

HORACE MANN UCLA

Horace Mann UCLA Community School Local Initiative School (LIS) Proposal for 2016-2021

11/16/16

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Part One: GENERAL QUESTIONS

Vision and Mission

Vision

The Horace Mann UCLA Community School is a community-based, learner-centered, university-assisted school—a school where many different people come together, driven by the nation’s long legacy of common schooling, to create a place of learning for the next generation. We expect students to enter the adult world as confident and capable human beings, prepared to succeed in college, pursue meaningful careers, and participate in our democracy.

Mission

The Horace Mann UCLA Community School prepares all students to live rich and meaningful lives by providing a rigorous and relevant instructional program within a personalized environment. All students are supported to achieve the following four core competencies that will prepare them to succeed in college, careers, and civic participation:



CC#1: self-directed & passionate learner



CC#2: master of content knowledge & skills



CC#3: globally & culturally competent



CC#4: active & critical participant in society

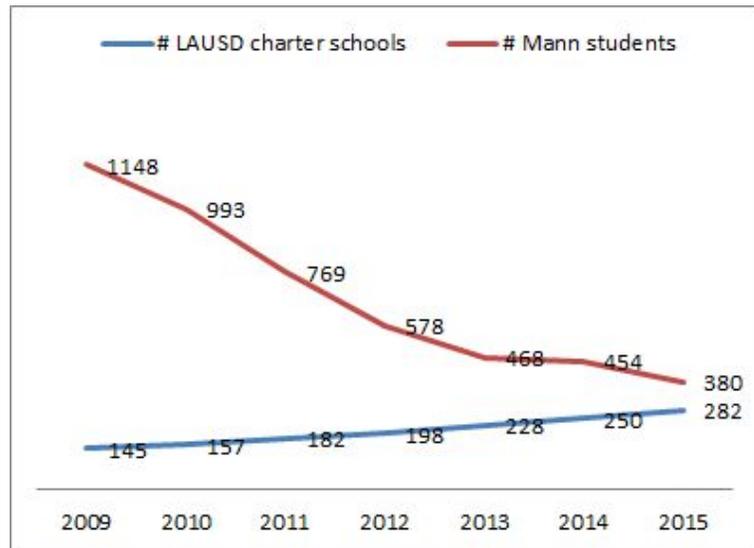
Mann/UCLA-CS 4 Core Competencies

School Data Profile/Analysis

a. What is the current state of your school?

Horace Mann Junior High School opened in 1926 as part of an historic building campaign. Since then, changes in the school’s population have mirrored the city’s. In the 1960s, most students were Black, as were 80% of the people in South Los Angeles. Today, the neighborhood anchored by Mann is 59% Black and 38% Latino and is noted for its low proportion of immigrant families, high proportion of war veterans, low median income, and high rates of violent crime. Of particular note, only 6% of residents are graduates of a four-year college.

Over the past six years, the historic hallways of Mann have been emptied out by several charter school operators—losing two thirds of its population. Left are families with the least social capital and the highest need, including many students who have been turned away by local charter schools. In 2014-15, the student population was 49% African American, 48% Latino, and 2% White. The vast majority (82%) are socioeconomically disadvantaged, 28% are students with disabilities, and 19% are English Learners. There is also a high percentage of foster youth, estimated in 2016 to be 40%.



Based on an analysis of publicly available data from 2007 to 2015, student academic achievement has been consistently low, as evidenced by Academic Performance Index scores in the mid 500s, English proficiency scores ranging from 13 to 23%, and math proficiency between 8 and 16%. On the 2015 Smarter Balanced/CAASSP assessments, only 9% of Mann students scored proficient in ELA and 4% scored proficient in math. Clearly, there is a need to improve the academic achievement of Mann students to prepare all to succeed in college, careers, and civic life.

The root causes of this persistent underachievement extend far beyond the school walls to the considerable challenges of concentrated disadvantage (Wilson, 2009). Local poverty and violence have shaped perceptions that Mann is an unsafe campus. On the 2014-15 LAUSD School Experience Survey (with a response rate of 63%) only 31% of students report that the school grounds are safe, 40% agree that adults treat students with respect, 41% say they are happy to be at this school, and 33% report feeling part of the school. These school climate indicators are mirrored in the overall low attendance rates of both students and teachers. Only 63% of students and 58% of teachers have high attendance--rates that are much lower than the LAUSD average (17% and 15% lower, respectively). The rate of chronic absence is more than triple the district average (8%), with 26% of Mann students absent for at least 16 days in 2014-15. On the positive side, two thirds of student report that their teachers work hard to help them with their school work when they need it and 78% of students say they come to class prepared.

The response rate on the 2014-15 School Experience Survey from parents and teachers was low (9% and 33%, respectively). To understand adult's perceptions of the school's needs and strengths, we conducted qualitative interviews with 26 staff and faculty members in May 2016. Many of these adults have been at the school for several years and have witnessed the exodus of students due to charter school growth. From these interviews, we learned the following:

Mann staff envision **changing the school's trajectory**:

- *giving students options and choice* (3 responses)
- *school reputation* (22), such as disrupting the status quo for children in community, students coming back to school, and making Mann a beacon of the community
- *big picture change* (12), such as saving the campus from Prop 39 and proving that excellence can exist in this kind of setting on large scale

Mann staff envision **academic support** for students:

- *support for special education* (7), such as identifying more students with special needs and communicating about students with IEPs
- *extracurricular activities and incentives* (28), such as incentives to motivate, recognize improvement and electives for arts, etc.
- *basic skill-building* (12), such as learning to learn and sustained, intensive intervention for students lacking basic skills
- *quality learning opportunities* (22), such as rigorous learning environments, curricula, and instruction, and learning opportunities that provide student success

Mann staff envision **behavioral support** for students:

- *love* (6)
- *consistent structure and behavior management* (32), such as systems and consequences to handle behavior
- *counseling* (5)
- *student initiative* (8), such as coming to school consistently and being on task
- *uniformity* (4)

Mann staff envision **more resources**:

- *overall need for resources and for using them efficiently* (8)
- *resources for additional student support* (9), such as wrap-around services, internet access and devices for students at home, and in community
- *people, money, and time* (14), such as need more bodies on campus, but can't with low enrollment; higher pay; time to meet with administrators, and planning time before year
- *for classroom* (3)

Mann staff envision greater **parent involvement**:

- *parent engagement* (10)
- *parents on same page as school* (2)
- *stronger relationship with community* (5)

Mann staff envision a school filled with **"the right people"**:

- *willingness to put in the work* (8), such as "committed people who will do the tough work"
- *commitment/care* (17), such as "you want to be at *this* school with *these* kids"

- *quality people* (4)
- *staffing categories* (6), such as too many subs and must-place teachers, more and better security, and social worker, nurse, full-time tech person
- *leadership* (5), such as clear expectations for all and principal to be able to engage in instruction more and behavior less
- *consistency in adults on campus* (13), such as need to be here daily and need to be on the same page

Mann staff envision a school with **structures and support for teachers:**

- *autonomy* (6), such as ability to untie our hands from bureaucratic constraints, maintain teacher rights, and principal with power to make decisions in spite of union, district
- *professional development, training, instructional leadership* (19), such as site-specific professional development, feedback on my classroom, and I want to get better
- *structure* (6), such as clear communication within school, “structure for adults too,” and timeliness as everything is last minute
- *strong staff culture* (21), such as feeling included and empowered and planning happening ahead of time
- *workload* (4), such as “we wear too many hats already and can’t do it all”

Mann staff envision **strong school climate:**

- *positivity and safety* (12), such as focus on positive instead of punishment and for safety to be taken seriously
- *improved physical space* (3)
- *school community* (7), such as “what happens in other classes affects my class”
- *student empowerment* (2)
- *cooperation and collaboration* (18), such as full participation in the process, need for department meetings, and teamwork

b. Based on your analysis, please identify the most central and/or urgent needs/challenges that the school seeks to address in order to improve the teaching and learning environment.

Based on the data presented above, we have identified the following as the most pressing needs to address in this LIS proposal:

1. Create a strong, safe, and supportive K-12 school culture for students, teachers, staff, and families;
2. Provide rigorous, relevant and engaging learning experiences for students, teachers, staff, and families;
3. Establish a robust system of learning supports, including wraparound services, for students and families.

This LIS Proposal outlines an initial School Plan to address these three pressing needs in order to realize our shared vision, support all students to achieve the four core competencies, thereby preparing them to succeed in college, careers, and civic life.

2. Family and Community Engagement:

As a community school, we deeply value the relationship between families and schools and are committed to building on local funds of knowledge. As detailed in our initial plan (see Attachments), we have created a Working Group of the Design Team to lead our Family and Community Engagement efforts. This group organized our first community event in April 2016 to launch the Mann/UCLA Summer Institute and is currently creating a “street team” of leadership students, teachers, parents to serve as ambassadors of the school as part of a larger Mann/UCLA recruitment and outreach campaign. To support this campaign, we are developing a press kit, website, and communications strategy. We have also secured an initial grant from the California Community Foundation to support parent and family engagement.

3. School Culture and Climate

a. Academic Culture:

The academic culture at Mann will be guided by sociocultural learning theory and research in the cognitive sciences to create an active, student-centered learning environment. High quality teaching and learning in this context will include opportunities for social emotional learning, experiential learning, personalization, inquiry-based learning, and cultural responsiveness. Details regarding these interrelated pedagogical approaches are provided below under Waiver 2.

b. Professional Culture:

We will create and maintain a professional learning culture that is firmly grounded in shared beliefs about how students learn, our educational approach, high quality instruction and how best to nurture a safe, positive school climate. Our local professional development plan, created and provided in collaboration with UCLA Center X, is focused on improving learning outcomes for all students, including English learners, foster youth and special education students. More details regarding this plan is provided below under Waiver 7.

4. Design Team Capacity:

Our Design Team consists of teachers, administrators, and UCLA partners convened through a collaborative process to set in motion an inclusive school-wide K-12 community school planning process. This process involved creating in the fall of 2015 a set of six Working Groups to develop and oversee different aspects of the planning. These groups included most members of the Mann faculty as well as several UCLA partners. To advise and oversee the Design Team, we are in the process of creating an Advisory Board,

co-chaired by leaders from UCLA and LAUSD, and inclusive of a broad range of community stakeholders. What follows are brief bios of the Design Team members. A list of the members of each Working Group and the Advisory Board invitation list are attached.

Mann/UCLA Design Team Members

Greg Amelio, UTLA Chapter Chair

Greg Amelio started teaching at Horace Mann MS in 1994 and it was "love at first class." In his twenty plus year connection with Mann he has served as English Department Chair, Teamworks Coordinator and mentor, coach, counselor and most importantly as an English teacher. He loves empowering students to find their unique voice in both language and in life. Mr. Amelio's greatest accomplishments as an educator have been in sharing the many successes of his former students. One former student is a current Math teacher at Washington Prep HS, along with many Ivy League and college grads as well as having taught many other wonderful, productive adults. In addition to the pride he feels from attending former students HS and college graduations, the greatest joy he has found at Mann has been in teaching some of the children of his former students. Yes, he is that old. Mr. Amelio truly loves all the wonderful students at Horace Mann...past, present and future.

Sharon Chinn, Title I Coordinator

Sharon Chinn is an educator with the Los Angeles Unified School District. She holds a Master's degree in Education with emphasis in Curriculum and Instruction. She has taught 6th 7th and 8th grade English over fifteen years. She joined the staff of Horace Mann Middle School in 2004. During her time at Mann she has served as 7th grade lead teacher, head of the English Department, and a member of the Instructional Leadership team. Ms. Chinn is currently the Categorical Program Advisory for Mann. Her responsibilities include monitoring instruction, placement and testing of the English Language Learners. As Title I coordinator, Ms. Chinn participates in Budget Planning and drafting the Single Plan for Student Achievement.

Fred Clark, Teacher Leader

Fred Clark began his LAUSD career as a Special Education Trainee in 1999. He began teaching for the district in May of 2000. He has enjoyed educating the children of Los Angeles from grades 6 through 12 during his tenure. As a Science Fellow for LAUSD, he loves showing the "beauty of science" to each class seated before him. Mr. Clark is currently adding an Education Specialist Credential to his Biology Credential in order to give his teaching "more depth", and to be able to serve the students and families of LAUSD with all that he can offer. Mr. Clark received his B.A. from the University of the Pacific, where he played Division I football under Jon Gruden (winning Superbowl coach and television sports analyst) and Hugh Jackson (head coach of the Cleveland Browns). His wife and daughter support him in all that he does for his students, from helping with classroom decorations to deciding which "goofy" tie the students will enjoy most! Mr. Clark loves what he does, but loves his students even more!

Carla Estes, Instructional Coach

Carla Estes is a dynamic high school educator who has 13 years of experience in the educational field. She began her career at Washington Preparatory High School in Los Angeles and transitioned to Dorsey High School in 2003, where she was featured in Forbes magazine for her excellent teaching and work to create programs and curricula on resolving controversial social issues such as 'Minorities and Media Representation', 'The Culture of Disrespect' and 'The Hidden Poets in Hip Hop Culture'. In 2013, she designed and developed the School of Business and Entrepreneurship (SBE) at Dorsey High School, engaging three professional business partners and 10 non-profit organizations and corporate partners. Each partnership provides mentorship to individuals and business and professional development leading toward entrepreneurship for the students of SBE. Now at Horace Mann MS, Ms. Estes continues to work to create the perfect merger between the "real-world" and traditional education. One of her many responsibilities is to oversee and implement a hybrid educational model that synthesizes hands-on and work-based training with the traditional learning model.

Annamarie M. Francois, Executive Director, UCLA Center X

Dr. Francois is a faculty member in UCLA's Graduate School of Education and Information Studies, and the Executive Director of UCLA's Center X, where her leadership guides the work of equity-based educator preparation, development and support for urban school communities. Dr. Francois has 25+ years of teaching, teacher leadership and administrative experience in the Los Angeles Unified School District, the charter school community and UCLA's Department of Education. She is a pioneer in leading education innovation movements, having served as founding member of Vaughn Next Century Learning Center, the first charter school in California; establishing IMPACT, an innovative urban teacher residency program in Los Angeles; founding the California chapter of the National Association for Multicultural Education; and visioning the UCLA Community School, a university-assisted public school in a high-needs community in Los Angeles. She is currently Principal Investigator of federal, state, and foundation innovation contracts and grants totaling \$9.1M. Her areas of interest and specialization are teacher development, educational leadership and supervision, multicultural education and culturally connected literacies, and school-university collaboration.

Rebecca Geller, Coordinator, UCLA Mann Partnership Initiative

Rebecca Geller is a Ph.D. student in Urban Schooling at UCLA after spending six years as a classroom teacher. She previously taught a second and third grade loop and seventh and eighth grade history and English at Aspire Berkley Maynard Academy in Oakland, CA. Her current research interests center on social studies education, culturally responsive and relevant pedagogy, and school-based civic learning.

Orlando Johnson, Principal

Orlando Johnson started his career as a teacher at Markham Middle School in Watts and transitioned to Drew Middle School where he worked as an instructional coach. From there Orlando went on to serve as an assistant principal Gompers Middle School. After a few years of service at Gompers, Orlando was presented with the wonderful opportunity to work to serve the community he grew up in as an administrator at Susan Miller Dorsey High School, his alma mater. Currently, Orlando serves the South Los Angeles Community as the principal of Horace Mann Middle School. As an adolescent, Orlando attended schools in the Los Angeles Unified School district. He culminated from Martin Luther King Elementary School and Audubon Middle School and eventually graduated from Dorsey High School. Based on his experiences as a student at UCLA, he decided to take on the goal of improving public education for students that reside in low socioeconomic communities. He also gained a deep love for the community that he grew up in, as it had prepared him for the struggles that lay ahead. At every school site that Orlando has been at during his career in education, he has had one objective, to empower students to take full advantage of what they are entitled to as American Citizens. Every day he strives to help students become effective communicators, and critical thinkers that possess the 21st century skills necessary to solve complex problems and complete cognitively challenging tasks.

LaQueena Litzsey, Assistant Principal

LaQueena Litzsey began her educational career in 1997 at Sixty-Sixth Street Elementary School. While at 66th Street, Ms. Litzsey served the community as teacher, literacy coach, AEMP teacher facilitator and UTLA Chapter Chair. Her desire to support the whole child has led her to lead many school wide initiatives that encourage parent engagement, student social emotional development, and mental and physical health of the community. As a literacy coach, Ms. Litzsey provided support to classroom teachers at the school site and and as a trainer for the State of California's Reading First Initiative Governor's Institute. She later became an Assistant Principal, Elementary Instructional Specialist at various South Los Angeles schools such as Russell Elementary, LaSalle Elementary and Woodcrest Elementary Schools. Ms. Litzsey is currently the Assistant Principal at Horace Mann Middle School where she encourages students to take advantage of their right to an education and strives to improve the educational experience of students in South Los Angeles.

Camille Lydia, Counselor

Camille Lydia is no stranger to the system of education. She's a product of the Los Angeles Unified School District having attended Baldwin Hills Elementary School, Emerson Junior High School, and Palisades High School. Upon completion of high school, she matriculated at Southern University in Baton Rouge, Louisiana where she received a bachelor's degree in Rehabilitation Psychology and a masters in Counselor Education. She also has a Pupil Personnel Services credential that she received at California State University Dominguez Hills, an administrative credential and a Masters degree in Educational Leadership from California State University Northridge. Outside of the extended amount of time she's spent in school, Camille has given a great deal of her time to the district through her career. She started working for Horace Mann Middle School in 1998 as a paraprofessional. She continued her time there, as a special education teacher from 2000-2006. After leaving Mann, she spent 7 years working as a counselor at Dorsey High School giving her the opportunity to expand her horizons beyond the classroom. She returned to Mann in 2013,

where she currently holds the position of head counselor. Camille is a firm believer in helping students becoming college and career ready. Her philosophy is that all students have the ability to learn given the right environment to do so. When students are provided with proper encouragement, support, and the proper resources their more likely to apply themselves. Through her experience she's learned that showing students that you're empathetic to their situations and that you genuinely care about their needs, aids in their future success.

Qiana Patterson, Director, LAUSD

Qiana Patterson is a special projects consultant to Local District West, serving on the Design Team to support student recruitment and communications. Ms. Patterson is a seasoned educational technology executive, educator and champion of technology. She has lead operations, product and project management in several LA-based edtech companies. A former teacher, she taught middle school for five years before becoming the dean at John Burroughs Middle School, one of the most diverse and academically enriched middle schools within Los Angeles Unified School District. She has a deep understanding of schools and current technology trends, which she picked up during her tenure with New Global Citizens, Edlio, Educational Networks and LAUSD. Qiana holds a master's in business administration from the University of Southern California and a bachelor's degree in anthropology from the University of Washington.

Jody Priselac, Associate Dean, UCLA GSE&IS

Jody Priselac is the Associate Dean for Community Programs at the UCLA Graduate School of Education and Information Studies and an Adjunct Professor in the Department of Education. Dr. Priselac has 30 years of experience as a mathematics educator, serving in many roles, including high school teacher, professional development leader, teacher educator, and educational researcher. In 1999, she earned her doctorate in Education at UCLA, specializing in mathematics professional development. She has developed, coordinated and studied numerous professional development programs funded from a variety of agencies and foundations. Dr. Priselac has also presented nationally on mathematics education, teacher preparation, and university and school partnerships and provided expert testimony at both the state and federal levels.

Karen Hunter Quartz, Director R&D, UCLA-CS Initiative

Karen Hunter Quartz received her Ph.D. in the Philosophical Foundations of Educational Policy and Practice from UCLA. Her research, teaching, and writing focus on new school development; the struggle to recruit, prepare, and retain good urban teachers; the measurement of effective teaching; and the use of data and research to improve practice in schools. The author of numerous articles and two books, she has received outstanding writing awards from the American Educational Research Association and the American Association of Colleges of Teacher Education. In 2003, she co-founded the Center for

Powerful Public Schools to advance new school development in Los Angeles, including the Belmont Pilot Schools Agreement. In 2007, Dr. Quartz led the design team to create the UCLA Community School, a K-12 university-supported neighborhood public school, where she currently serves as Director of Research.

Christine Shen, Director, UCLA-CS Initiative

Christine Shen received her Ed.D. in Educational Leadership from UCLA. She is an adjunct faculty member for the Education Minor in UCLA's Graduate School of Education and Information Studies. Currently, Dr. Shen directs the Community School Initiatives, which includes but is not limited to the Horace Mann Middle School and the UCLA Community School. Dr. Shen has over 15+ years of teaching, supporting school-based efforts to increase achievement for all students, and serving as a liaison with local, county, state department of education and partnership members to support large-scale reform efforts in Los Angeles. Dr. Shen was part of the founding group for the launch of the first start-up charter middle school in Los Angeles, served as a senior advisor for the City of Los Angeles, Office of the Mayor Antonio Villaraigosa to secure 15 LAUSD elementary, middle and high schools for direct mayoral management, and served as a liaison to LAPD and other city departments to ensure safe school passages for over 100 schools in Los Angeles Unified School District.

Shante Stuart, Coordinator, UCLA Mann Partnership Initiative

Shanté Stuart became a member of the design team as both a supervisory employee at Mann and as a graduate student researcher from UCLA. She began her post-high school education at the University of Oregon (GO Ducks!) and received a Bachelor of Science in Ethnic Studies, and was recruited into the field of teaching. She continued on with her education at UCLA where she received her teaching credential as well as a Master's in Education. She taught middle school full-time for two years in the Pico Union and Koreatown area before she returned to UCLA once again to embark upon the journey toward a Ph.D in Education. Her personal research focus is on the community schools movement in the US, and on teacher's experience in community schools in particular. She will be joining the teaching team at Mann this year, and will continue to explore her research focus as an active participant of the design team.

J. Michelle Woods, Director, LD West

Dr. J. Michelle Woods, former Principal of King Drew Magnet HS, serves as Secondary Director for the Los Angeles Unified School District, where she provides support and supervision for 11 elementary, middle and high school principals. She earned her degree in Applied Mathematics at the University of California, San Diego, received a Masters in Education from Pepperdine University, and earned her Doctorate in Education from University of Southern California. Dr. Woods began her 29-year LAUSD career as a mathematics teacher at El Sereno, and John Muir Jr High Schools. After serving as the Magnet Coordinator for both John Muir and Curtiss Junior High Schools and Instructional

Advisor in the Manuel Arts Cluster Office, she was appointed principal of the King Drew Magnet High School of Medicine and Science. As principal, Dr. Woods received many accomplishments, including three six-term accreditations, a 98% graduation rate, and the most Gates Millennium recipients in the district. Dr. Woods dissertation, Co-Constructing Community, School and University Partnerships for Urban School Transformation, supports her belief that a respected collaboration of partners for the purpose of improving the academic conditions and social capital for students will allow students to use their experiences to improve and enhance their post secondary options.

Part Two:

Local Initiative School Instructional Program

To advance our school’s instructional plan, we are requesting the following LIS waivers:

LIS Waiver #	Description
2	Methods to improve pedagogy and student achievement
3	Locally determined curriculum
4	Assessment
5	Local Schedule and Strategies
6	School Structures
7	Professional Development
8	Budget
9	A Requirement for “mutual consent”
11	Process for determining Appointed Positions
12	School Discipline Guidelines
13	Health and Safety Matters
15	Additional Waivers: Governance & Shared Space

In what follows, we outline how each waiver will advance the school’s mission and vision.

Waiver 2: Methods to Improve Pedagogy and Student Achievement

The dynamic instructional program at Mann draws heavily upon sociocultural learning theory and research in the cognitive sciences to create an active, student-centered learning environment. High quality teaching and learning at Mann is grounded in five interrelated pedagogical approaches:

1. Social Emotional Learning: to help our students’ develop the collaboration, communication and conflict resolution skills needed to succeed in school and modern work life (e.g., Advisory periods, restorative justice practices);

2. Experiential Learning Opportunities: to engage students collaboratively around complex, relevant, real world problems in classrooms and alongside industry partners in authentic settings (e.g., Learn-See-Do cycles, Project Based Learning, Student Externships);

3. Personalized Learning: to strengthen our students' high-level executive functions--the functions that let students plan, organize and complete tasks (e.g., self-assessment tied to goal setting, portfolios);

4. Inquiry-based Learning Opportunities: to provide our students' with ongoing opportunities to develop their curiosity, questioning, investigation skills and sense of agency around issues facing their community and the world (e.g., community projects);

5. Cultural Responsiveness: to leverage community and cultural capital to promote authentic engagement and rigor among our diverse student population (e.g., multi-generational arts programs).

The intersectionality of these research-based instructional approaches to teaching and learning will provide Mann students with access to rigorous academic content standards, while developing critical thinking and procedural skills that are essential to 21st Century life. Our instructional methodology sets high expectations alongside differentiated and personalized support to ensure classes are based on student needs. This will enable all students to achieve the four core competencies outlined in our mission.

To evaluate the effectiveness of this pedagogical approach, we will collect multiple measures of student learning and engagement and analyze these measures over time.

Waiver 3: Locally Determined Curriculum

We recognize that there are many different ways to frame curriculum. In the most conventional sense, it is the official course of study offered by a school. Framed in this way, we are committed to offering a sequence of courses that meet A-G requirements for admission to the University of California and California State University. During our planning year, we will explore approved alternatives to the traditional A-G course sequences (and middle school correlates) in order to advance the experiential "Learn-See-Do" and inquiry-based instructional approaches detailed above. This work will require support, expertise, and resources in order to create innovative project-based learning opportunities for students.

We also recognize the importance and value of offering an alternative curriculum for students with special needs. Overall, we embrace a broader conception of curriculum as all the learning which is planned and guided by the school in the context of a rich and diverse community. Framed as such, we believe that all members of our school community, including UCLA and industry partners, will create curricula, projects, and resources to guide student learning and educator development.

Waiver 4: Assessment

In partnership with UCLA's Center for Research on Evaluation, Standards, and Student Testing (CRESST), we will choose, adapt, and/or create valid and reliable assessments that support student learning, while also administering all state-required assessments. This locally-developed system will include both formative and summative assessments that are carefully aligned with the curricular and instructional approaches described above, the school's four core competencies, and the Common Core State Standards. Student assessments will be used to enhance teacher collaboration and learning, not for the purpose of formal teacher evaluation. We recognize that this system will take time and sustained collaboration to develop, yet we believe (based on experience at the RFK UCLA Community School and as outlined in the [Hoover Elementary 2015-16 LIS Proposal](#)) that exercising assessment autonomy is foundational to building a strong culture of internal accountability and continual improvement.

We expect all members of our school community to access and use assessment data to learn. We will develop data reflection routines for teachers, tied to improvement cycles within a professional learning community. For students, we will develop online personalized learning plans and portfolios that allow students and parents to access assessment and grade data, set goals for improvement, and identify supports and action plans to achieve these goals.

Our assessments will authentically capture student progress in meeting the four core competencies. In addition to mastery of knowledge and skills, we will capture students' ability to direct their own learning, be an active and critical participant in society, and exhibit their global and cultural competence.

Waiver 5: Local Schedule and Strategies

To support our ambitious plan for student and teacher learning, we have developed a modified block schedule. This schedule will increase both our instructional and professional development minutes based on the [research base](#) that students and teachers need more and better learning time in schools. To support professional learning, this schedule includes job-embedded professional development (PD) time for teachers two days a week (initially proposed for Wednesday and Friday mornings.) This extended PD time will accommodate our partnership with UCLA and industry partners along with district mandated PD topics and department/grade level teacher collaboration. Scheduling PD in the morning when teachers have the most energy will facilitate integrating new collaborative techniques/lessons into classes throughout the day. We also recognize the importance of offering students meaningful learning opportunities on late start days and will explore options such as Beyond the Bell and partnership programs. Students will start their week seeing all of their teachers and attending all of their classes. Mondays will be a school-wide day for formative assessment. On Tuesdays and Thursdays, students will meet with their Advisors in an 80 minute period that will be used for for intervention, enrichment, project based learning, guest speakers, assemblies

and special curriculum used to support our core competencies. The purpose of advisory is to integrate whole child curriculum without impacting crucial instructional minutes in core classes. Students will also benefit from the longer instructional periods offered by the block schedule. The following schedule, which meets the district requirements for instructional minutes, is presented as an example of the type of modified block schedule we are exploring; the exact times and details will be developed throughout the 2016-17 school year.

Monday (Assessment Day)	Tuesday Advisory 1	Wednesday P.D. 1 (Late Start)	Thursday Advisory 2	Friday P.D. 2 (Late Start)
Period 1: 8:00-8:59 (59) Period 2: 9:04-10:03 (59) Nutrition: 10:03-10:19 (16) Period 3: 10:24-11:23 (59) Period 4: 11:28-12:27 (59) Lunch: 12:27-12:57 (30) Period 5: 1:02-2:01 (59) Period 6: 2:06-3:05 (59)	Period 1: 8:00-9:35 (95) Nutrition: 9:35-9:50 (15) Advisory: 9:55-11:15 (80) Period 3: 11:20-12:55 (95) Lunch: 12:55-1:25 (30) Period 5: 1:30-3:05 (95)	Prof. Develop: 7:50-9:20 (90) Nutrition: 9:20-9:35 (15) Period 2: 9:40-11:15 (95) Period 4: 11:20-12:55 (95) Lunch: 12:55-1:25 (30) Period 6: 1:30-3:05 (95)	Period 1: 8:00-9:35 (95) Nutrition: 9:35-9:50 (15) Advisory: 9:55-11:15 (80) Period 3: 11:20-12:55 (95) Lunch: 12:55-1:25 (30) Period 5: 1:30-3:05 (95)	Prof. Develop: 7:50-9:20 (90) Nutrition: 9:20-9:35 (15) Period 2: 9:40-11:15 (95) Period 4: 11:20-12:55 (95) Lunch: 12:55-1:25 (30) Period 6: 1:30-3:05 (95)

249 Instructional Minutes per Class/Week

180 Minutes of PD per Week

160 Minutes of Advisory per Week

Waiver 6: School Structures

In order to best match the qualifications and strengths of our teachers and students, we propose creating flexible structures that include self-contained classes, cored classes, and departmentalized classes across the 6th grade master schedule.

Waiver 7: Professional Development

We will create and maintain a professional learning culture that is firmly grounded in shared beliefs about how students learn, our educational approach, high quality instruction and how best to nurture a safe, positive school climate. Our local professional development plan, created and provided in collaboration with UCLA Center X, is focused on improving learning outcomes for all students, including English learners, foster youth and special

education students. Key to this plan will be opportunities for UCLA student teachers to learn from and with mentor and guiding teachers. In this way, Mann/UCLA will serve as a UCLA Teaching School--a place where novice and experienced professionals articulate and make public their instructional practice.

There are several overarching goals of professional development at Mann:

1. To create a unified vision and commitment towards teaching and learning that integrates social emotional, experiential, personalized, inquiry-focused and culturally responsive learning opportunities into the design of Common Core aligned curriculum;
2. To strengthen the content knowledge, pedagogical skills and equity focused dispositions that lead to educator efficacy, student learning and student achievement, and community empowerment;
3. To provide tools to engage all students in high-level, cognitively demanding learning experiences including Depth of Knowledge (DOK) and academic rigor
4. To support culturally relevant, rigorous curriculum development, lesson planning, and instructional approaches/strategies that promote student engagement and provides all students with equitable access to academic contents standards and academic success
5. To create meaningful assessments, understand indicators of student learning and use well-defined data to inform practice;
6. To build the instructional leadership capacity of all administrators, teachers, staff, parents and engaged community members; and
7. To engage the Mann community around the principled ideas and theories driving decision-making so they can continue to learn and adapt their practice to meet the needs of students, the dynamic goals of Mann and the interests of the community it serves.

Our curricular and instructional innovations require sustained collaboration and professional development that includes all stakeholders in the Mann Community: teachers, administrators, community partners, industry partners, UCLA partners. The following strategic structures organize our shared learning:

1. An annual staff retreat before school starts to build trust, bolster morale and set a positive tone for ongoing professional learning;
2. Regular release time for teacher collaboration, peer observation and support, and lesson study;
3. Sustained content-specific professional development that is aligned with our school plan, the Common Core Standards and the educational approach (see Waiver 2);
4. Disciplined, collaborative inquiry groups that will identify, investigate and collaborate around team-identified problems of practice;
5. School-based, content-specific coaching to strengthen curriculum, deepen content knowledge, improve instruction, understand student learning, support data-driven inquiry, and support teachers in being self-directed and resourceful educators.

Throughout the year and across these professional learning activities, the quality of teacher learning and collaboration will be evaluated using surveys, exit slips, and other measures.

Waiver 8: Budget

It is critical for Mann to utilize our budget in an efficient manner so that we can maintain the services and positions that are essential for student success. To enhance the instructional program, Mann seeks the ability to:

1. Purchase identified discretionary District services, or not, and include them in the lump sum per pupil budget (e.g. gardening services, maintenance services, etc.).
2. Approve and purchase items or services from other suppliers based on identified student need. (e.g. College Summit, Technology, etc.).

[Adapted from [Arleta High School 2012-13 LIS Proposal](#)]

Waiver 9: A Requirement for “mutual consent”

To achieve our vision and mission, we are developing a staffing plan to ensure all students have highly-qualified and committed educators to guide their learning. We will use the requirement for “mutual consent” by school and employee with respect to the filling of UTLA-represented, site-based openings (teachers, deans, instructional coaches and coordinators) at the school, meaning no District mandatory priority placements under Article XI-Transfers 13.8: Between May 15 and June 1, applicants on the Continuous Service Ranked Eligible Lists who have not been placed by May 15 shall be offered assignment by the District (“must place”) to a school in one of the geographic areas specified in the application. Where necessary, displacements shall be made to accommodate applicants on the two Continuous Service Ranked Eligible Lists, except at UCTP locations. All placements and displacements shall conform to the following: a. The District shall analyze both the applicants and the known vacancies in terms of credential, subject field, grade level (K-6), and skills in an effort to find “matches” of vacancies and applicants, and place eligible teachers in such known vacancies prior to the use of displacement. b. If there is no vacancy remaining for an eligible teacher in anyone of the requested geographic areas, the District shall displace a teacher whom it has determined to be a “match” pursuant to the provisions of Section 6.0 of this Article. Also, Article XI-Transfers 2.0: “Administrative Transfers: The District may, for any reason not prohibited in the balance of this Article (including the incorporated Appendices) transfer employees when such action is deemed to be in the best interest of the educational program of the District. Whenever possible, the employee shall be notified and counseled regarding the transfer, and written reason(s) for such transfer shall, upon the employee's request, be supplied to the employee.”

As a result of the “mutual consent” requirement, it is our intention that all students at Mann/UCLA-CS will receive the highest quality instruction from educators who believe in the school’s founding principles of collaboration, effort, and social justice. These values will be apparent in the teacher’s classroom management, instructional delivery, and interactions with students, parents, and colleagues. With a staff that shares the same mission and vision, we will be able to work together more powerfully to build effective teaching practices and establish a school culture that will promote these values and goals. Teachers who

refuse to implement the school plan, after documented support and counseling from administration and colleagues, will be counseled to seek a better fitting environment by March 15th of each school year. In the event that the teacher in question contests the Administrative Transfer, the teacher can elect to have the documentation and counseling notes from their file (only those notes related to grounds for the transfer) reviewed by the selection committee (details below). If two-thirds (four people) of this committee believe that sufficient documentation and counseling was provided, then the committee will recommend an Administrative Transfer to Human Resources; this process will be done in conjunction with Local District leadership. Administrative Transfers do not reflect negatively on a teacher's record. Through the "mutual consent" requirement, parents can be reassured that every teacher at every grade level/department shares the same commitment to providing a world-class education for their children as the original design team envisioned.

We will follow the same "mutual consent" process for selecting administrators at the school in order to ensure that all students at Mann/UCLA-CS will receive the highest quality instructional leadership from educators who believe in the school's founding principles of collaboration, effort, and social justice. These values will be apparent in the administrator's school management, instructional leadership, and interactions with students, parents, and colleagues. With administrators that share the same mission and vision, we will be able to work together more powerfully to build effective teaching practices and establish a school culture that will promote these values and goals.

The school's selection committee will be elected by the school staff, trained by the Local District, sign confidentiality agreements, and will consist of:

1. Two teachers (the UTLA chapter chair and a representative from the appropriate department for the opening being filled);
2. The principal or designated administrator;
3. A classified employee selected by the school's classified staff;
4. One parent selected by the parents; and
5. One student, when deemed appropriate.

[Adapted from [Harry Bridges Span School 2012-13 LIS Proposal](#) and [Arleta High School LIS Proposal](#)]

Waiver 11: Process for Determining Appointed Positions

Appointments to leadership positions (i.e., coordinators and deans) will be based on student need. The selection committee (see waiver 9) will recommend appointments based on applicants' qualifications to meet observed student needs. The principal will make appointments based on the committee's recommendations.

Waiver 12: School Discipline Guidelines

Elevating the school culture to support students' and teachers' professional identities, college and career going, global and cultural competence, and overall school unity, we are exploring alternative protocols that support professional dress.

[Adapted from Arleta HS's professional dress Friday and Harry Bridges Span school who requires uniforms every day]

We are exploring alternative protocols to support communication and collaboration between educators, students, and parents. For example, we will pilot a process that requires parents of students who have served out-of-class suspensions to accompany their student back into the classroom for a 30 minute transition. Our aim is to improve student behavior by having educators and parents work together to find solutions to extreme behavior issues. Alternative protocols will be carefully piloted and studied to ensure they are fair, inclusive, and effective.

[Adapted from Harry Bridges Span School]

To create a welcoming school culture and address safety concerns, we will engage family members as volunteers before and after school to help with supervision, as well as during school for support in hallways and in classrooms. We believe having more adults around will help curb behavior issues, as well as create a more welcoming environment by having more familiar and supportive faces in common spaces.

[Adapted from suggestions by parents at McClay MS].

Waiver 13: Health and Safety Matters

As detailed in Part 1, one of the pressing needs we have identified is the establishment of a robust system of learning supports, including wraparound services, for students and families. To create this system, we will enlist the support of several community and UCLA partners. As we develop our system of learning supports, we will establish MOUs and any other assurances required to clarify roles, responsibilities, and expectations of all partners.

Waiver 15: Additional Waivers

1. Shared Governance (adapted from the Memorandum of Understanding (MOU) between LAUSD and UCLA for the Operation of the UCLA Community School, consistent with the Belmont Pilot Schools Agreement dated February 22, 2007)

Governance of the Horace Mann UCLA Community School shall be the responsibility of a Local School Leadership Council (LSLC) that includes representatives from all stakeholder groups. To the extent permitted by law, UCLA shall have the right to appoint two individuals to the Local School Leadership Council and shall have the authority to designate one such appointee as one of the two co-chairs of that Local School Leadership Council. The Local School Leadership Council shall have the right to provide input into the evaluation of the principal and to recommend to the Local District Superintendent any action with respect to hiring, dismissing or retaining the principal of the Horace Mann UCLA Community School. The Local District Superintendent shall, however, take no action with respect to the hiring, dismissal or retention of the principal without first consulting with the Local School

Leadership Council, including UCLA's designee's on the Local School Leadership Council. In compliance with federal and state laws, the Local School Leadership Council will create and maintain school-based sub-committees such as a School Site Council and English Language Advisory Committee.

In accordance with ARTICLE XXVII of the UTLA contract, the composition of the Local School Leadership Council will be as follows:

- 1 Principal
- 2 UCLA community representatives, appointed by UCLA Chancellor (including co-chair)
- 8 Teachers, elected by certificated bargaining unit employees (including UTLA chapter chair)
- 3 Parent/community members, elected specifically to serve on the council
- 1 Non-certificated employee, elected specifically to serve on the council
- 1 Secondary student, elected specifically to serve on the council

2. Co-location

In order to maintain a continuous and effective instructional environment and to perpetuate the exemplary culture of teaching and learning, the school seeks an additional waiver. This additional waiver allows the Horace Mann UCLA Community School to determine, based on available space, the number of open enrollment seats available and to require that any co-location decisions be made with the concurrence of the School Governance Council. We would like the autonomy to determine our own open enrollment numbers in order to better serve the students in our adjacent neighborhood and surrounding areas and to maintain a continuous culture of student success. If space becomes available at our site, co-location space may then be offered to local charter schools as determined by law with the concurrence of the school site governance.

[Adapted from [Arleta High School 2012-13 LIS Proposal](#)]

Rationale for the Autonomous Model Chosen

As part of our initial planning process in 2015-16, the Staffing, Budget, and Governance Working Group of the Design Team reviewed the district's three models for establishing an autonomous school model: ESSBM, LIS, and Pilot. Extensive discussions with teachers were held to probe the strengths and challenges of each model. The LIS model was chosen because it provided the most flexibility to the school.

Part 3: LIS Implementation Plan

As outlined in Part 1, we have identified the following pressing needs to address in this LIS proposal:

1. Create a strong, safe, and supportive K-12 school culture for students, teachers, staff, and families;
2. Provide rigorous, relevant and engaging learning experiences for students, teachers, staff, and families;
3. Establish a robust system of learning supports, including wraparound services, for students and families.

To address these needs, we have created the following school planning and development process, including six working groups, each led by a member of the design team.

Mann-UCLA Partnership K-12 Community School Planning & Development Process

To support a thoughtful and transparent 18 month planning process, beginning in January 2016, that includes all stakeholder groups in the development of a new K-12 Community School to start up in 2017-18

Advisory Board

Meets monthly to review progress of design team and advise on key decisions

Design Team

Meets weekly to ensure a strong school culture and manage the following six components of new school development.

Professional Learning/Curriculum, Instruction, & Assessment

To support reflection and continuous improvement aligned with the school vision

To design an innovative college-preparatory K-12 instructional program

Extended Learning, Enrichment, Health & Social Services

To establish a before and after school program as well as summer learning and UCLA-based opportunities

To create an integrated system of learning supports by providing access to health and social services

Staffing, Budget & Governance

To create democratic structures and practices for hiring, work, evaluation, budgeting, and school governance

Community Engagement & Recruitment

To engage the community about the school and support student recruitment

Facilities, Operations, & Athletics

To upgrade the school facility to accommodate K-5 students and ensure a safe and welcoming K-12 environment

Data Management, Research, & Communication

To establish a robust system of databases to track progress and infrastructure to support research and communications

Each of these working groups has completed an initial set of planning meetings to map out our shared work in 2016-17. These plans (attached) were shared with the Local District West Superintendent in March 2016 and sent to the LAUSD school board as an informative. From April to August 2016, the design team worked with the faculty to articulate this LIS proposal to reflect the initial set of planning meetings as well as the experience and interests of all partners. The partnership was officially launched in May 2016 with a letter of intent between LAUSD Local District West and UCLA Graduate School of Education and Information Studies.

We are all mindful that we are not launching a new school; we are working to expand, enrich, and restore faith in Horace Mann Middle School, a nearly century-old school design. For this reason, we are committed to engaging in a year-long inclusive and collaborative planning process in 2016-17 that will map out in detail the goals, activities, and timeline for the school’s expansion and enrichment.

At this early stage, we can commit to the following school development benchmarks:

June 2017	Complete program development, student and faculty recruitment for expanded and enriched 6th through 9th grades
August 2017	Launch expanded and enriched grade levels, 6th through 9th grade
June 2018	Complete program development, student and faculty recruitment for expanded and enriched 6th through 10th grades
August 2018	Continue to expand and enrich grade levels, 6th through 10th grades
June 2019	Complete program development, student and faculty recruitment for expanded and enriched 6th through 11th grades
August 2019	Continue to expand and enrich grade levels, 6th through 11th grades
June 2020	Complete program development, student and faculty recruitment for expanded and enriched 12th grade; begin planning for K-5 expansion
August 2020	Continue to expand and enrich grade levels, 6th through 12th grades
June 2021	Graduate Inaugural College-Bound Class