly, PLEs will personalize instruction through differentiated, student-

centered pedagogy that takes into account student interests, talents, background, and aspirations. PLE personalization will also place a greater emphasis on individualized counseling and guidance so that all students develop accountability for their own learning and have a concrete plan for middle school matriculation, high school graduation and beyond that is the frequent focus of student-adult interactions.

As indicated above, our achievement data clearly demonstrate that many of our students have moderate to severe learning gaps, which complicate the delivery of rigorous, grade level instruction tied to the California content and newly emerging national Common Core standards. Put another way, the typical Los Angeles Academy student needs additional instructional support that is personalized with overt scaffolding in order to be successful in the core academic instructional program. As such, we will adhere to the following personalized research-based instructional strategies designed to support such an approach and form the basis of instructional delivery across content areas and grade level teams:

1. **Specially Designed Academic Instruction in English (SDAIE)** is a pedagogical approach that focuses on providing students with scaffold and differentiated lessons that enable students to access and master rigorous core content by emphasizing four domains which function as LAUSD's "Access Strategies":
 - a. **Content** – Linking lesson design and instructional delivery to essential standards that prioritize what is taught (i.e., Understanding by Design); Emphasis on providing learning depth and complexity, rather than simply breadth of curricular content, paired with effective use of instructional resources and supplemental materials.
 - b. **Connections** – Ensuring that students' prior knowledge and skills are accessed as part of classroom learning; emphasis on making learning relevant, experiential, and hands-on, as well as showcasing connections and extensions of learning within and across content.
 - c. **Comprehensibility** – Strategies that allow students to access the new information using multi sensory, graphic organizers, manipulative, and non-linguistic representations that scaffold academic language and ensure ample checking for understanding.
 - d. **Interactions** – Providing opportunities for students to reflect on their learning and themselves through dialogue, cooperative learning, and flexible grouping that maximize oral and written language practice across four types of interactions:
 1. Teacher to student;
 2. student to student;

3. student to text; and,
 4. student to self.
2. **Flexible Grouping.** We will provide differentiated, personalized, and collaborative learning for students through flexible groupings. Groups will be arranged based on skills and learning needs which are either teacher-led or student-led.
 3. **Writing Across Disciplines.** A strategy for having students “write to learn” in a variety of contexts based on the following principles:
 - a. Writing promotes learning;
 - b. Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools;
 - c. Effective writing instruction integrates subject area disciplines;
 - d. Students need to write across genres and for different purposes (summarizing, paraphrasing, analyzing, reflecting, questioning, etc.) and
 - e. Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.
 4. **Interactive Notebooks.** Interdisciplinary promotion of writing is aided by having common tools for all core content areas. Students will have separate notebooks for each content area which functions as a record of learning, progress, and reflection. The interactive notebooks will also promote organizational and study skills.
 5. **Personalized and Systematic Reading Development.** In order to build and buttress literacy, all students will participate in the Million Word Campaign and daily Silent Sustained Reading for 10-15 minutes. All students will be required to daily read 30 minutes for homework. School-wide, staff will model and encourage reading for pleasure and reading across textual genres, as well as construct content-based classroom libraries. Instructional technology will provide on-line access to leveled reading material to encourage learning at home and parent-child interactions.
 6. **Culturally Relevant and Responsive Education (CRRE).** Research refers to CRRE as an educational framework that calls for teachers to construct pedagogical practices that have relevance and meaning to students’ social and cultural realities. The central elements⁵ of CRRE at Los Angeles Academy will include:

⁵ For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org). For the research and theoretical foundation of these approaches see Gloria Ladson-Billings. 1994. *The Dreamkeepers: Successful*

- a. ***Communication of High Expectations.*** Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations will be consistently communicated based upon genuine respect and belief in student capability.
- b. ***Cultural Sensitivity.*** Gaining knowledge of the cultures and languages represented in their classrooms and translating this into instructional practice. Teachers will harness diversity for intellectual exploration by “bridging” learning experiences so that students choose academic excellence.
- c. ***Culturally Mediated Instruction.*** Ensuring that students develop and/or maintain cultural competence through connection to community, national, and global identities. Instruction will make use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content.
- d. ***Reshaping the Curriculum.*** Providing students with experiences that showcase academic success by legitimizing students’ real-life experiences as part of the official curriculum.
- e. ***Active Teaching Methods.*** Believing that the co-construction of knowledge is the foundation of the teacher-student relationship. Instruction will engage students in active roles in crafting curriculum and developing learning activities.
- f. ***Small Group Instruction.*** Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- g. ***Teacher as Facilitator of Dialogue.*** Developing students’ critical thinking and communication skills through reflective discussions and learning experiences that challenge the status quo (i.e., to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).
- h. ***Student Controlled Classroom Discourse.*** Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

Concretely, Los Angeles Academy will implement CRRE in such a way as to ensure that students receive ample opportunities for:

Teachers of African American Children. San Francisco, CA: Jossey Bass Publishers and Gloria Ladson-Billings. 1995. But That’s just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice* 34 (Summer): 159-165. See also Tyrone C. Howard. 2003. Culturally relevant pedagogy: ingredients for critical teacher reflection. *Theory Into Practice* 42 (Summer): 195-202.

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- a. Participating in structured peer-to-peer interactions and facilitated cooperative learning experiences;
- b. Engaging in instructional conversations that employ the use of academic language/vocabulary in each subject area;
- c. Using higher-level, critical thinking skills including the manipulation of texts and information on their own to make sense and meaning of classroom learning (e.g., synthesis, self-evaluation, inference, etc.); and
- d. Practicing written expression by ensuring writing across the curriculum that addresses all genres of writing in all subject areas.

All students at Los Angeles Academy will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common toolkit for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students matriculating to high school with the academic foundation necessary to graduate from high school college-prepared and career ready.

b. Core Academic Curriculum

Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standard.

Under PSC, Los Angeles Academy will continue to strengthen student learning in the core academic curriculum by implementing cohesive policies and strategies that include:

- Promotion of literacy across the curriculum and common strategies for teaching writing across the curriculum
- Explicit review/examination of student access to a viable, guaranteed curriculum
- Pedagogy tied to the development of academic English language proficiency, regular opportunities for practicing oral and written language; ELD/SDAIE techniques infused into all teaching; and
- Expanded student use of technology in the classroom; for multi-media presentations and for online research, and learning tools sequenced with course curricular.

For the core academic curriculum, Los Angeles Academy will continue to utilize many of the curricular resources provided by LAUSD. In the first three years of PSC implementation, we will design additional curricula (see Curriculum Development below). While these are being developed, Los Angeles Academy will use the Instructional Guides, that provide guidance on

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curricular pacing and concept lessons. We will also continue to the periodic assessments, that provide standards-aligned benchmarks on student progress. All textbooks, Universal Access materials, and other supplemental materials will adhere to guidelines from the State Board adoptions.

Our chief task is to redesign the current curriculum so that it is significantly targeted to focus on essential or key standards (i.e., those parts of the framework that are foundational and which transfer across grade levels and grade spans). Secondly, we intend to focus on personalization to provide a curricular program that is more student-centered and differentiated, to support each student's opportunity for learning and to meet the needs of EL, SWD, and other students who are striving to meet CST Basic or higher levels of proficiency.

Our teachers will intensify their collaboration around the following four critical questions that guide Professional Learning Communities (*On Common Ground*, DuFour, 2005) and Personalized Learning Environments:

- What is it that we want students to learn?
- How will we know when each student has mastered the essential learning?
- How will we respond when a student experiences initial difficulty in learning?
- How will we deepen the learning for students who have already mastered the essential knowledge and skills?

Because our English Learners (ELs) and Long Term English Learners (LTELs) are not meeting the Annual Measurable Academic Objectives (AMAOs), we commit to the implementation of the District initiative intended to accelerate the academic progress of these students. The District initiative focuses on the implementation of Specifically Designed Academic Instruction in English (SDAIE) and English Language Development that allow EL/LTEL students to have full access to the core curriculum. Therefore, the effective use and implementation of SDAIE and ELD strategies at Los Angeles Academy are intended to result in appropriate progress on annual CELDT to full reclassification of the EL/LTEL students.

In the sections below, we have summarized the focus of each of the core academic subject areas at Los Angeles Academy as we implement our PSC plan for improving student achievement:

English/Language Arts

In their English Language Arts classes, students will participate in content rich lessons that focus on key CA Standards. Learning will be engaging and differentiated to meet the needs of every student. The instructional components that will be taught through the implementation of the LAUSD Design Lessons include narrative, exposition, response to literature, and persuasion. For each of the units of instruction, teachers will periodically collaborate in grade level teams to

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deconstruct key standards identifying specific skills students need to learn in order to master the standard. They will review/revise culminating task, criteria charts and rubrics. Greater emphasis will be placed on Reading Comprehension and Writing strategies through the application of the research-based strategies outlined in our Instructional Plan, such as SDAIE and Personalized and Systematic Reading Development.

Additionally, student learning will be further personalized via the implementation of literary circles, STAR Testing, Accelerated Reader, and the English 3D Program where discussion, description and debate have demonstrated to effectively address the needs of the Long-Term English Learners. This last program was developed based on the research by Dr. Kate Kinsella, leading expert in English language development.⁶

ELA teachers will continue to seek ways to refine their lessons, culminating tasks, common assessments, and common lessons to ensure that students meet and exceed the standards. Teachers will incorporate effective processes that will allow everyone in the department to internalize the goals, mission and vision of our school so that every child can succeed.

History/Social Studies

The Social Studies Department is committed to meeting and exceeding the CA State Standards for History/Social Science through a variety of means. Primarily, we will go deeper into focus standards through additional scaffolding for struggling learners, and with depth and complexity for students.

Our veteran staff has demonstrated the willingness and ability to incorporate multiple learning approaches such as project-based learning (both individual and group), experiential exercises (act-outs and skits), and use of historical novels to support ELA development. Since we recognize that there is always further room for growth and improvement, we seek to continue growing professionally through the use of the Four Worlds of History methodology developed by the School of International Relations of USC and Teresa Hudock. This framework of analyzing history allows students to make deep connections between historical events and to understand that every event in history and in our lives has reverberations in either the political, social, cultural, and economic worlds.

Science

The Science Department is committed to immersing students in the hands on approaches to help students develop a deeper understanding of concepts related to science. This approach also provides students opportunities to use the language of the discipline. Our labs utilize the scientific method to teach how the hypothesis is developed and data is analyzed to draw conclusions. An example of this is illustrated with the light lab; after students learn the

⁶ English 3D is a program created by ELD expert Kate Kinsella, Ed.D., and being piloted by Los Angeles Academy. The program is specifically designed to provide a rich CALP based instruction in English.

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vocabulary and concept of how light waves travel, they would then perform an experiment using a flashlight and different materials to determine how light waves react with these materials. The students would then develop their hypothesis of what will happen when the light reacts with these materials. Meanwhile, the students would discuss what they observe happening by employing the vocabulary they learned. This would then be followed by their written report of their experiment using the language of the science experiments/labs that would be performed for each unit.

In addition, Health is taught in 7th grade where the focus is on helping students understand how to make healthy choices. Second Step is another program at Los Angeles Academy that is used to guide students through role playing experience employing language to confront social issues in constructive ways. Keeping it Real is yet another program that is used to help students make healthy choices in the area of sexual reproduction

Mathematics

The Mathematics Department is committed to meeting the challenge of having every student become proficient or advanced in the California Math Standards as measured by CST exams. Through a combination of project based learning, non linguistic representation, targeted intervention, and the inclusion of math games, competitions and puzzles, the mathematics department will engage and support all students in the learning process. Furthermore, our mathematics teachers will host school-wide mathematics events so that our students and their families can share and experience mathematical concepts.

Project-based learning will give our students opportunities to engage in higher level thinking skills. Through the inclusion of projects, students will be able to explore and research mathematical concepts. By collecting data, analyzing findings and applying knowledge to real life situations. As a component of our teaching practice, all math teachers will incorporate nonlinguistic representations in order to provide students with a concrete visual of each concept before accelerating them to abstract forms of reasoning. As a component of nonlinguistic representation, teachers will use virtual and concrete manipulatives. Teachers will also incorporate role-playing, hand and body movement (i.e. sign language, dancing, etc.), diagrams, and props in order to bring to life the content that is being taught.

Through targeted intervention programs such as Number Worlds and Study Island, students who struggle to understand mathematical concepts are provided a remediation experience specific to their individual needs. Each program is structured to identify each student's gap(s) in learning, and then provide tiered instruction to bring them up to grade level. Additionally, our Mathematics Department will integrate math games, competitions and puzzles in order to foster collaboration and critical thinking. Math games and competition allow our students to demonstrate their knowledge in a fun and engaging manner. Furthermore, puzzles such as brain teasers are used to engage students in metacognition, flexible thinking, and persistence when

answers are not readily apparent. They provide an atmosphere that encourages students to practice several Habits of Mind characteristics; thinking interdependently, striving for accuracy, and managing their impulsivity. In order to celebrate and show case our students' learning the math teachers will host student and family events including Math Family Night. This event provides a forum for which our students and their families can actively participate in mathematical activities.

c. WASC Accreditation

Not Applicable- High School Only

d. Addressing the Needs of all Students

Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of all students.

Our analysis of student achievement data, data from observations of classroom instruction, and other needs assessment activities have shown us that there is a need for more scaffolding and differentiation of instruction that provides multiple approaches to content, process and product through student-centered pedagogical techniques and strategies. On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the students are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching. A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. Concretely, teachers do this by differentiating content (what), process (how), and product (evaluation) in their classrooms.⁷

Los Angeles Academy is committed to providing consistent access for all students to standards-based curricula that embody high expectations for academic achievement, as well as differentiated instruction so that students receive individualized, personalized pedagogy that addresses student interests, goals, learning styles, socio-cultural influences, and possible learning disabilities.

We, at Los Angeles Academy, will implement differentiation within the larger context of the district's policy on Response to Instruction and Intervention (RtI²). As described by LAUSD in Bulletin 4827.1, RtI² is based on supporting students with systematic intervention and extended learning opportunities. In particular, this means we will design a tiered “pyramid of

⁷ Tomlinson, C. (2001) *How to Differentiate in Mixed Ability Classrooms*. Alexandria, VA: ASCD. See also Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Contents and Kids*, Alexandria, VA: ASCD.

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intervention” that clearly defines the entry and exit criteria for academic intervention and referral to other “intervention” services.⁸ Through use of RtI² as integrated approach of pedagogy, lesson design, and progress monitoring data, teachers at Los Angeles Academy will ensure the best instructional decisions for students. In this way, every student at our school can and will receive quality, standards-based instruction in all content areas to enable them to graduate College Prepared and Career Ready.

At Los Angeles Academy, the RtI² framework will establish a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to acceleration in learning. The RtI² framework will be based on the provision of good, quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. RtI² implementation will be everyone’s responsibility and will advance academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. As students move up the tiers, the intensity, frequency, and duration of support will increase while the student-teacher ratio decreases.

In this schema, Tier 1 of RtI² will function as the instructional program at Los Angeles Academy that all students receive in order to succeed in school. Our teachers will provide instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. All students will have universal access to this high-quality instruction (i.e., the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities). Differentiation will occur through modifications to the content (what is taught), process (how it’s taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontload.

Tiered Academic Interventions

Tier I All students via 81 min. block	Tier II “Extra” to support Tier I success	Tier III Intensive intervention
Core Curriculum <ul style="list-style-type: none">• Double ELA/Math	Flex interventions (ELA, Math, resource, socio-	Flex interventions (ELA, Math, resource, socio-

⁸ For a description of the “Pyramid of Interventions” see DuFour, Rebecca, Eaker, R., Karhanek, G. and DuFour, Richard (2004). *Whatever it Takes: How Professional Learning Communities Respond when Kids Don’t Learn*. Solution Tree Press. Bloomington, IN.

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block <ul style="list-style-type: none"> • History, Science, PE • Exploratory program • Million Word Campaign 	emotional support) Saturday school Tutoring Additional counseling English Language Skills Academic Literacy Learning Center (SpEd only) Family counseling referrals In-home tutoring (informal) Super Flex (enrichment)	emotional support) Read 180 System 44 English 3D Referrals to outside agencies Learning Center IEP Section 504 Plans Summer school
Enrichment Options <ul style="list-style-type: none"> • Leadership class • Yearbook class • Career & College Club • MESA • Future Teachers of America 		

Los Angeles Academy believes that it is essential to provide quality student support services and early academic interventions to bolster student preparation and performance. Students who struggle with their classes early in middle grades but receive help to get back on track are much more likely to be successful in high school. Students not adequately prepared in middle grades for core high school subjects such as Mathematics and English/Language Arts in 9th grade have difficulty catching up on college-readiness requirements. Therefore, under PSC, Los Angeles Academy will expand and refine implementation of the Flex/Super Flex Period. At least, four times per week, for a minimum of thirty-five minutes, all students will experience an opportunity for intervention (Flex) or enrichment (Super Flex). This built-in structure of Los Angeles Academy's schedule showcases our ongoing commitment to maximize student success.

In addition, Tier 2 will include the set of strategic interventions for targeted groups of students who have experienced academic setbacks and need accelerated intervention and support to access the core curriculum (e.g. Flex and Math Tutorial classes). Ten to fifteen percent of students will receive strategic intervention through more intensive instruction that is aligned to students' instructional needs based on data from multiple measures. Strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy whichever benefits the student more.

Tier 3, will be for an estimated 1-5% of students that need intensive intervention and small-group instruction. Tier 3 will include use of curricula, pedagogy, or instruction that is different from

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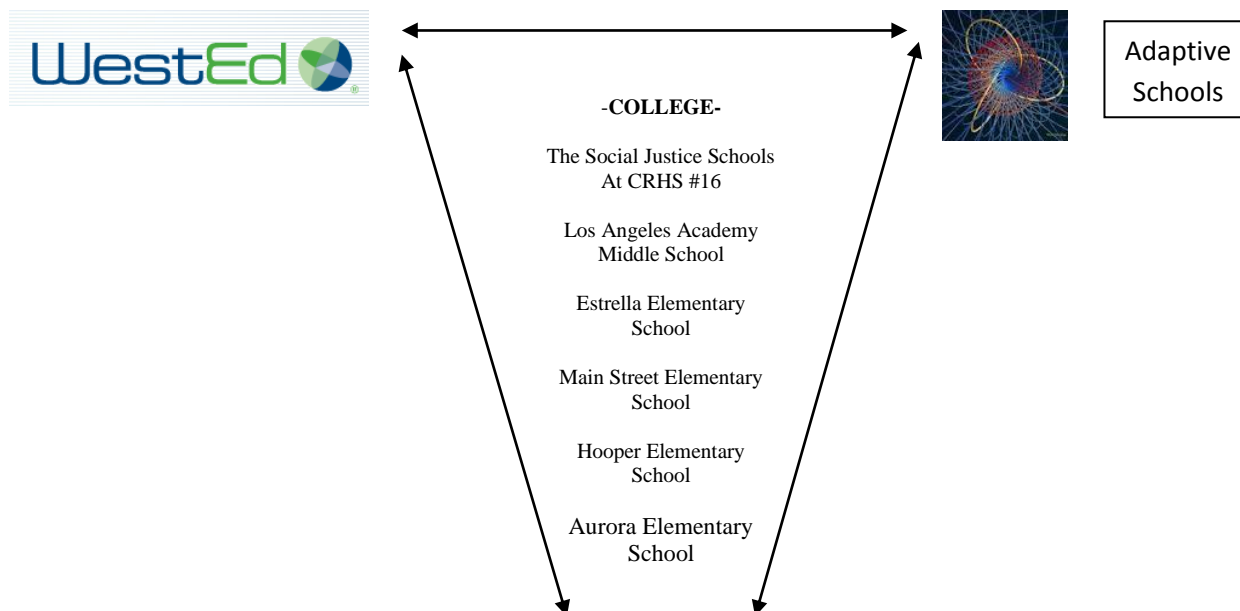
Tier 1 and Tier 2. Progress monitoring at Tier 3 will be more frequent and will draw on assessments that identify a student's academic deficits and instructional needs. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn.

In designing intervention in Tier 2 and Tier 3, Los Angeles Academy will draw on an existing Coordination of Services Team (COST) structure that connects referred students to outside service providers, as well as to the Student Success Team (SST) that focuses on addressing the persistent learning difficulties of targeted students. Subject area teachers, intervention teachers, and parents will meet to develop and monitor Individual Learning Plans (ILP) for all students referred to Tier 2 or Tier 3. These ILPs will be regularly revisited to assess progress within interventions.

e. Vertical Articulation

Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.

Los Angeles Academy wants to truly develop a true "Community Schools" culture in our neighborhood, partnering with our feeder high schools and elementary schools. By creating a genuine connection and collaboration between schools, we will greatly increase stability for students and families throughout a student's educational life. Also, sharing norms and a common language will help us to assess both our students' work and our teaching practices across campuses, through our Pre-K-16 pathway vision. This pathway is designed to facilitate the transition of students from elementary to secondary and beyond. This will be developed through collaboration with West Ed. and Local District 5, using the Adaptive Schools initiative.





We will provide opportunities for our students to engage with elementary and high students in a structured manner through mentoring programs, work experience, service learning, performing arts productions, academic competitions and tutoring programs. Our campus will invite all elementary and high school students as well as community members to participate in academic, performing arts, and after school athletic events.

Another means by which we will facilitate the transition between grade levels is to collaborate with elementary and secondary school teachers to ensure a cohesive curricular plan, through collaboration among faculty K-12 and shared professional development. Similar counselors will articulate with their counterparts at the elementary and secondary school levels to jointly address the social, emotional, and academic needs of students through programs such as Second Step, VISTA, Parent Institute, and peer mentoring programs through the Western Justice Center. (see School Culture and Parent Community Engagement).

All such programs will be designed and implemented to address the social, academic, and emotional needs of students as measured and evidenced by declining school dropout rate and continued gains in our rising API scores.

f. Early Care and Education.

Not applicable; not proposing early childhood or teen parenting programs.

g. Service Plan for Special Education

Explain how the 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.

To the maximum extent possible, children with disabilities will be educated with other children without disabilities. Los Angeles Academy commits to educating its Students with Disabilities (SWD) in the Least Restrictive Environment (LRE) by providing them support within the general education program and helping them succeed by implementing effective accommodations and/or well-planned modifications. As required in Modified Consent Decree (MCD) Outcome 7A/7B – 51% of Students with Disabilities with All Other Disabilities excluding SLI, SLD and OHI will be required to be in the general education program for a minimum of 40% of the instructional day. This will be implemented through supports provided through collaboration, co-planning and co-teaching by the General education and the Special Education Teachers, Designated Instructional Services (DIS), and Resource Specialist Program.

Los Angeles Academy will implement District policies and procedures and State and Federal

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requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. Furthermore, we will take responsibility for having a systematic procedure for identifying, referring, and working to search and serve students who may have exceptional needs qualifying for special education services.

Los Angeles Academy will ensure that parents of students with disabilities are an integral part of the school community. A strong communication system will be established between the home and the school to keep parents informed about their child's evaluation, placement and instruction. To further empower parents to be influential in their child's education, they will also have opportunities for leadership within advisory groups and attending training at the district level.

B.2 Professional Development

a. Professional Development Goal

Describe the professional culture you envision at the school.

We at Los Angeles Academy are committed to establishing and nurturing a collegial and collaborative staff that is professionally accountable for student success. The professional culture will be based on an expectation of high student achievement based on clear, measurable goals for student success, aligned to clear academic standards continually modeled and supported by school leadership.

Staff collaboration will be organized as Professional Learning Communities (PLCs) for all subject areas and/or courses, Personalized Learning Environments (PLEs) grade level, and interdisciplinary teams at the school (see Curriculum and Instruction). In shaping our professional culture, Los Angeles Academy embraces the three core tenets of PLCs⁹ for both proposed groupings of teacher collaboration:

1. **Student-centered:** The staff focuses on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves key questions:
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?
 - What will we do if a student already knows it?
2. **Deliberately collaborative:** The staff has regular, job-embedded time to plan common lessons, develop common assessments, discuss the students they share, etc. Collaboration is based on collective inquiry, action research, and experimentation. In other words, we reject teacher isolation and recognize that group commitments to implement collective solutions to common problems provide a more productive way to improve student achievement. Collaboration will strengthen our notion that we must make public what have heretofore been private instructional decisions.
3. **Professionally accountable for outcomes and reflective:** The staff owns student success or failure. We commit to being self-reflective and to address the factors that are within our control rather than deflecting accountability or expounding on factors outside

⁹ DuFour, Richard. 2004. What is a 'Professional Learning Community'? *Educational Leadership* 61 (May): 6-11.

of our control that impact student learning. We also commit to using data to evaluate defined outcomes not merely intentions, and to ensure that data (broadly conceived) guides and modifies school-wide, team, and individual classroom decisions.

The professional culture at Los Angeles Academy will center its focus on common goals and structures that support collective inquiry, as well as modeling and coaching to create a shared commitment to excellence. In constructing this collaborative culture, Los Angeles Academy has drawn on the research of researcher Karen Seashore Louis and her colleagues that forms the basis for Adaptive Schools:¹⁰

- **Shared norms and values.** These include such things as how people talk to one another, what they talk about, and agreement on what is most important and what the essential goals and standards for student performance are.
- **Collective focus on student learning.** This means focusing on student products and performances and taking honest and hard looks at assessment data to guide curriculum and decisions tied to instructional planning. Choices are driven by student needs and not teacher preferences. The social resources of communication skills and relational trust are necessary requisites.
- **Collaboration.** Teaching is increasingly a collective task. Students learn from cumulative effect. Teacher collaboration occurs both horizontally across grade levels, teams and content areas and vertically as the work of teachers feeds year-to-year achievement. To collaborate means to share knowledge, skills, questions and concerns with engaged colleagues and act in student interests.
- **De-privatized practice.** Teaching has historically been an isolated act done behind closed doors. To de-privatize practice means to open these doors physically, emotionally and metaphorically. By looking at student work, assessing data, conducting peer observations, and designing lessons together, teachers align their work with others.
- **Reflective dialogue.** How school people talk is as important as what is talked about. To dialogue is to inquire, examine assumptions, and generate new thinking in an atmosphere of seeking to understand. The practice of dialogue becomes a self-organizing energy source and organizer within a professional culture. To talk together about important things creates a professional culture that empowers communities of teachers committed to each other and to shared action.

To unite our staff with a shared vocabulary and set of expectations that universally define excellent instruction, Los Angeles Academy will utilize the LAUSD Teacher Standards, based

¹⁰Louis, Karen, Helen Marks, and Sheila Kruse (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal* 33 (4): 757-798. See also www.adaptiveschools.com.

on work of Charlotte Danielson (2007).¹¹ Students taught by teachers whose practice is assessed at the proficient and distinguished levels of performance in Danielson's Framework for Teaching have found to meet or exceed the expected grade level gains (Kane, Taylor, Tyler, & Wooten, 2010).¹² We will integrate this framework into our professional culture through professional development to:

- a. Define the implementation of teaching skills in the rubric and what they look like in our classrooms;
- b. Give teachers formative feedback based on the observations of instructional leaders and peers; and
- c. Set measurable goals for teacher growth that will be essential components of Los Angeles Academy's highly successful future.

"For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have reciprocal responsibility to demonstrate some new increment in performance."

-Richard Elmore¹³

In addition to Adaptive Schools and the LAUSD Standards for Teaching defining our professional culture, we assert that our staff must embody the characteristic below at minimum. Using the process of Reciprocal Accountability, the Los Angeles Academy community will unite on what we all can agree to do for our students above and beyond our baseline duties. As such, each member of the Los Angeles Academy community is accountable to one another for ensuring all students achieve college and career readiness. Therefore, our culture will be defined by clearly stating what we will each do to make that happen, and by having collegial conversations on our progress in upholding our commitments throughout the school year.

In addition to the commitments listed below, the staff will undergo a yearly process where each stakeholder group commit to doing whatever it takes to ensure student success, which may include further expanding on what our predefined commitments include. The process will then include ceremonial signings of the commitments for all stakeholder groups, as well as regular reporting throughout the year with data collected detailing how the community is doing in fulfilling their commitments.

¹¹Danielson, Charlotte. 2007. *Enhancing professional practices: A framework for teaching*. Alexandria, VA: ASCD.

¹²Kane, T.J., Taylor, E.S., Tyler, J.H., & Wooten, A.L. 2010. *Identifying effective classroom practices using student achievement data*. Cambridge: National Bureau of Economic Research.

¹³Elmore, Richard. 2000. *Building a New Structure for School Leadership*. Washington, D.C.: Albert Shanker Institute. <http://www.politicalscience.uncc.edu/godwink/PPOL8687/Wk10%20March%2022%20Accountability/Elmore%20Building%20a%20New%20Structure%20for%20Leadership.pdf>

Commitment to Students:

- Focus on student growth and advocacy, addressing student learning needs with flexibility and differentiation;
- Commitment to teaching young adults and addressing the unique developmental needs of middle school adolescents;
- Acceptance that “counseling and guidance” is a responsibility of every adult employed at the school;
- Willingness to adapt curriculum and instruction to meet the learning needs of English Learners (EL), Standard English Learners (SEL), and Students with Disabilities (SWD); and
- Agreement that student learning needs supersede staff convenience, habits, or routines.

Commitment to School Colleagues:

- A promise to seek continuous improvement by learning from one another; our job is to continuously improve the quality and effectiveness of the craft of teaching by working together;
- Adoption of a mindset that values experimentation and research-based innovation in making individual and collective decisions;
- An *esprit de corps* manifested through active participation in peer observations, debrief, and discussions aimed at improving classroom instructional delivery and student learning;
- A passion for one’s own subject matter and ownership of one’s own professional growth; and
- Involvement in developing a truly innovative school that provides a distinctive, meaningful educational experience for all students.

Commitment to Parents and Community:

- Engaged partnering that demonstrates and models two-way communication and enhanced connections with students, their families, and the larger community;
- Acceptance that professionalism must be coupled with an expectation of increased accountability to students and their families;

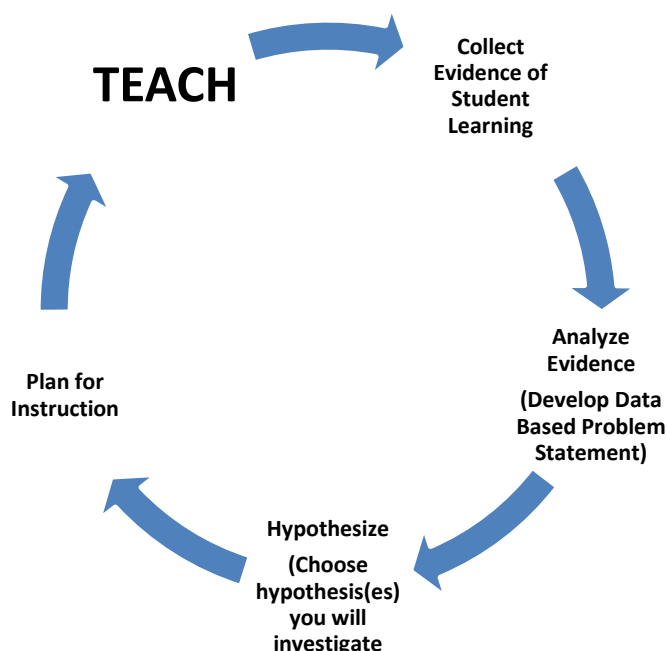
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- Participation in creating a learning environment that serves as a source of student and community pride; and
- Communication with our elementary and secondary feeder schools.

b. Professional Development Calendar

Describe what effective PD will look like at your school.

Content PLCs will meet three times a month, to implement the Cycle of Inquiry. At Los Angeles Academy this means building the capacity of staff to engage in “backwards mapping”, that what is taught (curriculum) maps through assessment back to the key California content standards using research-based pedagogy. Below is a diagram of a cycle of inquiry used to guide our teachers:



In addition, these PLCs will design common lessons by reaching consensus on matching key instructional strategies (SDAIE, Flexible Grouping, Writing Across Disciplines, Interactive Notebooks, Personalized & Systemic Reading Development, and CRRE; see Instructional Strategies in Curriculum and Instruction) to lesson plan development, and then analyze the effectiveness of the application of common pedagogy on teaching practices and student learning.

Content PLCs will focus on curricular content, for example, targeting instruction and altering pacing, based on the learning needs of students expressed in common formative assessments. Indeed, a major focus of content PLC professional development will be on the development of common formative assessments, reaching consensus on how to evaluate student performance and check for student understanding of underlying standards/concepts. Towards this end, teachers in

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content PLCs will administer and use data from common formative assessments to guide and modify teaching.

PLEs organized as interdisciplinary, grade level teams will meet twice weekly to focus on Personalization, School Culture/Climate, and putting Response to Instruction and Intervention (RtI²) into action. These collaborative teams of teachers will work on using systems for identification, referral, and service of students in need of “strategic” (Tier 2) and “intensive” (Tier 3) interventions for pre- and re-teaching, discussing the needs of students that they share in common across subject areas. Grade level team PLEs will function as the forum for collaboration on developing and refining the content of the daily Flex/Super Flex Period for academic intervention and enrichment. Professional development and teacher collaboration will address how to use the Flex/Super Flex curriculum effectively, sharing best practices and experiences in personalizing the educational experience for students. Lastly, PLEs will focus on appropriate behavior management strategies tied to our local implementation of the School-wide Positive Behavioral Support Policy (see School Culture and Climate section). In this way, PLEs will enhance the capacity of all staff to translate personalization and differentiation into a set of concrete pedagogical actions for addressing the individualized learning needs of students.

To supplement and complement the emphasis on PLCs and PLEs, Los Angeles Academy will organize monthly school-wide professional development to address the following priorities:

- Defining how to organize and operate as PLCs that embody the Adaptive Schools model for collaboration (e.g., core tenets, staff expectations, group norms, etc.)
- Developing shared understanding of how to use SDAIE and the district’s “Access Strategies” as a framework for providing differentiated instruction.
- Understanding how to infuse teaching and learning with the 16 Habits of Mind as a framework for student success and academic excellence.

All professional development activities will be practice-oriented with structured follow-up activities. Collaborative teams will take solution-centered approaches to address student learning needs through the use of planning time to revise common lessons, develop formative assessments, and share instructional strategies. Professional development will model distributed leadership insofar as it will be largely teacher-led, teacher-driven using the Adaptive Schools norms and strategies to strengthen capacity for facilitation and professional collaboration. Throughout, Los Angeles Academy educators will value professional inquiry, reflection and problem solving by and for PLC members as stated in our Commitment to Work Agreement. In the end, professional development should and will allow us to feel better about what we need to do because we feel more prepared to do it.

In order to provide adequate time for professional development to meet the array of foci described above, Los Angeles Academy provides weekly time for professional development and

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teacher collaboration on Tuesdays. In addition, some faculty meetings may be replaced to allow additional time for PLCs/PLEs to establish themselves and operate effectively. Funding permitting, we would also plan to have 2-3 minimum/shorten days prior to start of the school year for professional development.

c. Teacher Orientation

Describe the orientation program for new and existing teachers.

For teacher orientation, Los Angeles Academy will focus on introducing and reinforcing the Professional Culture described above with new staff members. Given the type of innovative school we are developing and the specific staff characteristics that we feel are desirable, it will be necessary to acculturate new staff (whether new to the profession or new to the school) to our mission, vision, values, and goals. For example, we will train staff about the roles and expectations for PLCs, Habits of Mind, the “Five Flames of Success”, and Adaptive Schools collaboration. We will also provide training on how to analyze and use data to guide instructional practices. Throughout, the focus will be on ensuring that staff are supported, trained, and developed in relation to the key instructional initiatives and strategies, as well as brought into the fold with regard to our comprehensive system of assessment and accountability.

For new teachers, the orientation will include both operational and instructional training as to the unique and special needs of students at our school. The orientations will give teachers time to plan individually and collaboratively with their team members. New teachers will have access to the campus the week prior to school where they will be paired with successful veteran teachers who will provide campus tours and identify key locations and personnel on campus. Veteran teachers will include National Board Certified Teachers who have the option of mentoring newer teachers as part of their commitment to professional growth.

New teachers and teachers new to the school will receive a welcome package of materials, and be introduced to the larger staff via a newsletter which will include their photograph and background information. A welcome event will be held both on the first day of school with administrators, and during the first two weeks of school during lunch, with other teachers.

The New Teachers Roundtable is a place where new teachers can gain support from veteran colleagues. New teachers meetings will be held after school twice a month. New Teachers will also receive instructional support during the established professional development program at the school, during team meetings, department meetings, and off campus as needed.

Teachers new to the school who arrive with varying experience will engage in a different type of orientation than teachers new to the profession. New staff will participate in the operational orientation, and will receive support from instructional coaches to make their transition to L.A. Academy successful. A need assessment will be conducted to determine what training a new staff member may require. Training offered may include sessions on understanding the

developmental needs of adolescents, EL strategies for older students, and classroom management (i.e. Positive Behavioral Support). Department chairs will provide teachers with more specific support in using current textbooks and other instructional materials.

Additionally, instructional coaches, department chairs, and teacher leaders on campus who are experts in this area, as well as National Board Certified Teachers will provide training in differentiated instruction to teachers who demonstrate a need for this training.

d. Professional Development Evaluation

Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis.

Because the majority of professional development will occur within PLC collaboration, the evaluation of professional development is essentially the method by which PLCs will be held accountable. The high-leverage principal leadership strategies advocated for this¹⁴ include an evaluative role in monitoring:

- a. Teachers' examination of curriculum and standards;
- b. Teachers' analysis of summative and formative data;
- c. Teachers' definitions of quality, rigorous student work via assessment practices such as criteria charts and rubrics;
- d. Submission of products (e.g., common lessons, common formative assessments) that flow from collective inquiry; and
- e. Documenting progress and learning across PLCs/PLEs with vertical articulation.

For Los Angeles Academy, this will be an evaluative expectation for administrators charged with oversight and supervision of PLC/PLE teams. In sum, Los Angeles Academy administrators will hold staff accountable for active participation in PLC/PLE work (i.e., the teacher role in collaboration and follow through with agreed upon actions) with evidence of student achievement from multiple assessments.

Los Angeles Academy is will implement Instructional Rounds¹⁵ for structured observations of classroom instruction to discuss instructional practices linked to school improvement. Instructional exemplars will be identified as strategies for systemic change. Observers will focus

¹⁴ DuFour, R. & Marzano, R. 2009. High-Leverage Strategies for Principal Leadership. *Educational Leadership* 66 (February): 62-68.

¹⁵ City, E.A., Elmore, R.F., Fiarman, S.E., & Tietel, E. 2009. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge, MA: Harvard University Press.

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on key issues that impact the instructional core that are directly observable, actionable, and lead to instructional improvement. The process will focus on answering the following questions:

- Observing classroom practices (*What are teachers and students saying and doing?*);
- Debriefing observations (*What did we see?*); and
- Identifying the next level of work (*What will help us to know our teachers well instructionally in order to offer more targeted support?*).

Eight broad domains will comprise the focus of Instructional Rounds:

1. Instructional Delivery;
2. Expectations;
3. Student Engagement;
4. Learning Environment;
5. Extent of Academic Rigor;
6. Extent for Curricular Relevance;
7. Relationships/Personalization; and
8. Classroom Management.

Los Angeles Academy will have an Instructional Leadership Team that will observe teachers annually that will align to the work of the PLCs. The team will select the domains according to greatest impact on student performance and utilize observation forms provided by West Ed. When the district adopts its own policies the team will implement the procedures with the support of West Ed.

We also envision Instructional Rounds occurring as peer-to-peer observations. Groups of three teachers will engage in regular cycle of peer observations against agreed upon criteria (linked to PLC foci) to determine how much professional development transfer has occurred. Peer observers would debrief and provide descriptive feedback aimed at improving instructional practices and student learning.

Ultimately, analysis of student work will form the basis of evaluating the effectiveness of professional development to the classroom. Each PLC will examine multiple sources of data (common formative assessments, peer observations, and structured analysis of student work) to determine how the implementation of common research-based instructional strategies has impacted student achievement. Using protocols that dissect student work into its component parts and with prompts to stimulate teacher reflection, student work analysis will show how

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professional development is shaping classroom instruction and student learning.

B.3 Assessment & School Wide Data

a. Student Assessment Plan

Describe the school-wide assessment plan for the school.

The research literature on school reform is replete with references on the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results. At the same time, few schools seem able to translate this vision of a data-driven school into reality. Both the lack of knowledge and time often conspire to limit the propensity of schools or districts to move beyond a cursory analysis of achievement data let alone empower teachers to restructure instructional delivery based on student assessment results.

Los Angeles Academy is determined to change this. We are committed to “data-driven” accountability, which transforms analyses of data into true information that drives concrete actions for continuous program improvement. We accept the “high stakes” metrics, which form the basis of State and Federal school accountability. However, we wish to expand the notion of “data” to include performance-based measures, structured analysis of student work against standards-based rubrics, as well as observational data from regular classroom observations of instructional delivery.

The foundation of our assessment philosophy is the need to move from assessment of learning to assessment for learning.¹⁶ We believe that the overriding purposes of assessment are to gather evidence to inform instructional decisions and to motivate students’ behavior toward increased academic achievement. In designing such an assessment system, we are guided by Popham’s definition of formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”¹⁷ Therefore, the chief elements of our assessment philosophy can be summarized as assessment that is:

- a) Deliberately planned;
- b) Evidence- and outcome-based;
- c) Capable of immediate use by teachers in the classroom; and
- d) Shared with students (and parents) so they understand and use information on their progress to change their own classroom and academic behaviors.

¹⁶ Stiggins, R. 2005. Assessment FOR Learning: Building a Culture of Confident Learners. In *On Common Ground: the Power of Professional Learning Communities*, ed. Richard DuFour, Robert Eaker, and Rebecca DuFour. Bloomington, 65-84. Bloomington, IN: Solution Tree Press.

¹⁷ Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD

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Throughout, Los Angeles Academy's student assessment plan will be student-centered, providing multiple opportunities for students to showcase their knowledge/skills. Screening/diagnostic assessment tools assist schools in student course placements that best meet their unique learning needs. Formative assessments are designed to give classroom teachers accurate, timely, and useful student-level information that leads to instructional modifications. They are virtually inseparable from quality instruction. Benchmark and summative assessments are used by school leaders to monitor student progress (e.g., grade levels, academic subjects, student sub-groups). The table below summarizes the multiple types of assessments (screening, formative, benchmark, and summative) that will be used to guide instruction:

Overview of Student Assessment Plan

Frequency	Assessment	Data Analysis Responsibility
<i>Screening /Diagnostic Assessments</i>		
End of 5 th and 8 th grade	MAZE	ELA Administrator, Counselors
Annually	UCLA math test	Data Coordinator, Math Department Chair, Instructional Coach, Team Leaders, Math Teachers
Annually	Star Reading	Classroom teachers; Data Coordinator, Instructional Coaches, Department Chairs,
End of the Year	End of course Algebra test	Classroom teachers; Math Coach, Department Chairs
<i>Formative Assessments</i>		
Daily	Teacher-created mini-assessments	Classroom teachers
Biweekly in ELA/Math; Monthly in Sci/SS	Common assessments	Classroom teachers, Department chairs, Instructional Coaches
Weekly	Accelerated Reader – (Word Count)	Data Coordinator, Teacher Librarian, Classroom teachers
Monthly	Attendance data	AP Attendance, PSA

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Monthly	Suspension data	AP Discipline, Deans, Counselors
Monthly	SWIS data	AP Discipline, Deans, Counselors
Monthly	Accelerated Reader (Diagnostic)	Data Coordinator, Teacher Librarian, Classroom Teachers
Monthly	Student Grades	Classroom teachers, Department chairs, Access to Core Coach, counselors, Data Coordinator
<i>Benchmark Assessments</i>		
Quarterly	Periodic Assessments	Classroom Teachers, Department Chairs, Instructional coaches
Quarterly	Culmination Eligibility Statistics	Team Leaders, Classroom Teachers
Quarterly	Oral presentations	Classroom teachers, Department Chairs, Access to Core Coach
Quarterly	Culminating tasks	Classroom teachers, Department Chairs, Instructional Coaches
<i>Summative Assessments</i>		
Annually	Safe and Civil survey	Safe and Civil Committee
Annually	Gate satisfaction survey	GATE Coordinator, GATE teachers
Annually	CST	Data, EL, and GATE Coordinators, Department Chairs, Classroom Teachers
Annually	7 th grade writing assessment	Data Coordinator, ELA Department Chair, Instructional Coach, Classroom Teachers
Annually	CMA and CAPA	Bridge Coordinator, Special Education Department Chair, Special Education teachers
Annually	CELDT	EL and Data Coordinators, Access to Core Coach, Classroom Teachers

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Annually	Physical fitness test	PE Department Chair; Data Coordinator
Varies	Read 180 assessments	R180 teachers; Data Coordinator
Biannually	EL Re-designation rate	EL Coordinator; Data Coordinator
Monthly	High Point assessments	ESL teachers; EL Coordinators
Monthly	Special Ed referral rate	Bridge Coordinator; Data Coordinator

Assessment Development

While we plan to continue using the District-developed Secondary Periodic Assessments for all subject areas, and we have additional benchmark/culminating tasks in place for the various content areas, teachers will be involved in utilizing the Core K12 database in order to develop age-appropriate common formative assessment tools. Common formative assessments will measure student learning of a “guaranteed and viable curriculum” and will drive instructional pacing plans and collaborative planning. Department chairs, with the support of instructional coaches and department administrators, will lead the work of developing these assessments in PLCs during the 2011-2012 academic years so that they are in place for fall 2012.

In terms of assessment development, the subject area and grade level team PLCs at Los Angeles Academy will create and use common formative assessments as outlined above to:

- Identify curricular areas that need attention because many students are struggling and design a common approach/lesson.
- Help each team member clarify strengths and weaknesses of his/her teaching and learn from one another.
- Identify students who are not mastering intended standards and need timely and systematic interventions following teaching.
- Address multiple learning modalities via products such as posters, power point presentations, skits, poetry, etc.

While Los Angeles Academy will continue to utilize Periodic Assessments from District, we will refine and strengthen existing use of teacher-developed formative assessments. Los Angeles Academy also intends to take advantage of new features of the district’s Periodic Assessments, which allow test creation to targeted standards/strands, as well as more strategic use of item analysis possibilities. For example, LAUSD’s Core K-12 system provides opportunities to augment the formative test items by content area or make customized selections. As such, Core

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K-12 will be used for more detailed benchmark data from Periodic Assessments and for developing true common formative assessments from its question bank.

b. Graduation Requirements

Describe the graduation requirements.

Los Angeles Academy will follow the District policy on Criteria for Culmination for Middle School Students (BUL-3815.0). The criteria will be disseminated to all stakeholders (parents, students, and staff) and posted school wide.

c. Data Collection and Monitoring

Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress.

Los Angeles Academy is committed to building an outcomes-based school culture based on holistic assessment (diagnostic, benchmark, summative, etc.) disaggregated by standards/skills and student subgroups. Los Angeles Academy will be authentically data-driven in its use of data to:

- Set achievement goals for subject area/course, subgroups, and individual students;
- Inform individual students about learning gaps and measurable progress in their learning; and
- Identify effective instructional practices, as well as correct gaps in instructional delivery.

We have adopted the following core beliefs to guide data collection and monitoring:

- Student learning must be assessed using multiple forms of evidence including standardized tests, periodic district assessments, performance-based, and informal assessments of student work; Multiple sources and types of assessment data should be used to plan course offerings and student schedules.
- Assessments give all stakeholders in our school feedback about students' progress in order for them to self-monitor and self-direct around behavior, support, or intervention.
- Appropriate accommodations must be made in assessment methodologies for students with disabilities. Adaptations in assessment, including the use of technology, should be consistent with recommendations contained in students' Individual Education Plan (IEP).
- Teachers must be involved in the development of age-appropriate assessment tools.
- School leaders must ensure that teachers receive high-quality professional development on the use of assessment tools, the interpretation of assessment results, and instructional

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strategies to accommodate differences among learners.

To help us move toward such an assessment system, Los Angeles Academy will establish a part-time Data Coordinator position responsible for reviewing key indicators of school performance and student achievement. Most importantly, the Data Coordinator will act to “filter” the information in a strategic fashion with an eye toward presenting data to different stakeholder groups (e.g., teachers, counselors, parents, students, etc.) with user-friendly formats and visual/graphic tables and graphs. This data will be used by PLCs and school leaders to:

- Identify areas for improvement;
- Set goals for selected (targeted) students ;
- Develop strategies to help these students reach achievement goals ;
- Follow up on progress of targeted students ; and
- Determine the professional development needs of individual teachers, or of all teachers in a subject area.

With PLCs and other professional development, teachers and other staff will focus on reviewing data and drawing conclusions to modify their instructional practice. We will begin the year with a review and analysis of the previous year’s summative data from CSTs, CELDT, culminating tasks, and portfolios. PLCs and other staff members will take on the task of regular monitoring of students data and initiating preventative action and intervention as needed. Within each PLC, Los Angeles Academy faculty will use item analysis of formative assessments to pinpoint key standards where students have struggled to achieve standards mastery, providing regular time for teacher collaboration (see Professional Development section) for data analysis.

In addition, all teachers will also be trained and expected to use MyData. We view the MyData website as a key tool for collecting and monitoring assessment results because it increases the teacher access to “real time” data on student progress. MyData reports student information including state test scores, student grades, attendance, periodic assessments, and English Language Learner data. With the built-in “Secondary Alerts” function of MyData, Los Angeles Academy will adopt an early warning system to alert the appropriate counselor, teacher, or administrator when data on individual students reveal concerns about attendance, student behavior, or academic performance. Counselors and grade level teams of teachers will be responsible for monitoring their students’ test scores and triggering appropriate intervention when necessary using a problem-solving approach.

In sum, Los Angeles Academy is focused on creating an assessment culture where data will be the starting point for reflecting on what students have learned, not merely for what has been taught. Adults will be held accountable for and take responsibility for improved student outcomes. Moreover, teachers will be expected to have already analyzed data on their students

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before coming together for a structured collaboration with colleagues to focus on devising collective and strategic responses to student learning needs.

B.4 School Culture & Climate

a. Description of School Culture

Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety.

The culture and climate envisioned for Los Angeles Academy will foster positive, respectful, and empathic relationships among and between students, parents, and staff. Our school culture will empower and motivate students to succeed, while ensuring a personalized and safe learning environment organized as three small Personal Learning Environments (PLEs). The organization of faculty into grade-level teams helps to support a positive and caring school culture by promoting a student-centered atmosphere. Each student's team of teachers has the opportunity to share knowledge about the student and create a personalized learning profile.

Our school culture will be characterized by the development of a college-going culture that fosters curiosity, risk taking, purposeful effort, and collaboration in order to cultivate and nurture self-directed life-long learning. By improving current programs and instituting new programs and opportunities, Los Angeles Academy will refashion a school climate of positive and invested tiers of support aimed at enhancing and supporting relationships among and between students, parents, and the school.

Tier I (Available to all students)**
<ul style="list-style-type: none"> • School-wide Behavioral Expectations Established and Disseminated • Articulation Programs (Orientations, etc.) • Assemblies (both for awards and information) • Field Trips (including Catalina and Washington, D.C.) • Student Lead Conferences (Portfolios) • Back to School Night • Curricular Fair • Career Fair • College Month Activities • <i>Peer Mentors (6th) "Elevate Your Game"</i> • Roads to Respect (6th) • <i>Second Step (7th)</i> • <i>7 Habits of Highly Effective Students (8th)</i> • <i>Ripple Effects</i> • <i>Career Cruising</i> • <i>Keeping It Real (7th&8th Grade Science Classes)</i> • Safe and Civil Program (<i>School C&C Advisory Committee</i>) • CST Test Preparation • Flex Academic Interventions or "Super-flex" Enrichment • Exploratory Classes

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- *Student Leadership as an Exploratory class*
- *Student Leadership Council*
- *Saturday School*
- *Student Elections*
- *After School Programs: Students Run LA, Academy Cafe*
- *8th Grade Culmination Activities*
- *Grade Level and Team Sponsored activities and events*
- *Wood Craft Rangers*
- *Adult supervision before and after school and during nutrition and lunch provided by out of classroom personnel*
- **Guidance Counselors conduct ICP (Individual Culmination Plan) meetings with students and parents**
- **Guidance Counselors conduct classroom lessons on various topics**
- **Deans conduct investigations regarding contravention of school rules and safety policies.**
- **Unannounced tardy lock-outs are held. Counselors keep a record of students who are caught and assign and supervise the serving of detentions as a consequence**
- *Faculty training in best practices in regard to adolescent student mental health, behavioral, developmental, and social issues.*
- *A school nurse is available to address student health needs*
- *Title I Coordinator , ELA and Math Coaches*
- *An electronic marquee for students will display messages about positive behavior, announcements and reminders*
- *One-LA Partnership*

Tier II (Extra Scoop to support Tier I success)**

- *Career and College Club (7th and 8th)*
- *VISTA Partnership*
- *Peer Tutors – Future Teachers of America*
- ***Peer Mediators***
- *WYSE*
- **PSA Counseling**
- **PSW and PSW Interns - On-campus group counseling for targeted students**
- **CBITS Program for PTSD/Trauma intervention**
- **PSW conducts Parenting Classes**
- **PSW makes referrals for Community- based family counseling when indicated**
- **Guidance Counselors provide brief counseling to students for behavioral and social-emotional issues.**
- **Guidance counselors and Teachers communicate with parents when their child has academic and/or social-emotional difficulties**
- **Teachers and Counselors have conferences with parents and students regarding problems with academic progress and/or poor behavior**
- **Guidance Counselors conduct Personal Development Workshops for targeted students**
- **Guidance Counselors assign campus clean up and host detentions as a consequence for behavioral infractions**

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- **Deans and Counselors apply other reasonable and appropriate consequences for behavioral infractions when indicated.**
- **Alternatives to School Suspension (In-house, Super Clean-up)**
- Teachers assign campus clean up, issue class suspensions (UTLA) and assign and host individual and team detentions as a consequence for behavioral infractions
- Teacher led after school tutoring
- Learning Center Services are provided
- Special Education/Section 504 Coordinator
- Title III Coordinator
- ELL Coordinator
- GATE Program Coordinator

Tier III (Intensive Intervention)**

- **PSW (and interns) provide on-campus individual counseling or refer out**
- **Suspensions**
- **Opportunity Transfer Program**
- **SART**
- **SARB**
- **Referrals to outside agencies**
- LAT Team
- Summer School for targeted Special Education students
- Intensive academic intervention for targeted students (Read 180, System 44, Saturday School)
- IEP Plans and Special Education Services, School Psychologist
- DIS Counseling for Special Ed. Students
- Beyond the Bell tutoring program

**** Bold items are specific to counseling and discipline. Bulleted items indicated in *italics* are new programs proposed. All others are currently programs in use which we will continue to improve and refine.**

Students

In order to motivate students to attend, persist, and be successful in school, we will establish positive and caring relationships between adults and students. Los Angeles Academy will promote and reinforce a School Wide Positive Behavior Support plan with various activities held throughout the year. Components of service learning and opportunities for student leadership will be introduced through programs such as peer mentoring, peer tutoring, peer mediation, leadership council, and the leadership exploratory class. To foster a personalized learning environment and to enhance student motivation and school pride, teachers and other school staff

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will be accountable for a ratio of 4:1 positive to negative interactions with all students. The School Culture Committee will establish and disseminate ethical and cordiality standards for both staff and students. All stakeholders will be expected to adhere to these standards.

Parents and Families

Los Angeles Academy will create a school culture where parents feel welcome, included, and empowered. An advisory committee will be formed to explore and create opportunities for increased parental involvement. Parent representatives will be a more visible presence and have an increased role in school activities. The school will establish an advisory committee to organize, present, and promote Student Led Conferences, Back to School Night, the Curricular Fair, and other school events in order to increase community, parent participation and student pride. In addition, at the beginning of the school year, each grade level team will host a Saturday morning or after school "Meet-and-Greet" to welcome students and their parents (see Parent & Community Engagement), and a newsletter will be created to provide opportunities for parent involvement and communicate school initiatives, i.e. Habits of Mind.

School Staff

Los Angeles Academy is committed to a student-centered professional culture based on transparency, collaboration, and accountability. As outlined in the Professional Development section of this plan, Los Angeles Academy will build leadership capacity and distributed leadership among staff using research-based resources such as *Adaptive Schools*, *Polarity Management* and *Cognitive Coaching*. As part of professional development, Los Angeles Academy will develop strategies to enhance teacher leadership, to increase school pride among teachers and staff, and to foster an inter-connected and personalized learning environment as detailed in the Staffing Section of this plan. Teachers, on a rotating basis by team, will be a positive presence on campus at nutrition and lunch by taking turns walking through campus during nutrition and lunch and interacting positively with students. Faculty will be trained in best practices of adolescent student mental health, in addition to behavioral, developmental, and social issues using resources such as Habits of Mind.

b. Student Support and Success

Describe exactly what student success will mean at your school.

Positive Behavior Support

Los Angeles Academy will implement school-wide Positive Behavior Support (PBS) per LAUSD policy (BUL-3638.0). The policy requires that Los Angeles Academy provide the foundation for clear expectations for all, and is consistent with *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations*. This policy is in place for all students, from those in need of some intervention, to those who require

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the most intensive level of intervention. Every District school and office shall post copies of this policy for public view. Los Angeles Academy will develop its own innovative strategies for communication and teaching the tenants of this policy for broad dissemination of the school's behavior support and discipline plans. Parents, caregivers, students and staff will actively participate in this process.

A successful Los Angeles Academy student will know and practice The 5 Flames of Success, which outline behavioral expectations for all areas of the campus (See Appendix B4.2 for 5 Flames of Success). The 5 Flames will be restated in personalized positive language that promotes student ownership and understanding. Using various forms of multimedia (posters, self-made videos, the proposed electronic marquee), students will see what 5 Flames behavior looks like in various school settings. In addition, an electronic marquee for students will be purchased and mounted facing the school's Five Flames Quad to display messages about positive behavior and to make announcements and reminders. These and other PBS components will be introduced and reviewed during the first four weeks of Flex for 6th, 7th and 8th grade students who will receive instruction in Habits of Minds. In addition, 8th grade will receive a College Readiness Curriculum.

To ensure that every stakeholder feels safe both physically and emotionally the school will establish Common Standards of Behavioral Expectations and School Culture for both students and adults. The standards will be presented for the students at the beginning of each semester's Orientation Assembly, for the staff during an early in the year faculty meeting, and for parents during the beginning-of-the-year parent orientation. The standards will be posted and reinforced school-wide throughout the year. All stakeholders will be accountable for adherence to these standards.

At Los Angeles Academy, we believe that the staff must model what we expect of students. Therefore, all Los Angeles Academy stakeholders will be expected to know and practice The 5 Flames of Success and Habits of Mind. They will be expected to support themselves and each other with respect and positive rather than negative statements and actions.

Student Activities and Extracurricular Involvement

A School Culture Advisory Committee composed of teachers and students will be established to support a positive school culture and increase student motivation. Los Angeles Academy will enhance school climate by sponsoring events such as school dances, friendly competitions and contests, lunch time music and or performances, and displays and performances during Arts Week and other calendared activities. In addition, teachers by team and/or grade level will sponsor and participate in structured positive interaction during games and/or activities with students at nutrition and lunch. For example, students will engage in friendly cross-team competitions like sports tournaments, spelling and geography bees, door decorating contests, scavenger hunts, etc.

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A Student Leadership Council, comprised of 8th grade office holders selected in a school-wide election, will develop student leadership at Los Angeles Academy. The elected Student Body President will be invited to attend the school's Shared Decision Making Council (SDMC) and School Site Council (SSC). Candidates will be required to meet established standards in regard to academics and behavior for Super-flex eligibility (see Curriculum and Instruction Section and sub-section e. in School Culture and Climate for a description of Flex and Super-flex) and to take an oath of office in which they agree to perform the duties of their elected office in order to qualify for candidacy. The Student Leadership Council will meet during Flex Period and lunch one day per week.

Leadership Development

The officers of the Student Leadership Council will be drawn from the ranks of a student Leadership class offered as a part of the exploratory wheel at each grade level. In year one, students in classes will generate plans for school activities. Cross grade level leadership flexes will organize and work on extra-curricular activities during the year. Candidates for the next year's Leadership Council will be drawn from the previous year's Leadership exploratory class. Students expressing an interest in participating in this experience and meeting certain established criteria will be given priority in assignment to this class. Students, including incoming 6th grade students will be polled for interest.

The Leadership flex will also sponsor positive recognition awards for teachers and staff "Caught Being a Caring Adult." For example students, by team or grade level, will vote for the teachers with the most school spirit, the "friendliest" smile, the one who says "hello" to the most students, etc. These teachers and other staff members will be publicly recognized. Similarly, counselors and administrators will conduct Awards Assemblies at the end of semester to publicly recognize student achievement in academics, attendance, and citizenship. Grade level teams will recognize students with a GPA of 3.0 or above and good citizenship with a teacher sponsored fun activity. Each leadership class will elect two representatives to attend the Leadership Council weekly meetings. The class representatives will serve for the duration of a flex rotation (a half or a full semester, to be determined).

Proactive Support and Articulation

Los Angeles Academy will support a positive school culture by maintaining and enhancing our current RtI² programs and instituting new programs. To ensure the success of every student, the appropriate school staff members will make referrals to various forums for appropriate consideration, referral to services, and monitoring. These bodies include Coordination of Services Team (COST), Student Success Team (SST), Language Appraisal Team (LAT), Student Attendance Review Team (SART) and School Attendance Review Board (SARB). Los Angeles Academy will also establish a targeted plan for enlisting student leaders in peer support, including peer mentoring, peer mediation, and peer tutoring.

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Using MyData, administrators, teachers, counselors, coaches and coordinators will access data to identify at-risk 5th grade students likely to require academic and or social-emotional intervention. We will work closely with our feeder elementary schools to ensure a smooth transition to Los Angeles Academy, working to develop common tenets of school culture to enhance the articulation process to middle school. As part of this articulation, Los Angeles Academy will hold Saturday/evening orientation programs for parents and students at each grade level at the beginning of each semester during which the school policies and procedures will be reviewed. These sixth grade orientations will include a tour of the school. A school handbook will be provided to families as well as information on afterschool programs and opportunities for parent involvement.

Guidance counselors, coaches, coordinators, and administrators will work closely with the high schools that our graduates will attend ensuring a smooth and informed transition. We will work with our high schools to align our school cultures. For example, by using an 8x2 bell schedule with intervention (Flex) built into the school day, Los Angeles Academy will help ensure that 8th graders enter 9th grade without need for further intervention. Similarly, the exposure of students to exploratory classes throughout the school year will help them to make an informed decision about which thematic high school academy and/or Smaller Learning Community they will select (See Curriculum and Instruction). In addition, we will host high school representatives at assemblies for our 8th grade students to inform them of their high school options.

Targeted and Intensive Student Support

Teachers will be assigned as Advisors to students who have scored FBB for two years in a row and/or students who have more than four at-risk factors as defined in LAUSD's MyData system (e.g. chronic non-attendance, low standardized test scores, suspensions, poor grades in academic subjects, work habits, and/or cooperation, etc.). Guidance Counselors, School Psychologists, the PSA Counselor, Special Education Bridge Coordinator, PSW and other health and human services professionals will collaborate to offer group and individual counseling to students identified with support needs. The school will utilize the processes of COST, SART, SARB, LAT, and SST referrals to identify students who need additional intervention.

The effectiveness of interventions will be measured by analysis of data from such sources as MyData, the SWISS referral system, informal interviews with teachers, counselors, students, and parents and a self-designed exit survey for counselor led personal development workshops. Data will direct future school policy decisions.

c. Social and Emotional Needs

Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve.

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Los Angeles Academy will continue to fund a Psychiatric Social Worker (PSW) to offer comprehensive support services, such as counseling to students and their families. One of the groups that the PSW offers is the Cognitive Behavioral Intervention for Trauma in Schools (CBITS). CBITS is the only school based intervention that has been proven to be effective in addressing the mental health services needs of ethnic minority youth exposed to traumatic events. Data has shown that CBITS participation improves academic achievement and parent participation.

Los Angeles Academy is committed to supporting positive personal growth, and meeting the social and emotional needs of students. We have a number of school-wide programs that provide age appropriate personal development at various grades including:

- ***Roads to Respect***, an anti-bullying and sexual harassment prevention program – Grade 6¹⁸
- ***Ripple Effects***, a computer based teen social-emotional and health program – Grade 7 (Flex)¹⁹
- ***Second Step***, a character development and conflict resolution program – Grade 7 (Health)²⁰
- ***Keepin' it Real***, drug prevention program – Grades 7 and 8 (Science)²¹
- ***Safe and Civil Schools*** (Flex) all grades school-wide²²
- ***Western Justice Center Peer Mediation Program***²³
- ***G.A.T.E. Program-Parent Information***, to address Dabrowski's theory of over-excitabilities and twice exceptional students based on the *Guiding the Gifted Child* by Dr. James Webb²⁴
- ***CBITS***
- ***Council for problem solving***²⁵

¹⁸ *Roads to Respect* – an outreach program provided by the Santa Monica-UCLA Rape Treatment Center to teach students about respect, tolerance for differences, and how to define and defend against sexual harassment and other forms of harassment.

¹⁹ *Ripple Effects* is a computer based teen social-emotional and health program licensed by LAUSD under the Office of Response to Instruction and Intervention RtI. See www.lausd.net

²⁰ *Second Step*- Committee for Children, 2008 *is a social skills development and school success program implemented by LAUSD under the Office of Response to Instruction and Intervention RtI*

²¹ *Keepin' it Real* is a culturally grounded drug prevention curriculum for grades 6-9 that has been proven effective for reducing drug use and establishing anti-drug attitudes and beliefs. See <http://sirc.asu.edu/keeping-it-real/>

²² *Safe and Civil* is a Positive Behavior Support program designed to help foster respect and responsibility in students and improve school climate and school culture. See www.safeandcivilschools.com

²³ *Western Justice Center Program for Peer Mediation* is designed to increase the opportunity for peaceful conflict resolution and displace the power of violence in our society. See www.westernjustice.org

²⁴ Webb, James, Elizabeth Meckstroth, Stephanie Tolan. 1984. *Guiding the Gifted Child*. Scottsdale, AZ: Great Potential Press.

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- *Elevate your G.A.M.E*²⁶

In addition, Los Angeles Academy will provide peer-mentor and peer-tutor programs to assist students with personal, academic, and social-emotional adjustment to middle school and to foster an inter-connected and personalized learning environment. Selected participating students of *Future Teachers of America* will serve as peer tutors for targeted students (e.g., English Learners). Peer tutors will receive instruction in learning theory and teaching strategies one day per week and assist teachers in intervention flex classrooms three days per week. Similarly, 8th grade volunteer peer mentors will be trained and supervised by counselors. They will meet with 6th grade students on a regular basis to hold "Council" type sessions to discuss common school related issues using programs such as *Elevate your G.A.M.E*.

To promote social and emotional well-being, the school will implement a systematic plan for identifying student needs and matching those needs with appropriate support. Students will be directed to the appropriate RtI² interventions through the COST and SST referral processes (see Appendix B4-1 - School Culture and Climate RtI² Tiers). Guidance Counselors, the School Psychologist, the PSA Counselor, the Special Education Bridge Coordinator, the PSW, and other health and human services professionals will collaborate to offer group and individual counseling to students identified with support needs. The school will utilize the processes of COST, SART, SARB, LAT, and SST referrals to identify students who need additional intervention. When indicated, referrals will be made to outside partner agencies.

Staffing Support for Student Needs

Los Angeles Academy will have the services of: Assistant Principal of Student Counseling Services (APSCS), Coaches, Coordinators, including Title I, ELL, Title III, and Special Education Bridge Coordinator, Library-media Teacher, Exploratory Teachers, Nurse, PSW, PSA, School Psychologist, Deans, Campus Safety Aides, Cafeteria, Plant Management, and Student Store. Each of the three PLEs on campus will have an Assistant Principal and Counselor.

Los Angeles Academy will hold tardy sweeps, provide supervision by out of classroom personnel during nutrition, lunch, and before and after school, promote the "Safe and Civil" program, and maintain a safe physical- plant environment. In addition, AmeriCorps/VISTA in community partnership with LAUSD, will provide approximately 400 hours of support. An AmeriCorps/VISTA, member will spend one day each week on campus for the entire school year to provide social and academic support and assistance to students as well as promote parent involvement. We will also work closely with One LA to develop habits and skills in building relationships that ultimately support student learning (see Parent/Community Section).

²⁵ Council is a problem solving model developed by The Ojai Foundation and endorsed by LAUSD. See www.ojaifoundation.org

²⁶ *Elevate Your G.A.M.E* is a peer-mentorship program that lifts urban teenagers to a higher level in their grades, attendance and maturity to empower them to be leaders who bring about positive change in their schools, communities and the world. See www.elevateyourgame.org

d. College and Career Readiness

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

Los Angeles Academy's mission and vision explicitly reference the need for "putting [students] on a firm pathway to college and a wide-variety of career options." As such, Los Angeles Academy is committed to building a college-going culture that leads to postsecondary eligibility and career readiness.

In the Fall of each year as a kick off to on-going College and Career learning activities, all students in the 7th grade will be introduced (through a counselor led guidance lesson delivered in social studies classes) to the *Career Cruising*²⁷ website providing them with the tools necessary to begin the informed exploration of career options. Additional developmentally appropriate counselor-led guidance lessons will be presented to students in each grade level. Also, presenters from disparate fields who can serve as role models for students will make small and large group presentations to all students. Teachers will prepare students to gain the maximum benefits from this event by working with them to create focused questions for presenters ahead of the event. The Career Fair committee will work with presenters before the events to help them prepare for the presentation. Continuous outreach will be made with these professionals to continue building community ties to our school.

Students will receive personalized counseling in the areas of college preparation and career exploration as part of their ICP (Individualized Culmination Plan). As part of an annual meeting with students and their parents, the ICP process provides information about the California High School Exit Exam (CAHSEE) and other high school graduation requirements, postsecondary A-G requirements, the College Board, and resources for career, academic, and personal success. The ICP lays the ground work for the high school IGP (Individual Graduation Plan) and, as such, constitutes another way in which Los Angeles Academy is articulating with its feeder high schools.

Los Angeles Academy will also hold an annual Career Fair. Presenters will be recruited to give 20 - 30 minute classroom presentations about their careers. Large group presentations will be made available to several classes at once. The Los Angeles Academy Career Fair Committee (with representation from all stake holders) will organize the event.

To promote college access, Los Angeles Academy will hold an annual College Month. Los Angeles Academy alumni who are currently attending various colleges will be recruited to present information and share their college "journey" with our students. University Outreach Center (UOP) representatives at several area campuses will be contacted to present at this event.

²⁷ *Career Cruising* is a career exploration and information program licensed by LAUSD and available through the District's Digital Library at www.lausd.net

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The College Month Organizing Committee (with representation from all stakeholders) will organize the event. Through various activities throughout the year students will build a personal profile and support system laying a foundation for college readiness.

Los Angeles Academy students will visit local colleges on field trips. Advisory committees will plan a year-long series of college and career activities such as College Gear Fridays, weekly Friday announcements by staff briefly highlighting various colleges which they attended, etc. These activities will lead up to and culminate with College and Career Fairs. We will continue and enhance our school's partnerships with several local postsecondary institutions including: CSU Dominguez Hills, CSU Long Beach, CSU Los Angeles, USC, UCLA, Mount St. Mary's (Doheny campus) and Loyola Marymount University.

Lastly, the College and Career club will provide intensive guidance in College and Career preparation to participating 7th and 8th grade students. The end-of-year culminating activities are college fieldtrips in the 7th grade and career-themed fieldtrips in the 8th grade. College and Career education and exploration will also be presented as part of the Super-flex curriculum.

e. School Calendar and Schedule

Describe the school calendar and daily schedule.

Los Angeles Academy will meet the total annual instructional minutes required for middle schools with grades 6th – 8th, with a minimum of 1469 minutes of weekly instruction for an effective and enriched learning environment. Los Angeles Academy has selected an 8x2 bell schedule, which maintains eight periods spread over a two-day format, allowing more course offerings over the course of the school year for academic interventions and enrichment. Flex will meet a minimum of 35 minutes and a minimum of four times per week. On Tuesdays, which are staff professional development days, classes will meet for 76 minutes.

Under the 8x2 schedule, all Los Angeles Academy students will have additional time to meet the rigor of the standards and critical thinking skills of English and Math. This will allow sufficient time for students to grasp course content without disruption and ensure an effective implementation of RtI² Tier 1 on our school campus. This bell schedule promotes personalization by giving teachers and students the opportunity to interact for extended amounts of time, thereby allowing time to create relationships around trust and knowledge, and ensuring positive academic and social experiences on our campus.

In addition, the 8x2 schedule provides time for the insertion of our Flex Period as an intensive intervention component to RtI² and enrichment to our students. While most students will experience Flex as a time for re-teaching and Tier 2 targeted RtI², qualified students will be eligible for Super-flex enrichment classes. All students will also have the opportunity to participate in electives where they will benefit from the exploration of subjects such as Dance, Computer Technology, Drama, Visual Arts and Choral Music.

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Finally, the schedule supports teacher collaboration through the inclusion of a weekly-shortened day for professional development as outlined in Professional Development section of our plan. Also, the schedule provides teachers with the opportunity of common planning and conference periods to support interdisciplinary planning a minimum of two times a week. If budget permits, Saturday School (two five-week sessions per semester) will be incorporated into the schedule to provide extra intervention measures for all students on our campus.

f. Policies

Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior.

Los Angeles Academy will follow the District policy on Criteria for Culmination of Middle School Students with adjustments allowed under LAUSD's Culmination Appeals Committee Policy (BUL-3850, 721, and revisions Feb. 5, 2010 and November 4, 2010). The criteria will be disseminated to all stakeholders (parents, students, and staff) and posted school wide. Students will be monitored through ICP meetings and culmination eligibility checks conducted by the Guidance Counselors.

Los Angeles Academy will continue to have a school uniform policy. It is required that students wear a solid white or pastel colored polo shirt, either short or long sleeved, and khaki, beige, or off-white pants, shorts, skirts, dresses or overalls. Shirts must be tucked in at all times. Additional dress code regulations will be posted on the school's website.

Los Angeles Academy follows the LAUSD Attendance policy as described in the *Student Health and Human Services – Attendance Policy and Procedures Manual* and BUL- 3638.0 *Discipline Foundation Policy: School-Wide Positive Behavior Support* published by LAUSD. Regular and punctual attendance is expected of all students. Students will be given incentives and awards for successful attendance at school.

Every parent will continue to be informed annually of the Compulsory Attendance Laws, Los Angeles Academy's attendance policy and procedures, and the resources available to improve student attendance through the LAUSD Parent-Student Handbook. It is the parent's responsibility to inform the school of the reasons for their child's absence or tardy. Los Angeles Academy notifies parents of their child's absences through letters, conferences, phone calls, and the Blackboard Connect-ED telephone system.

The school will continue to follow LAUSD district policies in regard to Discipline Protocol, Suspensions, and Expulsions (Bul.-4478.0, 1038.1, 4655, 3819, and 3638.0). Los Angeles Academy's Discipline Policy is designed to provide support for: the teaching of school rules , as well as social emotional skills; teacher training in the use of effective classroom management; parent/caregiver collaboration; early intervention for discipline problems through teacher/team applied consequences, counseling, and administrator/dean applied consequences. Los Angeles

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Academy is committed to reducing the number of school suspensions by developing alternative interventions.

Los Angeles Academy will continue to implement policies and programs like *Safe and Civil* that support The District's Positive School Behavior Support Plan in order to enhance students' academic and social growth. School-wide Information Student Services (SWISS) forms and LAUSD's MyData programs will be used to collect and analyze data on disciplinary and behavioral incidents, and direct school policy in the area of discipline.

Under RtI² Tier 1 (e.g., universal services for all students), the Los Angeles Academy student behavior policy will promote positive student behavior with rewards such as: awards assemblies, free dress days, and grade level social activities. The Los Angeles Academy Discipline Committee will establish behavioral expectations for students. These will be distributed to all stakeholders (parents, students, and staff) and posted school-wide.

In accordance with RtI² Tier 2 (e.g., targeted interventions for struggling students), the Los Angeles Academy's student behavior policy will promote positive behavior with interventions and/or consequences such as: peer mediation, individual and group counseling for behavioral remediation, the assignment of teacher/team detentions, administration detentions, and or campus clean up, parent contact, referral to Coordination of Services Team (COST) and/or Student Success Team (SST), behavior contracts, referrals for mental health services, and parenting classes. Referrals for intervention will be made to the school's Pupil Services Attendance (PSA) counselor, Psychiatric Social Worker (PSW) and/or outside agencies when indicated (RtI² Tiers 2 and 3).

A Day in the Life of a 7th Grade LA Academy Student

When Carlos wakes up, he is already excited about school. He thinks through his day; he has a performance, a literature circle. Two different kinds of Math classes, a project and a little time preparing to be a rock star. It will be a busy, challenging day.

It is Wednesday and he has a library book on hold. He wants to read a million words this year, and the fourth book of his favorite series is ready; so he dashes up the library stairs before the start of school because he wants to be on time to his dance class in order to make it in time to warm up for practice. He is excited because he will be rehearsing for the lunchtime performance with his Intermediate Dance class. He has been practicing for three weeks. On the 8x2 schedule he has 81 minutes to be able to warm up fully and practice at length. His teacher, Ms. Lavandar, leads the class through opening stretches. Last Friday was the first day of College Month, and Ms. Lavandar told the class about attending college and about her Master Degree in Dance. She is a highly qualified dance teacher, and Carlos knows this because he didn't even know that he could dance, until he started taking dance in the 6th grade Exploratory.

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Carlos' Schedule

7:48 am	School Starts
7:54 am to 9:15 am	Block ½
9:15-9:35	Nutrition
9:41 to 11:02 am	Block ¾
11:08 a.m. to 11:43 a.m.	Flex
11:43 a.m. to 12:13 p.m.	Lunch
12:19 p.m. to 1:40 p.m.	Block 5/6
1:46 p.m. to 3:07 p.m.	Block 7/8
3:07 p.m.	Dismissal

After his first block, he grabs a snack at the cafeteria and then heads off to eat with his buddies who are discussing the college field trip his class will be taking tomorrow. They are eagerly looking forward to the team field trip.

At the end of nutrition he heads to block 3 where his English teacher helps him prepare to meet the Million Words Campaign. As he partakes in literature circles, he makes a mental note to take an Accelerated Reader exam so that he can get credit towards his reading goal. At first it was difficult to read two books at once, but he is learning to make connections between books in a way that extends what he is learning in his literature circle. During writing time, he revises the second draft of his autobiographical incident. He thinks he will probably put the finished piece into his portfolio to show his parents during Student Led Conference in November. He is pretty sure his parents will be impressed when they see how much his writing has improved from the first draft to the final draft.

Flex class is next. It is sort of like homeroom, except for him it is academic time. He receives remedial instruction in Math because his latest test data showed he needed extra assistance in certain Math skills. He works hard during flex to understand the concepts and practice applying them. When he shows mastery of the standards on the next round of flex assignments, he can join his friends in Super Flex and take an enrichment class.

At lunch, the audience claps for a long time. Carlos and his class wave and cheer back. Their hard work has paid off in a great performance. Carlos thrives in the arts program and he has

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been able to benefit from visual art, choir, and drama classes, all taught by fully certificated teachers.

After eating lunch, Carlos heads to Social Studies class where he is working on a team project where connections are made between the social, political, economic, and cultural worlds during the medieval Islamic Empire. Use of the Four Worlds of History program from USC allows Carlos to make deeper connections of events and ideas in history, and use advanced language of the discipline that will prepare him to be competitive in college. He flips through his Interactive Notebook, to look at the key vocabulary for this unit. He wonders if he will take it to college with him. Ms. Marco has helped him to be better organized. He is more reflective about his learning because he writes about his learning on a regular basis. Ms. Marco frequently asks students to self-assess and peer-assess their work. Carlos is getting good at prediction his scores and grades. He knows when he is doing good work.

Carlos finishes his academic day in Mathematics class where his teacher, Mr. Shato, has designed instruction based on data from his performance on a formative assessments as well as his recent performance on the California Standards Test. Carlos works with two other students; one student helps Carlos, who appreciates the support. He does not know the lesson taught that day was produced collaboratively in the Math Department.

Although, his academic time ends at 3:07 p.m., Carlos begins a different part of his day in the after-school Beyond the Bell program. After completing his Science homework, he quickly stores his items in his assigned room, and proceeds to his activity of choice for the afternoon. There are so many to choose from: tutoring, crafts, sports, rock band, dance class, etc. Today he will continue practicing with the rock band group because the Battle of the Bands competition is around the corner. Maybe he will not really be a rock star, but he enjoys rocking out. It is a nice change from his classes. After a short snack break at 4:00 p.m., he continues practicing with his group until 6:00 p.m. As the streetlights come on in the evening, Carlos heads home exhausted but content, as he reflects on a productive day.

B.5 Parent & Community Engagement

a. Background

Describe the community you will serve.

Los Angeles Academy serves the students in the most southern portion of LAUSD Local District 5. Los Angeles Academy is located in the South Park community, which is part of the larger South Central Los Angeles Area. In existence since 1998, Los Angeles Academy draws primarily from five LAUSD elementary schools (Aurora, 66th Street, Estrella, Hooper, and Main Street). The student population at Los Angeles Academy is largely 93% Latino/Hispanic and 7% African- American population.

Los Angeles Academy and its surrounding community face a number of challenges such as high levels of crime and many years of dealing with gang activity problems. The effects of growing up in neighborhoods where safety is a concern present special challenges to both children and adults in our community. In addition, the median household income in 2008 was \$29,518, one of the lowest in the Los Angeles area, with the majority of households earning \$20,000 or less. Because the majority of our parents work, many of our students may be left at home with little or no supervision.

An added element to the challenges in our neighborhood is the fact that constant demographic changes has contributed to the instability in the community. In the early 1980's our community was made up of 85% African American and 14% Latino. By the year 2005, the demographic profile nearly reversed where the Latino population accounted for 71% and the African American population for 29%. This level of demographic mobility consequently created an environment of transience and language challenges that impact student learning.

Nevertheless we have demonstrated resiliency and tenacity to make sure our students receive quality education, and we provide a safe environment where learning takes place as measured by the Safe and Civil survey.²⁸ Aspiration, optimism, high expectations, and the belief that a brighter future is ahead, motivates our community to work hard.

Our community's goal to increase our college-eligible population fuels our every day efforts to improve instructional programs and student outcomes. This clearly aligns to our school's mission of putting students on a firm pathway to college. Our successful School for Advanced Studies Program (SAS)²⁹, which enrolls nearly one-third of the campus, speaks to our commitment to provide a viable alternative for advanced learning.

²⁸ Los Angeles Academy participates in Safe and Civil Schools, an initiative aimed at helping schools with behavior management, classroom management, and Response to Intervention for behavior. Students and staff complete an annual survey which documents areas of strength and weakness tied to campus safety, positive behavior support, and overall school culture and climate. See www.safeandcivilschools.com.

²⁹ School for Advanced Studies (SAS) is a district initiative that is intended to differentiate the educational experience of advanced learners. Schools are selected through an application process and expected to be model sites for other schools. In order

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Los Angeles Academy and its surrounding community share a strong sense of commitment to collaborate and invest in the academic growth of all students and the overall improvement of our community as evidenced by their participation in parent education (e.g., One LA, VISTA, the Parent Institute for Quality Education or PIQE), social service referrals (e.g., Mexican American Legal Defense Education Fund or MALDEF) and the school budgeting process. Another essential element that strengthens our collaboration is the fact that families genuinely want to be involved and partner with the school to support student learning.

Additionally, research confirms the fact that strong family values and the support from extended family members exert a positive influence on the academic achievement of our students.³⁰

While all this is true, we realize our partnership with parents and the larger community would benefit from more effective and strategic alliance, built on a foundation of trust and communication, and enhanced by targeted parent outreach and involvement strategies explained below.

The fact that our community faces many challenges does not derail us from our goals and commitment to ensure that all students at Los Angeles Academy receive high quality education. We stand by our commitment to provide students with opportunities and experiences to enrich their lives and challenge their thinking while at the same time instill in them hope and inspiration for a better future. As part of this process, Los Angeles Academy faculty and staff will work in partnership with the parents to provide them with the necessary tools and essential information so that they can assist their children to successfully graduate from high school and attain post secondary experiences.

b. Parent and Community Engagement Strategies

Describe your team's history and experience serving this or a similar community.

At Los Angeles Academy, we believe that building and supporting partnerships with families and the communities are fundamental elements that contribute to student success. To ensure that our connection to families and community partners are guided by a firm research-base, Los Angeles Academy will implement the six-part framework developed by Dr. Joyce L. Epstein:

1. **Parenting:** Helping all families establish home environments to support children as students.
2. **Communicating:** Designing effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. **Volunteering:** Recruiting and organizing parent help and support.

to enroll in SAS, students must meet one of the following: 1) identified as GATE; 2) meet threshold of achievement on CST; 3) recommended by teacher; 4) or demonstrate mastery of four critical thinking skills.

³⁰ Epstein, Joyce L. 2010. *School, Family, and Community Partnerships: Preparing Educations and Improving Schools*. 2nd Ed. Boulder, Colorado: Westview Press.

4. ***Learning at Home***: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. ***Decision-making***: Including parents in school decisions, developing parent leaders and representatives.
6. ***Collaborating with Community***: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning and development.

We believe these six approaches are effective ways to increase parent involvement and positively impact student achievement. It is our shared hope and commitment to the education of our students that brings this community together. It is also our high expectations and collaboration that will contribute to the success of students.

In the past three years, Los Angeles Academy has successfully built a solid base for parent communication and parental voice in school decisions. For example, we are pledging that each teacher will make a minimum of five phone contacts per month with a parent or family member. Each teacher will also conduct at least one parent meeting. Teachers will use their conference period to reach out to parents in order to reinforce the idea of the school as being a gathering place for school activities that build a sense of community.

For example, we have partnered with One LA, an organization that will help to facilitate us in establishing a core leadership team that will forge connections between the school and the community using the “Cycle of Organizing” to deal with school concerns of administrators, teachers, and parents.



We believe that the areas of Epstein’s framework, where the most growth is needed and where additional focus will be most beneficial center on the “Parenting” and “Learning At Home” components of the aforementioned typology. More work is needed to bring together parents and teachers so each respects and understands the job of the other. Moreover, staff needs to model what we want parents to reinforce at home. Specifically, Los Angeles Academy envisions the following strategies to engage and involve parents and families in a meaningful educational partnership

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- **Workshops:** Los Angeles Academy will offer and encourage parents to attend workshops where they will gain knowledge of effective approaches to support their child's education (e.g. PIQE). They will engage in learning practical strategies and tools to help students become better learners. In addition, parent workshops will highlight how parents can read and interpret student achievement and data reports (e.g., STAR reports from the California Department of Education), empowering families to understand their child's academic strengths and weaknesses and the importance of attendance.
- **Orientation for Incoming students:** Los Angeles Academy will improve the 6th Grade Orientation where students and parents receive pertinent information regarding school procedures and expectations (e.g. Attendance). Parents will also receive a Parent Handbook/brochure containing information that will assist in the transition of elementary to secondary education.
- **Building Parent-Educator Relationships:** A Meet-and-Greet meeting will be arranged for all grade level teams. This will serve as opportunity for parents and teachers to meet the second week of school without discussing academics. This is one way students, parents, and teachers can begin to build a partnership and develop a team approach to learning.
- **Raising the Profile of the School's Parent Center:** The Parent Center will actively encourage parent participation in school-related activities and programs in support of the student. The Parent Center will provide relevant community and school information to parents.
- **Viewing Student Work on Campus:** Los Angeles Academy will host Back-to-School Night and Student-Led Conferences. These, in addition to parent/teacher conferences, will help monitor student progress and will further the partnership approach to student learning. These events/activities will also serve as opportunities for Los Angeles Academy to reach out to the community and offer information on resources and support available to our families.

c. Key Community Partnership

Discuss the specific ways in which community members will be included in the ongoing success of the school.

Our school vision identifies families as key partners in educating students. We also understand that engaging the broader community is critical to our school's success. With that in mind we will strengthen our collaboration with essential community partners and programs that have yielded positive results for Los Angeles Academy as well as incorporate other key partners. This will support our work with students in various fundamental aspects.

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- **School Partnerships:** We will continue our collaboration with our primary feeder schools while at the same time build relationships with the local high schools such as Jefferson HS, Student Empowerment Academy HS, and CRHS #16. We will all utilize One LA and Vista to assist with our parent and community outreach.
- **Access to Social Services:** Referral to outside services through mental health providers, Planned Parenthood, and MALDEF.
- **Enrichment Opportunities:** Los Angeles Academy will leverage relationships with local soccer leagues, and after school programs such as Woodcraft Rangers, USC WYSE and L.A.'s Best.
- **Intervention Opportunities:** Los Angeles Academy will continue to provide access to Supplemental Tutoring Service Providers (Beyond the Bell), Community-based mentoring and tutoring services.
- **Enhancing Community Safety:** Los Angeles Academy will deepen existing Safe Passages programs and Safety Collaborative in conjunction with LAPD Newton Division
- **Community as Classroom:** Los Angeles Academy will offer field trips to expose students to different types of learning opportunities. Some of these field trips will be in the vicinity of our own school community, such as the local public library.
- **Postsecondary Connections:** Los Angeles Academy will investigate relationships with nearby University of Southern California and Mount Saint Mary's Doheny campus, particularly with the Education and/or Urban Planning departments. We would also like to connect with student organizations interested in community service, mentoring, and service learning projects with our students.

To build our network of community partners, Los Angeles Academy will host community meetings, and will invite and encourage community partners to be part of every school-wide event. Once partnerships begin to blossom, community partners will be asked to establish their commitment to support Los Angeles Academy via a Commitment Letter outlining how they will support student success. In all, Los Angeles Academy is committed to strengthening connections with all stakeholders and ensuring that families and the community play a more active role in the academic and social growth of all students.

B.6 School Governance and Oversight

School Type

Briefly explain the rationale for applying to operate your school as a Traditional, Pilot, Expanded School-Bases Management Model (ESBMM), or Network Partner.

Los Angeles Academy will operate as a Traditional and utilize the school's single plan to ensure our campus is a place where intellectual curiosity and risk-taking are nurtured and where students develop ownership of their own learning. We want to work with families in understanding how to support their children in a pathway to college and a wide-variety of career options.

Los Angeles Academy will operate under the governance of the Shared Decision-Making Council and School Site Council. All stakeholders, including students, parents, community members, teachers, classified staff, and administrators, are represented on both of these councils. In addition, Los Angeles Academy will maintain a Compensatory Education Advisory Council (CEAC), and an English Learner Advisory Council (ELAC), the state required advisory committees, to engage more parents in the leadership and governance structures. Community Representatives will maintain a parent center as a resource used to implement, maintain, and sustain constant communication between the school site, parents and community. Parents will be encouraged to serve on committees and councils. (See Parent and Community Engagement section)

Los Angeles Academy councils and committees will focus on increasing awareness for student connections and collaborations, i.e. career fair and college fair. Another focus point will also be centered on the quality of the academic program. Through our school's mission and vision, which promotes personalized learning environment for all students and developing skills to readily engage in critical thinking and problem solving in every classroom, academic outcomes will be reached or adjustments will be immediately made. The interim benchmarks created will be the key measures of needs. (See Assessment & Data section)

Los Angeles Academy receives Quality Education Investment Act [QEIA] funds to assist the school in closing the achievement gap through reduction of class size and also improvement of teacher and principal training. The Los Angeles Academy Leadership Team will be the hub where all three small personalized learning environments will be able to continue to strive for measurable excellence of all students. (See Principal Selection and Leadership section)

In order to address the needs of the community Los Angeles Academy will reach beyond its walls, as an outreach to neighboring schools, i.e. CRHS #16, Jefferson High School, Student Empowerment Academy, and neighboring elementary schools, to bridge smooth transition from elementary to middle school and middle school to high school, creating a K-16 pathway vision for our students (see Curriculum and Instruction). It will also allow us to develop a true

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community schools culture in our neighborhood, promoting a genuine connection and collaboration between schools.

Los Angeles Academy will be governed by the policies, bulletins and regulations of LAUSD. All labor union agreements will be followed as described. Facilities, maintenance, and cafeteria services will continue to be provided by the District. The District will continue to support Los Angeles Academy in providing leadership training, budget supports, and guidance. Based on our knowledge of the community and with the desire to step-up and provide the needed improvements to meet the student objectives. Los Angeles Academy will engage all stakeholders to participate in personalization, intervention and a culture of collaboration by providing a learning environment for all students built on a foundation of trust and communication between staff, students and families.

b. School Level Committee

Describe the decision-making bodies and general areas or responsibility for each body that will exist in the school

The Los Angeles Academy School Site Council [SSC] is a decision-making council for Consolidated Application programs that support school improvement efforts. The SSC shall develop and approve the Single Plan for Student Achievement [SPSA], in consultation with all stakeholders to ensure that Los Angeles Academy is continually engaged in identifying and implementing standards based curriculum and instructional practices to improve the academic performance of students as described in the Curriculum and Instruction and the Professional Development sections of our proposal. The SPSA will also be developed to meet the planning requirements of the state and federal categorical programs.

A function of CEAC is to ensure that committee members receive training so that they may advise and make written recommendation to the principal and the SSC on the development of an effective educational program and plans geared to raise the achievement of all students. ELAC members will advise and make recommendations concerning their focus areas: attendance needs assessments, language census and the Master Plan for English Learners. Both groups will advise in the development and approval of their respective budgets. In accordance with the Greene Act (Educational Code 35147), CEAC will monitor Title I budgets and ELAC will monitor Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets.

Governing Council

The Los Angeles Academy leadership team will include: administrators, UTLA chairperson, coordinators, counselors/deans, team leaders and Parents. Training will be provided by the school site, local district, and district Parent Unit to create a team of school leaders, based upon a model that develops team building collaborators. The trainings will engage teachers, parents,

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and other stakeholders as critical partners in the growth of a positive, safe, and productive school environment for all students.

B.7 School Leadership

a. Principal Selection

Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision.

Because research confirms that strong, focused school-site leadership is a critical component for the success of students and schools we recognize that the school leader for Los Angeles Academy will have an influence on all aspects of our proposal for school improvement. A series of studies by Hallinger and Heck concluded that the combined direct and indirect effects of school leadership on pupil outcomes were educationally significant.³¹ More recent meta-analyses by Waters, Marzano, and McNulty indicate a significant correlation between successful implementation of principals' responsibilities and student achievement.³² Leithwood, Louis, Anderson, and Wahlstrom further confirm that leadership is strongly linked to student achievement — second only to classroom instruction among all school-related factors that contribute to student learning, especially in high- need schools.³³

Maria A. Borges is a leader with extensive experience supporting effective practices of adults, exhibiting skills to manage operations and introducing innovative, research-based practices into the school. She continues to implement what she has learned through attendance at professional development to enhance the teaching and learning experience in the classroom (e.g., Habits of Mind, Charlotte Danielson's Rubrics for Teaching, Instructional Rounds, etc.). She thrives on seeking innovative ideas that move the school forward successfully and has done this by implementing a new bell schedule and the Cycle of Inquiry. Furthermore, she also introduced Safe & Civil, Public Works, and SchoolDay Consulting to the school campus.

Ms. Borges continues to build strong relationships with our parents by attending all parent advisory meetings and holding once a month informal meeting with the parents "Coffee with the Principal". As she does for her staff she also brings various groups, such as Parent Institute, MALDEF, VISTA and One LA to support the parents and the school community.

Maria A. Borges demonstrates the capacity to be an instructional, transformational, and cultural leader based on her established track record of nurturing and accelerating student achievement.

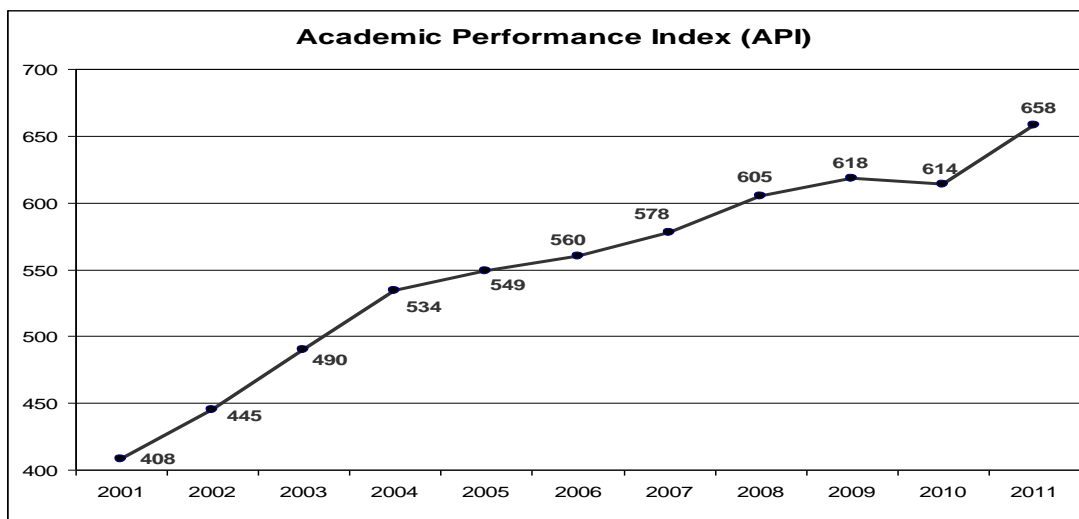
³¹Hallinger, P., & Heck, R. 1996a. Reassessing the principal's role in school effectiveness: A review of empirical research, 1980–1995. *Educational Administration Quarterly*, 32(1), 5–44; Hallinger, P., & Heck, R. 1998. Exploring the principal's contribution to school effectiveness: 1980–1995. *School Effectiveness and School Improvement*, (9), 157–191; Edmonds, R. 1979. Effective schools for the urban poor. *Educational Leadership*, 37, 15–24; Cotton, K. (2003). Principals and student achievement: What the research says. Alexandria, VA: ASCD.

³²Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on pupil achievement* (A working paper). Aurora, CO: Mid-continent Research for Education and Learning; Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

³³Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. 2004. *How leadership influences student learning*. Minneapolis: University of Minnesota, and New York: The Wallace Foundation.

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Her leadership performance reflects a positive trend of increasing gains over the past seven years. As the chart below show the API has steadily increased as Ms. Borges has been our school leader. After taking a 4 point dip in the 2009-2010 school years, Los Angeles Academy saw a significant 44 point gain in the 2010-2011 school years. In fact over the seven years of Ms. Borges' leadership, the school experienced a 124 point gain in the A.P.I.



The last 4 years Los Angeles Academy has been identified as a QEIA schools. As called for by QEIA guidelines, LAUSD has affirmed that Ms. Borges, as leader of Los Angeles Academy, a QEIA school, is an exemplary principal.³⁴ The California Professional Standards for Educational Leaders (CPSEL) are drawn from research and effective practice, to identify the knowledge, dispositions and performance characterizing educational leadership.³⁵ The six standards identify a school leader, such as Ms. Borges, as one who promotes success of all students by:

Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

³⁴Integrated Leadership Development Initiative. (2008, May). Guidance for the Selection and Support of Exemplary Principals Under the Quality Education Investment Act. Retrieved September 2011, from http://www.qeia.org/documents/wr_2008-06-19.11.21.25_3.pdf

³⁵ These s(2001) by representatives from the California School Leadership Academy at WestEd, Association of California School Administrators, California Commission on Teacher Credentialing, California Department of Education, and California colleges and universities standards were adopted from the Interstate School Licensure Consortium (ISLLC) Standards for School Leaders (1996). Washington, DC: Council of Chief State School Officers. Adaptations were made for the California Professional Standards for Educational Leaders.

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Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

Standard 5: Modeling a personal code of ethics and developing professional leadership capacity; and

Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Selection Process

Whenever a vacancy occurs, the process used for selecting a school leader will follow district guidelines. Candidates will submit their resumes and be interviewed by the school site Principal Leader Jesus Angulo of LD5 and the Los Angeles Academy leadership team. Once candidates are selected they will be recommended to the local LD5 Superintendent Martinez and referred to LAUSD Superintendent Deasy for final approval.

b. Los Angeles Academy Leadership Team

Identify any leadership positions beyond the principal position.

The leadership team will oversee and guide the development, implementation and evaluation of the instructional program. These roles and responsibilities are consistent with the mission of the school, which is, to develop a personalized learning environment for all students. It also aligns with the vision, which is, to create a pathway to college for students by fully developing language and literacy skills and fostering critical thinking in the every classroom.

The leadership team roles and responsibilities will complement the role of the Principal by ensuring that instructional strategies are being used in every classroom. The leadership team will also oversee and guide the development, implementation, and evaluation of the instructional program.

The leadership team will engage and collaborate with all stakeholders when setting and articulating goals for all students learning by guiding the development of the instructional program through professional development, personalized learning community meetings, department meetings, and assessing the progress towards meeting those goals.

B.8 Staffing Recruitment and Evaluation

a. Staffing Model.

Discuss the academic and non-academic staffing needs of the school from start-up through year three.

Los Angeles Academy is a predominantly Title I school with a significant EL and SEL population. Within these groups exists a School for Advanced Studies sub-section of approximately 600 students, or 1/3 of the school population. For this reasons, it is imperative that the teaching staff exhibit the desired characteristics of a strong professional development history, notably in SDAIE, GATE pedagogy, training in teaching students from poverty, and valuing the diverse learning needs of students from different cultures.

Our students come to us with a plethora of backgrounds, and non-academic needs must be considered alongside with academic needs. For this reason having a psychiatric social-worker and a fully staffed counseling program are indispensable positions at our school. We know and believe that all students, regardless of background, have the potential to be fully successful and productive members of our society. In alignment with our mission and vision, we believe it is crucial to have a strong counseling program to make sure the future of all of our students is a prosperous one.

The following is the list of identified strategies to address the needs of Los Angeles Academy students.

Academic:

- SDAIE strategies
- Differentiated Instruction
- Remedial instruction
 - System 44
 - Read 180
 - ELS
- Habits of Minds
- Data analysis
- PLC's/Cycle of Inquiry

Non-Academic:

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- Conflict resolution
- Classroom management
- Adaptive Schools
- Polarity Management
- Student Resiliency
- Parent classes

In addition to the special needs of our students, our school will be staffed with the positions needed to ensure a well-managed, performance-oriented campus. Positions may include:

- 1 Principal
- 3 Assistant Principals
- Psychiatric Social Worker
- 3 Counselors
- 2 Deans
- Department Chairs
- Team Leaders
- Librarian/Data Coordinator
- Bridge Coordinator
- ELA Coach
- SDAIE Coach
- Math Coach
- Title 1/Bilingual Coordinator
- Pathway Coordinator/Gifted Coordinator
- Nurse
- 2 Parent Representatives
- PSA

b. Recruitment and Selection of Teachers

Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision.

Recruitment of teachers will begin with examination of district availability lists to ensure a selection of highly qualified teachers. When teachers are contacted, we are confident that they will have heard from fellow teachers about the positive and rewarding experiences of being a Los Angeles Academy teacher. These include an organized and well-run campus, quality professional development, abundant new staff support, and access to resources and technology. In other words, the product will speak for itself. Additionally, our school website will post open positions, should there be any, and social media avenues such as Twitter and Facebook will be used to communicate the benefits of being a Los Angeles Academy teacher.

Teacher selection will be based on LAUSD hiring guidelines (e.g. the priority of hiring from the displaced teacher pool), but a committee will participate in an interview process to ensure that candidates are the best fit for the open position(s). Pending availability, the committee will be composed of department chairs, coaches, teachers, and an administrator. The committee will come to a consensus as to the hiring of specific applicants.

A commitment-to-work agreement will be required and followed by all teachers who choose to work at our school. This document will indicate that the teachers understand and agree to the visions, goals and expectations of our school.

c. Performance Reviews

Describe the development, evaluation, and support process for teachers, administrators and other certificated staff.

Los Angeles Academy recognizes that there is no more important factor for student success within a school than effective teacher performance. As such, performance reviews are an integral part in improving said performance and supporting teachers to excel in their profession.

We believe that support must be offered to teachers of all experience levels, and the support begins with routine classroom observations (announced and unannounced) in a tiered fashion, depending on the needs of a teacher. All teachers will receive visits from their administrators, but additional instructional support will be provided by instructional coaches, the Bilingual and GATE Coordinators, Department Chairs, National Board Certified Teachers, the Library-Media Specialist, Local District Specialists, Instructional Coaches, team leaders, school consultants, and other exemplary teacher leaders. Teachers who demonstrate the greatest need for support will work under specific performance plans that are overseen by administrators, and will meet one-on-one on a regular basis with them.

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Upon offering teachers needed support, a review will be conducted in accordance to the current Contractual Bargaining Agreement. The Stull process as outlined in the CBA encourages specific performance goals to be specified at the beginning of an evaluation year. Multiple measures will be used in the performance review that may include, but are not limited to observation data, adherence to the Code of Conduct, contributions to the school community, and stakeholder feedback.

B.9 Sharing a Campus

Not applicable- Not proposing to share a campus.

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C. Internal Management

C.1 Waivers

Not Applicable- Not requesting waivers for the 2012-2013 school years.

C.2 Budget Development

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

As an internal applicant, Los Angeles Academy will be a LAUSD school operating under the rules and regulations of LAUSD. Los Angeles Academy will adhere to the norm-based model following fiscal policies and accountability systems as established by the district. Actual dollars will be spent to build a budget that meets the school's instructional program needs, while also abiding by State and Federal laws, court orders, consent decrees and collective bargaining agreements. Funds will provide resources to the school, which are aligned to the vision, mission and over all School Plan for Student Achievement (SPSA) to create a K-16 pathway vision for our students. Los Angeles Academy also receives *Quality Education Investment Act* (QEIA) funds to assist the school in closing the achievement gap through reduction of class size and also improvement of teacher and principal training.

The School Site Council (SSC) currently focuses on the development and approval of the school site categorical budgets. While the SSC will not approve the general fund budget, the work of the SSC will help inform the allocation of the general fund budget through the development of the Single Plan for Student Achievement (SPSA) goals and strategies.

Staff will implement the achievement and school climate goals established in the SPSA. Teachers and other school-based staff will implement the strategies in the SPSA to meet targeted goals and student outcomes. These improvement strategies will be:

1. Derived from conclusions of the needs assessment.
2. Prioritized by student need.
3. Realistic and attainable in the period specified in the plan.
4. Specific to the assessed academic needs of students.
5. Measurable by frequent formative assessments.

Parents and guardians can stay connected and become involved with the school budgeting process in several ways. The LAUSD Parent Community Services Branch (PCSB) promotes increased student academic achievement by building the capacities of local schools and communities to train, educate, and support parents as partners in their children's education. Los Angeles Academy will keep our parents connected by involving them in the budget process inviting input and recommendations through our parent advisory committees

All funds (District, State and Federal) allocated to the school will be expended in accordance with District, State, and Federal budgetary guidelines, regulations and policies. The appropriate

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Los Angeles Academy school governance council will provide the approval on budgetary matters.

D. Operational Managements

Not Applicable



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION


FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

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): Los Angeles Academy Leadership Team				
Address: 644 E. 56 th Street Los Angeles, Ca. 90011			Phone Number: 323-238-1800	
Website (if applicable) www.laamschampions.org			Email Address: mborge1@lausd.net	
School site for which your team is submitting a Letter of Intent:			Los Angeles Academy Middle School	
Grade configuration of your school:			6 th grade -8 th grade	
School model for which you are applying:			<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> ESBMM <input type="checkbox"/> Affiliated Charter	
			<input type="checkbox"/> Pilot <input type="checkbox"/> Network Partner <input type="checkbox"/> Independent Charter	
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?			1. No 2. 3.	
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates			1. 08/14/2012 and 6/4/2013 2. 12/15/2012- 01/08/2013 3. 03/29/2013 – 03/09/2013	
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Maria A. Borges		323-238-1800	mborge1@lausd.net	LAAMS
2. Maria Hu Cordova		323-238-1800	maria.hucordova@lausd.net	LAAMS

Los Angeles Academy Middle School, Public School Choice 2011

Appendix

 LOS ANGELES UNIFIED SCHOOL DISTRICT PUBLIC SCHOOL CHOICE MOTION				
3. Leonor Buza	<i>Leonor Buza</i>	323-238-1800	leonor.buza@lausd.net	LAAMS
4. Ernesto Guerrero	<i>E.R. Guerrero</i>	323-238-1800	erg0179@lausd.net	LAAMS
5. Rachel Dario	<i>R. Dario</i>	323-238-1800	rad0170@lausd.net	LAAMS
6. Fabrizio Elias	<i>F. Elias</i>	323-238-1800	felias@lausd.net	LAAMS
7. Martha Infante	<i>M. Infante</i>	323-238-1800	mmi5890@lausd.net	LAAMS
8. Petra Martinez	<i>P. Martinez</i>	323-238-1800	pxm40012@lausd.net	LAAMS
9. Monica Perry	<i>M. Perry</i>	323-238-1800	mgp1243@lausd.net	LAAMS
10. Annette Ventimiglia	<i>A. Ventimiglia</i>	323-238-1800	aventimi@lausd.net	LAAMS
11. Patricia Woodman	<i>P. Woodman</i>	323-238-1800	pmw6661@lausd.net	LAAMS

(Please add lines and pages as necessary)


 LOS ANGELES UNIFIED SCHOOL DISTRICT
 PUBLIC SCHOOL CHOICE MOTION

Appendix B

 PSC 3.0
 Commitments and Expectations Form

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

Applicant Team Name/Organization	Los Angeles Academy Leadership Team
Name of Team Representative	Maria A. Borges
Signature of Team Representative	<i>M. Borges</i>

Design Team Member Name	Signature
1. Maria A. Borges	<i>M. Borges</i>
2. Maria Hu Cordova	<i>M. Hu Cordova</i>
3. Leonor Buza	<i>Leonor Buza</i>
4. Ernesto Guerrero	<i>E. Guerrero</i>
5. Rachel Dario	<i>R. Dario</i>
6. Fabrizio Elias	<i>F. Elias</i>
7. Martha Infante	<i>M. Infante</i>
8. Petra Martinez	<i>P. Martinez</i>
9. Monica Perry	<i>M. Perry</i>
10. Annette Ventimiglia	<i>A. Ventimiglia</i>
11. Patricia Woodman	<i>Patricia Woodman</i>

Appendix D

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 Los Angeles Academy Name of Applicant Group/Applicant Team Los Angeles Academy Leadership TeamLead Applicant Maria A. BorgesTitle of Lead Applicant PrincipalMailing Address 644 E. 56th Street, Los Angeles, Ca. 90011Phone Number 323-238-1800Fax Number 323-231-0136Email Address mborge1@lausd.netWebsite (if available) www.laamschampions.org

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

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

Please check one of the following statements:

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

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

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

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

parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

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

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

6. Resident Enrollment and Attendance Boundary Compliance


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

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

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

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

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

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:	
Name of Lead Applicant <u>Maria A. Borges</u>	Title of Lead Applicant <u>Principal</u>
Signature of Lead Applicant <u></u>	Date <u>February 7, 2012</u>
Name of Board President* _____	
Signature of Board President* _____	Date _____
*The additional name and signature of the Board President is only applicable to organizations with a Board.	

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SERVICE PLAN FOR SPECIAL EDUCATION

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>Los Angeles Academy Middle School will have search and serve procedures to identify students enrolling in the school and those already attending who have or are suspected of having a disability and need special education and related services. The school will ensure that federal, state and District requirements are understood and followed by all staff members based on the LAUSD Special Education Policies and Procedures Manual (PPM).</p> <p>Appropriate publications and forms will be maintained in the school office and made available to parents and staff upon request:</p> <ul style="list-style-type: none"> • A brochure entitled "Are You Puzzled by Your Child's Special Needs?" that describes the availability of and information on special education and related services. At the beginning of each school year, during the first week of school, this brochure will also be distributed to every student to take home. • Section 504 and Students with Disabilities • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • A Parent's Guide to Special Education Services, (including Procedural Rights and Safeguards), in the appropriate language (the District provides material in eight languages). Considering the population the school serves, Los Angeles Academy will have brochures available in both English and Spanish. <p>Los Angeles Academy will also prominently display Parent Resource Network posters that provide parents information about where to call if they have questions or complaints concerning special education. Parents will also be referred to the Parent Resource page on the district's special education website where information about ongoing parent trainings can be found.</p>

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	<p>Students with disabilities will be identified upon enrollment. Parents will complete a LAUSD <i>Student Enrollment Form</i> for their child. This form asks if the student was receiving special education services, had an IEP, 504 Plan, difficulties that interfered with learning, or was identified for GATE. Office and administrative staff will know the enrollment form and will be responsible in promptly identifying students who require special services. Los Angeles Academy office staff will be prepared to assist parents in completing forms when necessary. Staff will know when to appropriately refer parents to the District's Parent Resource Network (800-933-8133).</p> <p>If a student is transferring from another school district, staff will promptly request, obtain, and review IEPs and any other records from the previous district. Appropriate forms and procedures will be completed so that Los Angeles Academy will immediately implement the existing IEP and prepare for an IEP review meeting within 30 days. IEPs of students transferring from other LAUSD schools will be reviewed on Welligent.</p> <p>In addition to the procedures specified in Part II of the <i>Special Education Policies and Practices Manual</i> (PPM), each spring, the Bridge Coordinator/Administrator will confer with the Special Education Support Unit East and with feeder schools to identify the number of students with disabilities that are likely to enroll in Los Angeles Academy. In addition, performance levels, special education needs and the date of last annual and triennial assessment will be obtained for identified students. This information will allow the staff to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.</p> <p>The school staff will also understand how to respond to a request for an assessment and implement the initial assessment process described in the PPM required for students suspected of having a disability. The school will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services. A timely, tiered and then comprehensive assessment process will be available for all students who have been properly screened or whose parents have submitted a written request. The procedures are described in the section of this Service Plan entitled "Procedures for Identification and Assessment of Students".</p>
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		<p>The school's professional development committee will plan, implement, and assess training sessions for staff that focus on Special Education procedures used on site. Special education, related services and administrative personnel will be fully acquainted with the PPM and their responsibilities specified there. General training sessions will include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents. The following documents will be annually reviewed with the staff:</p> <ol style="list-style-type: none"> 1. LAUSD Special Education Policies and Procedures Manual (PPM) 2. A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006).
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Pursuant to LAUSD Bulletin 4827.1 entitled <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, Los Angeles Academy will utilize a multi-tiered approach to instruction and intervention in which the teachers will provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students at Los Angeles Academy will have universal access to high-quality instruction that provides equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities. In line with research findings as well as LAUSD's identified four instructional methodologies and strategies that offers universal access to core instruction, cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development will be incorporated into the tiered framework of instruction and intervention.</p> <p>The school's academic interventions will be systematic, focused, and individualized for providing additional instruction and practice that enable students-at-risk to attain greater literacy skills and providing additional help that students might need before, rather than after, they have failed. The use of student data will be at the core of this process. The District's Multi-tiered Framework to Instruction and Intervention (BUL-4827.1) will be utilized to design the intervention program as follows:</p> <p>The identification process for determining student participation in intervention programs will be by their</p>

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	<p>response through specific evidence-based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration, and frequency of services and progress monitoring is increased as teacher-student ratio decreases. A critical step in the identification for participation in intervention, as addressed by the Modified Consent Decree (Outcome 2), is below basic, or lower, California Standards Test (CST) scores and performance in the core curriculum. Students with disabilities who score below basic on CSTs will be included in structured standards-based instruction and related interventions implemented for all students with below basic scores. If their progress is not responsive, they will receive services of greater intensity, frequency and duration.</p> <p>Student progress will be monitored with assessment that will include CST, CELDT, periodic assessments, curriculum-based measures (formative and summative), and behavior data. The rate and degree of academic growth of students with disabilities will be monitored, and if improvement is less than expected, the students will be given more intensive intervention. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.</p> <p>Individual student's response to the differing interventions will be assessed and monitored. When assessment indicates that a student needs more or different instruction and intervention to access the core curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic and behavioral/social-emotional needs. This tiered instruction is as follows:</p> <p>TIER 1 The first stage of the intervention process will be to identify students whose overall academic performance is below expected levels of achievement by reviewing and evaluating assessment data for those falling within an intensive score band level.</p> <p>TIER 2 Includes those who have not successfully responded to Tier 1 and will focus on specific processing skills required for literacy.</p> <p>TIER 3 Includes students who have not successfully responded to the previous tiers of intervention. This tier of the District's RTI framework is the level of intervention that will support the school's</p>
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		<p>neediest students, including those with behavior, emotional issues and truancy. These students will be identified through the Student Study Team (SST) process which will be comprised of school support staff such as a psychiatric social worker, nurse, Bridge Coordinator/Administrator and other staff. It is important to note that a referral to special education is not and will not be considered an intervention.</p> <p>Intervention/Enrichment Teams will be comprised of teacher-leaders who are fully involved and responsible for carrying out the intervention process and will have flexibility to develop an intervention program that best meets the needs of under-performing students.</p> <p>Among the curricular programs to be used will be: <i>Accelerated Reader, Read 180, System 44 and Study Islands</i>. Progress monitoring tools are built into these programs and will be reviewed regularly to make informed instructional decisions. Among the special education services to be used will be co-teaching in the core curriculum, and maintaining a Structured Learning Center and Resource Program. Los Angeles Academy administrators and staff will make use of the professional development and consultation services of Support Unit East.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>At Los Angeles Academy, a Culture of Discipline will be designed to:</p> <ul style="list-style-type: none"> A) Provide for the teaching of school rules, as well as social emotional skills; B) Provide for teacher training on the use of effective classroom management; C) Provide for parent/caregiver collaboration for discipline problems; and E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, and SLC detentions. <p><u>Prevention:</u> At the beginning of the year, during parent orientation, Los Angeles Academy staff will provide all students (both general education and special education) with a Parent-Student handbook available in English and Spanish. During the parent orientation, the parts of the handbook that specifically address the school-wide expectations will be highlighted.</p>

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	<p>From these school-wide expectations, Los Angeles Academy will develop and articulate three to six clearly and positively stated behavioral expectations that will be consistent with the District's <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectations</i> (BUL-3638.0). Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them or need clarification for greater understanding. Staff will monitor behaviors school-wide and use a variety of means to positively reinforce appropriate behaviors that will include positive reports home, some form of token or "point" system, class- or school-wide recognition of students' demonstration of expected behaviors. These behaviors will then be practiced and reinforced school-wide by all stakeholders. Programs such as <i>Safe and Civil Schools</i>, <i>Positive Behavior Support</i> and the <i>5 Flames of Success</i> will be used to promote appropriate student behaviors both in and out of the classrooms.</p> <p><u>Intervention:</u> Los Angeles Academy will establish a 3-Tier Approach to support students with disabilities and reduce the number of suspensions.</p> <p>Tier I-Universal Instruction and Interventions for All Students: A school-wide plan will reflect the school's Code of Conduct, and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p> <p>Tier II-Selected Instruction and Intervention: Data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students will be collected and used as baseline data to monitor the progress of school-wide and individual positive behavior support programs. Intervention will begin with the selected standards for instruction that will be re-taught which may include lab time in the Structured Resource Center. Along with the selected standards that are being re-taught as an intervention, Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for all students with ED or Autism as required by the MCD and for other students with</p>
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	<p>disabilities as necessary to support academic progress. The Behavior Support Plan form will assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there will be considerable data to collect.</p> <p>Tier III-Targeted/Intensive Instruction and Intervention, analysis of Office Disciplinary Records (ODR) and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses (FBA) will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans (BSP) as required for students with disabilities with special attention to students with ED/AUT eligibility as per MCD Outcomes 17a, 17b and 18. When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) must be developed (On the assessment plan, check off "Social/Emotional" and write: "Functional Analysis Assessment to be conducted by Behavior Intervention Case Manager (BICM).") After parental consent is given, a Behavior Intervention Case Manager is selected. This BICM will then conduct an FAA, which includes individualized data collection, observations and interviews. At the conclusion of this process, an IEP meeting is held to discuss the results. If appropriate, a Behavior Support Plan (BSP) (to address early stage and moderate maladaptive behaviors) or a Behavior Intervention Plan (BIP) (to address serious to extreme maladaptive behaviors) is developed. The development of the Behavior Intervention Plan (BIP) will be to support students whose serious behaviors interfere with their learning or the learning of others; interfere with the implementation of IEP goals and objectives; with behaviors that are self-injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions.</p> <p>When an emergency behavior intervention is necessary to prevent a student from endangering oneself or another, Los Angeles Academy will complete the "Behavior Emergency Report for Student with Disabilities," notify parents within 24 hours of the incident, file the report in the student's green folder, and submit a copy to the Support Unit East Administrator and the Division of Special Education Behavior Support Office. Los</p>
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		<p>Angeles Academy will develop an IEP that addresses the behavioral emergency and document the review, modification, or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP), and, if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p> <p>If at any point a student with disabilities is recommended for expulsion under the California Education Code, the student will be granted all his/her rights under the IDEA and a pre-expulsion IEP, including a manifestation determination, will be convened with the participation of a Bridge Coordinator/Administrator, a Behavior Intervention Case Manager (BICM), the parent/guardian, a school psychologist, and a special and general education teacher.</p> <p>Los Angeles Academy will review Welligent Reports and meet regularly with Support Unit East to ensure that all programs are appropriately set up for the following incoming students:</p> <ul style="list-style-type: none"> The school will have an enrollment of approximately 1800 students. Approximately 10-12% will be special day, SLD or will receive RSP services (the number of special education students will be adjusted in September). The school will meet the needs of all students and follow the IEP to provide appropriate support and services. <p>Los Angeles Academy is located <i>in a</i> community where the median household income in 2008 was \$29,518, one of the lowest in the Los Angeles area, with the majority of households earning \$20,000 or less. On average, 70-80% of the students qualifies for free or reduced lunch. The unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, only 60% of the 121,082 total number of residents have a high school diploma or less.</p>
Necessary for Planning, will be provided	Description of Student Population	
Outcome 2	Special Education Program Description	<p>Los Angeles Academy will offer a comprehensive continuum of placement options for students with disabilities. The student's school of residence will always be the first choice for the IEP team to determine the provision of appropriate services. If Los Angeles Academy is the student's school of residence, the continuum of services will be as follows: the Resource Specialist program (least restrictive), and Special Day Programs</p>

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	<p>(more restrictive). The programs' objectives include increasing students' CST scores, with a focus on students with disabilities achieving basic and above scores and successfully completing school with diplomas and or certificates of completion. The placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services that are driven by the unique needs of the individual student. Students will be able to participate in an inclusive model and enroll in some or most of the required courses in general education classes. Special Day Program students and students with moderate to severe disabilities (MRS and MRM) will be mainstreamed into the general education classes, particularly in Physical Education and Electives, to the best of their abilities. The special education program will be an inclusive, productive, and safe environment for all students.</p> <p>As required in MCD Outcome 7A-51% of Students with Disabilities with All Other Disabilities excluding SLI, SLD and OHI will be required to be in the general education program for a minimum of 40% of the instructional day. The percentage of time in special education on page 8 of the IEP will match the student's percent of time in special education as per the student's school schedule. Instructional time will not include lunch and recess.</p> <p>All students will be educated in the least restrictive environment and will be given access to grade level standards and the general education core curriculum. For the most part, students will address grade level standards in general education classrooms. Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports will be provided. In selecting the least restrictive environment, consideration will be given to any potential barriers on the child or the type of services that he or she needs. If these barriers exist, the school will mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and/or modifications as necessary.</p> <p>The Resource Program (RSP) will provide standards-based instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. Related Designated Intervention Services (DIS) will be provided when included in the IEP if an assessment by a qualified assessor indicates that the student's need for the service cannot be provided by a general or special education teacher.</p>
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	<p>(more restrictive). The programs' objectives include increasing students' CST scores, with a focus on students with disabilities achieving basic and above scores and successfully completing school with diplomas and or certificates of completion. The placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services that are driven by the unique needs of the individual student. Students will be able to participate in an inclusive model and enroll in some or most of the required courses in general education classes. Special Day Program students and students with moderate to severe disabilities (MRS and MRM) will be mainstreamed into the general education classes, particularly in Physical Education and Electives, to the best of their abilities. The special education program will be an inclusive, productive, and safe environment for all students.</p> <p>As required in MCD Outcome 7A-51% of Students with Disabilities with All Other Disabilities excluding SLI, SLD and OHI will be required to be in the general education program for a minimum of 40% of the instructional day. The percentage of time in special education on page 8 of the IEP will match the student's percent of time in special education as per the student's school schedule. Instructional time will not include lunch and recess.</p> <p>All students will be educated in the least restrictive environment and will be given access to grade level standards and the general education core curriculum. For the most part, students will address grade level standards in general education classrooms. Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports will be provided. In selecting the least restrictive environment, consideration will be given to any potential barriers on the child or the type of services that he or she needs. If these barriers exist, the school will mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and/or modifications as necessary.</p> <p>The Resource Program (RSP) will provide standards-based instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. Related Designated Intervention Services (DIS) will be provided when included in the IEP if an assessment by a qualified assessor indicates that the student's need for the service cannot be provided by a general or special education teacher.</p>
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	<p>Specialists will then establish collaboration with itinerant service providers such as the School Psychologist, Speech and Language Teacher, and other related service providers as well as the collaborative services of the general education teachers. The Resource Specialist, as well as the 8th grade Self-contained classes will likewise collaborate with the District Itinerant Transition Teacher to assess, plan the Transition program for students aged 1 and above.</p> <p>The Learning Center will have three purposes:</p> <ol style="list-style-type: none"> 1. teach access strategies 2. provide intensive intervention 3. monitor student progress <p>The instructional spaces for students with disabilities in the learning center will be provided with the same basic equipment, furniture and materials as instructional spaces for general education students. The RSP and special day program will already have computers and a listening center that could be used for the Learning Center purposes. The Learning Center will offer individualized to small group intervention, remediate essential skills (organizational, social and self-advocacy skills) and the opportunity for students to do their work in a quiet and supportive space. Students will have the opportunity to be reintroduced to a lesson tapping different modalities, and have a different environment in which to understand the curriculum. EXTENDED SCHOOL YEAR (ESY) will be available to students with disabilities entitled to special education and related services when the information to the IEP team establishes that:</p> <ol style="list-style-type: none"> 1. The student's disability will persist over a prolonged period of time; 2. The student is likely to lose mastered skills if services are interrupted (regression); 3. The student has limited ability to re-learn skills (recoupment capacity); and 4. Based on the student's likelihood to regress and limited recoupment capacity, it is impossible or unlikely that the student will maintain the level of self-sufficiency and independence that will otherwise be expected in view of the student's ability. <p>Los Angeles Academy Middle School will use supplemental aids and supports to support student learning. The</p>
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	<p>Students with disabilities will be integrated with their age/grade level peers when appropriate in the core curriculum with modifications. Some students will receive services from the Learning Center but will spend the majority of the day interacting and learning with their age/grade level peers in the general education setting. Students participating in the alternate curriculum will be encouraged to participate in elective courses and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as school dances, and field trips.</p> <p>As part of the school's multi-tiered approach, the special education population will be considered with the entire school in regards to Response to Instruction and Intervention (RtI²). Los Angeles Academy will utilize a tiered approach to instruction, intervention, and services for students with mild to moderate disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities will participate in the general education curriculum at the student's grade level or the general education curriculum using accommodations or modifications to the grade level curriculum (found in the accommodation section on FAPE Part 1: Eligibility, Placement and Supports of the Individualized Education Plan). This tiered method will provide instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. The tiers will not be synonymous with placement since the IEP teams will consider the level and type of support each student needs, where that support could be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) may receive those services in various ways within the general education classroom and learning centers.</p> <p>A Learning Center will be provided and designed to provide individualized instruction to students with disabilities within the unique focus of the school. The Learning Center supports will be provided when an IEP team determines that a student following the core curriculum with accommodations needs additional personalized educational interventions that are best delivered outside of the general setting and/or a large group context. The Learning Center will include Resource Teachers, and teaching assistants. The Resource</p>
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		<p>special education program will use assistive and adaptive technology as needed. Assistive technology supports will begin with low-level (e.g. color coding, graphic organizers), to mid-level (e.g. calculators, books on tape) to higher-level technology (e.g. computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices. Additional supplemental aids and supports will include:</p> <ol style="list-style-type: none"> 1. Classroom and campus environmental needs. 2. Specialized equipment. 3. Pacing of instruction adjusted to student's level. 4. Alternate presentation of subject matter 5. Materials adaptation 6. Modification of assignments 7. Self management/follow-through strategies 8. Social interaction support 9. Testing adaptations 10. Identification and use of motivators and positive reinforcement strategies
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Los Angeles Academy will maintain, regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries and are educated at Los Angeles Academy Middle School. In order to assist the District in meeting MCD Outcome 8, at least 93% of the said students will be educated at Los Angeles Academy, if this is determined to be their home school.</p> <p>A Bridge Coordinator/Administrator will monitor: Coordination Of Services Team (COST); Student Study Team (SST); Individual Education Program (IEP) procedures to ensure that district and state requirements, implementation plans and timelines are followed. Specifically to monitor timely completion of initial evaluations (as per MCD Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Bridge Coordinator/Administrator will oversee the timeliness of completion of evaluations. The Bridge Coordinator/Administrator and special education teachers will use the Welligent master calendar function to</p>

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	<p>special education program will use assistive and adaptive technology as needed. Assistive technology supports will begin with low-level (e.g. color coding, graphic organizers), to mid-level (e.g. calculators, books on tape) to higher-level technology (e.g. computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices. Additional supplemental aids and supports will include:</p> <ol style="list-style-type: none"> 1. Classroom and campus environmental needs. 2. Specialized equipment. 3. Pacing of instruction adjusted to student's level. 4. Alternate presentation of subject matter 5. Materials adaptation 6. Modification of assignments 7. Self management/follow-through strategies 8. Social interaction support 9. Testing adaptations 10. Identification and use of motivators and positive reinforcement strategies
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	<p>Education (FAPE) are discussed. Master Plan for English Language Learners (EL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Once the initial IEP has been implemented, subsequent IEP meetings must be held:</p> <ol style="list-style-type: none"> 1. Once a year to review student progress/placement and to make any needed changes. 2. Every three years (Triennial) to review mandatory comprehensive reevaluation of student progress. 3. After a student has received a formal assessment or re-assessment. 4. If the parent or a teacher feels that the student demonstrates significant educational growth or a lack of anticipated progress. 5. When the parent or a teacher requests a meeting to develop, to review, or to revise the IEP. 6. To develop an Individualized Transition Plan (ITP), beginning at age fourteen (14) (MCD Outcome 9). 7. To determine whether a student's misconduct was a manifestation of his or her disabilities before expelling or suspending the student from school for more than ten (10) school days. <p>Review of individual student needs will drive the IEP team's determination of placement and District's offer of Free Appropriate Public Education (FAPE.)</p> <p>Los Angeles Academy will have a systematic internal communication and follow up mechanisms for team members upon holding the IEP meeting. These follow up mechanisms will ensure implementation of the IEP and will include the distribution of an IEP Packet, containing the summary or updates of every student's IEP, consultation, collaborative planning, co-teaching, and making service and progress reports in Welligent.</p> <p>As required by Modified Consent Decree (MCD) Outcome 13 – <i>Delivery of Services</i>, Special Education and DIS services will be delivered at the frequency and duration indicated on the IEP and the delivery of these IEP services will be documented in the Welligent Service Tracking system.</p> <p>Federal and State laws and District requirements (as stated on the Policy and Procedural Manual) call for specific documents to become part of the school records for a student with a disability. With this in mind, the</p>
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	<p>school will maintain the following mandated records in a green folder for a student with disability:</p> <ul style="list-style-type: none"> • Access log (front outside cover). • Student Success Team notes or other pre-referral intervention information. • Request for Special Education Assessment. • Student Information Questionnaire for Parents and Guardians, if applicable. • Special Education Assessment Plan. <p>Student Information Packets will be developed and distributed in the beginning of the school year and/or semesters and then following every IEP meeting to all general education teachers who teach students with IEPs. These Information Packets will include information regarding eligibility, present levels of performance, goals, specific accommodations and modifications and any other pertinent information for academic success. The case carrier will meet with the student's teachers to discuss the content of the IEP and the packet and provide consultation and/or collaborative services as needed to support the implementation of students' IEPs. The case carrier will regularly communicate with the students' teachers to assess the implementation of the students' IEPs and monitor students' progress when IEP goals, objectives and strategies are implemented. The case carrier will assess students' and teachers' need for additional support and will call for another IEP meeting if changes need to be made in the IEP.</p> <p>The case carrier and service providers will accurately enter into Welligent records:</p> <ol style="list-style-type: none"> 1. the services provided and their duration on at least a weekly basis and 2. periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/Administrator) <p>Los Angeles Academy will have an assigned IEP Room for IEP meetings and, teleconferencing is used if necessary. To ensure confidentiality, IEP meetings will take place in the Special Education Office or teachers' classrooms during their conference period. If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.</p>
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	<p>Parents, including those who do not speak English, are welcome as active participants in the IEP process and in their child's education. Los Angeles Academy will maintain a list called "School Roster of Certificated Staff Eligible to Interpret at IEP Team Meetings" (REF-1596.2) and will assign a staff from this list to translate during IEPs. In the event that there is no one available or qualified, Los Angeles Academy will immediately notify the District of the need for an interpreter for an IEP meeting. As for document translation, the school will also inform the District of the need for IEP translation into one of the District's seven primary languages and follow up with the District to encourage the completion of translations within the time frame specified by the MCD (Outcome 15). As required by the MCD Outcome 15 – <i>Timely Completion of IEP Translations</i> requests for IEP translations will be completed within 30 days. The school will follow this timeline when a parent requests that a section or all of the IEP be translated. Per the Special Education PPM (Section II, page 272), the school staff will provide the written translation, unless clearly not feasible to do so. If the school does not have the necessary resources, the school will, within a day of the parent's request, complete an "IEP Translation Request Form" and mail the IEP in question to the Division of Special Education's IEP Translation Unit.</p> <p>If the parent disagrees with the IEP or raises concerns over what is appropriate for the student at the conclusion of an IEP meeting, Los Angeles Academy should clarify with the parent the areas of agreement and disagreement and document the parents' disagreement on p. 10 of the IEP. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. The school site administrator or designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.3. If a parent's disagreement over what is appropriate for the student cannot be resolved through the IEP process, the school will inform the parent of the various dispute resolution options available in the District, i.e., Informal Dispute Resolution ("IDR"), Mediation Only, and Due Process Proceedings. The parent should have or be provided a copy of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)," which details the various dispute resolution processes. At all times, the case carrier will work with the family to ensure that student needs continue to be met until a resolution is determined.</p>
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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>If it is determined at the IEP meeting that a student is not eligible for special education services all records (including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the student's cumulative folder with no green folder created.</p> <p>Los Angeles Academy will have in place, a systematic intervention plan that will be followed as part of the screening for referrals. Students who do not make adequate progress with Tier 3 interventions, as discussed in the previous Intervention Program component, will be considered for referral for special education assessment. The referral process will be uniformly applied and based on careful monitoring and decision-making after a student has had good first instruction followed by Tier 2 and Tier 3 interventions and instruction.</p> <p>The referral process will involve the collaboration and consultation among several multi-disciplinary team members, including the student's general education teachers, counselor, and special education teachers. The parents/guardians will also be an integral part of the team process. The student whose progress does not meet expectations after Tier 3 will be monitored for a special education assessment subsequent to school professionals also reviewing the student's records and educational history. This is to ensure that exclusionary factors and language acquisition and development are considered. Information gathered during this review is used as a guideline for later selection of language appropriate, non-biased and technically adequate assessment measures to be included in the assessment plan. When teachers have tried several intervention strategies and the intervention strategies are unsuccessful, a Student Success Team Coordinator will make a recommendation for special education assessment. Parents can also make a request in writing.</p> <p>Los Angeles Academy's procedures for providing academic and behavioral interventions will be documented and made available to assessors and Individualized Education Program (IEP) teams when a student is being assessed for special education eligibility and services. This information will be used to ensure a comprehensive assessment that considers the student's cultural, linguistic and economic background as well as evaluate the effectiveness of academic and behavioral interventions strategies attempted prior to referral for special education consideration. The school site administrator/Bridge Coordinator will be responsible for the implementation of this procedure. The school will ensure a thorough pre-assessment discussion with the</p>
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	<p>student's parents and teachers to formulate an appropriate Assessment Plan. This will be signed by the parent or guardian within 15 days of a request for an assessment. The Bridge Coordinator/Administrator will ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation within 60 calendar days from receipt of the signed assessment plan that will be automatically calculated by the Welligent IEP system (PPM, p.33).</p> <p>The Assessment Plan will involve gathering information about the student to determine whether s/he has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. All areas of suspected disability will be addressed including health and development, general ability, academic performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests (PPM, p. 38).</p> <p>When a student is assessed, these guidelines will be followed:</p> <ol style="list-style-type: none"> 1. Each student is assessed after receipt of the signed Assessment Plan. 2. All areas relating to the student's probable disability are assessed (academics, physical capabilities, health, etc.). 3. The assessment will be administered in the student's primary language or a qualified interpreter will be provided. 4. The assessment will include a variety of suitable tests to measure the student's strengths and needs or challenges. Individuals administering these tests are qualified and trained. 5. The assessment is adapted or suited to students with impaired sensory, physical or speaking skills. 6. A multi-disciplinary team, including at least one general education teacher and a specialist, such as the school psychologist with knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed. 7. Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory.
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	<p>Los Angeles Academy will always consider the need for Assistive Technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and educational needs, if the student is or may be eligible for special education services. AT considerations will address the student's need to access curriculum. The IEP teams will recognize that AT encompasses a range of devices from the low end (e.g., picture boards, wide-lined paper, pencil grips, calculators, and typewriters) to the high end which may include computers or devices with computer components and that AT is not educational technology but rather provides access to the curriculum. If the school site staff does not have sufficient knowledge to make appropriate Assistive Technology recommendations for students with more complex needs, Los Angeles Academy will request assistance from the District's AT program when conducting the assessments or re-evaluations.</p> <p>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation will address each of the 28 elements specified by the Independent Monitor as well as consideration for placement in the least restrictive environment.</p> <p>Referrals will be monitored by ethnicity. The Bridge Coordinator/Administrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility. The Bridge Coordinator/Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED. As required by MCD Outcome 18, 90% of African American students identified as emotionally disturbed during an initial or triennial evaluation will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.</p> <p>In the case of a parent's written request for assessment, an assessment plan will be presented within 15 days of the request. In compliance with California law, the assessment will be completed within an additional 45 days upon completion of the IEP meeting during which the assessment information is reviewed and utilized.</p> <p>Los Angeles Academy will provide all students with an academic environment that will ensure their active</p>
Outcome 2	Instructional Plan for

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	<p>students using grade level standards</p> <p>engagement in learning. The California State Standards will be the basis for all instruction. The school will utilize all state adopted texts at the appropriate grade level for students whose IEP indicates the use grade level standards for their benchmarks. The following six instructional strategies will be used in every classroom of Los Angeles Academy:</p> <ol style="list-style-type: none"> 1. Specially Designed Academic Instruction in English (SDAIE) 2. Flexible Grouping 3. Writing Across Disciplines 4. Interactive Notebooks 5. Personalized and Systematic Reading Development 6. Culturally Relevant and Responsive Education (CRRE) <p>Los Angeles Academy instructional plan will place special emphasis on interdisciplinary approaches where different learning and application of content area skills will be connected across curriculum. Across the curriculum for each grade level, teachers will develop common culminating tasks. For example, students will write a persuasive essay on ways they can conserve the environment today. The students will be expected to use skills from their English Language Arts classes and data and information from their science and social studies classes.</p> <p>Los Angeles Academy will provide specially designed differentiated instruction to address the unique needs of any eligible student with a disability and to ensure equal and full access of the student to the general curriculum. The instruction in special education will support and align with the standards-based instruction provided in general education. IEP goals and objectives aligned to the content standards is the first step for connecting instruction in general and special education. The second step; special and general education teachers collaborating, working together creating common lessons and assessments that can be implemented and observed by one another to share best practices and learn from one another. Step three will involve reviewing student work and planning further instruction if needed. Collaboration between general and special education teachers will provide all students with a grade level standards based curriculum.</p>
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	<p>Los Angeles Academy will adhere to the district requirements of a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that are aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the general education curriculum at the student's grade level using accommodations and/or modifications of grade level curriculum (Section M, No. 9 of the IEP). The tiered method will provide instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach facilitating the expectation that all secondary students with disabilities will participate in a rigorous standards-based curriculum with accommodations or modifications as developed in the IEP.</p> <p>Special education will be a service to support student achievement in the core curriculum within an integrated setting. The tiered approach is not synonymous with placement and IEP teams will consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) but will be able to receive those services in a variety of ways within the general education classroom and the Learning Center.</p> <p>The use of My Data to assess and monitor areas of need to develop backward planning to meet students' identified needs. Los Angeles Academy will use multiple formative measures to drive planning and instruction. Examples of these Formative assessments are teacher created mini assessments, portfolios, common assessments, AR, Star reading, and District mandated tests. Scaffolding for learning will be in place with CCRE SDAIE, Flexible Grouping, Writing Across Disciplines, Interactive Notebooks and Accelerated Reader. Los Angeles Academy will use strategies for language development that will include the use of graphic organizers, flexible groupings, academic language and academic vocabulary.</p>
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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p> <p>The curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum used in general education and identified in the Curriculum Guide for Students with Moderate to Severe Disabilities. This alternate standards course of study will align functional skills with standards-based core curriculum that is a subset of the California standards in English/Language Arts, Mathematics, Science, and History/Social Studies. The Alternate Curriculum for students served in special day programs or in inclusive programs will utilize the Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities (LAUSD Reference Guide # 4294.0) along with the alternate curriculum course codes provided in the LAUSD Reference Guide.</p> <p>Students with disabilities participating in the District Alternate Curriculum will not take part in the periodic assessments designed for students in the general curriculum. Instead, Los Angeles Academy will utilize age appropriate resources and materials that will address students' assessed needs. Los Angeles Academy will conduct transition assessments with each individual student to determine future transition goals and will plan activities, experiences and instruction designed around supporting students with meeting their goals.</p> <p>Because performance areas for students with moderate to severe disabilities will be developed in functional skill areas based on student needs, they will also include academic performance areas. The IEPs of all students with moderate to severe disabilities will include Present Level of Performance (PLP) developed in the academic performance areas of Functional Math, Functional Reading, Functional Writing and Communication.</p> <p>The use of My Data to assess and monitor areas of need to develop backward planning will be utilized in conjunction with formative and summative assessments and progress monitoring to determine students access of standards and curriculum. Necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction and to determine where the least restrictive environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible.</p> <p>Los Angeles Academy will provide in-house support services through licensed Therapists and an Adaptive PE</p>
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		<p>teacher. These professionals are on a part-time status with Los Angeles Academy, serving as itinerant teachers. The needs of students with IEPs will be considered and addressed first when developing the school's schedule. Los Angeles Academy will be aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed early on before other programs and classes are firmly scheduled. Plans to ensure that students with IEPs can receive those services (e.g. Speech and Language, Physical, or Occupational Therapy, Counseling Services) will be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified.</p> <p>The provision of services will be monitored using the Welligent service log. Welligent will provide reports to the school on all of the supports and services for those eligible students. Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. The staff will take time to become familiar with the kind of information that the different reports provide and regularly enter student data into all mandated fields at the time that a special education student is identified or enrolled in the school. Mandated fields will be updated for students with IEPs currently enrolled. The Bridge Coordinator/Administrator will monitor and ensure the accuracy of Welligent data for the provision of services as well as expected completion dates of evaluations and IEP meetings. Designated staff will be accountable to ensure that all the staff develop and maintain IEPs on the Welligent IEP System and use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.</p>
Outcome 13	Plan to provide Supports & Services	<p>Los Angeles Academy will provide in-house support services through licensed Therapists and an Adaptive PE teacher. These professionals are on a part-time status with Los Angeles Academy, serving as itinerant teachers. The needs of students with IEPs will be considered and addressed first when developing the school's schedule. Los Angeles Academy will be aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed early on before other programs and classes are firmly scheduled. Plans to ensure that students with IEPs can receive those services (e.g. Speech and Language, Physical, or Occupational Therapy, Counseling Services) will be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified.</p>

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<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p> <p>The provision of services will be monitored using the Welligent service log. Welligent will provide reports to the school on all of the supports and services for those eligible students. Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. The staff will take time to become familiar with the kind of information that the different reports provide and regularly enter student data into all mandated fields at the time that a special education student is identified or enrolled in the school. Mandated fields will be updated for students with IEPs currently enrolled. The Bridge Coordinator/Administrator will monitor and ensure the accuracy of Welligent data for the provision of services as well as expected completion dates of evaluations and IEP meetings. Designated staff will be accountable to ensure that all the staff develop and maintain IEPs on the Welligent IEP System and use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.</p> <p>Students receiving special education services under the Individuals with Disabilities Education Act (IDEA) require transition services to prepare them to move from school to work and community life. According to the Individuals with Disabilities Education Act, the federal law requiring a free appropriate education for children with disabilities recognizes that schools play an important role in preparing students for this transition. The IDEA mandates that transition services be addressed for all students with disabilities, and as such, transition planning must be part of the individualized education program (IEP) meeting held annually for each student.</p> <p>Los Angeles Academy will coordinate the planning and delivery of transition services for all students with disabilities, beginning at age 14 (or younger, when students transition to high school, whatever comes first) to prepare them for transition from middle school to high school to adult living through collaboration with a District Transition Teacher from the District Office of Transition. These will specify possible activities that align to the student's Education/Training, chosen employment in the future and Daily living skills. (Dept of Transition Services, LAUSD). The school will also use the district's DOTS/Bridge Collaborative document as a reference to help the school meet MCD Outcome 9.</p> <p>The IEP/ITP will set forth in writing a commitment of services necessary to enable the student to receive</p>
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	academic activities:	<p>such as the school dance and sport activities. Administrators, general education teachers, special education teachers, paraprofessionals, related service providers, and other personnel will collaborate to provide opportunities for social interactions between special education students and the general student population.</p> <p>Accommodations and/or modifications will be made to enable students to access all school and extra-curricular activities. These supports include access to the environment (e.g., early dismissal to allow time to get to lunch), personnel (e.g., paraprofessional, peer buddy), and equipment (use of calculator or communication boards).</p> <p>Students will participate in general education Exploratory (elective) classes after they have indicated an interest and/or staff has judged the class to be appropriate for them, and an IEP team has called for enrollment in this elective class. The determination of the elective class will be based on student strengths, interests, and the ability to meet previously set goals. Supports needed by students, as designated in their IEPs will be provided.</p>
Federal requirement	Providing Extended School Year	<p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education according to the guidelines and procedures set forth by LAUSD.</p> <p>Extended school year services will be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students will have disabilities that are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that will otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services will be limited to services, as determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p> <p>The annual special education budget will allocate funds for resources and personnel for the ESY program.</p>
		<p>The school will continue to adhere to the district's special education process and procedures for accessing student data to identify and provide intervention for students with disabilities who demonstrate high risk factors, and monitor progress towards graduation for students with disabilities. The school will identify grades, disciplinary issues, and attendance as indicators of success or failure in secondary school for students with disabilities. To address these issues, the school will refer to the Modified Consent Decree (MCD) 2004-2005 Annual Plan requirements that secondary school MCD teams adhere to. These include:</p> <ol style="list-style-type: none"> 1. Analyzing grades, disciplinary actions, and attendance data quarterly. 2. Identifying those at risk for dropping out. 3. Developing targeted interventions designed to increase graduation rates and reduce Drop-out and suspension rates. <p>There are two categories of IEP disagreements that might arise between parents and Los Angeles Academy. The first type of disagreements involves what is appropriate for the student in terms of:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the determined results of assessments. • What should be in the IEP (e.g., what placement or services the student should receive?) <p>The school will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the school cannot resolve a disagreement over what is appropriate for the student, the are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR)

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	<ul style="list-style-type: none"> • Mediation Only • Due Process Proceedings <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations, such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. • Whether district procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities will participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • California Standards Test (CST), the assessment in which most students, including students with disabilities, will participate. Students with IEPs will take the CST with or without accommodations and/or modifications. • California Modified Assessment (CMA), is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the state, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirements with or without accommodations (no modifications allowed). • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the Math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • California Alternate Performance Assessment (CAPA) is an alternate assessment that is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for students with the most significant cognitive disabilities.
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	<p>At Los Angeles Academy, the professional development for the general education and special education collaborative teacher teams will be a priority to ensure that appropriate methodologies and strategies are used to benefit all students in the collaborative classroom. The relationship between the general education and special education teacher is based on the premises of shared responsibility and equal authority with interactions structured through the learning environment of the school. Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. <i>British Educational Research Journal</i>, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>The implementation of effective professional development and planning will be:</p> <ul style="list-style-type: none"> • Data driven and comply with the LAUSD/UTLA contract and the training programs available through the LAUSD Division of Special Education; • Focused on implementation of standards based instruction, the quality of teaching and learning, the development of academic targets for students to achieve, compliance with the Modified Consent Decree as well as the IDEA; • Conducted through regular collaboration of general and special educators in small groups to <ul style="list-style-type: none"> - Examine the quality of student work and determine areas of need; - Implement state learning standards and special education requirements into the curriculum; - Monitor CST, CAHSEE, and periodic assessment data to ensure effective teaching strategies that are applied differentially in a tiered approach to instruction; and - Meet the needs of all students within an integrated setting.
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p> <p>Los Angeles Academy will use a rigorous selection process to ensure that all staff working with special education students will be highly qualified and have the appropriate credentials to do so. All district suggested and legally required teacher-student ratios will be strictly adhered to and clerical support will be available for the IEP process and the updating and maintaining of the Welligent system to keep the school</p>

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	<p>compliant and services to students at an optimal level. Training will be provided to appropriate personnel to ensure students' health protocol needs are met.</p> <p>Los Angeles Academy will create a campus special education committee consisting of a school administrator, bridge coordinator, special education teachers and paraprofessionals, general education teachers, and parent representatives. The committee will review the school's MCD Progress Report. It will also verify that the Principal's checklist, outlined in the Los Angeles Unified School District's Special Education Policies and Procedures Manual, is implemented as well as ensure that the MCD outcomes are met to stabilize the school's special education process. The committee will help schedule IEP meetings, check IEP distribution to special education teachers, and ensure that all IEPs are completed within 60 days upon receipt of the Special Education Assessment Plan.</p> <p>A special education/Bridge coordinator and clerk will "back-up" the school's schedule to ensure that large groupings of scheduled IEPs are completed in advance to meet outcome 10 of the MCD. All special education teachers will receive up to date support on changes to Welligent, using formal methodologies for assessing students and completing resource logs. Los Angeles Academy will ensure that there are case managers on site to guarantee that the school is meeting the requirements outlined in the District's Policy Bulletins H50 (rev.) and BUL 3958.0. The school will work to ensure all special education teachers have an additional conference period to assess students and to complete IEPs.</p> <p>Equipment used in special education programs will be secured and appropriately maintained. Los Angeles Academy will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, typewriters, and available computers. This inventory will be used for active intervention efforts conducted by school site personnel whenever any student at the school is experiencing difficulties with the curriculum. When necessary, IEP teams and Student Success Teams (SSTs) will utilize equipment from the school inventory as part of the intervention process for a student.</p>
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<p>The designated school site administrator will review the Modified Consent Decree school snapshot to identify problem areas and discuss them at staff meetings, meet with staff that has responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The Bridge Coordinator/Administrator will also review special education and/or related services in IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. The school will also have procedures to provide access to the current IEP to all staff responsible for implementing each student's program and ensure that all staff responsible for implementing each student's program have a clear understanding of all points of the IEP they are responsible for implementing.</p> <p>The School will establish:</p> <ol style="list-style-type: none"> 1. Plans for pre-referral interventions 2. Class and school wide intervention programs 3. Student Success Team process <p>The designated school site administrator will meet with staff to confirm or assign responsibility for the following special education tasks:</p> <ol style="list-style-type: none"> 1. Student Discipline 2. Behavior Intervention Case Manager (BICM) 3. Creating and supervising the IEP Calendar and Welligent System 4. Creation of the Master Schedule and student programming 5. Supervision of the Special Education Assistants/Trainees 6. Administrator/Administrative Designee at IEP meetings 	<p>N/A</p>
<p>Outcome 14</p>	<p>Fiscal Parent Participation</p> <p>Los Angeles Academy will have an active Parent Center that works with parents of students in all programs such as the regular program, English Language Learners, GATE, Special Education and any other identified program on the school site. The Parent Center will provide support and training in School Report Card, Middle School Culmination and the Individual Culmination Plan. Leadership opportunities will be available for</p>

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parents of students in all programs at the school. These opportunities will include membership in the Parent Committee, ELAC Advisory Council, Title I Advisory Council, School Site Council, and School Leadership Council. Los Angeles Academy will encourage parents and caregivers to continue to play a major role in the school through the various governing boards.

Los Angeles Academy will ensure that parents of students with disabilities are an integral part of the school community and have opportunities for leadership within advisory groups and attending training at the district level. The parents will be encouraged to be involved in the special education program of their child by informing them about state-mandated Community Advisory Committee (CAC) monthly meetings that will offer them information about district-wide options in special education instruction for their child, special services available for their child, and pending legislation affecting education. The school will ensure that its parents are informed that time is set aside at CAC meetings to provide parents and community members an opportunity to ask questions of special education professionals and to share experiences with other parents.

The Special Education Multicultural Advisory Committee (SEMAC) is another organization established to advise the Division of Special Education on issues related to students with disabilities who are English Language Learners and their families of diverse languages and cultures. Los Angeles Academy can support the engagement of parent's in SEMAC in order to:

1. Promote quality education for all students;
2. Provide a resource and support network for families of special needs children;
3. Provide a forum for parents to share their concerns, ask questions and work with educational professionals to find answers; and
4. Offer advice to the Division of Special Education on issues related to families, students, and their rights.

Communication with parents of special education students and students being considered for special education services will include parents being informed of their child's identification, evaluation, placement, instruction and re-evaluation.

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	<p>Los Angeles Academy will record all attempts to contact parents to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. The school will provide parents with copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode.</p> <p>Los Angeles Academy will assist parents to make informed decisions, by explaining parental rights related to examining educational records as explained in A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards). The school will ensure the parent's right to inspect and review all educational records of their child and to receive copies, as requested, within five business days after the request is made by the parent. Draft Welligent IEP pages are to be considered as student records. A parent's written request to review records will be documented and maintained at the school.</p> <p>Los Angeles Academy will keep in mind that parents may have knowledge about their child that the school does not have. Parents may also come to the IEP with many fears about their child's future that are frequently rooted in things they have observed or heard. Los Angeles Academy will elicit parent concerns and additional information that may aid in the development of the IEP or resolve concerns about their child. The staff can ask questions such as "Tell me more about.....?" Or "Tell me what it will look like to you?" to open up conversations with the parents to enhance the IEP team's ability to develop and/or implement an appropriate IEP and reach agreement.</p> <p>The school will follow LAUSD's Comprehensive Plan for Due Process that outlines the procedures for parent concerns or complaints in the prescribed timeline. In addition parents will be able to utilize the Williams complaint procedure, and Uniform Complaint procedures which all parents in the district have access to.</p>
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Los Angeles Academy Middle School, Public School Choice 2011

Appendix

LOS ANGELES UNIFIED SCHOOL DISTRICT Public School Choice Resolution 3.0 Applicant History Data Summary Sheet

1. Name of PSC School: **LOS ANGELES ACADEMY MIDDLE SCHOOL**
2. Applicant Team Name: **LOS ANGELES ACADEMY LEADERSHIP TEAM**

3. Demographic

2010-2011 Enrollment	2,082
% African American	8%
% Latino	92%
% Asian	*
% White	*
% Free-reduced price lunch (FRPL)	100%
% English Learners (EL)	31%
% Students w/ Disabilities	10%

4. Performance API

2010 Growth	658
Net API Gain over 5 years	80

CST Proficiency

% Proficient ELA 2010	31.8%
Change from 2009	4.1%
% Proficient Math 2010	25.2%
Change from 2009	3.1%
SWD % Proficient ELA 2010	7.7%
SWD % Proficient Math 2010	3.4%
EL % Proficient ELA 2010	1.7%
EL % Proficient Math 2010	4.2%
FRPL % Proficient ELA 2010	31.8%
FRPL % Proficient Math 2010	25.2%
Latino % Proficient ELA 2010	33.0%
Latino % Proficient Math 2010	26.3%
African-American % Proficient ELA 2010	17.4%
African-American % Proficient Math 2010	11.7%

Others

Reclassification Rate 2008-09	17.3%
Reclassification Rate 2009-10	16.5%
Dropout 4 year Rate 2008	*
4 year retention Rates for Students Entering 9 th Grade	*
Graduation Rate Over 4 years 2009	*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, SECONDARY SCHOOL

Job Purpose

Serves as the instructional leader, chief fiscal officer, and the chief administrator of a secondary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

Responsible to

Local District Superintendent or designee

Subordinates

Assistant Principal, Secondary School and/or Assistant Principal, Secondary Counseling Services as assigned. Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; JROTC Instructors and Senior Instructors as assigned; Career Adviser, Secondary School Counselors, and Counseling-Assistants as assigned; School Nurse, Student Attendance and Adjustment Services Counselor, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aides as assigned; and other certificated and classified personnel as assigned.

Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measure the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts student extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

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Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language, and methodology to meet the requirements of the District's Master Plan for English Language Learners.

For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language, and Methodology Requirements for Administrators."

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential
4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
5. One elementary and one secondary level credential from among the following:
 - a. Elementary School Administration or Supervision Credential
 - b. Secondary School Administration or Supervision Credential.

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year, or six-year day high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

NOTE: No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. Above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
 - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
 - b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
 - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
 - b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 - c. Ability to recognize, use, and credit ideas of others;
 - d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of District policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
7. Knowledge of effective administrative and managerial practices and ability to implement them.
8. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.
11. Ability to compose and comprehend written communication.
12. Knowledge of and skill in budget preparation and control.
13. Ability to observe and evaluate subordinates' activities.
14. Mobility to traverse all areas of the work site.
15. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

This is a Master Salary (G) Table classification.

This class description is not a complete statement of essential functions and responsibilities. The District retains the discretion to add or change typical duties of a position at any time.

Revised 11/10

JRT

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PRINCIPAL, SECONDARY SCHOOL

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Appendix P

**Public School Choice 3.0
Performance Plan**

Design Team Name: Los Angeles Academy Leadership Team

PSC School Site: Los Angeles Academy

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA							
1 % of all students scoring FBB/BB	72%	68%	63%	Implement strategies for RTI ² ; Differentiated instruction including SDAIE; Flex interventions; Habits of Mind school-wide; flexible grouping; interactive notebooks; personalized and systematic reading development; Culturally Relevant and Responsive Education; writing across the disciplines; regularly analysis of student data during staff meetings to inform instruction; professional development in all the strategies to be used with students; regular communication with parents and students about their academic performance and work habits; implementation of a school-wide college-going culture	LAUSD's periodic assessments, Core K-12 assessments, CST	59%	56%
<i>English Learners</i>	99%	98%	96%	Implement ELD and SDAIE strategies; RTI ² ; differentiated instruction; additional intervention opportunity for English Learners; implement the strategies for all students scoring FBB/BB under indicator #1	LAUSD's periodic assessments, Core K-12 assessments, CST	94%	91%
<i>Special Education</i>	93%	74%	69%	Focus on student's IEP goals; lesson planning; RTI ² ; establish a structured Learning Center with students programmed or referred per their IEP or teacher recommendation; provide collaboration and articulation time between general education and special	LAUSD's periodic assessments, Core K-12 assessments, CST	64%	59%

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**Public School Choice 3.0
Performance Plan**

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
<i>African American</i>	83%	83%	80%	education teachers; provide accommodations and modifications such as longer time on testing, manipulative; implement the strategies for all students scoring FBB/BB under indicator #1	LAUSD's periodic assessments, Core K-12 assessments, CST	77%	73%
<i>Latino</i>	73%	67%	62%	Implement strategies for all students scoring FBB/BB under indicator #1	LAUSD's periodic assessments, Core K-12 assessments, CST	58%	54%
<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Economically Disadvantaged</i>	72%	68%	64%	Implement strategies for all students scoring FBB/BB under indicator #1	LAUSD's periodic assessments, Core K-12 assessments, CST	60%	56%
2 % of all students scoring Prof or Adv	27.7%	31.8%	39%	Implement strategies for RTI ² ; Differentiated instruction including SDAIE; Flex interventions; Habits of Mind school-wide; flexible grouping; interactive notebooks; personalized and systematic reading development; Culturally Relevant and Responsive Education; writing across the disciplines; regularly analysis of student data during staff meetings to inform instruction; professional development in all the strategies to be used with students; regular communication with parents and students about their academic	LAUSD's periodic assessments, Core K-12 assessments, CST	46%	53%

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**Public School Choice 3.0
Performance Plan**

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				performance and work habits; implementation of a school-wide college- going culture			
English Learners	0.7%	1.7%	2.7%	Implement ELD and SDAIE strategies; RTI ² : differentiated instruction; additional intervention opportunity for English Learners; implement strategies for all students scoring Proficient or Advanced under indicator #2	LAUSD's periodic assessments, Core K-12 assessments, CST	3.7%	4.7%
Special Education	1.5%	7.7%	7.9%	Focus on student's IEP goals; lesson planning; RTI ² ; establish a structured Learning Center with students programmed or referred per their IEP or teacher recommendation; provide collaboration and articulation time between general education and special education teachers; provide accommodations and modifications such as longer time for testing, manipulative; implement strategies for all students scoring Proficient or Advanced under indicator #2	LAUSD's periodic assessments, Core K-12 assessments, CST	8.2%	8.6%
African American	17.4%	17.4%	18.1%	Implement strategies for all students scoring Proficient or Advanced under indicator #2	LAUSD's periodic assessments, Core K-12 assessments, CST	18.9%	21.4%
Latino	28.6%	33.0%	35.0%	Implement strategies for all students scoring Proficient or Advanced under indicator #2	LAUSD's periodic assessments, Core K-12 assessments, CST	38.9%	41.9%
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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**Public School Choice 3.0
Performance Plan**

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
<i>Economically Disadv.</i>	27.9%	32.1%	36.2%	Implement strategies for all students scoring Proficient or Advanced under indicator #2	LAUSD's periodic assessments, Core K-12 assessments, CST	40.6%	44.8%
CST MATH							
3 % of all students scoring FBB/BB	78%	75%	70%	Implement strategies for RTI ² ; differentiated instruction including SDAIE; Flex interventions; Habits of Mind school-wide; flexible grouping; interactive notebooks; personalized and systematic reading development; Culturally Relevant and Responsive Education; writing across the disciplines; regularly analysis of student data during staff meetings to inform instruction; professional development in all the strategies to be used with students; regular communication with parents and students about their academic performance and work habits; implementation of a school-wide college-going culture	LAUSD's periodic assessments, Core K-12 assessments, CST	57%	52%
<i>English Learners</i>	97%	95%	90%	Implement ELD and SDAIE strategies; RTI ² ; differentiated instruction; additional math intervention opportunity for English Learners; implement the strategies for all students scoring FBB/BB under indicator #3	LAUSD's periodic assessments, Core K-12 assessments, CST	71%	66%
<i>Special Education</i>	90%	85%	80%	Focus on student's IEP goals; lesson planning; RTI ² ; establish a structured Learning Center with students programmed or referred per their IEP or teacher recommendation; provide	LAUSD's periodic assessments, Core K-12 assessments, CST	75%	70%

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**Public School Choice 3.0
Performance Plan**

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				collaboration and articulation time between general education and special education teachers; provide accommodations and modifications such as longer time for testing, manipulative ; implement the strategies for all students scoring FBB/BB under indicator #3			
<i>African American</i>	88%	88 %	77%	Implement strategies for all students scoring FBB/BB under indicator #3	LAUSD's periodic assessments, Core K-12 assessments, CST	72%	67%
<i>Latino</i>	77%	74%	67%	Implement strategies for all students scoring FBB/BB under indicator #3	LAUSD's periodic assessments, Core K-12 assessments, CST	57%	52%
<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>Economically Disadv.</i>	78%	75%	70%	Implement strategies for all students scoring FBB/BB under indicator #3	LAUSD's periodic assessments, Core K-12 assessments, CST	67%	62%
4 % of all students scoring Prof or Adv	22.1%	25.2 %	32%	Implement strategies for RTI; Differentiated instruction including SDAIE; Flex interventions; Habits of Mind school-wide; flexible grouping; interactive notebooks; personalized and systematic reading development; Culturally Relevant and Responsive Education; writing across the disciplines; regularly analysis of student data during staff meetings to inform instruction; professional development in all the strategies to be used with students;	LAUSD's periodic assessments, Core K-12 assessments, CST	39%	46%

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**Public School Choice 3.0
Performance Plan**

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				regular communication with parents and students about their academic performance and work habits; implementation of a school-wide college-going culture			
<i>English Learners</i>	2.7%	4.2%	6.0%	Implement ELD and SDAIE strategies; RTI ² ; differentiated instruction; additional Math intervention opportunity for English Learners; implement the strategies for all students scoring Proficient or Advanced under indicator #4	LAUSD's periodic assessments, Core K-12 assessments, CST	8.3%	12.4%
<i>Special Education</i>	2.5%	3.4%	4.2%	Focus on student's IEP goals; lesson planning; RTI ² ; establish a structured Learning Center with students programmed or referred per their IEP or teacher recommendation; provide collaboration and articulation time between general education and special education teachers; provide accommodations and modifications such as longer testing time, manipulative; implement the strategies for all students scoring Advanced or Proficient under Indicator #4	LAUSD's periodic assessments, Core K-12 assessments, CST	5.5%	6.7%
<i>African American</i>	11.4%	11.7%	12.1%	Implement strategies for all students scoring Proficient or Advanced under indicator #4	LAUSD's periodic assessments, Core K-12 assessments, CST	12.8%	14.1%
<i>Latino</i>	23.1%	26.3%	29.3%	Implement strategies for all students scoring Proficient or Advanced under indicator #4	LAUSD's periodic assessments, Core K-12 assessments, CST	33.4%	36.8%

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Public School Choice 3.0 Performance Plan

Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
				In-services for the teachers on the CELDT			
GRADUATION (high schools only)							
9 Four Year Cohort Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10 CAHSEE Pass Rate (10 th grade)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11 % Students In A-G Courses Receiving Grade of C or Higher	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12 % Graduates Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A	N/A	N/A
RETENTION RATE (high schools only)							
# First Time 9 th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Retained 9 th Graders	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CULTURE/CLIMATE & MISSION-SPECIFIC							
13 Attendance Rate for Students	95.3%	95.1%	95.5%	Student and parent workshops, PSA Counselor, monthly recognition programs/ awards	Monthly attendance records	95.6%	95.8%
14 Attendance Rate for All Staff	92.8%	93.9%	94.1%	Monthly recognition programs/ awards	Monthly attendance records	94.5%	94.8%
15 Number of Suspensions	10.7%	10.4%	10.0%	Implement school-wide positive behavior plan; provide alternative to suspensions such as immediate parent contact; detention; in-house suspension, and community services	Monthly suspension records	9.5%	8.9%
16 School Experience Survey: % Parents Participating	24.0%	8.7%	16.7%	Offer parent workshops; regularly communicate with parents via newsletter, meetings, marquee, internet, etc.; provide an accessible and welcoming parent center	Annual LAUSD School Report Card	24.7%	27.4%
17 School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	88.2%	88.8%	89.1%	Implement and train staff in customer services skills; Offer parent workshops, regularly communicate with parents via newsletters, meetings, marquee,	Annual LAUSD School Report Card	92.1%	94.1%

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Public School Choice 3.0
Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
18	School Experience Survey: % Parents talking to teachers about their child's homework	50%	46%	55%	Internet, etc.; provide an accessible and welcoming parent center Provide workshops for parents; meet and greet sessions with the grade level teachers; open house; parent conference	Annual LAUSD School Report Card	62%	70%
19	School Experience Survey: % Students feel safe on school grounds	73%	79%	85%	Implement school-wide Positive Behavior Support Plan along with RTI ² , and Habits of Mind	Annual LAUSD School Report Card	91%	97%
20	School Experience Survey: % Teachers feel proud of this school	88%	81%	86%	Provide time for team collaborations; provide opportunities to get involved via School Site Council, Share Decision Making Committee, etc; recognize and celebrate successes by the teachers and by the school	Annual LAUSD School Report Card	91%	97%

Los Angeles Academy Leadership Team

February 7, 2012

Design Team Name

Date

Applicant Team Representative Signature

Local District Superintendent Signature

The information requested on this form will be used by the Certificated Human Resources Division to ensure that we have the correct names of the UTLA-represented persons on your design team. The contents of this document will NOT be posted on the website, but should be uploaded on the flash drive as a separate document. It is not necessary to convert this file into a PDF format. For additional information, please contact the PSC Team at (213) 241-2547.

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