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Mission

It is our deep-rooted beliefs that Nava College Preparatory Academy places the students at the center of our mission, which is to prepare them for College and Career. Nava College Preparatory Academy will ensure a high quality education, by providing a curriculum program that is designed to equip all students with high rigor, sufficient knowledge, and skills to succeed in entry-level, credit bearing college courses, or pathway-oriented careers. Students will benefit from the personal learning environments by giving access to academics across the curriculum through the arts and humanities. Students, parents, teachers and the school leadership will advocate high expectations and success of all members of the school community.

Purposeful collaboration between teachers, parents, and school leadership from all the schools within the feeder pattern will provide a seamless transition for students as they progress from Pre-kindergarten through high school graduation and beyond, to increase the high school graduation rate, college admittance rate, and career readiness of the neighborhood students in our local schools.

Nava College Preparatory Academy will become a model of excellence for the Los Angeles Unified School District through authentic meaningful interaction with the local community, elementary, and middle schools.

Vision

The vision of Nava College Preparatory Academy is to nurture, intrinsically motivate, and prepare all students for college and their future careers. This school will be designed as a community-based school. Nava College Preparatory Academy will welcome all cultures, ethnicities, and community stakeholders. We will embrace all constructive ideas and help promote the success of the students and the establishment of a college-going culture. The success of the school will rely on the commitment and inspiring partnerships formed between the focused student body, passionate staff, skilled faculty, dedicated parents, and involved community members. At Nava College Preparatory Academy:

- All students will be intrinsically motivated individuals who take ownership of their learning.
- All students will be equipped with the belief that persistence, goal setting, and self-awareness are the keys to success through Costa's *Habits of Mind*.
- All students will be in an environment that allows them to blossom, fostering inspiration and creativity through learning.
- All students will receive the tools to become leaders of their community.

Rationale

Our rationale for opening Nava College Preparatory Academy is to continue the model established at the local middle school, Dr. Julian Nava Learning Academy by promoting high academic rigor along with personal, and social development that will cultivate students who are college ready and can successfully transition to the real world. The mission of Nava College Preparatory Academy is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. By integrating relevant thematic units and real world applications focused on college readiness, with a continued emphasis on the arts and technology, students will understand civic responsibility and the impact they can make on the global network as agents of change.

School Culture and Climate

The school culture and climate of Nava College Preparatory Academy will focus on preparing each individual student to be college ready and equipping them with the skills needed for the careers and professions of the 21st century. Through teacher leadership teams, parent advisory councils, and the Governing School Council, support structures will be adopted to promote student success. Emphasis will be placed on ensuring that all students, regardless of the circumstances, complete high-level courses, graduate, and are prepared with the technological skills necessary for the 21st century. To ensure the success of all students, intervention and enrichment programs will be offered during Spring Recess and included in all student schedules. The professional learning environment of Nava College Preparatory Academy will

support all adults to increase their understanding of content curriculum, common core standards, cross-curricular activities, student-centered learning models, incorporation of technology, and the AVID program.

Nava College Preparatory Academy will support a college-going culture. This culture will be evident when a person steps onto the school campus and will be seen through the attitudes of the students, the teaching philosophy, and the physical environment. Teachers will promote a college-going culture during their Advisory period and in all of their core classes. Students will be expected to reflect on how their actions today affect their future for tomorrow. Infused within their lessons, teachers will provide students with opportunities to explore the services provided by local universities and colleges. The campus will be decorated with college themed posters and logos (including staff alma maters) and monthly college activities to ensure college awareness. Both students and staff will have the opportunity to wear college attire on Fridays to further promote awareness of various colleges and universities throughout the country.

All teachers will have an Advisory period. Through locally created curriculum design, Advisory will focus on the concepts and principles of the AVID program and college prep awareness. Through Advisory, students will develop a deeper understanding of the competitive and rigorous nature of the college admission process. Students will understand that they are competing against students on a national and global scale as they prepare themselves for college.

The college advisor and counselors will play vital roles at Nava College Preparatory Academy by creating a welcoming environment and providing services to all stakeholders, including students, teachers, parents, and leaders. The college advisor and counselors will form personal relationships with all stakeholders to create a culture of achievement. This will ensure active participation in college and career readiness through continuous progress monitoring and self-reflection.

Students will create short-term and long-term goals for their educational and personal life. Teachers will ensure that all students are on the correct path to graduation by monitoring students' progress towards meeting A-G requirements as well as courses for colleges and universities. Teachers will maintain the same cohort of students for Advisory throughout their four years of high school. This will allow the teacher to build deep relationships with their students and provide any support the students may need throughout their high school career.

The priority of Nava College Preparatory Academy will be to establish a school culture that holds all students and staff accountable to high expectations. Students and staff will dress in professional attire to promote a successful learning environment. The expectations and accountability for all students will be evident in the school's discipline plan and code of conduct. Similar to the Elect-to-Work Agreement that staff members will be expected to uphold, students will create their own code that reflects their expectations for themselves, their teachers, and their school. Students will have an increased sense of ownership and belonging to their school as participants in contributing to the school culture and traditions.

During the first year of Nava College Preparatory Academy, rules, routines, and procedures will be extremely vital. The job of the School's Safety Team will be to identify these needs and establish the school's protocol. All students will be expected to wear the designated school uniform: white dress shirts, navy sweaters, khaki/black pants, school ties, and closed-toe shoes. In addition, certain items will be restricted due to safety precautions, such as but not limited to: open-toe sandals/shoes, caps/hats, and excessive jewelry. Students will be given the opportunity to participate in occasional free dress days, college-apparel Fridays, and polo shirt dress days. The school will vigilantly support a zero-tolerance policy to the established rules and routines, and school officials will immediately conference with parents and students when rules are violated.

It is the belief of the Los Angeles Unified School District and the Nava College Preparatory Academy that all of our students with disabilities can succeed in a general education setting. Nava College Preparatory Academy will establish and provide a fully inclusive program for students with disabilities. Studies have shown that students with disabilities improve and even excel in the general education setting compared with self-contained/traditional special education settings. Current legislation also encourages that all students

with disabilities participate in the general education classroom to the fullest extent possible. The Individuals with Disabilities in Education Act 2004 requires that students participate in the least restrictive environment and in the general education setting as appropriate.

Professional Development

Professional Development at Nava College Preparatory Academy will be structured around Common Core State Standards and the LAUSD's Teaching and Learning Framework. The school's mission is to prepare all students to be critical thinkers and problem-solvers that will emerge college ready and successful in the real world situations. Teachers will participate in professional development that will develop learning leaders who engage students in a rigorous curriculum. In addition, educators will participate in teacher-led workshops so that they may learn from one another. Teachers will be expected to share best practices with their colleagues and have an open-door policy, which allows faculty to visit classrooms and observe one another. Professional Development will include theory, practice, and a research based strategies including Thinking Maps, Guided Language Acquisition Design (GLAD), Gifted Strategies, and the LAUSD's English Language Development Practicum. Teachers will participate in AVID trainings during summer professional development and throughout the course of the school year.

Following meetings, debriefing sessions will allow staff to interact and find congruence with the values and beliefs of Nava College Preparatory Academy. Teachers will engage in dialogue that will lead them to solutions or next steps. School leadership will also highlight outstanding contributions and best practices of teachers, to promote the successes in each classroom to become the school-wide norm.

Using data to plan instruction, teams will meet to backward plan units of study based on the Common Core. English language development and learning strategies will be taken into account in order to differentiate instruction for all students. Lesson planning will be done in teams and student work will be evaluated through the use of rubrics, formal and informal peer observations, and student feedback.

After assessing the outcomes of each lesson design, the group will reflect, refine, and redesign if necessary. Reflection will be an established ritual at Nava College Preparatory Academy. After individual reflection, the group will reconvene and determine the next steps. Research shows that constant collegial interaction stimulates cognition and metacognition resulting in stronger pedagogical practices and student achievement. Each professional development session will reflect these principles. Approaching professional development from this perspective of collaborative design, the group will become a true community of professional learners dedicated to an ongoing cycle of improvement.

Collegial interaction will be advanced through peer lesson observations and coaching that will occur during conference periods. Teachers can observe other master teachers when they do not have a scheduled class, and master teachers/instructional leaders can give feedback on the implementation of the topics covered during professional development. This will enhance the frequency of reflective opportunities.

Another pertinent component of working collaboratively in order to attain high levels of student success is to maximize teacher time spent outside of the classroom. It is imperative that the instructional leadership thoughtfully decide what information can be written in an e-mail memo, thread, or post and what information needs to be discussed with all groups or some groups. With careful planning of the agenda, meetings will have a higher success by assuring teachers their time is being valued. Teacher frustration is curtailed by eliminating meetings that aren't pertinent or by communicating secondary topics via e-mail. It will be the expectation that all staff members read all e-mails and minutes. All staff will be expected to create a website that will be student and parent friendly. The website should include student expectations, assignments, projects, and teacher contact information. In addition, all staff will be linked to a Nava College Preparatory Academy Google Group. This group will be linked to the school website and this format will be the way to share the school calendar, latest news, and lesson-study podcasts where everyone would be able to comment. Lastly, this type of online forum will allow each member of the professional learning community to have a voice.

The professional development practices described above will acknowledge and respect teachers as intellectual professionals. Engaging in such a unique developmental design, teachers and leaders will be able to examine instructional practices that effectively address the varying dynamics of each classroom and produce organic solutions for the local needs of our school site. Establishing these rituals will protect professional learning time and promote the refinement of the teaching craft.

Calendar and Schedule

Nava College Preparatory Academy intends to open with a modified traditional calendar for the 2014-2015 school year. The school year will include 180 days of instruction. The proposed schedule resembles the LAUSD single-track instructional calendar for 2014 – 2015; with the exception of the school start date and Spring Recess. The first day of instruction will begin on August 5, 2014 continuing through June 3, 2015. With the greater level of autonomy provided by the Pilot school model, the applicant team is proposing an extended Spring Recess consisting of two weeks to maximize intervention opportunities for students who may be falling behind in English language arts and mathematics and to thoroughly prepare for the California High School Exit Examination (CAHSEE). CAHSEE strategies will be specifically embedded in the Math and English classes to further prepare the students for the high stakes graduation exam. The reason for this modified traditional calendar is to offer a more balanced semester (Fall Semester consists of 90 days and Spring Semester consists of 90 days).

After exploring a variety of schedule formats, including eight by two and block scheduling, the Nava College Preparatory Academy team selected a seven period day to best meet the needs of the population of students being served. A Eighth period will be scheduled for a select group of students that require additional intervention classes needed to meet their A-G requirements. In addition, Period 8 coursed will be available for students who wish to take additional elective classes for enrichment purposes or graduation requirements. Students will greatly benefit from having the opportunity to learn from their teachers on a consistent, daily basis. In addition, we felt that it would ideal for our students and their families to align our calendar with the LAUSD traditional calendar to not have family schedule conflicts which studies show there is a direct collation with student attendance rate if they are on a different track than their siblings.

Another feature of the class schedule at Nava College Preparatory Academy will be an Advisory course. The course will consist of a 30-minute Advisory period on Mondays, which will incorporate an AVID-themed curriculum. Students will have the opportunity to remain with the same Advisory teacher all four years. This additional class will incorporate a balance of all the core subject areas. This model will create opportunities for teachers and students to build a rapport.

Bell Schedule (Tuesday – Friday) 7:45 – 2:40

<i>Time</i>	<i>Period</i>	<i>Duration</i>
7:45 - 8:35	Period 1	50 minutes
8:40 - 9:30	Period 2	50 minutes
9:35 - 10:25	Period 3	50 minutes
10:30 - 11:20	Period 4	50 minutes
11:20 - 11:55	<i>Lunch</i>	<i>35 minutes</i>
12:00 - 12:50	Period 5	50 minutes
12:55 - 1:45	Period 6	50 minutes
1:50 - 2:40	Period 7	50 minutes
2:45 – 3:35	Period 8	50 minutes

Professional Development Bell Schedule (Monday) 7:45 – 3:30

<i>Time</i>	<i>Period</i>	<i>Duration</i>
9:45 - 10:15	Advisory	30 minutes
10:20 - 10:55	Period 1	35 minutes
11:00 - 11:35	Period 2	35 minutes
11:40 - 12:15	Period 3	35 minutes
12:20 - 12:55	Period 4	35 minutes
12:55 - 1:30	<i>Lunch</i>	<i>35 minutes</i>
1:35 - 2:10	Period 5	35 minutes
2:15 - 2:50	Period 6	35 minutes
2:55 - 3:30	Period 7	35 minutes
3:35 – 4:10	Period 8	35 minutes

*Tuesday – Friday: Instruction Minutes = 350 + 30 = 380 minutes, 5 minute passing period (Period 8 is optional for students depending on intervention/enrichment academic needs)

*Monday: 240 + 35 = 275 minutes, 5 minute passing period

Autonomy

Nava College Preparatory Academy will leverage the autonomy provided within the Pilot school model to modify the existing models of scheduling. This benefits staff and students by maximizing planning and classroom time. Class time on professional development days (Monday) will be dramatically reduced to provide teachers time to collaboratively plan for the week, meet departmentally or by grade-level, meet based on specific needs/concerns, and meet more formally as a staff. The banked time for professional development will be utilized before school on Mondays, allowing for four complete, uninterrupted days of instruction for the remainder of the week. Each class period will be slightly longer on Tuesday through Friday, however the benefit of consistent student class time and quality interaction with the teacher on a daily basis far outweigh the block scheduling model that many schools are adopting.

Staffing

The goal of Nava College Preparatory Academy is to ease the transition from middle school to high school. Our goal in recruitment of teachers will be to recruit candidates with single-subject teaching credentials to ensure proper content matter knowledge. In addition, 65 percent of the projected staff for the 2014 – 2015 school year will consist of teachers from Dr. Julian Nava Learning Academy (6 -7 teachers). These teachers are ideal candidates because they have built rapport with the incoming freshman class over the past three years. The other 35 percent of staff members will come from local community schools and, depending on need, positions will be opened to outside candidates. Additionally, these teachers will be assigned single period elective and intervention classes. Electives will be based on student academic needs, determined through multiple forms of student assessment and teacher feedback. Teachers will be asked to select which electives they would like to teach based on their proficiency level of the content being offered.

Priority of teaching positions will be given to teachers who possess a single subject credential. Teachers who possess authorizations and/or supplemental credentials may be selected for particular teaching positions and appropriate waivers will be applied for from the district. The goal of Nava College Preparatory Academy with regard to staffing will be to select teachers that are highly qualified, committed, and have an understanding of the school’s mission, vision, and culture.

All teachers’ will be asked to pledge a commitment of three years. This will ensure a smooth transition and keep a familiarity between the staff and students. This will also build a strong bond with the community. The staffing model for Nava College Preparatory Academy will meet the needs of all students during their four years at the high school.

Projected Staffing and Student Enrollment

2014-2015	2015-2016	2016-2017	2017-2018
10 – 12 teachers 1 – 2 special ed. 1 principal 1 counselor 1 college advisor 1 SAA	20 -24 teachers 2 – 3 special ed. 1 principal 1 counselor 1 college advisor 1 SAA	34 – 37 teachers 4 – 5 special ed. 2 principals 2 counselors 1 college advisor 1 SAA 2 coordinators 2 office technicians	50 + teachers 6 - 8 special ed. 2 principals 3 counselors 1 college advisor 1 SAA 2 coordinators 2 office technicians
340 students	680 students	1020 students	1360 students

Based on the mission and vision of Nava College Preparatory Academy, all staff members will be expected to sign and adhere by the duties set forth by the Elect-to-Work Agreement (EWA). Teachers are expected to take on additional leadership roles outside of the classroom to ensure student success.

Terms and responsibilities for the school year:

- All teachers will participate in **five school-allocated professional development** days before the beginning of the instructional school year.
- All teachers will serve **primary leadership roles** on one school committee, and join at least one other committee in a non-leadership, participant role.
- All teachers must check email before 7:35 am and visit the school website and teacher blog page daily (once it is launched) to read important notices and upcoming events, and participate in on-line discussions.
- All teachers will communicate in a professional and timely manner with parents and staff via telephone, e-mails, and online web sources.
- All teachers will participate in a “**living classroom laboratory**”- teachers will have their doors open for their peers to observe effective strategies during their conference period.
- All teachers will use their **conference period to observe effective strategies of their peers** across departments and grade levels on a monthly basis.
- All teachers will **implement the strategies presented in professional development**, such as the Teaching and Learning Framework, English Learner Master Plan, Common Core State Standards, AVID strategies, Blended Learning, strategies to implement technology in the classroom, SDAIE, Thinking Maps, Adaptive Schools strategies, Project-Based Learning, Interactive Notebooks, and Backwards Planning.
- All teachers are expected to **model professional dress** that is appropriate for school activities.
- All teachers will participate in all school-wide, site-wide, departmental, and grade-level professional developments opportunities.
- As part of the increased accountabilities of this pilot school, teacher attendance is expected to be at least aligned with the superintendent’s approved performance metric of 96% (**Goal 3B—Teachers will not have more than 7 absences per school year**).

The Pilot school model will provide more autonomy for the school selection committee to build a staff that will positively contribute to the collaborative nature of the school culture. The staff will consist of a combination of teachers from Dr. Julian Nava Learning Academy, experienced secondary teachers, and new teachers. Veteran teachers will be asked to share their leadership experience, provide support to their colleagues in areas of curriculum and professional development. Nava College Preparatory Academy will utilize its autonomy provided within the pilot model by placing the development of the Elect-to-Work Agreement as a high priority for the Governing School Council. By collaboratively developing and modifying the agreement to work at the school site on an annual basis, the staff will be ensured that their colleagues have a clear understanding of the expectations they have for each other. The Elect-to-Work Agreement will clearly outline the expectations of all staff members, helping the teachers, principal, and out of classroom personnel to hold one another accountable for their responsibilities.

Family and Community Engagement

The leadership team of Nava College Preparatory Academy is committed to giving the parents not only the opportunity to be heard and influence the development of the school culture, but the physical space and time to do so. With this in mind, it is imperative that the school has a functioning and active **Parent Resource Center** that will serve as a welcoming component for new enrollees and community partners. It will be the hub where parents will network and be introduced to the engaging opportunities facilitated by the parent leadership organizations and lead staff.

The progressive Parent Resource Center will offer an array of workshop including learning about the A-G requirements, calculating GPA, and filling out the FAFSA. Other college and career preparation workshops will be offered throughout the year and these may include explaining the AVID program, strategies for reading and the importance of reading and writing in the home, time management for students, and other support workshops that parents may utilize at home. Additional workshops will be available to parents to build leadership capacity for the parent counsels.

The Parent Resource Center will house a college informational library. Parents will look at the diverse colleges and universities through the collection of informative pamphlets and collection of DVD and videos. This hub will be the focal point for parents to learn the different pathways to college and a place to answer all the questions regarding college.

A community representative will be a vital member of the school community and Parent Resource Center, serving as both an organizer and a manager of the parent volunteer opportunities and recruitment of parent volunteers who are passionate about the educating other parents. The community representative position will operate the Parent Resource Center and schedule parent meetings and trainings and recruit community resources. Teachers will collaborate and share with parents on a rotational basis in the parent center with the help of the community representative. The community representative will assist with the leadership team and college advisor to prepare the annual college and career day and obtain guest speakers for the event.

The school's auditorium will be utilized for larger parent trainings, the monthly English Learner Advisory Council (ELAC) meetings, and Compensatory Education Advisory Council (CEAC) meetings. All family and community opportunities will be posted at the school's information center, marquee, monthly calendars, and on the website.

The educators of Nava College Preparatory Academy understand that the families and community engagement are some of the most powerful influences on a child's education. Engaging with parents and developing their leadership capacity will be a primary goal of the school's leadership, in addition to maintaining a welcoming environment.

Finally, parents and the community will play an important role in the personalization of the students' education through the weekly advisory class. All teachers will act as an active counselor to their small cohort of students enrolled in their class, and each teacher will solicit parental assistance.

Data

The Nava College Preparatory Academy resides in the Thomas Jefferson High School community. Thomas Jefferson High School currently serves the residential area of the Dr. Julian Nava Learning Academy's School of Arts and Culture and Business and Technology School. Thomas Jefferson High School is located in South Los Angeles, surrounded by the 110, 10, 710, and 5 freeways, and is located very close to Los Angeles' business district. The area surrounding Jefferson High School was once the center of the historic Central Avenue Jazz District. The community surrounding Jefferson High School holds onto a rich African-American tradition, even though dramatic demographic changes have occurred in the past three decades. Currently, more than 90% of the students in the local schools are of Latino descent, with the majority entering the school system classified as English language learners. Residents of the community continue to have low levels of education, generating their income from blue-collar jobs in the nearby clothing factories or other service industries.

Thomas Jefferson High School's current Academic Performance Index (API) is 601, increased from 589 in 2012, representing a one-year gain of 11 points. In a five-year trend, from 2009-2013, Jefferson High School has gained 86 points, for an average increase of 17.2 point per academic year, which is above the state average growth of 16 points per year. Jefferson High School is performing well below the district's average API of 749.

Currently at 84%, Thomas Jefferson High School has a large population of economically disadvantaged students. The Latino population at Jefferson High School is the largest group on campus, making up 92% of the student population. English learners represent 35% of the population.

The five-year trend for the largest subgroup of students, Latino, shows an 81-point gain in API, averaging 16.2 gain in API. This trend is consistent, but similar to the API of the school as a whole, points are lost, and then gained. Currently, 46% of the population is Reclassified Fluent English Proficient yet only 19.2% of students are classified as Proficient in English Language Arts on the California Standardized Test (CST).

This is less than half of the number of reclassified students. Furthermore, 35% of the largest population subgroup is still classified as English Learners, specifically as Long Term English Learners and only 18.8% of these students are scoring Basic or above on the CST. Furthermore, none of the AMAO targets (1-3) were met by Jefferson High School.

Attendance at Jefferson High School for both students and teachers is currently below the district average of 96%. Only 48% of students have a 96% and above attendance rate. Similarly, only 66.4% of teachers have a 96% or above attendance rate. The transiency rate has shown a positive decrease; the transiency rate decreased 19% from 51.4% to 31.7%.

Students with disabilities make up 13% of the Jefferson High School population. Only 1.2% of these students scored Proficient or Advanced on the ELA section of CST. Similarly, only 1.2% of these students showed proficiency in the math section of the CST. These numbers are very low in comparison to the district average of 16% proficiency. The Nava College Preparatory Academy will implement a full inclusion model to ensure that 100% of students with special needs will participate in the general education program.

From 2009-2012, at Jefferson High School, there has been an increase in the 4-year graduation rate, from 48.6% to 54.3%. This trend shows an increase of 5.7%, but Jefferson High School still falls below the district graduation rate of 66%. This shows that Jefferson High School is far behind the District's 2012-2015 strategic plan of 100% graduation rate.

Jefferson High School has only 88.6% of 9th graders taking A-G courses, showing that 11.4% of students are already not on track for college preparedness in their first year of high school. This percentage exceeds the 75% state average, and 40% district average. Unfortunately, although 88.6% of students are taking A-G courses, only 32.1% of these students are passing these courses with grades of C or better. Furthermore, by 12th grade, only 51.5% of seniors are presently on track for graduation. This coincides closely with the 54.3% graduation rate. The dramatic decrease of students taking A-G courses from 9th grade to 12th grade shows that there are concerns that are not being addressed between (10th grade and 11th grade). This is unacceptable in accordance with the Nava College Preparatory Academy mission and vision. The focus of Nava College Preparatory Academy is 100% graduation rate for all students and assurance that all students, upon graduation, will attend a college or university.

Jefferson High School has shown a decrease in the California Exit Examination (CAHSEE) proficiency and pass rate. Currently, the ELA pass rate for 10th grade is 44.9%, showing that more than 50% of students do not pass the CAHSEE on the first attempt. Out of those 50% of students who retake the CAHSEE, the pass rate for 11th grade is 75.7% attributed to the focus on CAHSEE preparation as intervention. Furthermore, although 75.7% of 11th grade students are passing the CAHSEE, only 15.8% of them are showing proficiency on the ELA section of the CST and only 11.9% of them are showing proficiency in Algebra I, Geometry, Algebra II, and High School Math.

Areas of Greatest Need

The greatest challenge facing the Jefferson community is a low high school graduation rate, along with low college and university attendance. At Nava College Preparatory Academy, all teachers, parents, staff, and students will work together to ensure that standards based learning occurs in each classroom. The Nava College Preparatory Academy will focus on:

- 100% student success both inside and outside of the classroom
- 100% CAHSEE pass rate
- 100% high school graduation rate
- 100% pass rate for A-G courses
- 100% college or university attendance
- Consistent school wide practices in connection to high academic rigor
- Reclassification of all students by the end of their 12th grade year
- A high level of parent engagement in students' education and success
- A high level of parent involvement in student activities both inside and outside the classroom
- Creating a campus that encompasses a college-going culture

Curriculum and Instruction

The instructional program at Nava College Preparatory Academy will enhance student achievement across all subject areas by providing high academic rigor and college readiness at the high school level. The Nava College Preparatory Academy will employ single subject teachers with authorization credentials with multiple leadership experiences, to service the needs of the upcoming 9th grade JNLA population, as well as the small learning communities in the surrounding neighborhoods. The students of Nava College Preparatory Academy will continue the Arts and Culture, and Business and Technology curriculum program of electives, connecting themes across all curricular areas. We will focus on the Common Core Standards in which the visual and performing arts and technological advancements will be incorporated, and A-G requirements will be integrated with themes or units of study throughout different works of art, music, film, and technology. We will develop lifelong learners who are prepared for college and careers. Electives will cultivate a high level of academic standards, personal responsibility, and accountability. The students of Nava College Preparatory Academy will be given the opportunity to explore culture through the World Language curriculum in order to advance in languages at the 9th grade level.

The Arts and Technology program will use a school-wide adopted curriculum program that incorporates the Common Core Standards, and STEAM (Science, Technology, Engineering, Art, and Mathematics) lesson plans, to explore the development of artistic principles, and to make connections to themes across all curricular areas. Students will gain an appreciation for the historical and cultural elements of art as they study and experience artists through museum visits, and on-campus art programs. Students will also benefit from the partnerships JNLA has previously established to support the Arts and Culture and Business and Technology blended curriculum model and will work collaboratively with the Jefferson High School faculty, as well as professional teachers to support the arts and technology model the middle school incorporated in their school plan.

Electives

The following A-G requirements for coursework will be as follows:

Arts

The students of Nava College Preparatory Academy will integrate the Arts across the curriculum and as an elective for those students wishing to continue the middle school JNLA Arts program. The Arts offers students access to their own history and culture and that of others who have made significant contributions to society. Through the problem solving processes of Arts-project learning, self-discovery, values clarification, critical thinking, collaboration and organizational skills. Nava College Preparatory Academy will offer new avenues to understanding of content across the curriculum, and will foster empathy and life-long pleasure in learning (LAUSD AIG).

<u>Media Art</u>	<u>2-Dimensional Art</u>	<u>3-Dimensional Art</u>
Photography	Introduction to Art	Introduction to Art
Digital Imaging	Design	Design
	Painting	Sculpture
	Drawing	Ceramics
	Life Drawing	

Course Sequencing

Freshman

- Design
- Drawing
- Ceramics or Digital Imaging

Sophomore

- Digital Imaging
- Ceramics

- Elective

Junior

- Elective Specialization
- Option: AP Studio Art course

Senior

- Elective Specialization
- Option: College Course or AP Studio Art Course

***AP Drawing and AP Studio Art (2D and 3D) will be offered in the future as well as intermediate and advanced levels of ceramics, sculpture, painting, photography, digital imaging and animation*

All of our coursework will be infused with the five strands of the California State Standards for Visual Art and the Common Core:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

Music

The Nava College Preparatory Academy will provide a second option for a three-year track of elective classes, following a fully developed sequence of music electives. The emphasis of this program will be on performances in the local community and at the middle school level that will model after the JNLA Music Model. Additionally, the music director will work collaboratively with Mr. Medina, the music director of Dr. Julian Nava Learning Academy. These key partnerships within the local school communities will enhance the music programs at both JNLA and the Nava College Preparatory Academy High School and provide opportunities to develop more musically gifted students in the local community.

Students participating in the sequence of music classes will be exposed to the history of music in addition to learning how to play selected instruments. Students will learn about a wide range of music, from the classics to the popular music of today. As the students participating in the music program develop their skills and talent, they will collaborate with classmates to develop small groups of a variety of music genres, such as classical, jazz, mariachi, rock from different periods, and others. Opportunities to collaborate with the students who attended JNLA will also be explored as the youngsters network to expand their musical development at the high school level of academic achievement.

Music

Performing Classes:

1. **Beginning Instruments-** Woodwinds, brass and percussion are instruments taught in beginning instruments. (no string instruments) Students will learn to read music and music symbols as well as learn to play an instrument.
2. **Beginning Guitar** - Students will learn to play classical guitar. Students will learn to read music and music symbols as well as learn to play classical guitar.
3. **Mixed Chorus** - (for both male and female voices) Students will learn to sing four part choral works while learning to read music, solfège and music symbols.

Theory Class:

1. **Music Technologies** - students study music theory (the science of music), piano keyboarding and ear training (the ability to hear music and write it down) in a computer lab setting.
2. **Performance Classes**
3. **Intermediate/Advanced Band** - Students must be able to read music and rhythm and play a woodwind, brass or percussion instrument. Students are expected to practice 5 days a week for at least 30 min. each session.

4. **Jazz Band - students are required to audition for this class.** Students must be able to read music and rhythm. Specific instrumentation for jazz band consists of: Alto Sax, Tenor Sax, Baritone Sax, Trumpet, Trombone, Acoustic Bass, Piano, Drums, Guitar. The main focus of the class is improvisation and ensemble playing. Students are expected to practice 5 days a week for at least 30 minutes each session.
5. **Intermediate/Advanced Orchestra** - Students must be able to read music and rhythm and play an orchestral string instrument. Students are expected to practice 5 days a week for at least 30 min. each session.
6. **Intermediate/Advanced Guitar** - Students will learn to play guitar as part of a classical guitar ensemble. Students are required to audition for this class should be able to read music and have classical guitar playing experience. Students are expected to practice 5 days a week for at least 30 min. each session.

Music Theory and Analysis:

1. **Music History** - Students will take a survey class that covers all of the genera's of music, Medieval, Renaissance, Baroque, Classical and Contemporary and the most famous composers of each.
2. **AP Music Theory** - Students must have the recommendation of their Music Tech teacher to be enrolled in AP Music Theory. In this class, students learn to apply all the ear training, dictation, composition, and theory skills learned in Music Tech to written and aural music examples. Students will also learn 4 part writing and analysis. Students are expected to take the AP exam. Students will compose a piece for their final project.

World Languages

The students of Nava College Preparatory Academy will incorporate a World Language curricular program that will provide opportunities and resources for all students to become proficient in a language other than English. Students will develop an ongoing cultural-based curriculum to improve language learning and will use the Common Core standards of instruction throughout the curriculum. Nava Preparatory Academy will integrate technology in the world language classroom by providing enrichment programs throughout the school year and promote parental involvement through school-based activities. The Foreign Language Team will provide students with opportunities to improve language acquisition and develop cultural appreciation and understanding, develop an ability to communicate, collaborate and problem solve through the use of a foreign language.

The purpose of introducing the students to a foreign language is to ensure that the students of Nava College Prep. Academy will graduate with communicative competence after a continuous sequence of language instruction beginning at the 9th grade level.

Foreign Language Course Sequencing

- ***Spanish 1A/B***

This course is a yearlong introduction to the basic elements of the Spanish language and culture. Students will study major vocabulary categories, part of speech, and other fundamental components of Spanish grammar. All four-language skills of listening, speaking, reading, and writing will be covered. This course fulfills one year of the two years of world language required for the California high school diploma.

- ***Spanish 2A/B***

This is a yearlong systematic review of the fundamentals of Spanish language and culture. Students review the basic elements of Spanish grammar and expand their communicative abilities by acquiring a higher functional level of grammar competence and vocabulary acquisition. All four-language skills of listening, speaking, reading, and writing will be covered. This course fulfills the second year of the world language requirement for the California high school diploma. Prerequisite: SPANISH 1A/B with a D or better or equivalent, or departmental placement test.

- ***Spanish 3A/B***

This is a yearlong course featuring deeper training in listening comprehension, speaking, reading and writing. The study of Spanish life and culture with an emphasis on contemporary Spain is covered, as well as an introduction to Spanish Art and Literature. This course is strongly recommended for students planning on pursuing a college degree, as this course completes the third year recommended by the UC and Cal university systems. Prerequisite: SPANISH 2A/B with a D or better or equivalent, or departmental placement test.

- ***Spanish for Spanish Speakers 1A/B***

This course is a yearlong introduction to the basic elements of the Spanish language and culture. Students will study major vocabulary categories, verb tenses, and other fundamental components of Spanish grammar. All four-language skills of listening, speaking, reading, and writing will be covered. This course fulfills two years of the two years of world language required for the California high school diploma. Prerequisite: Departmental placement test.

- ***Spanish for Spanish Speakers 2A/B***

This course is a yearlong introduction to the basic elements of the Spanish language and culture. Students will study major vocabulary categories, verb tenses, and other fundamental components of Spanish grammar. All four-language skills of listening, speaking, reading, and writing will be covered. This course fulfills two years of the two years of world language required for the California high school diploma. Prerequisite: Spanish for Spanish Speakers 1A/B or equivalent, or departmental placement test.

- ***AP Spanish Language***

This course stresses oral communication skills, emphasizes conversation and includes review of major grammatical points and vocabulary expansion. Course covers reading and writing skills as well. The program provides guidance and practice in different writing skills (description, narration, argumentation) using topics drawn mainly from students' experiences and some aspects of the Spanish culture including Latin America. The cultural component stresses in depth the development of Spanish pictorial art from Spain, Africa (Equatorial Guinea) to Latin America to mention some: Cervantes, Sor Juana Inés, El Greco, Picasso, Rivera, Frida Kahlo, Tamayo, Dolores del Río, María Felix, Amalia Hernandez, Octavio Paz, and García Márquez, etc. Also by passing the AP Spanish language test at the end of the school year the student will be granted with college credit to use in her/his future college.

- ***AP Spanish Literature***

This course is designed to introduce students to the formal study of Spanish language texts from Spain, Latin America and the United States, from the Middle Age until the 20th Century. This course prepares the student for the AP Spanish Literature exam, providing tools to develop and succeed in the literary analysis, and in the exploration of the historic and cultural context where the texts were created. The program emphasizes the use of appropriate grammatical and syntactic structures, and the knowledge of literary terminology and poetic devices to be used in essays that analyze thoroughly the required reading list mandated by the College Board. The use of representative work from the Art History, as well as film and audio sources complement the learning process. Passing the AP Literature exam, students receive equivalence for one year of World Language in college. Prerequisites: Spanish for Spanish Speakers 2/AB, or AP Spanish Language A/B, or equivalent or Departmental placement test.

Technology Elective

Students at Nava College Preparatory Academy will continue to have the opportunity to explore computer fundamentals. In the first semester, the computer class will focus on the basics of the widely used computer programs, as well as keyboarding skills. As the year progresses, the students will be taught how to use a variety of software programs using project-based lessons, including word processing, publishing, presentation, and photography software. 9th grade students will develop 21st century knowledge, skills and abilities that will be needed to graduate high school and become college and career ready. At Nava College Preparatory Academy students will learn digital citizenship, which will assist students in taking the Smarter Balanced performance assessments and in developing technological skills for the 21st century.

English

The English Language Arts program at Nava College Preparatory Academy will focus on the Common Core State Standards (CCSS) allowing students to obtain a literary experience that focuses on reading, writing, speaking and listening, language, and media and technology through an integrated model of literacy. Specific focus on the needs of RFEP and LTEL students will ensure mastery of content for increased levels of proficiency. Consistency through all courses in connection to CCSS will consist of the teacher connecting standards with project based learning, argument writing, evidence-based writing, SDAIE methodology, and culturally relevant material. At Nava College Preparatory Academy, the focus will be on higher level thinking skills based on Bloom's Taxonomy and Webb's Depth of Knowledge. Teachers will deliver instruction as a facilitator to ensure the completion of assigned task, and students will collaborate to complete the task as independent, critical thinkers, increasing their problem solving skills and allowing them to take ownership of their learning. Students will have the opportunity to work collaboratively with peers to analyze works of literature and media documents critically, create arguments and substantive claims, and find evidence to support these claims. Students will then transfer this knowledge to write argumentative pieces with claims and counter claims that show a deeper level understanding of the text by extracting relevant evidence, creating sound reasoning, and forming inferences based on their assertion showing mastery of the content. Students will then evaluate their argumentative pieces and discuss them (through a small group or whole class setting) in logical, well-developed presentations. Through the use of reading and discussions, students will increase their word knowledge to build their academic vocabulary.

At Nava College Preparatory Academy, students will take a sequence of courses that are deeply rooted in the CCSS that will prepare them for a rapidly changing world by giving them 21st century skills. The ELA courses for 9th-12th grade will incorporate art and technology, in connection with CCSS, and provide students opportunities to gain higher level critical thinking and reasoning skills. The focus will be on informational literacy and collaboration. Courses will focus on self-direction, which is geared away from the traditional lecture style of teaching. Cross-curriculum planning will ensure that there is a connection between ELA and other core content classes, ensuring that skills are transferred, ensuring mastery. Beginning with 9th grade English, students will follow a sequence of courses that explore various topics, connected to informational texts, A-G requirements, enabling students to obtain the higher level critical thinking skills necessary to be successful on all assessments, including but not limited to Performance Tasks, SATs, ACTs, and college entrance examinations.

Course Sequence:

English 9AB and English 10AB are foundational courses, which provide a focus on Information/Explanatory, Informational, Literary, and Argumentative, and Research writing. The focus will be on creating claims and logical arguments and gathering relevant evidence to support these claims and arguments. Strategies to address the variety of writing genres and format of the CAHSEE writing prompt will also be presented in the English 9AB and the English 10AB classes.

English 11- American Literature and Contemporary Composition—Focuses on applying the CCSS to U.S. Literature and U.S. Literary non-fiction at a deeper level.

English 12 – Expository Composition or Advanced Composition and one of the various electives including Mexican American Literature, Shakespearian Literature, World Literature, and Women in Literature. At the 12th grade level, students will be able to explore specific genres of literature based on their interests in connection to CCSS at a higher analytical level. (See foundational list above)

Based on performance levels and student motivation, students will have the options to apply to take honors course in the 9th and 10th grade. At the 11th and 12th grade level student will have the option to apply to take Advance Placement courses. Additionally, students will have the option to take college level electives to fulfill graduation requirements, as well as obtain general education credits.

Reading Focus on:	Writing Focus on:	Speaking and Listening Focus on:	Language Focus on:	Media and Technology Focus on:
<ul style="list-style-type: none"> • Deriving meaning from text • Evaluating literary and media texts for reliability, close reading, and deeper analysis • Connotation and denotation • Context clues to determine meaning of words • Text complexity • Acquisition of vocabulary • Setting and characterization 	<ul style="list-style-type: none"> • Argumentation rather than persuasion • Rhetoric (precise language) • Writing Process (including how technology plays a role in the writing process) 	<ul style="list-style-type: none"> • Deep, student led discussions • Making connections between texts • Change from presentation to discussion 	<ul style="list-style-type: none"> • Language conventions • Knowledge of Language • Figurative Language • Greek and Latin roots, prefixes, and suffixes • Use of academic vocabulary • Interpret figures of speech, analyze nuances, and use domain-specific vocabulary. 	<ul style="list-style-type: none"> • Analysis of media documents • Use of technology in writing

History/ Social Studies

Teachers who teach the Social Studies curriculum will have the opportunity to work with their students on several cross-curricular projects emphasizing the Common Core Standards as they relate to historical content knowledge and historical argumentation by adopting an approved curriculum for the upcoming 9th graders. Teachers will collaborate on interdisciplinary studies with the English Language Arts department during professional development to balance the writing component of Language Arts and Social studies content area. An historical social science approach will be at the center of all courses. The application of the themes of history/social studies, and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. To become active, informed citizens, and future leaders; students require knowledge of the civilizations and people that have shaped the development of the United States and the world. Students will be required to focus on public civic duties at the local, state, national, and world level, to develop a service learning community approach model and project based learning to address the needs of the community and exposure to the world around them.

History Social Studies Course Sequencing

9th Grade Geography

Geography at the ninth grade level will give students the opportunity to explore 5 recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. In the ninth grade, students will explore geography and historical content through different media.

The Five Themes:

Location: Position on the Earth's Surface (Absolute/Relative). Geographic study begins with the location of places on the earth.

- **Place: Physical and Human Characteristics.** Place have physical and human characteristics that make them what they are. Geography emphasizes the understanding of both of these factors and their integration together.
- **Human/Environment Interactions: Shaping the Landscape.** The landscape of the earth is no

longer a purely physical feature. Humans have impacted every area of the earth, but in varying ways. The geography of places is influenced by the degree to which humans have impacted their local environment.

- **Movement: Humans Interacting on the Earth.** The postmodern world is one of great interaction between places. This movement is inherently geographic, whether it is by telecommunications or ship.
- **Regions: How They Form and Change.** The essential geographic feature is the region. A region is any unit of space that is unified by the presence of some characteristic.

10th grade World History

The Modern World Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

- Honors World History
- AP World History
- 9th grade Humanities Program

11th grade U.S. History

Continuity and Change in the Twentieth Century Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

- Honors U.S. History
- AP U.S. History

12th grade Principles of American Government (first semester) and Economics (2nd semester)

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations

and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

- Honors Principles of American Government
- AP Government & Politics
- Honors Economics

11th or 12th Grade

AP Psychology (11th/12th grade –elective credit only)

Mathematics

Nava College Preparatory Academy will offer the traditional three courses typically seen in the U.S. These will be Algebra 1, Geometry, and Algebra 2. Additional courses will be needed to fulfill the A-G recommendations and prepare students for advancement in mathematics. These courses could include Pre-Calculus, Discrete Mathematics, Probability and Statistics, AP Statistics, and AP Calculus. Further advancement may be obtained through the partnership with the Jaime Escalante Mathematics Program during the summer or through enrollment to a local community college to obtain college credit.

Common assessments will be created by teachers using multiple-measures similar to those found in the Smart-Balanced exam and other CCSS performance tasks, which will include error analysis and justification problems, and constructive responses scored by designed rubric. Additionally, standards-based culminating tasks and projects will be used for assessing students as a small group, for practice in collaboration of 21st century skills, or as an individual depending on the task and graded by a rubric. Data gathered by all assessments will be used to form instruction, intervention, groupings, and additional resources that will be tailored to students needs.

Intervention for these courses will be embedded within the course. The intervention program will consist of purposely choosing a few common core standards and assessing them. Based on data from assessment, “Mini-Lessons” will be used to revisit skills or theories students may be lacking in. Concept tasks and supplementary work will be created based on the results of assessments as well. Special needs students may have workload and assessments tailored to their designed instruction. Additional support may be obtained through before of after school hours.

The design of the course work will be based on skills and conceptual understanding of standards, but reading and writing will be a major focus area in the courses as well. Based on the Teaching and Learning Framework, special consideration will be placed in academic vocabulary and the classroom environment to enrich the academic language of not only our English Learners, but all learners as well

Pathways

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A	CCSS Algebra 1	CCSS Geometry	CCSS Algebra 2	Math Analysis
B	CCSS Geometry	CCSS Algebra 2	Math Analysis	AP Calculus AP Statistics Discrete Mathematics Probability & Statistics
C	CCSS Algebra 2	Math Analysis	AP Calculus AP Statistics Discrete Mathematics Probability & Statistics	AP Calculus AP Statistics Discrete Mathematics Probability & Statistics

Science

The Science program at Nava College Preparatory Academy will focus on the Next Generation Science Standards with an incorporation of Common Core standards. The goal of Nava College Preparatory Academy is to inspire our students to become creative problem solvers, critical thinkers, and collaborate investigators with a balance between theory and practice. In order to meet the A – G requirements students will take a sequence of courses that will align with their academic needs and interest. Students are required to complete three years of Science, with an option to complete a fourth year by opting to take an elective or an Advanced Placement Science course. Students should select their science courses in conjunction with their math courses to ensure proper mastery of content knowledge, due to overlapping content topics

Course Sequence:

- Grade 9 Biology AB
- Grade 10 Chemistry AB or Advanced Placement Biology
- Grade 11 Chemistry AB or Advanced Placement Chemistry or Physics
- Grade 12 Various Science courses for elective credits such as, Physics, Advancement Placement Physics, Advanced Placement Chemistry, Advanced Placement Environmental Science, Physiology or Marine Biology

Option/Grade	Grade 9	Grade 10	Grade 11	Grade 12
Option 1	Biology AB	Chemistry AB	Advanced Placement Chemistry	Physics, Advancement Placement Physics, Advanced Placement Environmental Science, Physiology or Marine Biology
Option 2	Biology AB	Advanced Placement Biology	Chemistry AB	Physics, Advanced Placement Chemistry, Advanced Placement Environmental Science, Physiology or Marine Biology
Option 3	Biology AB	Chemistry AB	Physics	Advancement Placement Physics, Advanced Placement Chemistry, Advanced Placement Environmental Science, Physiology or Marine Biology

Science teachers will emphasize collaboration, project-based learning, hands-on investigations and the use of technology, as students study the physical and natural sciences in connection to engineering and technology. The philosophy of the science classroom will be committed to establishing a community of learners who work together, using technology and other traditional tools of science to discover the basic principles that underlie each of the topics studied.

Teachers from the Mathematics and Science department will meet on a continuous basis to discuss student's academic progress and accurate placement in both Math and Science courses due to the overlapping of content covered in both classes. It is crucial that students are on the correct path with these courses, as many concepts that are covered in Science class such as equations, calculations, graphing, and chemical formulas to be mastered with foundational mathematic skills. Without these foundation skills learned in mathematics courses, students will face an overwhelming challenge within their Science classroom.

There is a current shift in Science to incorporate Engineering and Technology principles with the Next Generation Science Standards. Nava College Prep will use its autonomy to adopt curriculum, textbooks, and instructional materials that help support student learning with all NGSS and Common Core standards. Teachers within the Science department will select instructional resources that will meet all students' academic needs.

Physical Education

The ninth grade Physical Education (PE) program at Nava College Preparatory Academy will focus on the difficult transition that the youngsters experience as they leave the familiar confines of elementary and middle school. Teachers will explore basic elements of movement and its relationship to child development. Activities in physical education classes emphasize self-improvement, participation and cooperation in a non-competitive atmosphere. Students will participate in skill development, physical fitness, team sports, individual sports, net games, rhythmic/dance, as well as cooperative games. During Physical Education classes, students are encouraged to practice communication skills, psychomotor, loco motor, non-loco motor, manipulative perceptual motor skills, fitness/wellness as well as developing good body management skills. Students will participate in a comprehensive sequential physical education program. This system promotes physical, mental, emotional and social wellness. Students will participate in circuit training, team games, jump rope, individual games, and track/field. Physical Education teachers focus on skill development, rather than competition. A non-competitive atmosphere allows students to try new physical activities. Students will know “why” they are learning specific skills and how they are benefiting personally. As an extension to Physical Education, students will learn and understand the need for appropriate nutrition.

The Nava College Preparatory Academy courses will communicate the essence of the high school physical education experience through the use of cross-curricular lessons and activities. With the use of common core assessments and the Fitness Gram, we will use data to maintain consistency throughout the entire physical education curriculum. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The sequence of courses provide a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices will influence physical activity patterns.

English as a Second Language

The students who enter Nava College Preparatory Academy as a participant in the English Language Development (ELD) program will receive instruction in an ELD core class, regardless of grade level. The ELD students will develop their listening, speaking, reading, and writing skills as they explore Hampton Brown’s Edge curriculum. Proper placement of the English Language Learners will be emphasized, as the school will take a proactive approach to addressing the needs of Long Term English Learners (LTELs). The lead teachers and administration will be committed to meeting with the eighth grade teachers of the feeder middle schools to ensure proper placement in the secondary ELD program. The teachers who are knowledgeable of both the students and structure of the secondary ELD program will carefully consider the work samples within the ELD portfolios, test scores, grades, and personal narratives about the students which will touch upon some of the intangibles that cannot be gleaned from simply looked at a data transfer data card.

Students identified as Long Term English Learners who enter Nava College Preparatory Academy, as participants in the district’s 2012 English Learner Master Plan will receive instruction in a core A – G English course and either Advanced ELD or Language Literacy. The curriculum for these courses will consist of the district adopted Readers Handbook, Write Source, and the English 3D instructional programs. Newcomers and students in the Mainstream program will be placed in the appropriate English Language Development level course based on multiple measures, regardless of grade level. The ELD students will develop their listening, speaking, reading, and writing skills as they explore Hampton Brown’s Edge Curriculum. Proper placement of English Learners (ELs) and Long Term English Learner (LTELs) will be emphasized, as the school will take a proactive approach to addressing the needs of all students. The lead teachers and administrators are committed to meeting with eighth grade teachers of the feeder middle schools to ensure proper placement in the high school ELD program. The teachers who are knowledgeable of both the students and the structure of the secondary ELD program will carefully consider work samples, test scores, grades, and personal narratives about the students which will touch upon some of the intangibles that cannot be gleaned from simply looking at a cumulative record.

A Waiver to Basic program option will be explored for students who enter Nava College Preparatory Academy with less than a year of their initial USA enrollment. Nava College Preparatory Academy will work collaboratively to meet the needs of students at the ELD 1A and 1B levels. The vision of this small program within the school's instructional plan will be to provide intense first and second language instruction across all subject areas, preparing the students to be included in the mainstream grade level classes by the beginning of their second year. The English Language Learners who enroll in the program at the school will receive intensive instruction during the regular school day and will be able to take advantage of before school, after school, and intersession enrichment or intervention opportunities to accelerate language acquisition. With this model, the ELD level 1A through 2B students will not lose an additional elective opportunity during the regular school day.

Teachers, students, and administrators will strive to accelerate language acquisition through the programs and strategies employed within the ELD program, allowing students to graduate high school designated as a Reclassified Fluent English Proficient (RFEP) or Preparing to Reclassify Program (PRP) student. LTEL teachers and other core program teachers will regularly discuss and plan appropriate lessons and strategies to further meet the needs of LTEL students. Lessons will include strategies that provide rigor such as scaffolding, the use of Thinking Maps, instructional conversations and collaborative grouping, and academic vocabulary development. The ELD program model will be clearly communicated to students and parents, with the intention to motivate progress through the series of ELD classes so students will have access to the A through G English classes in high school. Parents and students will meet regularly with LTEL designee to discuss reclassification criteria and identify specific areas required by the student to exit the ELD program. In addition, a special emphasis will be placed on the process and goal of Reclassifying or exiting the ELD sequence of classes, with regular recognition and celebration of the students who attain these goals.

AVID

Nava College Preparatory Academy will adopt the Advancement Via Individual Determination (AVID) program to proliferate the wave of Nava students applying to four-year universities. The Nava program's highest aim is for students to complete a college and career pathway as a vehicle to become responsible participating leaders and drivers of our democratic society. Initially, the school will schedule one AVID elective for the ninth grade class, and expand the program to two tenth grade classes as well as one-eleventh grade by the third year operation. The third year will experience additional growth as we will add another section to the ninth grade class and continue the existing clusters of students. Using the model, the high school will have three AVID sections designated for each grade level by the fourth year of operation. AVID teachers will be trained to implement the curriculum with fidelity as well as provide space to personalize the program the NAVA way. Students will learn the skills and the resiliency required to withstand the social, intellectual, and personal demands of preparing for and succeeding in a four-year university of their choice. The AVID class will be designed as a zero or seventh period to allow students the opportunity to take other college readiness electives.

Special Education Inclusion Plan

It is the belief of the Los Angeles Unified School District and the Nava College Preparatory Academy that all of our students with disabilities can succeed in a general education setting. We believe that inclusion will provide opportunities for our students to access the core curriculum and improve academic achievement. Studies have shown that students with disabilities improve and even excel in the general education setting compared to a self-contained/traditional special education setting. Current legislation also encourages that all students with disabilities participate in the general education classroom to the fullest extent possible. The Individuals with Disabilities in Education Act 2004 requires having students in their least restrictive environment and in the general education setting as appropriate. This means that as much as possible, schools are encouraged to have students with disabilities in general education classrooms. Therefore, Nava College Preparatory Academy will establish and provide a fully inclusive program for students with disabilities.

Special Education Program

Students with disabilities will participate in an inclusive learning environment. Students will be included in all academic courses in the general education setting with the support of a credentialed education specialist and a special education paraprofessional.

Within the course of their day, students with disabilities will be provided an intervention course that will be led by an education specialist. This course will remediate students’ deficit skills that impact their access to the general education curriculum. For this course, the education specialist will use a District approved curriculum.

Collaboration Between General Education and Special Education Teachers

The education specialist and general education teacher will co-plan lessons for the inclusive classroom. Teachers will be required to meet on a weekly basis to discuss student progress, plan weekly lessons, debrief about lessons or interventions implemented and the progress of the IEP goals. Teachers will develop lessons that incorporate the Common Core State Standards, aspects of the Universal Design for Learning and the accommodations and modifications designated by each student’s IEPs.

Graduation

The education specialist will ensure that student with disabilities are on track to meet the A-G requirements as outlined by the LAUSD and graduate with a diploma. Progress will be monitored through annual IEP meetings, an advisory period, and meetings with the school counselor.

The education specialist, through the ITP, will ensure that students develop an attainable plan for success in their future endeavors. The education specialist along with the IEP team will help students with career planning, university/community college applications, scholarships, application to trade school, or any other avenue the student wishes to pursue.

Sample Student Schedule

Student Sample Schedule 1

PERIOD	ROOM	COURSE
1	312	HONORS ENGLISH 9A
2	103	HONORS BIOLOGY A
3	318	PHYSICAL EDUCATION
4	201	GEOGRAPHY / AVID
5	309	SPANISH 1A
6	307	HONORS ALGEBRA 1A
7	106	COMPUTER/MUSIC/ART

Student Sample Schedule 2

PERIOD	ROOM	COURSE
1	312	ALGEBRA 1A
2	103	ALGEBRA TUTORING LAB A
3	318	ENGLISH 9A
4	201	PHYSICAL EDUCATION
5	309	BIOLOGY A
6	307	GEOGRAPHY/AVID
7	218	SPANISH 1A

Student Sample Schedule 3

PERIOD	ROOM	COURSE
1	312	ENGLISH 9A
2	103	LANGUAGE & LITERACY
3	318	ALGEBRA 1A
4	201	ALGEBRA TUTORING LAB
5	309	BIOLOGY A
6	307	PHYSICAL EDUCATION
7	218	GEOGRAPHY/AVID OR SPANISH 1A

Student Sample Schedule 4

PERIOD	ROOM	COURSE
1	103	ENGLISH 9A
2	318	PHYSICAL EDUCATION
3	201	ALGEBRA 1A
4	309	ALGEBRA TUTORING LAB
5	307	GEOGRAPHY/AVID OR COMPUTERS/MUSIC/ART
6	218	BIOLOGY A
7	321	SPANISH 1A

Assessment Plan

Nava College Preparatory Academy will utilize its autonomy to construct assessments schedules based on the unique needs of the student population. Once the student population is determined, an extensive review by the School Data Team will be undertaken to determine areas of strength and need. This data will determine the school's master schedule. This data will then be provided and analyzed by the staff to determine appropriate instruction and assessments. The Smarter Balanced Periodic Performance Assessments will be in full implementation. All staff will utilize Understanding by Design (McTighe and Wiggins, 2005) and the Response to Instruction and Intervention (RtI2) framework to align instruction with assessment. Initial evaluation of data will allow for focused instruction in the core content areas. Instruction focused on individualized needs will be applied in each class.

The School Data Team will meet at the beginning of each semester and throughout the school year to determine if the district-required Common Core Smarter Balance periodic assessments adequately measure the Common Core standards for each grade.

Leadership

The mission of Nava College Preparatory Academy is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. The principal must share this philosophy and collaborate with stakeholder to achieve the mission and vision. Criteria to select the Nava College Preparatory Academy principal are based on *Class Description Principal, Secondary School*. The criteria include, but are not limited to:

- The ability to collaborate with stakeholder to implement the school's vision and mission.
- The ability to work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
- Provide leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement.
- Maintains positive public relations and outreach contacts with parents and community groups.
- Provide guidance, supervision, and assistance in instructional practices and curriculum development in a reflective manner.
- Maintain a positive school climate that ensures the safety, health, and welfare of students and personnel.
- Organize and conduct school extra-curricular activities.

In addition to meeting the above criteria, the applicant must meet the required District criteria:

- Ten years of successful full-time public school certificated service
- Ten years experience as a teacher in a K-12 public school program
- At least five years of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc.
- Hold a California Administrative Services Credential
- Have a Master's degree

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

- Understanding of and sensitivity to the needs of the various cultural and ethnic groups comprising the community.
- Knowledge of the District's resources relating to multicultural development and instructional materials.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
- Knowledge of the Common Core State Standards, Teaching and Learning Framework, A-G High

School Graduation Requirements, Costa's Habits of Mind, SDAIE strategies, Thinking Maps, and other instructional initiatives.

Governance

The Nava College Preparatory Academy Governance Council will serve as the voice of the school community. The Council will fairly represent all stakeholders and will make decisions that will ensure that student, parent, teacher, and community needs, concerns and expectations are being met.

The Nava College Preparatory Academy Governance Council will carry out the school's mission and vision by setting school policies guided by the autonomies stated in the Los Angeles Unified School District Pilot School Manual. The Governance Council will have both voting and non-voting members. A representative for teachers from all grade-levels and subject areas, parents, students' from all grade levels, administrators and out-of-classroom staff will be part of the council. The inaugural council will consist of 5-12 members, and the council will expand with the school each year until a complete council is established.

The Governance Council will develop a long-term strategic plan focused on outcomes to guide the overall work of the school as a whole. The Council will maintain the school's mission and vision by:

- Annually reviewing the school's progress on indicators of student engagement and achievement
- Ensuring a plan is in place to address gaps in student achievement;
- Developing school policies;
- Hiring of staff (including principal and teachers) if necessary;
- Evaluating the Principal on an annual basis;
- Approving the annual Elect to Work Agreement

The council will oversee school committees, included but not limited to: Instructional -Leadership Team, Student Intervention, Student Activities, Parent Outreach and Involvement, Talent Management (Hiring), Fundraising, Community Partnerships, School Culture, and Public School Choice Review.

The Nava College Preparatory Academy Governance Council will meet on a monthly basis on the third Thursday of each month. To ensure continued student success, the Nava College Preparatory Academy Governance Council will also hold quarterly meetings with the Governance Council at Julian Nava Learning Academy (School of Art and Culture, Business Technology School).

Rationale for the Autonomous Model Chosen

The Nava College Preparatory Academy writing team has elected to apply for the Pilot School Autonomous model because the Dr. Julian Nava Learning Academy is a feeder to the Nava College Preparatory Academy is a Pilot School. Both the School of Arts and Culture and School of Business and Technology, are also Pilot Schools and have shown high levels of success. We fully intend to embrace the culture that has been established at the middle school level, and work with the community and parents to ensure the expectations of the Dr. Julian Nava Learning Academy continues throughout the four years in high school. We will exercise the five autonomies by leveraging the budget, creative scheduling, hiring unique staff that embraces our school culture, modifying our calendar and curriculum to meet the needs of our students in order to fulfill our mission and vision.

Budget

As the Nava College Preparatory Academy embarks on a four-year journey to develop into a complete 9th through 12th grade high school, special consideration will be placed on setting a strong foundation that will allow the educators to fulfill the vision of the new high school. The strategic development of the high school will be a gradual four-year process that will grow a student body at a shared site from 300-400 students to 1300-1700 students. School start-up funds will be invested heavily in equipment that will support the District's full transition to the Common Core State Standards and relevant curricula. Classrooms will be technologically modernized using the start-up funds, with the installation of ceiling mounted LCD projectors, document readers, projector screens, and other educational technology components to ensure the teachers and students will be able to access the most current resources available. The establishment and

design of state of the art computer lab, classroom computer stations and laptop carts will be another priority in the months prior to the opening day of the high school. These investments will ensure that Nava College Preparatory Academy is properly equipped for the demands of a rigorous curriculum and instructional model for several years into the future.

The proposed Nava College Preparatory Academy will initially staff one school leader, one counselor, one SAA, and between 12-14 teachers to support the students, based on norm tables for PHBAO schools. To address all the needs of a small pilot school in the first year, categorical and per pupil funds will be utilized to hire as many additional teachers as possible to lower class size and offer more intervention and A-G elective options (Arts and other substantive electives) to students as possible. The remainder of the funds in the start-up, categorical, and per pupil accounts will be mostly directed to support the classroom in the form of instructional materials, bilingual teacher assistant support for the English Learners, and professional development. Shared resources must also be accounted for, as the school leadership will explore options to partially fund (0.5 Full-time Employee - FTE, 0.2 FTE, etc.) in collaboration with the Nava middle schools or the collocated comprehensive high school. Additionally, a Nava College Preparatory Academy staff professional development week will be scheduled during the summer, prior to the opening of the school.

As Nava College Preparatory Academy moves forward into year two through four and beyond, the budget will be leveraged to support the entire school community. The school leadership will work closely with the different entities on the collocated campus to ensure the instructional needs of the students are being met as they progress through a high school program that emphasizes a college and career-readiness curricula. Potentially the Nava College Preparatory Academy will grow into a larger comprehensive pilot school, which will bend the description of the original spirit of the pilot school model. On the other hand, the Nava College Preparatory Academy may morph into a collection of inter-connected small pilot schools, following the Nava Learning Academy (middle school) School of Arts & Culture and Business & Technology School model, sharing teachers, students, support staff, and other resources.

Nava College Preparatory Academy Elect to Work Agreement 2014-2015

Introduction

Nava College Preparatory Academy (NCPA) is a grade 9th – 12th Pilot School within Superintendent's Intensive Support and Innovative Center (ISIC) in the Los Angeles Unified School District (LAUSD), which by union contract with United Teachers Los Angeles (UTLA) has been granted increased autonomy and flexibility to be a site for educational innovations. As a Pilot School, Nava College Preparatory Academy has autonomy on curriculum and assessment, professional development, school calendar, scheduling, budgeting, staffing, and governance. As a Pilot School, the primary decision-making body of NCPA will be its Governing School Council. The Governing School Council will be comprised of administrators, teachers, parents, students, and community members who will approve the budget, policies, and annual Elect-to-Work Agreement at the end of each school year, while maintaining the mission of the school. Teachers at the Nava College Preparatory College will subscribe to the vision and mission of the school and participate in the development of a collaborative, professional community.

Mission Statement

The mission of Nava College Preparatory Academy is to nurture students who are intrinsically motivated to prepare themselves for college and their future careers. By integrating relevant thematic units and real world applications through an emphasis on developing artistic talent and exploring multicultural studies, students will understand civic responsibility and the impact they can make on the global network as genuine agents of change.

Designed as a community-based school, we will welcome all cultures and ethnicities, community stakeholders, and constructive ideas to help promote the success of the students and the establishment of a solid college-going culture. Educators will work collaboratively with each other and community partners to deliver locally designed and enhanced lessons, which utilize proven instructional strategies and theory. The success of the school will rely on the commitment and inspiring partnerships formed between the focused student body, passionate staff, skilled faculty, dedicated parents, and involved community members.

Vision Statement

The vision of Nava College Preparatory Academy is to nurture, intrinsically motivate, and prepare all students for college and their future careers. This school will be designed as a community-based school. Nava College Preparatory Academy will welcome all cultures, ethnicities, and community stakeholders. We will embrace all constructive ideas and help promote the success of the students and the establishment of a college-going culture. The success of the school will rely on the commitment and inspiring partnerships formed between the focused student body, passionate staff, skilled faculty, dedicated parents, and involved community members.

Our teachers and school leadership will actively collaborate with the middle school leaders who will prepare students in the years before matriculation to our high school. We will also foster synergistic

relationships with the lead teachers and administrators of the small learning communities of the local high schools, which our students will attend.

Additionally, the vision of Nava College Preparatory Academy will place the individual child as the primary focus, where all stakeholders strive to help students to both articulate and achieve their learning goals. Teachers and school leadership will promote the highest expectations and success of all members of the school community to collectively develop the students into lifelong learners. Students will benefit from the personal learning environments fostered by the dedication of teachers who work cooperatively to promote academics across the curriculum through the lens of arts and culture. By connecting the stakeholders of Nava College Preparatory Academy to the network of local community resources, and elementary and high schools through authentic, meaningful interaction will help to establish this institution as the flagship educational complex and model of excellence for the Los Angeles Unified School District. Purposeful collaboration with teachers, parents, and school leadership from all the schools within the feeder pattern will provide a seamless transition for students as they progress from Pre-Kindergarten through high school graduation and beyond.

THE SCHOOL DAY

Student Hours:

For the 2014 - 2015 school year, school hours on Tuesday, Wednesday, Thursday, and Friday will be from 7:45 AM – 2:40 PM.

On Monday, the school day begins at 9:45 AM and ends at 3:30 PM.

Teacher Hours:

Monday 7:35 AM – 3:40 PM (7:45 – 9:40) for Professional Development

Tuesday 7:35 AM – 2:50 PM

Wednesday 7:35 AM – 2:50 PM

Thursday 7:35 AM – 2:50 PM

Friday 7:35 AM – 2:50 PM

Planning time is scheduled for teachers from 7:30 to 7:45 daily. In addition to planning, teachers are required to read all school communication (email/memos/website) before 7:35 AM.

All staff will be responsible to sign-in by 7:35 AM in the Welcome Center, and sign-out at the end of the day.

STAFF SELECTION

Based on the philosophy and small size of the pilot school, teachers are expected to teach more than two subjects throughout the day. Staffing priority will be given to multiple subject credential holding teachers to meet the needs of the sixth grade positions. Staffing priority will be given to teachers who possess more than one single subject credential to meet the needs of the seventh and eighth grade positions.

Terms and responsibilities for the school year:

- All teachers will participate in three district allocated professional development days before the beginning of the instructional school year.

- As part of the school's emphasis on increased community engagement, all teachers will be expected to participate in more than four after school/weekend/evening events for parents and families.
- All teachers will collaborate and communicate with peers to design curriculum to ensure consistency in instruction within grade level or department on a weekly basis.
- All teachers are encouraged to participate in home-visits of underperforming students, as needed.
- All teachers will serve primary leadership roles on one school committee, and join at least one other committee in a non-leadership, participant role.
- All teachers must check email before 7:35 am and visit the school website and teacher blog page daily (once it is launched) to read important notices and upcoming events, and participate in on-line discussions.
- All teachers will communicate in a professional and timely manner with parents and staff via telephone, emails, and online web sources.
- All teachers will participate in a "living classroom laboratory"- teachers will have their doors open for their peers to observe effective strategies during their conference period.
- All teachers will use their conference period to observe effective strategies of their peers across departments and grade levels on a monthly basis.
- All teachers will present their best practices and/or lead workshops at least once a semester at staff meetings or departmental meetings.
- All teachers will implement the strategies presented in professional development, such as the Teaching and Learning Framework, English Learner Master Plan, Common Core State Standards, Blended Learning, strategies to implement technology in the classroom, SDAIE, Thinking Maps, Adaptive Schools strategies, Project-Based Learning, Interactive Notebooks, and Backwards Planning.
- All teachers will submit a course syllabus to the lead administrator, outlining the grading procedures, units of study, and major assignments to students, parents, and administration, on or before the first day of the semester.
- All teachers will produce and teach at least one interdisciplinary lesson or unit during the course of each school year and submit these lesson and unit plans to the school curriculum library.
- All teachers are expected to model professional dress that is appropriate for school activities.
- All teachers will participate in all school-wide, site-wide, departmental, and grade-level professional developments opportunities.
- As part of the increased accountabilities of this pilot school, teacher attendance is expected to align with the superintendent's approved performance metric of 96%. (Teachers will not have more than 7 absences per school year).

Extra Duty Time

- All teachers will participate in Open House, Back-to-School night, parent conferences, and at least six other family nights and/or community events, such as school-wide extracurricular events on some Saturdays, including school sports, academic celebrations and cultural events.
- Compensation for additional hours: Every effort will be made to compensate teachers above and beyond all hours required by the UTLA contract. Compensation will depend on availability of funds.

SCHOOL CALENDAR:

Nava College Preparatory Academy will follow a modified-traditional calendar based on a LAUSD traditional calendar, sharing the same holidays. There will be 180 days of instruction and two pupil free days. Teachers will have additional professional development opportunities in the summer depending on district allocated funding. School hours are 7:45 AM until 2:40 PM (Tuesday – Friday), 9:45 AM – 3:30 PM (Monday). NCPA students will have a late start on Mondays at 9:45 AM so that faculty can have time for professional development and common planning. NCPA faculties will meet daily at 7:30 – 7:45 for common planning, grade level collaboration, mixed grade collaboration, and/or classroom preparation.

SALARY, BENEFITS, SENIORITY, AND MEMBERSHIP IN BARGAINING UNIT:

Nava College Preparatory Academy teachers will continue to accrue seniority within the district as they would if working elsewhere in LAUSD. Anyone hired as a NCPA teacher will receive wages and benefits established in the LAUSD-UTLA Collective Bargaining Agreement. Teachers will continue to be members of the UTLA bargaining unit. NCPA teachers may receive compensation for additional hours worked above and beyond those required hours in the LAUSD-UTLA Collective Bargaining Agreement (does not include after school professional development). Additional salary may be in the form of stipends, coordinator ships or hourly rates as determined by the governing board.

VOLUNTARY TRANSFER AND EXITING:

You may voluntarily transfer from NCPA at the end of the school year. When voluntarily terminating your service at NCPA, you are asked to inform the principal verbally and in writing by the end of spring break of your final year of service at NCPA. Permanent teachers may unilaterally excess themselves from NCPA following the Voluntary Excess timeline set forth annually by LAUSD. Similarly, NCPA may unilaterally excess you within the Involuntary Excess timeline set forth in the annual LAUSD Staffing Calendar. In the event of such action, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures of the LAUSD - UTLA contract.

RELEASE OF STAFF:

According to the autonomies set forth by the governing board, the Principal may release staff members that are unwilling to support and implement the vision and mission of the NCPA. The release of staff will follow the guidelines as set forth by the LAUSD-UTLA contract and personnel policies of LAUSD. NCPA may transfer employees when such action is deemed to be in the best interest of the educational program of the school. 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. In such cases, the District and school shall assist the employee in securing an appropriate placement (nothing prohibits the employee from also pursuing placement.) Within five (5) working days after receiving notice of such a transfer, a unit member may request in writing to engage in NCPA approved Internal Appeals Process (IAP), as set forth in the Internal Appeals Process outlined in Article IX, Section G in the LAUSD/UTLA Memorandum of Agreement concerning Pilot Schools.

ABSENCES AND COVERAGE:

NCPA firmly believes that students do their best work when their teacher is present. Teachers will not have more than 7 absences per school year. Teachers should make every effort to make appointments for after the school day. As per LAUSD's policy, jury duty should be scheduled for off times as to not

interfere with the instructional day of the NCPA students. When possible, the School office manager should be notified the day before an absence. It is the teacher’s responsibility to contact the sub-desk to arrange for a substitute and notify the school office manager before 6:30 AM the day of absence. Lesson plans and seating charts for a substitute must be emailed to grade-level or department team, office manager, and principal before 7:35 AM on the day of the absence.

DISPUTE RESOLUTION:

The NCPA has an internal appeals process in accordance with the LAUSD–UTLA contract. Teachers, with union representation, may appeal any decision that they feel is unjustified.

PERFORMANCE EVALUATION:

To evaluate teachers, the School Governance Council will develop a rubric based on the California Standards for the Teaching Profession and the teacher responsibilities in this Elect to Work agreement. In order to provide a comprehensive evaluation, the principal will also partake in co-teaching a lesson with the teacher. Teachers will receive at least four formal evaluations in conjunction with weekly informal observations throughout the year. Written feedback on all observations will be provided in a timely manner. Additionally, the teachers and administrator of JNLA, School of Arts and Culture will participate in the EGDC, Educator Growth and Development Cycle, of LAUSD’s Supporting All Employees Initiative.

Annual teacher performance evaluations will be based on a combination of the school district’s Stull evaluation, the site-developed rubric based on the aforementioned teacher responsibilities in this Elect to Work agreement, Academic Growth over Time data, the Educator Growth and Development Cycle, and formal/informal evaluations throughout the school year.

SIGNATURES:

I voluntarily elect to work Nava College Preparatory Academy. By signing this document, I acknowledge that I have read and understand all of the provisions of the NCPA, Elect to Work Agreement and I agree to all aforementioned terms.

Name (print)

Signature

Date

Principal’s Name (print)

Principal’s signature

Date