

## PILOT SCHOOL PROPOSAL: NEW OPEN WORLD ACADEMY (NOW)

### 1. Overview of the Pilot School

**A. Name:** New Open World Academy (NOW)

**B. Grade Span:** K-12

**C. Enrollment schedule:** NOW Academy will open with grades K-3 in September 2009, roll out grades 4-6 in 2010, then roll out one additional grade per year (7-12) finishing in 2016.

\*If the situation warrants, we can accelerate our rollout schedule (4-12) by 2010.

### 2. School Vision

#### A. Mission/Vision

##### Mission

The technology driven New Open World Academy (NOW) mission is to produce students who are focused on social justice, are ecologically conscious, and college-ready.

We welcome all nationalities, engendering respect for all cultures. NOW is focused on the whole development of the child, aiming to equip every pupil with the essential skills for lifelong learning. The success of the school relies on its progressive curriculum, innovative technologies and the active partnership of the K-12 student body, professional faculty, committed staff, parents and community.

##### Vision

The main goal of NOW is to develop globally-minded, technologically-proficient students who recognize their common humanity and shared guardianship of the planet. A key component of this vision is to ensure that students move beyond an understanding of social justice and equality to a point of empowerment, where they become active participants in changing our world.

Students from the NOW Academy will gain experience in learning how to act, individually and collectively, to address issues of injustice, both locally or globally.

The NOW Academy will provide the technological tools and assistance essential to assuring that all students will meet the California State Standards and the A – G course requirements for college admission. All students, (including English Language Learners and special needs students), will have online access to the general education curriculum. Students will use online access to view textbooks, produce assignments, take assessments, create projects and portfolios, and communicate with teachers and peers. As part of our “greener world” curriculum, students will be directed to internet programs designed to aid them in becoming environmentally aware. With students becoming a more conscientious participant in their community, positive changes towards creating a healthier more resourceful life can take place.

NOW Academy will promote positive, tangible environmental change in the world while teaching students to actively participate in their communities, saving the earth and its resources. The students at NOW Academy will be exposed to an integrated curriculum including project-based assignments and assessments. The project-based work emphasizes real life connections and teaches students to work in teams respecting each other and the environment. Students will also develop a better understanding of different cultures and collaboration in their mostly Latino and Korean community.

All students will become multilingual in English, Spanish and Korean, with instruction beginning in kindergarten. Fluency in more than one language is an essential characteristic of a global citizen.

Beyond academics, students will participate in yearly community service/service learning projects as well as internships, work experience, outdoor education (ECHO) programs, College Readiness (SOAR) programs, and other off site opportunities.

NOW Academy's safe, small family-oriented environment will nurture students from kindergarten through matriculation. NOW Academy has high expectations for our students and will help them become problem solvers and critical thinkers. Our goal is that all of our students exceed the A-G requirements and will have numerous pathways when seeking higher education opportunities and careers.

### 3. Curriculum and Assessment

#### A. Instructional Philosophy

We believe that **all** children acquire and retain knowledge through interacting with each other. Our experiential project-based learning uses technology to open the world to **all** children enabling them to learn and develop their natural curiosity. Education at the NOW Academy is more than the acquisition of knowledge. It includes the processes of inquiry, discovery, and application.

Our goal is to embed technology into every aspect of our curriculum so that computer science becomes second nature. We will be using technology programs such as Project LIVE, iREAD and podcasts to enhance the instructional program. These programs are proven in making dramatic increases of up to 30 points in standardized tests scores for **all** students - including English Language Learners and special needs students Apple Computer Inc., (2007). *Profiles in success*: Escondido Union Elementary School District).

Using the educational philosophies of Bruner, Gardner, Krashen, and Papert, starting in kindergarten through senior year, students will be able to incorporate, utilize, and adapt technology while learning languages, environmental/science studies, social justice, humanities/cultural studies, mathematics, and the visual and performing arts. NOW believes that a nurturing positive community creates an ideal environment for learning and achievement.

As a pilot school, the connection to community is imperative to the school's success. Our K – 12 school is an inclusive family with older students mentoring younger students, while continually interacting with the larger community through parental involvement in teaching and learning. Research shows that students who teach their peers have higher assessment scores; in fact, all students will exhibit improved comprehension and mastery of the material. Due to the diversity of the NOW community, students will begin their Spanish and Korean studies in kindergarten. At NOW Academy, learning will be more than mastery of facts and techniques. In addition to classroom projects and assessment, students will participate in internships, service learning and work experiences in the community.

NOW will help children cultivate multiple intelligences through project-based acquisition of knowledge. Bruner's strategies indicate that there must be relevance to real life situations in all curricular fields. Our elementary students will learn languages through practical application in cooking, physical education, and visual/ performing arts; this allows students to develop skills in natural, relevant situations. According to Krashen, this is the best method for young students to acquire language.

Using Papert's(2003) constructivist technology strategies, students will become computer literate and able to incorporate technology into all of their studies. An example would be using Microwords, programming software for children, to construct a rendering of a house that students like. The teachers, students, and community are the driving force of the instruction and curriculum. Teachers will deliver instruction in their area of passion and expertise. Professional Team teaching strategies and block scheduling will be utilized in grades K--12.

Children learn through emotional attachment to subject matter. Thus, the curriculum will draw from and celebrate the cultures of the local community. Parent and community participation will be an essential component of the NOW Academy.

The curriculum will focus on the A – G requirements, social justice/global awareness and environmental science. Social justice/global awareness has many forms, including responsibility to others and responsibility to the environment. The visual and performing arts, literature and music will be embedded in the curriculum.

Service learning introduces students to volunteering programs like volunteering with Friends of the L.A. River or the Constitutional Rights Foundation. In addition, students will take multiple courses on issues of social justice such as justice, law and society or cultural awareness electives such as Mexican and Latin American studies. The environmental focus of NOW’s coursework will emphasize each student’s responsibility to the rest of the world and future generations. Environmental studies will span all grades and include creating gardens, learning in the field, exploring alternative forms of energy, and learning how to stay “Green”, as well as middle school, high school, and University courses dealing with the environment. Hands-on environmental science will occur during ECHO weeks, our outdoor education component.

**B. How will you use instructional and curriculum autonomy to maximize student learning?**

The NOW Academy will use curriculum and instructional autonomy to maximize student learning. School-wide curriculum and instruction autonomies include: project based learning, block scheduling, smaller class sizes, service learning, team teaching, electives that articulate the themes of social justice/technology/environmental science. These autonomies will enable us to select, develop and implement curriculum and instructional strategies for a more pertinent state-of-the-art curriculum.

We will provide internships and Pepperdine University classes for 11<sup>th</sup> and 12<sup>th</sup> graders. We will help each student maximize their potential, especially those with special needs and English language learners, by providing a lap top for each student and embedding technology to enhance access to the curriculum and further the understanding of the curriculum for grades K-12. (See Appendix D)

NOW Academy provides more than the A-G requirements; we instill in students a firm focus on social justice by connecting historical background to real life situations. Not only is social justice emphasized by our embrace of all the diverse cultures of our students, community and global society, but we also include social justice units in each grade level through electives, curricular materials, and most importantly projects. Throughout the grade levels, project-based learning, service learning and internships empower students to be positive forces in our environment.

**C. What are students expected to know/be able to do, upon graduation from your school?**

Upon graduation from the NOW Academy the students will have the knowledge to:	
Be successful honorable environmentally aware global citizens	Develop, plan, and implement projects in environmental science and social justice/global awareness
Love of learning	Be multilingual
Be stewards of the Earth’s environment	Flourish in the career path
Lead and develop human rights projects	Use technology to create and present professional multi-media presentations
Appreciate that each human being can	Attend and be successful at Pepperdine or

<p>offer something to society that makes it a better place to live</p> <p>Be technologically literate</p> <p>Pass CAHSEE and all classes needed to complete the A - G requirements with a "C" or better</p>	<p>the college of their choosing</p>
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#### **D. Describe the core academic curriculum.**

As practitioners in the field, each having 10+ years of experience and many with National Board Certification we unequivocally state that it is necessary to use a combination of traditional, progressive and constructivist methodologies in order for all children to succeed. Furthermore, brain research shows that the brain processes wholes and parts simultaneously and that learning is enhanced by challenge and inhibited by threat. Each child's brain is a unique; therefore, at the NOW Academy our curriculum will utilize a combination of a constructivist approach along with traditional modes of learning basic skills.

The core academic curriculum at the NOW Academy will be based upon the California and National Standards infused with technology. Research shows that oral language is the foundation for all elements of early literacy learning. Thus the kindergarten through second grade integrated language arts program will have an emphasis on phonemic awareness, vocabulary development, and language acquisition. To this end the NOW Academy will follow the California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) programs. The CELL (kindergarten through second grade) program includes; oral language, phonological skills, reading aloud, shared/guided/independent reading, interactive writing/editing, and independent writing, In third through fifth grade(ExLL) the integrated curriculum includes: phonological skills, read aloud, shared/directed reading, shared/directed/independent reading, directed/independent writing, and oral presentations(<http://www.cell-exll.com>, 2008). The students will be able to apply their knowledge of phonological skills and comprehension strategies to all areas of the integrated project-based curriculum including mathematics, science, physical education, social science, and visual and performing arts. Technology, social justice/global awareness and environmental studies will be interwoven throughout the entire curriculum kindergarten through graduation.

In Kindergarten through twelfth grade the three main tenets of our social justice curriculum are citizenship, service learning, and human rights. Starting in kindergarten students will receive daily instruction in respect and responsibility for themselves, their families and the school community. In the fifth grade the multimedia presentation, a promotional requirement, asks students to answer the question: How am I a global citizen? By the twelfth grade students in their graduation project will answer the question: What have I done as a global citizen? What plans do I have to continue? Their presentations must include examples of their service learning projects and how they made a difference in their community.

In order to facilitate an integrated curriculum and a collaborative professional community of learners a block schedule will be implemented K – 12. This will allow staff members to co-create, plan, develop, modify, and adapt curriculum to ensure best practices. Teachers will be teaching in their areas of passion. For example in the elementary school, teachers will either teach integrated Language Arts/social science/social justice or math/science.

Our core academic curriculum will be experiential project based which will be taught under overarching themes. For instance, in first grade one of the themes is Citizenship. Students will be reading and writing stories about good citizens in our classroom and community. To demonstrate that students

understand citizenship they will do service -learning projects with their NOW Time Team members such as raising money to assist The Friends of the Los Angeles River clean up the environment.

### Language Arts

Some of the resources we will use will include leveled readers, literature in various forms (fiction, non-fiction, newspapers, magazines and codebreakers). Technological tools that will be used will include: Starfall.com, A – Z reading, Renzoulli, Accelerated Reader, iRead, iChat, iLife, and Podcasts.

### Mathematics

The NOW Academy will incorporate the math standards as outlined by the National Council of Teachers of Mathematics (NCTM) and the California State Mathematic Standards. We know that real learning occurs through a process that involves exploring, discovering, and making connections with real life. While we expect our students to learn basic computational functions, we encourage them to develop deep understanding of mathematical concepts and processes by applying different mathematical approaches to solving real world problems. Tools that ENSURE mastery of the standards and the real life applications of math are: Math Their Way, Touch Math, Accelerated Math, and ST math. Students will use mathematical concepts to solve and practice mathematical questions. Students will measure angle and slope of stairs, area of classrooms, and rays and lines of objects in the classroom. All of the resources incorporate direct and guided instruction and independent exploration and practice.

Time	Monday/Wednesday	Tuesday/Thursday
8:30-10:00	Integrated Language Arts/Social science/social justice <i>K/1 Phonemic Awareness (30 mins.)</i>	Integrated Math/Science Literacy <i>K/1 Phonemic Awareness(30 mins.)</i>
10:00-10:20	Recess	Recess
10:20-10:50	Spanish/Korean Language Studies/ Intensive ELD for newcomers <i>Social Cultural Consciousness Theme</i>	Spanish/Korean Language Studies/Intensive ELD for newcomers <i>Environmental Science Theme</i>
10:50-12:00	Integrated Language Arts/Social science/social justice	Integrated Math/Science
B12:00-12:40	Lunch	Lunch
12:40-1:40	Technology/Projects	<i>(Tues. 12:40-1:10)</i> Technology/Projects
1:40-2:00	PE	PE <i>(Tues. no PE)</i>
2:00-2:50	Social Studies/ELD/Art	Science/ELD/Art <i>(Tues. 1:10-1:55)</i>
2:50-3:00	Community Closing	Community Closing

## Science

The NOW science curriculum aligns with the California and National standards. Teachers and students will be provided with curriculum materials that actively engage students in making sense of science skills and concepts. Our program will be comprehensive and inquiry-based to prepare students for college, careers, and citizenship. Some of the resources we will use are FOSS kits, Gems, JPL science curriculum, and a plethora of literature.

Spanish, Korean, and Intensive ELD classes will include a combination of speaking, reading, writing, and listening. Content will be focused around themes of social consciousness, math and science. Students will learn about the background and culture so that they will practice using language in meaningful settings. Parents, teachers and community members in collaboration with certificated staff will teach elementary classes.

\* *Before School Programs 7:00-8:30 am After School Programs 3:00 – 6:00p.m.*

**Global Awareness Fridays** is a day where all grades levels come together to learn about each other diverse cultures and celebrate the world and how we are all interrelated. NOW Team time and Moot Court are an integral part of Global Awareness Fridays.

**NOW Time:** Every Friday morning students k-12 will meet in multi-grade level groups, beginning the year with team building and moving through the year planning, developing and culminating in community service projects and fundraisers.

**Moot Court:** Grade levels will explore and, gather support court cases on social issues. For example, students in third grade will work on the concept of if they agree/disagree that the first three words of the constitution “We The People” are the most important. Groups of students will present multi-media presentations debating an issue. Moot Court will build: oral presentation, language, and social justice and citizenship skills, while gaining respect, responsibility and empathy for others.

Time	Global Awareness Fridays
8:30-9:15	NOW Team Time ( <i>Blankets For Buddies</i> )
9:15-10:00	Elective I ( <i>Cultural Dance</i> )
10:00-10:20	Recess
10:20- 11:10	Elective II ( <i>Agricultural Studies</i> )
11:10-12:00	Elective III ( <i>Nutrition &amp; Wellness</i> )
12:00-12:40	Lunch
12:40-1:20	Environmental/Global Awareness Presentations
1:20-2:30	Moot Court

Elementary electives will focus on the cultures, geographical, and environmental aspects of different continents for one to two months. Electives will run on a two month cycle. Elementary students will choose three electives for each rotation. Below are a few examples of our elementary electives curriculum.

S. America Sept.	Africa Oct.	N. America Nov.	Antarctica Dec.	Asia Jan./Feb.	Europe March/April	Australia May
<p><b>Agricultural Studies:</b> <i>Students will learn about the various agricultural and environmental aspects of a continent. They will learn why certain foods are grown and how they benefit society. They will work in the school garden and use their harvest to prepare nutritional foods with the assistance of community restaurateurs.</i></p>				<p><b>Cultural Visual Art:</b> <i>Students will learn the origins of, view, and produce visual art projects. They will learn about the tools and different techniques artists use to produce pieces of artwork from professional artists in collaboration with certificated staff.</i></p>		

6<sup>th</sup> -- 12<sup>th</sup> Grade Core Curriculum

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>-Humanities Core Double Block <i>The Ancient World: Myth and Reality</i></li> <li>-Environmental Science</li> <li>-Social Justice Elective Options</li> <li>-Math – 6th grade, Pre-Algebra, Algebra 1</li> <li>-Physical Education</li> <li>-Study Skills 1A/ Spanish Korean 1A</li> <li>-Advisory/NOW One World</li> <li>-Technology Electives 1A</li> <li>-Art Electives 1A</li> </ul>	<ul style="list-style-type: none"> <li>-Humanities Core Double Block <i>The World: Medieval to Early Modern Democracy</i></li> <li>-Health/Life Science</li> <li>-Social Justice Elective Options</li> <li>-Math – Pre-Algebra, Algebra 1, - Algebra 2</li> <li>-Physical Education</li> <li>-Study Skills 1B/ Spanish Korean 1B</li> <li>-Advisory/NOW Time</li> <li>-Technology Electives 1B</li> <li>-Art Electives 1B</li> </ul>	<ul style="list-style-type: none"> <li>-Humanities Core Double Block <i>Designing a Nation</i></li> <li>-Science – Physical science</li> <li>-Social Justice Elective Options</li> <li>-Math – Algebra 1, Algebra 2, Geometry</li> <li>-Physical Education</li> <li>-Foreign Language – Spanish - Korean 2 AB</li> <li>-Advisory/NOW Time</li> <li>-Technology/Portfolio: <i>Multi-media Presentation Development Double Block</i></li> </ul>

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>-Humanities/Double Block – <i>Global Awareness</i></li> <li>-Environmental Science, -Life Skills /Health</li> <li>-Math – Algebra 2, Geometry, Trigonometry</li> <li>-Physical Education</li> <li>-Spanish/ Korean 3 AB</li> <li>-Advisory/NOW Time <i>Technology Elective Double Block</i></li> </ul>	<ul style="list-style-type: none"> <li>-Humanities/ Double Block – <i>The Modern World Today</i></li> <li>-Biology</li> <li>-Social Justice Elective Options</li> <li>-Math – Geometry, Trigonometry, Calculus</li> <li>-Physical Education</li> <li>-Spanish/Korean 4AB</li> <li>-Advisory/NOW Time <i>Art Elective Double Block</i></li> </ul>	<ul style="list-style-type: none"> <li>-Humanities/Double Block – <i>We The People</i></li> <li>-Chemistry/College - Science Class</li> <li>-Social Justice Elective Options</li> <li>-Math – Trigonometry, Calculus, College Level Math</li> <li>-College Elective Options (Optional additional internship time)</li> <li>-College Level Spanish/Korean or third language</li> <li>-Advisory/NOW Time <i>Internship Double Bloc</i></li> </ul>	<ul style="list-style-type: none"> <li>-Humanities/ Double Block <i>Global and American Perspectives on Democracy</i></li> <li>-Physics or College Level Science</li> <li>-Social Justice Elective Options (may be College Course) or Internship</li> <li>-Math – Trigonometry, Calculus, College Level Math</li> <li>-Physical Education</li> <li>-College Level Spanish/Korean or third language</li> <li>-Advisory/NOW Time <i>Portfolio Preparation Internship Double Block</i></li> </ul>

See Appendix D for Course Descriptions

### E. What community/work-based learning opportunities will be provided and at what grades?

Research shows that students are more engaged and retain knowledge better when it is embedded and emphasizes real life applications. Therefore, we will include project-based learning and work-based learning whenever appropriate. For example:

**Community Service** K-5: Teacher lead group projects: for example the 4<sup>th</sup> and 5<sup>th</sup> classes hold a book drive to collect books for a homeless shelter. 6-8 (20) hours per year/individual projects. 9-12 (30) hours per year/individual projects

**Internships/ Apprenticeships** Internship coordinator who will assist students in securing internships with community organizations such as: Apple Computer, Constitutional Rights Foundations, Friends of the LA river and Museum of Tolerance.

**School Based Enterprises** NOW Time. Multi-age grade groups that develop plan and execute service learning projects such as a career fair, *AIDs LA fundraiser*, *Blankets For Buddies*, *Alex's Lemonade Stands*.

### F. Describe the electives curriculum

#### Elementary See 3D

**Middle School and High School** NOW Academy electives will focus on social justice/global awareness, visual performing arts, technology, and general electives. Below is a sample of electives offered (for elective descriptions see Appendix D).

#### 6-12<sup>th</sup> Grade

Social Justice/Global Awareness	Visual Performing Arts	Technology	Other
Justice, Law, and 1. Society Law and the Administration of Justice African/African American History Comparative Religions Cultural Anthropology HerStory History of the Middle East Mexican/Latin American Studies Tutoring for Tomorrow Law and Youth	Dance 1 & 2 Chorus Beginning Orchestra Advanced Orchestra Theater Stage Design Studio Art 1 & 2 Art History Digital Art Painting 1& 2 Drawing 1& 2 Photography 1 & 2 Film making 1 &2	Computers 1& 2 Multimedia presentation 1 & 2 Website Development Computer Graphic/Animation 1 & 2 Game Design Multimedia publishing 8 <sup>th</sup> & 12 <sup>th</sup> grade Multimedia Portfolio/Projects	Yearbook Journalism Leadership College Peer Counselors Internships/ Work Experience

Constitutional Law Asian American Studies			
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**G. Describe the school's approach to literacy and numeracy instruction across the curriculum.**

K-12 curriculum will be experiential project-based whereby students will be interweaving literacy and number concepts throughout the entire school day. Based on Bruner's spiral curriculum starting in Kindergarten, students will receive intensive phonemic awareness, language instruction and number sense on a daily basis. Once students have mastered phonemic awareness and number sense they will proceed to math mastery skills and literature circles/book talks that coincide with and are continued from the primary grades phonemic awareness and number sense time. Depending on the students' ability level there will be purposeful scaffolding strategies to enable students to meet grade level State Standards. For instance, as students become more proficient readers they will move from guided reading to literature circles and reading for information across the content areas. See 3D.

**H. How will you involve community resources to enhance the curriculum? See 10A**

**I. How will your school close and ultimately eliminate the race achievement gap?**

Historically, impoverished communities have experienced improved conditions through reinvestment from those who have successfully risen from within. Beginning in Kindergarten, students at the NOW Academy will be exposed to successful community members, who will display proper avenues to succeed. Such exposure is designed to aid in lessening, and hopefully eliminating, the race achievement gap. The Organization team will collaborate with teachers and staff to provide a passionate and caring environment, which will follow students' progress from kindergarten to 12th grade. Individualized attention to students, especially those considered "at risk", will ENSURE an emotional and social well being for the entire population. With the help of Pepperdine students, our Mentor Program will partner students with similar cultural backgrounds, providing positive and successful role models. The purpose here is to encourage NOW students to strive for greater achievement, ideally to pursue higher education. To further appreciate the cultural differences that the world encompasses, we will use technological programs to give students the optimum opportunity to evolve into successful global citizens. We will bring in community resources in conjunction with Title I to provide as needed: childcare programs, parent education, nutrition, health, guidance, tutoring, and home visits. The NOW Academy will tailor all interventions to the particular needs of the child and their family.

**J. How will the curriculum address the needs of English language learners/students with special needs?**

There will be class sizes of 17 or less to allow for differentiation and individualized instruction. Cooperative model special needs classes will have lower class sizes of 12-14 (see 4D). We feel that this inclusive model at an early age will provide the extra assistance that students with special needs require so that they can successfully access the general education curriculum along side their typically developing peers. NOW Academy will offer Spanish and Korean content classes to challenge gifted students and provide content area access for newcomers while they transition into English. Bilingual teachers and paraprofessional will assist students in their classrooms with primary language support. There will be after school, before school and summer intensive English Language development classes that will focus on vocabulary and oral language development, reading and listening comprehension and speaking. There will be daily English language development (ELD) instruction.

The NOW Academy's project-based experiential curriculum will include thinking maps, realia, tiered assignments and hands-on learning. The NOW Academy will use technological resources such as iRead, Accelerated Reader and Accelerated Math, which have been proven to work with ELL and special need students.

## K. Assessment Philosophy:

The NOW Academy believes that multiple measures of formal and informal assessments are necessary. We will use the data from all assessments for goal setting, planning, adapting/modifying curriculum/instruction and meeting the needs of all learners.

The NOW Academy believes that a combination of traditional standard based assessment, criterion-referenced assessments; project-based/performance assessments and ongoing (**formative**) assessments are necessary to obtain a complete picture of students' needs. When considering this variety of assessments, the NOW Academy considers the project-based assessment to be crucial because they determine whether the child can apply learned knowledge. We believe it is important to assess the development of **cognitive, social, physical, and emotional growth** in children. The **process** students take in solving problems, creating products, and arriving at answers is vital to the assessment process. These domains can be measured through patterns in persistence as well as **interactions** with peers. We also believe in measuring the **forms** of student responses. Students should work in a variety of modes of learning, however students have the opportunity to be measured from their modality of strength. To that end, besides the traditional grading system utilized in LAUSD and **summative** electronic portfolios, parents will receive trimester narrative reports.

These reports will specifically detail successes and areas of growth across the curriculum. Narrative reports and electronic portfolios will be vital components of the cumulative record and will accompany the traditional transcript to colleges and universities. The NOW Academy believes that assessment ENSUREs that teachers have accountability to communicate with students, parents, and other professionals.

NOW Academy realizes that it is important to use a variety of strategies to assess. Students will set **goals for learning** each trimester and participate in the creation of grading rubrics. They will **self-assess** and reflect in their own accomplishments. Using explicit standards and expectations, students will make use of **criteria charts, rubrics, and models** to demonstrate mastery of the California Content Standards.

Through the data gathered from **formative assessments**, teachers will improve instructional methods and student feedback. Learning begins by first understanding the background of students. Through the use of a **home survey**, teachers will establish a school/home connection, and allow parents to participate in setting goals for their children. **Anecdotal records** will allow teachers to observe and monitor growth in students. **Observations** in the areas of oral, written, and performance will be utilized. Data gathered from these assessments will be used to determine whether students are making adequate growth during the year. Based on the data, the teachers will adjust instruction, use intervention strategies, or differentiation strategies to allow students opportunities for optimum growth. **Performance assessments** will be used to measure for mastery. Students will create **electronic portfolios** to demonstrate growth and mastery of grade level standards.

We realize that **summative tests** have limitations, however they do provide valuable data on instructional programs and services being implemented. Through the use of **unit assessments, diagnostic assessments, and standardized testing**, we will evaluate how the programs are meeting the needs of all students. The **data** will guide our curricular and instructional decisions for students as a whole as well as individuals. The faculty will be meeting weekly to analyze and discuss how to adjust curriculum and assessment tools, and determine best practices for instruction. Curriculum and assessment will always evolve to meet the needs of the ever-changing student body.

## L. How will your school use assessment autonomy to maximize student learning?

The current grading system and "canned" pre-set comment codes utilized by LAUSD do not provide significant information to students or parents as to their progress in any class. Therefore, the following assessment strategies will be implemented to create a superior assessment reporting system.

Parents will have total online access to students grades from beginning of trimester
Addition of plus (+) and minus (-) to the letter grade used in middle school and high school report cards
Narrative reports will be used in grades K-12 each trimester grading period
Two additional parent/teacher/student conferences throughout the school year (4 total)
Student/parent/ teacher action plans co-developed to find appropriate methods to improve learning
Student led conferences scheduled with advisers to discuss trimester grades
ePortfolio assessments will be a critical component for grade level promotion
Project-based performance assessments that show mastery of CA and National Standards
No 1 <sup>st</sup> grade CST
NOW Academy developed performance-based and criterion referenced quarterly assessments in place of LAUSD quarterly assessments.

**M. Describe your proposed plan to assess student performance beyond the California Standards Test. What formative and summative measures will you use to determine student progress and success?**

Formative assessments will be varied and constructive in nature: they will be used to further student's development. The summative measure will be a final ePortfolio each year. Which demonstrates the standards of the standards required to move to the next grade level.

In addition to classroom assessment, the NOW Academy will require students to prepare and present technology-based presentation incorporating social justice/global awareness and environmental science at the end of their 5<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade school years. For each student, these projects will allow the opportunity to express, in their terms, how the curriculum has impacted their own life and how they have become exposed to social justice/global awareness, and environmental science. The quality and quantity of information presented from the students is a subjective amount, and, therefore, rubrics will be established that clearly delineate the specific requirements for each project. Additionally, periodic "checkpoints" throughout their school year will allow for teachers to monitor the accumulation and progress of information gathered by each student. For those who do not complete these periodic assessments adequately, additional study hall, summer school, after/before school time will be required.

Running Records	End of Unit Assessments-written, oral, technology-based
Observational Checklists	Trimester narrative reports, report cards, parent conferences
Student Work Samples	ePortfolios
Weekly Curriculum-based assessments	End of unit Multi-media presentations End of year Multi-media technology presentation
Math Facts Journeys to the Moon	5 <sup>th</sup> grade culminating Multi-media Powerpoint presentation
Accelerated Math/Accelerated Reader/ <a href="http://www.starfall.com">www.starfall.com</a>	8 <sup>th</sup> grade culminating Multi-media presentation
Teacher created ongoing assessments	12 <sup>th</sup> grade culminating Multi-media project to be presented to entire community
Performance-based assessments	Performance-based assessments ( ex: Moot Court)
Criterion-referenced	Criterion-referenced

For each student, the culmination project will be a multi-media exercise, requiring the incorporation of technology, various art forms and an oral presentation. Students will be assessed on information gathered, project organization, incorporation of various presentation modes and their overall presentation. These culmination projects are not only designed as an end-of-the-year project, but more importantly, to expose the students to Global Citizenry throughout their educational journey and to then allow them to express the personal impact felt. The following are the specific areas that will be examined. For the 5<sup>th</sup> grade: “How Am I A Global Citizen”? In 8<sup>th</sup> grade: “What Do I Like About My Community – And How Would I Change The Things That Need Fixing”? For the 12<sup>th</sup> grade: “What Have I Done As A Global Citizen And What Plans Do I Have To Continue”? As with our philosophy, seniors will be required to present part of their project in one of the foreign languages that they have studied throughout their NOW Academy years. They will be asked to assess their own strengths/weaknesses and growth throughout their education. They will reflect upon the impact they have felt from the various internships and service learning with which they have become involved. Each student will compile a “electronic portfolio” which will provide multiple pathways for them be it college or career.

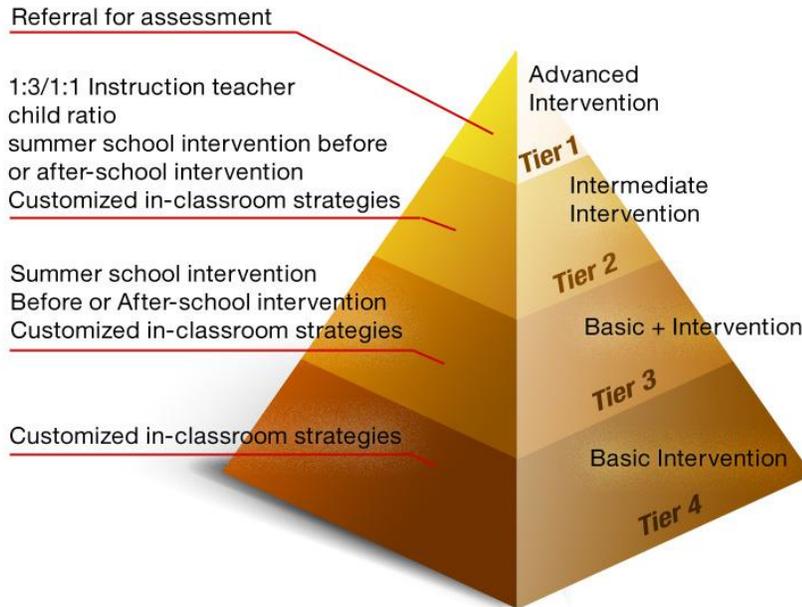
**N. What data, including ISIS, will the school collect to measure student progress? How will this data be used to assess student needs, intervene with students who need additional help, and improve instruction?**

We believe that multiple measures of formal and informal assessments are necessary for assessment. Assessment is an ongoing cycle of assessment, planning, implementing and assessing. We will use the data from all assessments for planning, goal setting, and meeting the needs of all learners. Teachers, students, and Organizational Team members will analyze data weekly. They will use this data to plan, create, adapt and modify curriculum and instruction to ENSURE best practices and optimal learning for **all** students.

ISIS will provide daily information on attendance and report card grades both internally and, with password protection, externally to students and parents. A more complete picture can be garnered by looking at a wide variety of indicators: student work, observation, surveys, suspension reports, class room visits, standardized and curriculum based assessments, portfolios, performances, activities, exit

interviews, drop out rates, anonymous comment boxes, teacher reports, student study team reports, counselors reports, graduation rates, and college acceptances.

**Intervention Model:** This model is designed to maximize student achievement. To provide the greatest service to students in need of intervention, As school staff member will work closely with the teacher and the student both in and out of the classroom to ensure success. This model for intervention is for both academic and behavioral purposes. We will use the Student Success Team(SST) process to set goals, analyze data, and to determine the most effective interventions



**O. Describe the proposed graduation requirements. How will you measure student progress to determine whether they are ready for graduation? See: 3D, 3M, 3N & Appendix C**

Students at the NOW Academy will meet and in most instances exceed the number of years required in the A-G requirements. Our rigorous curriculum will prepare students for admission to any university. Students will graduate the NOW Academy with more than 270 credits. NOW requires 4 years of history (A), 4 years of English (B), 3 years of math(C), 3 years of science (D), 3 years of foreign language (E), 1 year of VPA (F), and 2 years of social justice electives (G). Beyond the course requirements students will feel prepared to work in numerous careers especially those dealing with law, social justice, global studies and environmental science through our required internship/work experience requirement as will our Washington DC, Jamestown, Williamsburg, and Gettysburg Junior year study program. Our ECHO program will give high school freshman and sophomores opportunities to live in the outdoors and care for our environment. SOAR, our college preparation retreats for Juniors and Seniors will help these students be ready for the college application process. Our culminating graduation multimedia project/presentation will have seniors exploring and explaining the growth they have achieved in becoming global citizens.

**4. Schedule**

**A. Describe the school calendar and daily schedule for both faculty and students.**

The school will follow a traditional calendar of LAUSD with the same holidays. There will be 180 days of instruction and two pupil free days. Teachers will have two weeks of professional development in the summer. Teachers of all three divisions will have the same reporting times and hours 7:45AM to 3:00PM. Elementary student (K-5) school hours are 8:30AM until 3:00PM. Middle and high school (6-

12) student hours are 7:50AM until 3:00PM. All three divisions have early dismissals on Tuesdays at 2:00 PM and Fridays at 2:30 PM (2:20 for 6 – 12) to allow for professional development and common planning. Middle and High schools will have early dismissals on Thursdays at 2:20PM for additional Professional Development. Elementary faculty will meet daily at 7:45 – 8:30 for professional development. See 4B

-There will be before school tutoring programs beginning at 7:00AM in the morning and after-school programs from dismissal until 6:00PM.

-Elementary Schedule: See 3D

**Sixth – Twelfth Grade Block Schedule**

Time	Mon.Weds	Tues. Thurs.	Fri. Time	Fri.
7:50 – 9:20	Block A	Block E	7:50 – 9:50	Advisory NOW Time
9:20 – 9:35	Nutrition	Nutrition	9:50 – 10:05	Nutrition
9:40 – 11:20	Block B	Block F	10:10 – 11:50	Block H
11:20 – 11:50	Lunch	Lunch	11:50 – 12:40*	Lunch
11:55 – 1:25	Block C	Block G	12:45 – 2:15	Block I
1:30 – 3:00	Block D	1:30-2:00 Advisory 2:00-3:00 Professional Development	2:20-3:00 Common	Planning

- \* Lunch on Friday is extended for clubs, presentations, pep-rallies, etc.\* Lunch on Fridays is extended for clubs, presentations, pep-rallies, etc.

**B. How will you use scheduling autonomy to maximize collaborative planning and professional time for faculty as well as learning time for students?**

The NOW Academy will use scheduling autonomy to have a longer school day for certificated staff members to ENSURE adequate time for professional development and collaborative common planning time.

**K-12:** There entire school (K-12) professional development every Tuesday from 2:00 to 3:00 and Fridays from 2:30 to 3:00 pm. This will facilitate articulation, continuity, team-building and common planning among all grade levels k-12.

**K-5:** Elementary students begin their school day 30 minutes later than their upper schools counterparts. Faculty members of the elementary schools will use this 45- minute morning block for collaborative content area/grade level planning, preparation, analyzing of data, and professional development (for description see 5A).

- Mondays: same subject matter partners will meet for long/short term planning, preparation, discussion of issues, and data analysis. Once a month articulation K-5.
- Tuesdays: technology training where teachers will use their laptops to connect to experts around the world, learn how to develop web pages, instruction and practice on software, video conferencing and how to program MicroWorlds.
- Wednesdays: teachers will meet with their team teacher partner to discuss student progress across the subjects, analyze formative data on individual students, preparation, short/long term planning, peer coaching and portfolio assessments.

- Thursdays: special needs/gifted and “at-risk” intervention, assessment, case-studies and professional development.
- Fridays: looking at student work, assessment, data analysis and planning/preparation for the upcoming week.

### C. How will students and faculty be grouped for instruction?

All teachers will be instructing students in their areas of passion and expertise. Elementary faculty will either teach language art/social science/social justice or science /math. These subjects will be taught on alternate days either Monday/ Wednesday or Tuesday/Thursdays. Students will move between their two classrooms, thus preparing them for middle and high school. (See 4D).

### D. What are your target class sizes and teacher loads?

There will be 68 students per grade level in K-12. Our class size will be 17 students per class, this will allow teachers to differentiate instruction for all students especially ELL, gifted and special needs students. The NOW Academy will be instituting a “cooperative model” for special education in the elementary school. This model will have a general education teacher and a special education teacher combining their classes to teach collaboratively in two adjoining classrooms. Therefore cooperative model classrooms will have a reduced class size of 12-14.

Department/Grade Level	# Students	# Adults	# Adult job titles
K-5	408 (68 per grade level)	23.5 (4 per grade level)	18 Elementary teachers, 5 Special Education Teachers 5 Resource Specialist
Middle School	204 (68 per grade level)	27.5	Humanities: 9 Mathematics: 3 Science/ Health: 5 Physical Education: 2 Foreign Language: 3 Social Justice/Study Skills/Life Skills: 3, Resource 2.5
High School	272 (68 per grade level)		
Leadership Team		5.5	1 Technology Director (K-12) 1 Education Specialist Director(K-12) 1 Elementary Director 1Middle School Director 1 High School Director .5 Consulting Retired Principal
Support Staff		5.7	1 K-5 Counselor 1 6-8 Counselor 1 9-11 Counselor 1 12 <sup>th</sup> /College Counselor 1 School Psychologist .5 Nurse .2 Librarian
Total	884	62.2	

## 5. PROFESSIONAL DEVELOPMENT:

**A.How will you use professional development autonomy to build an adult collaborative community in which faculty have ample time to collaborate in improving instructional practice and student learning?**

The NOW Academy will be a professional learning community where all stakeholders are learners. Scheduling autonomy allows us to set aside weekly school wide K-12 professional development time. All three divisions at the NOW Academy have Tuesdays from 2:00-3:30 and Fridays from 2:30-3:30 scheduled for professional development and co-planning. Elementary teachers will have 45 minutes before school for collaborative planning, professional development needs, assessment, unit planning, content area planning and preparation (See Section 4B). Middle and High school staff will have common conference periods per subject for common collaborative planning and preparation and they will meet on Thursdays 2:00 – 3:30 as a faculty to continue department, grade level and WASC accreditation professional development. This will facilitate collaboration in all areas of assessment, planning, peer coaching, peer review, data analysis and preparation of curriculum. (See section 4B, 5A for professional development topics).

The NOW Academy will start every year with a two-week summer retreat where the main concentration will be team-building to ENSURE a collaborative community focused on the NOW mission and vision. For example, part of the team-building activities will be a two-day ropes course at Wasewagon Camp and Retreat. Besides creating a stronger more cohesive faculty, the staff will have hands on training with the ECHO curriculum, thus making the faculty a vital component of our outdoor education program. Other crucial elements of summer professional development will be intensive technology preparation, social justice curriculum, positive behavioral support (PBS), training in methods of instruction for project-based curriculum and assessment.

**B.Describe the proposed plan for providing faculty with professional development, including on the school’s social justice theme, and the schedule in which professional development will occur.**

**See 4A, 4B, & 5C**

For the first three months we will follow the schedule below in order to achieve our mission and vision will be infused throughout the curriculum. It will ENSURE a successful beginning for our teachers/students. In the following months we will rotate social justice/global awareness with environmental awareness training. Supporting and intergrading students will be rotated with data analysis/curriculum development. Fridays will be for data analysis, teacher portfolio evaluations and instructional preparation.

**Monthly Schedule for Tuesdays Schoolwide Professional Development Time (2:00-3:30PM)**

**1<sup>st</sup> Tuesday-** Museum of Tolerance, Center for Human Rights, or the Center For Civic Education will provide training on their curriculum emphasizing NOW’s three social justice tenets of Citizenship, Service-Learning and Human Rights.

**2<sup>nd</sup> Tuesday-** Technology training coordinator

**3<sup>rd</sup> Tuesday-** Supporting and integrating special needs, ELL, and gifted students (e.g. Positive Behavior Support (PBS) and differentiation).

**4<sup>th</sup> Tuesday-** Environmental Awareness/ Being Green ( Friends of the LA River)

**6. Staffing**

**A. How will you use staffing autonomy to create optimal learning cultures for students?**

Staffing autonomy will allow the NOW Academy to assemble a diverse group of individuals, dedicated to the overall philosophy and mission of the school. Students thrive in an environment of successful mentors who represent the diverse make-up of the student body and the local community. The hiring process will be conducted by the Instructional Governing Board, enabling the NOW Academy to hire:

- Outside “experts” to team teach alongside credentialed teachers
- Faculty members who are experts and passionate in content areas

- Staff members who believe in NOW's Mission and Vision
- Highly qualified staff from within and outside of LAUSD

**B. What is the proposed staffing plan for the school? (For K-12 schools, describe the staffing patterns at both the elementary and secondary levels.)**

See 4D

**C. What will be your staffing pattern to ENSURE adequate instruction and services to special education students and English Language Learners?**

All staff will be highly qualified teachers, who bring a genuine concern for the advancement of children through the educational process. Resource personnel will team-teach in the classrooms, and an educational specialist will be coaching /assisting teachers to maximize instructional techniques and services for students of need. The NOW Academy's design team includes experienced personnel in special education, who will be a vital part of the daily operation of the school. In addition to a personal dedication, the staff will be comprised of:

- All teaching staff will be either BCLAD, CLAD, or SB69 credentialed
- Bilingual teachers
- All teaching assistants will be bilingual
- 5 credentialed education specialists
- 3 RSP teachers
- 7 special needs paraprofessionals
- CLAD/multiple subjects credentialed/ Tier II education specialist on the Organizational Team

**D. Describe the evaluation process for teachers.**

-Peer and administrative review

-Educators will provide lessons and the standards that will be taught for a scheduled evaluation.

Teacher and evaluator will review the content and make alterations if needed. Teachers will be observed and assessed. A conference will be held after the observation. Additional observations both scheduled and unscheduled will occur from October thru mid-March. By April 1, renewal of a one-year teaching agreement will be signed.

-Educators that seem to be having difficulty will be assisted by a peer. Educators will have opportunities to observe best practices of other on-site educators.

**E. How will the school recruit and select staff and leadership?**

-Advertisements in Edjoin, Edutopia magazine, Education Week, the LAUSD website and word of mouth will be the main forms of announcing open positions.

-When possible, teachers will be observed in their current positions to evaluate their natural teaching methods and how they interact with students and faculty.

-Teachers and the administration team- division heads will be selected based on their passion and dedication to the teaching profession, their willingness to share and teach other adults as well as students, and their kNOWLEDge of the field/position they will hold at NOW.

**7. Governance**

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

The NOW Academy truly believes in a cooperative form of leadership. The Academy will be organized in a manner in which all stakeholders will participate in the decision making process through consensus on school-wide issues. This autonomy will allow the NOW Academy to run its day-to-day operations through the use of a team of highly qualified educators who have administrative credentials, masters, doctorates, and National Board certification. They will both instruct in the classroom part time and

perform administrative duties. This autonomy will also allow the NOW Academy to have the following groups share in the leadership and decision making process. See 7B

This autonomy will allow the NOW Academy to hire highly qualified faculty and staff who share the NOW Academy's vision and mission.

- Autonomy to determine the hiring of highly qualified and dedicated teachers, staff members, and community volunteers, thereby allowing members of the administrative team to actively recruit faculty and observe potential hires in their current teaching positions.
- Autonomy to determine the daily, weekly, monthly, and yearly schedule of courses, extra curricular activities and events
- Have a powerful network of educators, staff members, community members/leaders, and students who work together to make important decisions
- Allow students and parents to be involved in the decision making
- All members of the staff and students will stay focused on the NOW Vision and Mission and will adhere to it at all times
- All stakeholders will have input on school policies, the school's progress, evaluations, elections, etc...
- There will be an overall consensus on all school-wide issues before they are finalized
- Be able to adjust quickly in response to educational data by creating staff developments, allocating resources, and modifying instruction and intervention techniques.
- Develop collaborative accountability

## **B. What is the proposed leadership structure**

The NOW Academy will be founded on a model of cooperative leadership, where all members of the school community share decision- making. The following groups provide the school with the decision-making structure and organization that are a part of our mission and vision:

1. The Governance Board –The school will be governed by a Governance Board, which will comply with the School Site Council Model as established in the approved RFD. It will be comprised of 13 members: 1 principal, 4 teachers, 1 staff, 3 students, and 4 academic/community member/parent. The Governance Board will be responsible for approving the annual budget, the annual election-to-work agreement, setting school policies such as promotion/retention, and recommend the selection of Organizational Team (with the Superintendent having final authority). It will meet as needed.
2. Instructional Leadership Team - The primary purpose of this board will be to maintain the mission and vision of the NOW Academy. The Instructional Leadership Team will include the Organizational Team, one instructional teacher leader from every grade level, several Pepperdine representatives, and a representative from Apple Computers. The board will oversee school progress, hiring, Organizational team evaluation, the budget, school policies, data analysis, recommendations for program improvement, and the election-to-work agreement. To avoid conflicts of interest at the school site, the chairperson of the Board will be selected from amongst the community and Pepperdine representatives. The instructional governing board will meet monthly.
3. Organizational Team – Technology Director, Elementary Director, Middle School Director, High School Director. They will meet weekly to coordinate scheduling, discipline plans, articulation between the 3 schools, special issues, and meeting district mandates.
4. Circle of Friends Teams – Students, parents, family members, teachers, service providers, and special education designee. For students with severe needs that are fully integrated into general education classrooms, monthly meetings will convene to discuss individual students' strengths, needs, and curriculum adaptations and modifications.

5. Student Action Teams– will be comprised of an elementary, middle, and high school council. The elementary council will have a representative from every class grades 3 – 5. The middle school council will have representatives from grades 6 – 8 and the high school council will have representatives from grades 9 – 12. They will meet every other week in the individual councils and then once a month they will conduct an entire school council meeting.
6. Parent and Community Team(PACT) – PACT will be comprised of parents, and community members. They will meet bi-monthly to create, organize and implement PACT fundraisers, parent/community projects, parent/community involvement, parent/community education and leadership. It is from this involvement that much of our cultural awareness programming will originate.
7. Student Success Team(SST)- will be comprised of teachers, a Resource Specialist, School psychologist, School Nurse, a member of the Organizational Team.
8. Classified Team – will be comprised of all classified staff members such as: Teacher Assistants, clerical, janitorial, and other classified members of the school community. They will meet once a month to keep up to date on all issues at the NOW Academy.

The process the NOW Academy will use to get faculty input into decision making is:

- Each team mentioned in 7B will have weekly team meetings
- When budget decisions need to be made the teams will discuss and research information at the weekly meeting
- The teams will reach a consensus decision
- The Instructional Leadership Team representative will take the decision back to the Governing Board
  - a. In an effort to continually develop educational leadership skills, members of the Organizational team will teach a class whenever possible and teachers will have release time to collaborate on administrative concerns.
  - b. Weekly faculty meetings to coordinate, analyze data and programs, make recommendations/suggestions, share best practices/strategies, make necessary modifications, voice concerns, etc...
  - c. Each member of the NOW Academy will have input on school-wide issues
  - d. Student Council which will consist of students from 3<sup>rd</sup>-12<sup>th</sup> grade as well as a few teachers as facilitators/advisors
  - e.

**C. Describe the composition of the Governing School Council, and how members will be selected. How will the school comply with the Title 1 Advisory Council's requirements as well as the state's requirements for School Site Councils? See 7B**

- The NOW Academy will comply with Title 1 and School Site Councils by following all state and federal mandates

**D. Describe the Governing School Council's process for annually evaluating the principal.**

- Organizational Team goals will be established each school year
- Distribute an annual survey
- Monthly meetings to offer feedback, suggestions, or concerns

**E. How will the Governing School Council oversee the budget to ensure financial stability?**

- The Council will participate in creating a balanced budget and will oversee all financial matters on a monthly basis or more often as needed.
- A special committee will focus on fundraising through donations, grants, and business partnerships.

**F. Describe the process by which policies such as promotion, discipline, and attendance will be decided.**

- Ed. Code compliant policies will be developed and updated annually with input from each faction of the school community.
- Full faculty
- ACT
- PACT

**8. Budget**

**A. How will the school use budget autonomy to maximize student performance and a professional collaborative learning community?**

The NOW Academy will utilize their budget autonomy by:

- Keeping class size small averaging 17 students per class (See 4D)
- Having lead teachers to administrate each school level,
- Providing off site educational opportunities (ECHO, SOAR, D.C. trip, etc.)
- Have a consulting administrator to assist with purchase orders and salary
- Use “experts in the field” to provide challenging supplementary subject matter and assistance.
- Hiring extra campus supervision to keep a safe environment
- To keep green, and use technology to eliminate excessive textbooks and printed materials
- Use technology to provide online up-to-date textbook materials rather than purchase textbooks that will become obsolete.
- Staff retreats, local, state, and national conference attendance, and experts at professional development to provide research and training.
- Provide intervention and student success programs such as: AVID, LAVA, Voyagers
- Cultural performances, social justice presentations, and fieldtrips (Tree People, Courthouse, Olvera Street, Japanese American Museum, Museum of Tolerance).

**B. What will be the process for developing the annual school budget, ensuring maximum input?**

**The process the NOW Academy will use to develop their budget is:**

1. All school governance committees will analyze school data and decide on areas of need
2. Each committee will brainstorm together to create a list of ideas
3. The groups will prioritize the list of ideas.
4. The group leader will take the data to the Instructional Leadership Council
5. The lists will be compiled and taken to The Governing Board.
6. This Team will discuss and make the final budget decisions based upon the input from all school stakeholders.

**C. What is the school's plan for additional fundraising?**

The NOW Academy will have an active Parent, Teacher, Student Association and “Friends of NOW” that will hold candy drives, carnivals, silent auctions/Gala Dinner Dance, and other parent directed fundraisers. The Governing Board will solicit corporations, foundations, and individuals for financial contributions. (see letters in Appendix A)

**9. Student Support**

**A. How will you ensure a safe and secure campus?**

The goal of the NOW Academy administration is to create a caring and devoted school community, originating with expectations and daily modeling of citizenship and respect. All students and their parents will be required to sign a personal responsibility pledge – a promise to abide by the rules, respect one another’s person and property and to strive toward treating the entire school community with pride. This pledge will provide a foundation for a positive school-wide discipline plan, and should

problems arise, be the standard for which students will be held accountable. As for the overall campus security, a combined effort between staff, students and the community will help ENSURE a safe and controlled environment. All access areas to the campus will be monitored by a NOW staff member, and if needed, campus security and LAUSD police will be used to maintain a safe school. Additionally, all staff will be instructed as to their expected supervision responsibilities and vigilance in maintaining campus safety. Parent volunteers will assist in campus supervision and student monitoring. This involvement is a crucial element of a pilot school that links the school with the community. At all times, campus visitors will be required to check in and obtain a campus pass. For the lower school, younger students who experience separation challenges will be afforded extra time during drop off and pick up, allowing parents to remain with their children, creating an even greater security web for the children. The underlying theme for the NOW Academy speaks to providing a safe, nurturing environment, distinct expectations for interpersonal conduct and a supportive, involved community.

**B. How will you build in students an appreciation of diversity, civic participation and conflict resolution?**

As Trueba(1994) contends, “The very possibility of developing a positive self-concept and ethnic identity depends on the recognition and celebration of one’s own social, linguistic, cultural heritage” (p.380; see also Lipka and McCarthy, 1994; Merino, 1991). We at the NOW Academy will embrace all cultures, languages, and abilities. Tutoring for Tomorrow buddies, Circle of Friends and the Peacemaker program will build a culture of collaboration and equitable appreciation of the uniqueness of every student.

By design, the diversity in the NOW Academy’s faculty and staff will provide a successful working model for the students. In partnership with the Museum of Tolerance, the Center for Civic Education and Pepperdine University, students will be further exposed to cultural and ethnic diversity. Additionally, using technology, students will be continually exposed to the vast cultures around the world. Special assemblies that honor and ackNOWledge diverse cultural, religious, ethnic observances, will further reinforce the uniqueness of our differences. As previously mentioned, the pilot school’s community involvement will have a natural blending with local civic businesses, their leaders and the families that reside there. Classrooms will frequently call upon family members and those from the local community to share specific elements of their culture, creating an environment that allows students to embrace their own culture while gaining respect for divergent ones. As for conflict resolution, programs such as Peacemakers, Second Step and others will be explored as means to establishing and maintaining a respectful and healthy way to navigate through these challenges.

**C.What will be the additional academic services that your school will provide to students who need it, including English language learners and students with special needs?**

See 3J, 3N, 6C

In preparation for CA standards tests, CAHSEE and other standardized tests, students will be given intensive meaningful tutoring that will better prepare them to pass. A CAHSEE boot camp designed to help students who have taken the test previously will build confidence to aid in their success. A six-week program prior to CAHSEE will be used to help prepare students who scored below basic, far below basic or who is still in EI/ESL classes.

**D. How will you provide access to social support and health services (e.g. nursing, counseling, truancy)?**

Per our budget, NOW Academy will share a full-time nurse for immediate needs. Three days a week the NOW Academy will have a PSA counselor to assist with attendance issues Kindergarten – 12<sup>th</sup> grade. There will be a reward program for perfect attendance. Trophies, gift certificates, and other rewards will be given at the end of each reporting period for perfect attendance, one absence etc. In addition, all three schools have special elective days on Friday that will entice the students to want to come to school.

We will hire a full- time psychologist. Counseling services will be provided along with an engaged and involved Organizational Team, designed to provide emotional support for the entire student body. Students will be paired with a teacher or Pepperdine mentor that will stay with them throughout their careers at the NOW Academy. These mentors will provide the students with emotional and academic support. For added support there will be one elementary school counselor for grades K – 5, a counselor for grades 6 – 8, a 9 – 11 grade counselor and a college counselor to provide guidance on the college application process as well as using the web sites to learn about the different schools.

**10. Family and Community Engagement**

Parent/Community Engagement	Community Resources
<ol style="list-style-type: none"> <li>1. Teaching Korean, Spanish, Global Awareness Friday classes with teachers as facilitators, beginning in Kindergarten</li> <li>2. Active members Governing Board &amp; school-site council meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Apple Computers providing discounted prices on computers, professional development, and technical care and support.</li> <li>2. Pepperdine University college classes given virtually, on the NOW campus or on the Pepperdine Campus. Mentoring program</li> </ol>

<p>3. Managing the Parent Welcome Center</p> <p>4. Serving as guest speakers, portfolio evaluators, guest judges at science fairs, and hosts for our internships and service learning projects.</p> <p>5. The Community Parent Technology lab will offer: before, after school and weekend internet access to parents, students, and Belmont Pilot Community members so parents can learn technology along side their child, Graduate Education Development (GED), Citizenship, English as a Second Language and parenting classes, 4 week classes in basic internet use, online job hunting, and Microsoft Office, an innovative partnership with Whole Foods Markets will teach parents computer skills, including PowerPoint. Parents will create presentations based on their home recipes for display at Whole Foods stores.</p> <p>6. Title I/Master plan parent council meetings</p> <p>7. Going on fieldtrips, planning, developing, and implementing fundraisers, and carnivals.</p> <p>8. Volunteering in the K – 12 classrooms</p> <p>9. Serving on The Circle of Friends Team for severely handicapped students</p>	<p>students from Pepperdine work with juniors/seniors to promote college readiness and access</p> <p>3. Pilot School Community Technology Lab holding classes for GED requirements, ESL classes, parenting classes, etc.</p> <p>4. Lazy J Ranch Camp and Wasewagon Camp and Retreat will provide venues for 5 – 20 grade ECHO Weeks, presentations to parents and training for staff and parents relevant to the outdoor education environmental experience.</p> <p>5. Friends of the LA River will provide resources and internships</p> <p>6. Friars Charitable Foundation and Barbara Topkis will provide needed funds</p> <p>7. Museum of Tolerance will provide social justice professional developments for teachers and classes for students</p> <p>8. The Community Parent Technology lab manned by parent volunteers</p> <p>9. “Gransbook” program – trains parents in job skills such as computers, resume building, &amp; interview skills.</p> <p>10. Center for Civic Education – social justice lessons and curriculum, provides professional development.</p>
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**A What will family engagement look like in your school? How will families be involved in their child’s education?**

At the NOW Academy you will see parent and community members working together to enhance and improve the curriculum and education of kindergarten through twelfth grade students. This parental/community involvement is vital for a child’s educational success. NOW will encourage involvement in a variety of ways. At NOW Academy parents will be encouraged to actively participate in and out of the classroom. To instill the importance of parental participation, parents must sign a pledge to devote a given number of hours of service to the school each year. Hours of service to the school will include:

**B. What will community engagement look like at your school? How community organizations be meaningfully involved in your school? See 10 A**

**11. Design Team Profile and Planning Process**

**A. Who constitutes the Design Team that is proposing to establish the Pilot School?**

Collectively The NOW Academy Design Team has 166 years of teaching experience.

Chair Laurie- Walters Ed.D National Board Certification

Co-Chair -Natalie Hofland MS National Board Certification

Annette Kessler MA

Elizabeth Topkis BA

Victoria Vickers MA

Rich Singer MA

Jody Feldman BA

Adrienne Durand MA, National Board Certification

Pepperdine Associate -June Schmieder, Ph.D.

Community Members

Eric Summerland -Graphic Designer Aimee Nowland -Writer, Director, Producer

Parents-Vincent Morrissett, Angela Morales, Ashley Samuels

Student-Zach Topkis

See Bios of NOW Design Team Members in the Appendix

**B. Describe the planning process for developing this proposal?**

The process for the development of this proposal began in July 2008 and lasted a total of three months. We began with the development of the NOW Academy's Vision and Mission, with the guidance of members of the Small School Collaborative, as well as the Boston Pilot Schools Project. The design team consisting of working educators, spent long hours after work and weekends researching successful Pilot Schools, exploring theorists with successful educational philosophies, interviewing students, having discussions with community members, surveying the local community, consulting with local businesses and restaurants, requesting donations from local businesses and restaurants, attending cultural awareness seminars, and combining all of our educational careers to develop a Mission and Vision for a Pilot School that integrates social justice, technology, global and environmental awareness. Research shows that there are several models for successful schools populated mainly by low-socioeconomic-status students (SES) of color that are academically competitive with-and even superior to-the- better Anglo schools. It is extremely important to note that these highly successful schools have been developed by school level educators rather than by university researchers (Scheurich, 1998). We at the NOW Academy are dedicated to creating a highly successful school that recognizes and celebrates each child's social, linguistic, and cultural heritage so they will become honorable, environmental aware global citizens.

**C. Attach letters of support from key partner organizations. (See Appendix A)**