



Asia Society Network of
International Studies Schools

**Development Plan for the Belmont
International Studies Academy**

**A Proposal for the Establishment of a
Small Autonomous Pilot School
In the Belmont High School Attendance Area**

**Asia Society
August 28, 2007**

1. OVERVIEW OF THE PILOT SCHOOL

1a. Name of the School

Belmont International Studies Academy

1b. Type of School

Start-Up Span School serving students in grades 6-12

1c. Preferred Location within the Belmont Zone

The Belmont International Studies Academy (BISA) intends to be located in the Belmont Zone of Choice. Our preferred location is Building # 12 where we would propose sharing the school facility with the Los Angeles International High School if the facility can accommodate both schools at full capacity. We both have expertise sharing a school building with other small schools and recognize the benefit to partnering with an organization that shares a similar culture and values. If Building # 12 cannot support both schools, we would propose exploring other options for sharing/co-locating within a single facility that can provide the benefit of sharing while allowing the development of autonomous school cultures.

We see this as an opportunity to bring additional resources to our students, faculty, and school community that would otherwise be difficult to do, especially during our first years of existence. The potential benefits include: sharing staff (Social Worker, Special Education Coordinator), developing a College Bound program, coordinating after school activities, and offering other student driven electives. A partnership between the two schools would also facilitate connections with local hospitals and health care providers to create comprehensive school based health and wellness services.

1d. What will make the school unique?

In this space, we are tempted to provide a summary of the “highlights” of our school design that will be described in detail in the pages that follow. To be sure, BISA students will be engaged in a rigorous college preparatory program of instruction that includes college course work opportunities. BISA students will learn within a highly personalized supportive school environment. BISA students will know what it takes to succeed in college and be prepared to do so. And so on. But in all candor, these are not the qualities that make BISA unique. Instead, we choose to respond to this question as it is stated, or rather in the manner we have restated it, as a way to sharpen our response. The question becomes, “what will students know from attending BISA that is unique or different than what they might come to know at another school, and what will they be able to do having attended BISA that is unique or different than what they might learn to do at another school?

What students learn that is unique to their BISA experience is a vastly deeper knowledge of the histories, cultures and languages of the world’s people than they would learn in virtually any

other secondary school in the United States. Developed over the past five years, Asia Society's international studies school design that will be implemented at BISA, and creatively adapted to the specific assets of the Belmont community, integrates content from and about international cultures in every aspect of the school culture and curriculum. And with that, the difference in our school design that makes a difference in students' experience is the consistency and depth of the integration of international knowledge and skills within the instructional program. With no offense intended, there are many other schools that have labeled themselves international schools. But rare among them are schools like those within our network that have systematically uncovered how to "internationalize" the school's program in ways that that go beyond ad hoc connections to world events and places, as interesting as these may be. We have, for example, developed detailed course frameworks for American History, Biology, and World Literature that enable students to meet California state content and performance standards but completely shift the frame of reference in each of these courses to encompass a broader international perspective. When BISA opens, we will have these course frameworks for all core high school courses. At the middle school level, we will implement an internationally focused, interdisciplinary curriculum that has been enormously successful helping students achieve at high levels on state assessments while dramatically increasing their "global competencies" as defined in Asia Society's Graduate Profile (see below).

BISA students will know about world cultures, and they will know how world cultures are interdependent with each other. In a phrase, they will know "how the world works". They will learn how social, technological, environmental, economic and political systems operate internationally, including an understanding of how the distribution of power and influence affect how these systems function. And especially because BISA will require all students beginning in the 6th grade to study a world language other than English, BISA students will graduate knowing how to communicate well within a global environment.

What students will be able to do that is uncommon among American secondary schools is related to what they will uniquely know. That is, BISA students will be able to act effectively and confidently with people and institutions from around the world. As noted, they will be proficient in one or more world languages. They will have developed and practiced problem defining and problem solving skills within a global context. They will have had the opportunity to develop in-depth knowledge and expertise about one or more world cultures or pressing international issues and will be able to transfer the skills of becoming expert at something to other world cultures or problems. They will have learned how to use the world's intellectual resources to develop and support their own intellectual endeavors. They will have engaged with children and adults from around the world via technology, travel and exchange so that they are adept at culture shifting, and open to enlarging their own persona to include influences from other cultures. They will be able to recognize the relationship between local and world issues. And very important, they will be able to view world events, historical and contemporary, from the perspective of cultures very different than their own.

Perhaps the easiest way to explain what we will intentionally design BISA to provide for Belmont students is to imagine the sense of agency, scope, and self-efficacy that students from the most advantaged private or suburban schools have upon graduation from high school. The

world view of these students, and their place within it, is dramatically different than that of most students coming out of the typical American inner city high school. They have been told, and it is true, that the world is the stage upon which they will act and prosper. BISA will tell its students the very same thing, and provide the knowledge, skills and habits of mind they need to succeed at that level. This is what we believe is most unique about BISA.

1e. A Student's Day

Eduardo is a 9th grade student who entered BISA when it opened in 2009. The following is a typical day for Eduardo at BISA

8:30 – Arrives at school early to meet with his Algebra teacher along with 3 other students who have requested additional help to master the concept they are studying that week.

9:00 – 9:30 School assembly. Today is an “A” day, however the faculty chose to modify the schedule today by reducing class time by 10 minutes in the first and second period and advisory to allow for a special morning assembly. From 9:00 to 9:30, students gather in the common room (shared with the other school on campus) for a brief presentation and question and answer with the Director of Information from the Iranian Consulate. The Director has been invited to present a point-counter point discussion which will later involve an official from the Israeli Consulate on the origins of unrest in the Middle East.

9:35 – 10:20 1st period (World Literature). Today, Eduardo will continue developing an essay jointly assigned by his World Literature and American History teachers. Among the suggested options, Eduardo elected to write a comparative analysis that compares historical and cultural perspectives on the use of child labor in the United States and China. Much of today's work will involve receiving and providing suggestions for improving their work with the three other students in his Critical Friends Group using a “warm and cool feedback” tuning protocol.

10:25 – 11:05 Advisory. During the first part of advisory, students participate in Council during which their advisor asks them to express their thoughts and feelings about what he calls “micro-aggressions” against people of color – unintended “put downs” by people who mean well but don't realize that what they say reflects racial bias. What are examples we see in the media and in everyday life in Los Angeles? Is it best to say something or to just take it in stride? In the remainder of Advisory, Eduardo spends time one-on-one with his advisor going over his student work portfolio that he will use during his Student Led Conference to help his parents understand his progress on his Individual Learning Plan toward the ISSN/BISA Graduate Profile.

11:10 – 12:50 2nd period (Biology). Eduardo's class is focusing on genetics, and he has selected as his current project to develop a journey map of his own family's genetic origins. To do so, Eduardo is able to purchase from the National Geographic Society a geographic profile of both his mother's and his father's genetic history through a special grant provided by the Hughes Medical Foundation that BISA's development director was able to secure. Eduardo will present his findings in a written and multi-media presentation next week.

12:50 – 1:30 Lunch. At lunch, Eduardo chats with his aunt who lives nearby and is employed to help with the lunch line and food serving. He also talks with the school principal about the trip to Concordia Language Village in Minnesota he will be making in the summer to develop his Mandarin Chinese language skills. The trip is provided at no cost to students and families through a grant arranged by Asia Society.

1:30 – 3:00 4th period (World Language). Eduardo's Chinese (Mandarin) language class is staffed by a credentialed Chinese language teacher, and supported by 2 Chinese visiting scholars. In addition to the normal curriculum, the class is preparing for a Friday field trip to nearby Chinatown. The class will visit a nursing home for primarily elderly Chinese immigrants and will practice their conversational skills with the residents. These visits occur once a month but Eduardo spends additional afternoons here as part of a service learning project that involves working with a Chinese-American youth group to develop oral histories of the residents' experience before and after immigrating to the United States.

3:05 – 4:35 5th period (Physical Education). The current block is Tai Chi. Eduardo enjoys the graceful movements of this ancient Chinese physical art form but is looking forward to next week when his class will participate in something a bit more active. Reflecting discussion and consensus reached with the physical education teachers at the beginning of the school year, next week: lacrosse!

4:40 – 5:10 Afternoon snacks at school.

5:15 – 6:25 Los Angeles City College class housed at BISA, staffed by LACC instructors. The specially designed class focuses on the development of technology skills in a global context. It meets on Mondays and Wednesdays, and fulfills students' Applied Technology A-G requirement.

2. SCHOOL VISION

The Mission of the Belmont International Studies Academy (BISA) is to create an environment for learning and development in which every student is prepared to succeed in college or other post secondary education and to compete, communicate, and cooperate within an interconnected global community.

BISA responds to two intertwined imperatives facing American education in general and particularly within the Belmont district of Los Angeles. The first is the chronic problem of persistently poor academic performance among low income and minority secondary school students. Currently, only 35 percent of students at Belmont High School, the vast majority of who are students of color from low income families, graduate within four years of entering high school. Ensuring that every student graduates college-ready requires the dramatically different approach to their education and development that BISA provides before and during their high school years.

A second imperative is to prepare students for a world where the challenges and opportunities for success increasingly require the ability to compete, connect and collaborate on a global scale. Unlike any previous period in human history, the barriers of time and space are being minimized and even overcome by new technologies. The flow of diverse ideas, resources, and people across the world is reshaping the economic, social, and political dimensions of everyday life. New knowledge, skills, and dispositions are needed to participate in the emerging global economy and to contribute positively to the health and civic life of communities locally and across the globe. In addition to a rigorous academic course of study, students today require knowledge of world cultures and religions, the ability to communicate in the world's languages, understanding of global dynamics, an ability to unpack complex problems and a willingness to collaborate with others from different cultures in a search for solutions.

The core philosophy of BISA is that closing the achievement gap between college-ready levels of proficiency and the current performance of students within the Belmont community is an absolutely necessary but fundamentally insufficient goal for our students. Through close, caring relationships and powerful, engaging instruction, BISA faculty will relentlessly push students toward high levels of achievement on what we call the “coin of the realm” state achievement tests, as well as school-developed performance assessments, so that they have the knowledge and credentials needed for success in a four-year college, including any within the UC system. But this is the floor of our ambition for BISA students, not the ceiling.

Our guiding vision of equity for BISA students goes beyond test-score equality to a goal of equal opportunity to succeed in life within a global age. Our mission for each of them is to have the same opportunity to be a confident actor on the world stage that their peers from more privileged backgrounds have through academic achievement and through the awareness of “how the world works” borne of broad exposure and participation in networks of influence. To realize this vision, BISA faculty members make the commitment to continuously enhance their own individual and collective capacity to develop their students' full potential, and to create a school that on a daily basis brings the world into a world class education.

The ISSN Graduate Profile defines the capacities and skills that are the hallmark of a BISA graduate and represents the set of criteria that encompasses and exceeds the California State and Los Angeles USD graduation expectations for graduation from an ISSN school.

The ISSN Graduate Profile states:

The goal of the International Studies Schools Network (ISSN) is that every student who graduates from an ISSN school possesses the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st century global environment. The following is a profile of the attributes we strive to produce in each ISSN graduate.

ISSN graduates are **academically prepared to engage in post-secondary education and life-long learning in a rapidly changing global environment.** Upon leaving school, each ISSN student:

- Has expanded his/her natural intellectual curiosity and knows how to navigate, evaluate and organize learning opportunities to support his/her life-long leaning
- Plans to go to college or other post-secondary education and is prepared for the requirements of matriculation
- Has earned a high school diploma with course credits sufficient for entry into any state's university system
- Has mastered the content and skills necessary to successfully engage in college-level coursework and complete a college degree or other post-secondary certification
- Has had the experience of achieving expertise – of researching, understanding and developing new knowledge about a world culture or a pressing internationally relevant issue or problem and can transfer these skills as future demands require

ISSN graduates have a **deep foundation of knowledge and understanding about the world through mastery of content within and spanning across academic disciplines.** They:

- Have mastered essential principles of mathematics and science and how they can be applied to understand the world around them
- Have developed an understanding and appreciation of the natural world and human experience through broad exposure to literature and media from around the world
- Are proficient in a language other than English
- Know world geography sufficiently to understand how the location of natural and man-made phenomena influences cultural development and historical and contemporary world events
- Understand the history of world events and the development of major world cultures sufficiently to critically examine and understand contemporary world issues
- Understand global dynamics – how world economic, political, technological, environmental and social systems work and are interdependent across nations and regions
- Understand and use the arts and literature as lenses through which to view society and culture, as well as to express ideas and emotions

ISSN graduates have **skills to engage successfully in the life-long acquisition and development of knowledge and understanding in an increasingly interconnected world.**

They:

- Are proficient thinkers and problem solvers – able to understand and engage complex problems, collect, analyze and synthesize information from a range of sources, tolerate ambiguity and uncertainty, apply knowledge across domains and to novel situations, and produce potentially viable solutions
- Are literate for the global age – having the skills essential to comprehend, analyze, evaluate, develop and present information in an articulate, persuasive, and appropriate manner – orally, visually, in writing, and through digital communication tools in a manner that demonstrates awareness of diverse points of reference
- Are technologically proficient – able to use essential computer and technological tools for communication, presentation and data analysis and to adapt such skills to new technologies as they emerge

- Are critical consumers of media and technology – able to evaluate sources of bias, validity and scholarly integrity

ISSN graduates have the **attitudes and habits of mind to work, live and learn with a diverse range of people**. They:

- Are collaborative team members – understanding how and welcome opportunities to work and learn with individuals from other cultures and with those who hold varied points of view
- Are able to take and value cultural perspectives other than their own to construct a multi-dimensional understanding of the natural world and human experience
- Comfortably shift between cultures by choosing appropriate language, behaviors, and strategies of interaction
- Make healthy lifestyle decisions including personal wellness, fitness, and relationships that enhance their physical, mental, and emotional health
- Understand that decisions and actions taken locally may have international consequences and that global issues have local implications
- Demonstrate ethical decision-making skills and the ability to make responsible choices for the benefit of themselves, others and the development of a more just and peaceful world

Students will not only develop these capacities within the curricular experiences of the school, but will be supported in their development through globally-focused internships, community service and service learning opportunities, capstone research projects, and international travel opportunities for each student. The curriculum combined with co-curricular and extra-curricular support will develop the abilities, capacities, and dispositions of the students as outlined in the ISSN Graduate Profile and students' growth and development over time will be documented in students' annual portfolios.

Through utilizing the autonomies provided by the Belmont Zone, the school will be able to offer customized, internationally-focused coursework, extracurricular experiences, teacher professional planning and development, and shared international experiences that would not be expected within the existing structure of LAUSD or its graduation requirements. The autonomies in curricular design, external partnerships to support learning, and creative use of time within the school day facilitate this deep infusion of international experience into the fabric of the school, assuring that they are part of the essential learning and capacity building of 21st century skills and not an “added on” component within a traditional school design.

3. KEY CHARACTERISTICS

3a. School Organization and Structure

Teachers and Students

The Belmont International Studies Academy will encompass 6th – 12th grade students with 100 per grade level, graduating its first class in June 2013. Total enrollment will be 700 at full capacity. Grade levels will be phased in on a yearly basis, with both a sixth and ninth grade

forming the initial class which will start in September 2009, adding a grade in each subsequent year until the school reaches full capacity. Although the school will be treated as a seamless whole, middle level (grade 6-8) and high school level (9-12) classes will be clustered and generally staffed by dedicated faculty in order to insure the meeting of the developmental needs of each grade grouping.

The school's student population will be diverse, reflecting the composition of the sending attendance areas. An emphasis in recruiting students will be placed on reflecting not only race, but gender, ethnicity, socio-economic and academic levels of the attendance area. Attention will also be paid to the inclusion of special education and English language learners in proportions equivalent to the sending attendance area. Students will be selected by a lottery drawing with no students excluded for prior academic achievement. Special education students will be admitted in the lottery, but will require an Admission, Review, and Dismissal (ARD) meeting for final placement to ensure appropriate academic placement.

Teachers and students will be organized into grade level teams, supporting a culture of collaborative work across disciplines by both students and teachers and providing a seamless level of support for the individual students assigned to them. Each grade level team will have a grade level leader coming from the teachers in that grade. In addition, teachers will also be members of a discipline (content area) cluster guided by one lead teacher. Special area teachers (i.e. arts, physical education, etc.) will also form a specialist cluster led by one teacher. Opportunities will exist for cross team meetings, sharing of ideas, and cross grade level connections.

In addition to the professional and support staff, the school will utilize university/college interns throughout the instructional program. Similar to the Vaughn International Studies Academy, another Los Angeles-area ISSN school, BISA will be designed to serve as a professional development school for a university with a quality teacher education program such as UCLA or California State University at Northridge. This partnership will be designed to benefit the school by reducing student / teacher ratios which will promote more individual attention in classes as well as develop a "pipeline" of new educators for the school as well as for other small schools in the LA area. The university will benefit by producing teacher graduates who understand how to prepare globally competent students for the 21st century.

Leadership

The school will be led by the Principal who will serve as the head of the leadership team, working directly with the Governing Board of the School. At full capacity, the Principal will be supported by two directors, one whose primary function will be the leadership of the middle grades program and one whose primary function will be the leadership of the high school program. The three leaders will have responsibility for all functions of the school and will, by their actions, serve as the instructional leaders for the school. They will be assisted by a Financial Manager/Development Director with skills in the areas of budget management, federal program policies and requirements, and development / fundraising.

Each grade level team will have a lead teacher whose responsibilities will be to manage the meetings, create an agenda in collaboration with the other teachers on the grade level and to produce notes after the meetings. They will also attend monthly meetings with the leadership team in order to design and coordinate the efforts around the goals of the school.

Each department will also have a lead teacher. Their job will be to coordinate the efforts of the teachers of their department in a vertical articulation of curriculum and instructional strategies. They will also have the responsibility for coordinating job embedded professional development in the specific disciplines with a particular focus on infusing global understandings and connections within the curriculum. They will attend a monthly meeting with the administration to coordinate efforts across disciplines as well.

The school at full capacity will also have a full time International Studies/Service Learning/Internship Coordinator. The responsibilities for this position will include but not be limited to:

- Supporting the instructional personnel in internationalizing the curriculum
- Seeking opportunities for service learning opportunities for the students
- Seeking connections in the community for international internships for students
- Coordinating student and teacher travel opportunities for the school

The position will start out as a half-time position and will be increased as the enrollment of the school grows.

3b. School Calendar and Schedule

The school will offer instruction for 185 days each year for students. Students coming to the school for the first time will participate in a two week bridge program before they start the school year in order to orient them to the thematic and instructional model of the school. Summer opportunities at the Academy will be available to students for credit recovery, extra support, acceleration, and elective international experiences.

Flexible scheduling will enable teachers to work collaboratively to develop interdisciplinary learning experiences. Longer instructional periods will make in-depth projects and experiences possible and also allow time for effective differentiation of instruction. Time will also be provided within the daily schedule for the advisory program to meet four days out of five and for students to have the opportunity to access electives and special areas such as the arts, academically-focused electives, and physical education during the regular school day.

School will begin at 9:00 am and end for students at 4:35 pm on Monday, Tuesday, Thursday and Friday. On Wednesdays, the day will start one hour later for students to provide for professional development time for teachers. All students in grades 6-12 will use the same schedule to enable course acceleration across grade levels for students. Coordination with local colleges and universities will take place to allow students to access college level courses as part of their class schedules.

The schedule will be organized on an alternate day schedule, referred to as A/B. The A/B periods continually rotate throughout the calendar year with each semester beginning with an “A” day.

Sample Student Schedule

Time	“A” Day	“B” Day	Time	Wednesdays
9:00 – 10:30	Period 1	Period 5	Late Start	(Prof. Dev.)
10:35 – 11:15	Advisory	Advisory	10:00 – 11:25	Period 1/5
11:20 – 12:50	Period 2	Period 6	11:30 – 12:55	Period 2/6
12:50 – 1:30	Lunch	Lunch	12:55 – 1:35	Lunch
1:30 – 3:00	Period 3	Period 7	1:35 – 3:00	Period 3/7
3:05 – 4:35	Period 4	Period 8	3:05 – 4:35	Period 4/8

Teachers will teach six out of the eight periods over a two-day A/B block. They will report to school at 8:30 am each day and complete their contractual day at 5:00 pm to allow time for preparation and before/after school tutoring. This extended time will allow students greater access to teachers, allowing them to receive needed individual attention. Each day teachers will either have a professional planning period or a team meeting period with their grade level team for common planning time. Finally, each teacher will be expected to dedicate one Saturday morning per month (3 hours) for academic support and tutoring for students.

Sample Teacher Schedule

Time	“A” Day	“B” Day	Time	Wednesdays
8:30 - 9:00	<i>Student Conferencing and Support</i>		<i>Professional Period – CFG, Professional Development, Departmental Meetings</i>	
9:00 – 10:30	Core Course – Period 1	Core Course – Period 5		
10:35 – 11:15	Advisory	Advisory	10:00 – 11:25	Period 1/5
11:20 – 12:50	Core Course - Period 2	Professional Planning Period	11:30 – 12:55	Period 2/6
12:50 – 1:30	Lunch	Lunch	12:55 – 1:35	Lunch
1:30 – 3:00	Grade Level Team Meeting	Core Course - Period 7	1:35 – 3:00	Period 3/7
3:05 – 4:35	Academic Elective Period 4	Core Course - Period 8	3:05 – 4:35	Period 4/8
4:35 – 5:00	<i>Student Conferencing and Support</i>		4:35 – 5:00	<i>Student Conferencing</i>

Each Wednesday morning, school will begin an hour later to allow for whole faculty professional development from 8:30 am until 9:55 am. Use of this time will vary each week according to the following rotational schedule:

- Week 1** Departmental meetings for curricular alignment and planning
- Week 2 & 4** Critical Friends Groups to promote collaborative work around student achievement
- Week 3** Whole faculty professional development

The advisory period will be critical to the development of the culture of success and safety within the school. During this period, meeting four out of five days, students will have the opportunity to develop a close relationship with a trusted adult who will help create an environment where student voice can be supported. This adult will remain consistent across the seven / four years of the students' school experience and will know the student and their family well in order to maximize the support provided for student learning and growth. This program will be structured around the development of the students' academic, personal and global community "voice." Students will use this period to reflect and plan with their advisor for their continual success.

3c. Class Size and Teacher-Student Loads

In order to maximize the extended learning periods and to offer students deep learning with a great deal of individual attention, average class sizes will be targeted at 20 students in the core courses, including world languages. Research has shown that this target number allows for the needed differentiation for diverse students, and the relationships between student and teacher that are central to student success.

Teachers will be responsible for knowing well and serving approximately 100 students as part of a grade level team. This team will share these 100 students, allowing for consistency of approach, interdisciplinary work and student accountability for learning across subject areas. It will also target the needed support services for students and intensive individual and family support for students in need.

Special education teachers and English language learner teachers will serve as supports for identified students and all teachers to serve the learning needs of these students in both inclusion and pull-out settings as their needs dictate. These specialized teachers will attend team meetings as needed and will meet as a special needs team to help coordinate intervention strategies for all students. Special education teachers and English language learner teachers at times may serve in co-teach roles within the inclusion classroom settings to provide greater mainstreamed support to students and to model differentiated strategies for mainstreamed classroom teachers.

Teachers will also serve as advisors to a smaller group of students (less than 20.) They will be the key advocate for each of their advisees, supporting the students in their educational plans in each year of their attendance at BISA. Teacher/advisors will also serve as the main point of contact for parent/guardians as well as other teachers that interact with the student in regard to providing support and problem-solving needed for the students.

3d. Grouping for Instruction

Teachers will be grouped in order to maximize the quality of the instructional program while meeting the individual needs of the students both in their classes and in their advisories.

Faculty will be members of four distinct groups to support their development and the quality of instruction for all students. The groups are:

Whole faculty – Since the school is designed as a small school, it is critical that the entire faculty have time to work together to build the culture around the belief system that will help all students reach the outcomes represented in the Asia Society International Studies Schools Graduate Profile as outlined in Section 2. Monthly meetings will serve to engage the entire faculty as a unit around the important instructional issues that will accelerate the success of all students.

Grade Level Teams – As mentioned previously, the faculty will belong to a grade level team that is cross disciplinary and is responsible for approximately 100 students. Outlined above, this team will meet at least twice weekly to plan together, design interdisciplinary, internationalized curriculum opportunities for their students, and devise strategies to meet the needs of all the students on their team. Special area teachers (arts, technology, physical education) will also form appropriate teams and will have the opportunity to participate in grade level teams when staffing meetings regarding specific students and / or student groups are held. Special needs teachers (special education, ELL) will participate in grade level team meetings on a regular basis.

Disciplinary Clusters – Teachers will gather at least monthly in discipline-specific groups in order to align curriculum vertically, to align the instruction of discipline-specific skills and capacities, and to devise strategies to bring international content to their specific discipline. They will also focus on discipline based literacy strategies, including identification of discipline based vocabulary and writing structures that will assist all students in successfully accessing their discipline.

Critical Friends Groups – Faculty will be grouped into Critical Friends Groups that will meet twice a month. These groups will look at student work, examine teacher assignments, design opportunities for peer visitations, engage in text-based discussions and participate in student shadowing experiences using protocols which can also be used within their classrooms in order to engage students actively around the work.

Students will be grouped to maximize their learning within classrooms. To this end, whenever possible, classrooms will be heterogeneous in nature. Within each classroom, students will experience multiple experiences to work in cooperative groups that are flexible and designed to support accomplishment of the tasks at hand. When needed and based on student need at the time, students may be grouped within a flexible, short term skills group within the classroom in order to receive extra attention around a particular area of learning.

Whenever possible, special education students will be in regular classes with additional support in line with the expectations outlined in the student's Individual Educational Plan. The goal will

be to maximize student's experiences, making the necessary accommodations that assist the student in accessing the rigorous, developmentally appropriate content of the classroom. Accommodations may include but will not be limited to extra time, personnel that follows students into the classroom, adjusted assignments, extended timelines, technological support services, etc.

Opportunities for acceleration will be facilitated by the school's consistent schedule. Elective classes will be created around areas of interest and therefore open to a greater range of grade levels.

In certain cases, students will be pulled-out for seminars that support the acceleration of their skills, with the goal remaining for them to move back into mainstream classes as quickly as possible and access the full curriculum in the mainstream setting.

3e. Student Support

Proactive support and early intervention must be driving forces for BISA if all students are to achieve the ISSN Graduate Profile. Innovative structures that allow students to reach mastery without stigma of failure will be the hallmark of the approach taken. Through the use of Individual Learning Plans, all students will be engaged as partners in their own success. The focus of intervention plans is to layer the necessary services for students into their schedules while not stigmatizing students, and always opening the door for success where they no longer require additional support / interventions.

Literacy and numeracy are often the keys to student success in the other subjects. Proactive steps will be taken in the design of all discipline-based curriculum to provide for targeted instruction in the discipline-based literacy and numeracy skills that support student success in that classroom. Extensive professional development will focus on the research-based strategies that have been proven to accelerate student achievement as outlined by Marzano, Danielson and others.

Since literacy is a critical element, middle school students will take a literacy course in addition to their ELA course as part of their core subjects. High school and middle school students who previously have been unsuccessful will be part of a specially design course which will help them acquire the literacy skills critical to their success in other subjects, while helping them change their personal story into one of success. This will be done within the context of internationally based content and a rich curriculum of traditional and new literacies to prepare them for success in the 21st century. An outline of this literacy course is included in Appendix A of this document.

Within the school, opportunities will be created for a layered approach to intervention with an emphasis on proactive steps for students requiring more intensive levels of support. As explained previously, significant teacher time will be available for individual conferencing, support, group review sessions and targeted student intervention. The culture of the faculty will include persistence in helping students succeed without "watering down" expectations with a

belief in “revision and redemption” as defining attributes of the school culture. Parents/guardians will be enlisted as partners from the beginning to help support steps to ensure student success. As described in Section 6, a three-tiered system of support will be implemented to meet the continuum of student academic needs above and beyond tutoring support. Also in this section, specific programmatic offerings for English Learners as well as gifted students are included.

To meet the academic and non-academic support needs of students, a **Student Support Team** will be created consisting of specialists in English Language Learners, Special Education, and Literacy, as well as a guidance counselor, social worker, and members of leadership. Their role will be to help problem-solve and assist teachers with action oriented strategies that support individual student success inside and outside of the classroom. Whenever possible, and when this team is “staffing” about an individual student, members of the teaching team, the advisor and a special area teacher where the individual student is having success will be incorporated at the team meeting in order to implement changes necessary to help increase the probability of the individual student’s success. This team will also examine school wide or grade level trends in order to suggest to the leadership team possible next steps in professional development or school policy formation.

A team of community health, mental health, and social services will be engaged as partners with the school, not just when a situation becomes acute, but to create a proactive safety net for students and families. Based on the principles of Comer’s School Development Program model regarding comprehensive intervention systems, BISA will partner with the school that it is collocated with (hopefully the International High School) to offer a system of “one stop” support for students and families. The Student Support Team will support the counselors, social worker, and principal of each school in assembling the network of community agencies that will provide information, education, and services to the families of the school that are above and beyond the counseling and support services provided by school staff. They will also have as a primary focus the education of the staff and school community as to the services available.

Some agencies will be provided facilities on the school campus to provide direct services, as space allows. Other agencies will have contractual relationships with the school for family referrals and service provision.

An essential part of providing this type of support will be the creation of an Inquiry Team composed of parents and community members. It will be focused on assessing community needs, identifying necessary interventions, and canvassing the school community for their input in order to create programs that address their most pressing needs. Its goal will be to advise the School Support Team in order to build a proactive system that prevents problems for students and families within the specific context of the community.

3f. School Implementation Schedule

It has been our experience that a year by year phase in of the school is the best method for ensuring the building of the capacity of the school for success. To that end, BISA will open with

a 6th and 9th grade in its first year, and will add a grade level each year as the students matriculate toward graduation.

The implementation model will look like this:

Year	6 th	7 th	8 th	9 th	10 th	11 th	12 th
2009-10	X			X			
2010-11	X	X		X	X		
2011-12	X	X	X	X	X	X	
2012-13	X	X	X	X	X	X	X

The Principal for the school will be hired one year ahead of its opening for planning, hiring and development of the school, its staff, and the instructional program. The first graduating class from the school will be in the spring of 2013.

4. PILOT SCHOOL GOVERNANCE STRUCTURE

The school will have a democratic governance system with structures and processes that are inclusive, collaborative and relentlessly focused on improving student learning and achievement. We conceive of this system as not only a means for decision-making, but as the infrastructure of a learning organization. It is a system for communication, planning, evaluation and accountability that continually draws on the experience of all stakeholders in the school – teachers, administrators, parents, teachers, and community members – to enable the organization to behave more intelligently and produce ever-increasing levels of student academic performance.

4a. Development and Composition of the Governing School Council:

The Governing School Council will consist of 15 voting members, as follows:

- Administrators (4) - the Principal, the Directors of the Middle Grades (grades 6-8) and High School (grades 9-12) clusters, and the Financial Manager/Development Director
- Faculty Representatives (5); two each from the Lower and Upper Schools and the International Studies Coordinator
- Parent Representatives (2); 1 each from the Lower and Upper Schools
- Community Representatives (2); including a representative from Asia Society*
- Student Representatives (2); one each from the Lower and Upper Schools

School administrators are automatically on the Council. Faculty representatives are elected by the full faculty in the middle grades and high school programs; student representatives are selected by the Student Council; parent and community representatives are selected by the Governing School Council. In the first year, one-half of the representatives (apart from school administrators and the International Studies Coordinator) will be elected for one-year terms, and the other half will be elected to two-year terms. Thereafter, all representatives will be elected to two-year terms.

The Council will annually elect or re-elect a chair or co-chairs, who will be responsible for establishing the annual calendar of 11 monthly Council meetings (August – June), preparing meeting agendas, and conducting Council meetings in a democratic manner where all voices are heard but no one voice is allowed to dominate. The chair(s) may call emergency meetings of the Council, if needed. Council decisions will be made by consensus, or where consensus cannot be reached, by majority vote. Council meetings are open to all to attend; however, the Council has the right to go into closed session on matters that fall into areas governed by privacy issues or FERPA and will publicly explain areas best discussed confidentially. All decisions of the Council are made public, whether reached in open or closed session, and become a matter of written record that are publicly reviewable at the school site.

Council members are expected to confer with and represent the views of the constituencies they are selected to represent on Council decisions. Teachers on the Council, for example, are expected to raise, based on discussions within grade level and subject area team meetings, important issues on the Council's agenda to ensure that teachers' views are well represented within Council discussions.

4b. Authority and Responsibilities of the Governing School Council

The overarching responsibility of the Governing School Council is stewardship of the mission of the school. It is the conscience of the school, as well as the final authority on all financial and policy matters concerning the school. The specific responsibilities of the Governing School Council include:

- Development of a clear statement of the school's mission and objectives through a collaborative process involving staff, students, and community and the ongoing stewardship of the mission in the school
- Preparation and monitoring of a long-range strategic plan for the school's development
- Advocacy and promotion of the school and its mission locally, nationally and internationally
- Accountability for the financial well-being of the school, including approval of an annual budget, periodic budgetary benchmark review, effective financial management and external fundraising
- Selection, support and nurturance of the school principal
- Conduct an annual (written) evaluation of the performance of the school principal, establish the principal's annual salary, and provide input to the Superintendent of LAUSD who has final authority over hiring and firing
- Review and approve the annual election-to-work agreement
- Manage the Internal Appeals Process
- Review and maintain bylaws, and establish all major policies (e.g. attendance, promotion, discipline, graduation requirements) consistent with the school's mission and LAUSD / California State Board of Education policies and guidelines
- Keep accurate records of its meetings, including rationale for and decisions on key issues, and provide timely communication of its proceedings through written and digital communication in English, Spanish and other languages as needed to ensure universal access to the information within the school community.

- Ensure that the Council's composition reflects a balance of expertise, perspectives and the demographic make up of the school community
- Develop itself through new member orientation, ongoing education, leadership development, succession planning, and evaluation of itself annually
- Provide strategic advice on curriculum, instruction, assessment, school culture and organization, parental involvement and other important decisions affecting the instructional program made by the school principal and leadership team
- Assures compliance with applicable local, state, and federal laws and regulations

4c. Leadership Team and School Decision-Making

In addition to the Governing School Council, there will be a Leadership Team (LT) that consists of the president of the student council; each grade level team leader; the content area leader from each discipline including a specialist teacher; a representative of the student support (intervention) team, the school directors, the International Studies Coordinator, and the school principal. It is supported and informed by the Student Support Team described in section 3 of the proposal.

The main purpose of the Leadership Team (LT) is to coordinate communication, plan, and develop initiatives aimed at improving student learning. A primary function of the LT is to annually create a comprehensive School Development Plan, based on the ISSN school design. In brief, steps that the LT takes in the development of the plan are 1) gather a broad range of data about student's work, teacher's instructional practices, the school's organizational dynamics and its interpersonal culture (to include data from the annual ISSN school design surveys and/or school design site visit); 2) analyze the differences between the school's current status on these indicators and previous indicators of progress (where the school was) and its vision of the future (where it wants to go); 3) establish priorities for action to change aspects of the school that will lead to improved student learning; 4) develop action plans for addressing each priority that includes an understanding of the causes of the "problem", strategies for improvement, and benchmarks for assessing progress; 5) periodically monitor progress against benchmarks and adjust strategies as needed; 6) conduct a year end assessment of progress that feeds into the next year's annual plan.

To support and implement the initiatives of the Leadership Team, the Core Team composed of the principal, the two directors, the International Studies Coordinator the Financial Manager/Development Director, and the Student Support Team liaisons meet regularly each week to coordinate the day-to-day operations of the school.

Informing the Leadership Team are standing Inquiry Teams that are responsible for providing information and options for action to the LT as well as to the faculty, as a whole, on specific aspects of the school. In order to maximize input from throughout the school community and to build distributed leadership capacity, all teachers will serve on Inquiry Teams, such that every teacher serves on at least one such team each year. Parents, students and community members will also serve on Inquiry Teams as needed or appropriate. One such Inquiry Team will be the Data Team that is charged with continuously gathering and analyzing a broad range of data

regarding the school and its performance. Another Inquiry Team is a parent-led team that informs the Student Support Team that was discussed in section 3e. This and other Inquiry Teams are instrumental in establishing action plans to address priorities set by the faculty and the LT. Action plans developed by Inquiry Teams and approved by the LT and the faculty as a whole are implemented within grade level teams, subject-area teams or through the student support team. These are coordinated and monitored by each team's representative on the LT. The Governing School Council is informed of and provides input into the annual School Development Plan but does not formally approve it.

4d. Advisory Board

As an adjunct to the Governing School Council, an Advisory Board will be formed of prominent members of the Los Angeles education, business and cultural community. The purpose of the Advisory Board will be to raise awareness about the school locally, nationally, and internationally, seeking enrichment and internship opportunities for students and the school, and to assist in raising additional funds to support the school. Through quarterly meetings with the president of the Governing School Council and the school principal, the Advisory Board will be kept informed of the school's progress and challenges so that its members can act as spokespersons and advocates for the school within various circles of influence within the city.

4e. Compliance with Title I Advisory Board requirements

Since the specific demographic make-up of the school will not be available until the first class of 6th and 9th graders is selected by lottery, it is assumed at this point that BISA will eventually be eligible for Title I funding as either a "Targeted Assistance School" program or as a "School Wide Program" by meeting the 40% poverty threshold through free and reduced lunch eligibility. In order to meet the requirements for this funding, the school will assemble a Compensatory Education Advisory Committee (CEAC) comprised of parents elected by Title I eligible parents, school leadership, Title I teachers, and the school counselor. This committee will be tasked with creating the "Single Plan for Student Achievement" as well as advising the school Leadership Team and the Student Support Team regarding supplemental services that are eligible through Title I funding. It will also be responsible for creating the school's policy on parental involvement, overseeing the Annual Title I Parent Meeting, overseeing the creation of thorough informational materials for parents of students who are eligible for Title I programming, and conducting regular data analysis regarding program effectiveness that will include parent and student surveys, test data disaggregation, and programmatic recommendations that assure that Title I funding is used to promote scientifically-based instructional methods and programs that supplement rather than supplant instruction at the school.

5. BUDGET

5a. BISA Proposed Budget

Since specific per-pupil allocation figures are not available at this time, we will outline our budgetary priorities in broad terms to provide a sense of the high leverage elements of the school

model that would be given priority. Given the budgetary autonomies and the intent to partner with a collocated school to provide some shared services, BISA will target budgeted funds to:

- support highly qualified core faculty including world language teachers
- provide extended day funding for staff to enhance student academic support and extracurricular involvement
- foster ongoing professional development for the staff
- create contractual partnerships with community agencies in health and social support sectors to provide a safety net of wellness for students and families
- provide cutting edge technology to facilitate the development of new literacies as well as 21st century learning skills.

Title I funding, grant and foundation funding, and per pupil allocations would be leveraged to provide maximum levels of support and opportunities for students as they pursue this world class education. For example, we would explore under the autonomies the provision of laptop computers for all students rather than purchasing traditional textbooks in order to support 21st century learning while still maximizing updated content access and skills work.

5b. Plan for Additional Fundraising and Support

BISA will be a member of Asia Society's International Studies Schools Network. As such, the school will be among those schools supported by funds from the Bill and Melinda Gates Foundation, as well as a broad range of other philanthropic resources developed to assist ISSN schools that, to date, have included:

- **Freeman Foundation** Scholarships for 10 ISSN students to participate in Concordia Chinese and Japanese 4 week summer Language Villages and development of 10 week distance learning course, "The Landscapes of China", for ISSN teachers, administrators and coaches
- **Goldman Sachs Foundation** for prizes to ISSN anchor schools, best practice seminars for ISSN schools, and publications featuring ISSN members
- **Jack Kent Cooke Foundation** Three week ISSN student Study Tours to China
- **Fulbright Hays Group Projects Abroad** Four week ISSN educator Study Tour to China
- **Foundation for California Community Colleges** to support International Studies Learning Center Early College model adaptation

Asia Society will continue to seek these kinds of philanthropic supports for BISA as an ISSN school.

BISA's Governing School Council, drawing on the advice and support of the Advisory Board, and working closely with the school principal, will be responsible for developing and implementing an annual fundraising plan for the school. The plan will include fundraising events, such as an annual high-profile breakfast or dinner designed to spotlight the school's unique dual mission of preparing students from disadvantaged backgrounds to be both college-ready and globally competent. The Council will be privy to lessons learned from other ISSN schools that have successfully staged such events. For example, the Denver Center for

International Studies featured former Senator Tim Worth at its fundraising dinner in 2006. The plan will also include strategies for identifying local, regional, and national government and philanthropic resources, developing relationships with potential funders and submitting high quality funding proposals. The Governing School Council may elect to develop a separate tax-exempt foundation for the school, as have other ISSN schools with great success. Asia Society will provide advice and connect the Council to other ISSN schools that have pursued this strategy.

5c. Budget management to ensure fiscal stability

The Governing School Council, in conjunction with the principal and the Financial Manager/Development Director, will develop an annual budget for the school, provide monthly monitoring of the budgetary spending benchmarks, and will be required to vote on substantive budgetary changes occurring within the school year. The Council will also provide oversight of external fundraising and will participate in targeted fundraising activities themselves. Conventional accounting procedures will be followed which meet the internal and external audit requirements of LAUSD and all California State Department of Education financial guidelines, policies, and procedures.

6. CURRICULUM AND INSTRUCTION

An intentionally-designed, globally-focused curriculum that interweaves state standards with 21st century skills and global content is at the heart of the Asia Society International Studies Schools Network model. This is delivered and supported by an innovative instructional model which fosters student problem-solving, interdisciplinary learning, collaborative student work, reflective practices, and high levels of student voice and ownership in the learning process. At BISA, this model will be adapted to meet standards, graduation, and college entrance standards unique to California.

6a. Student / Graduation Expectations

The ISSN Graduate Profile outlines what students will be expected to know and be able to do upon graduation from BISA, as an ISSN school. These capacities, abilities and dispositions are acquired through students' engagement with a rigorous curriculum and a select set of co-curricular and extracurricular offerings that meet and exceed Los Angeles Unified School District's graduation standards as well as the University of California "A-G" Standards.

The Graduate Profile, included in its entirety in Section 2, describes a young person who has mastered the content and abilities needed to be successful in college, including the experience beginning in the middle grades of becoming an expert about something important in the world; of researching, understanding and developing new perspectives about a world culture or an important international issue or problem. It describes someone with a deep foundation of knowledge within and across academic disciplines, including proficiency in one or more languages other than English, who sees how that knowledge can be applied to understand and communicate with the world around them. It emphasizes understanding how economic,

political, technological, environmental and social systems work and are interdependent across nations and regions. The Graduate Profile calls for students who are proficient thinkers and problem solvers; able to use technologically proficiently and to be critical consumers of the information from across the globe so readily accessible through technology. And no less important, it describes an adolescent whose journey through the middle and high school years has made them not just tolerant of others from different cultures, but who actively welcome opportunities to collaborate with others from backgrounds very different from their own.

Students will not only develop these capacities within the curricular experiences of the school, but will be supported in their development through graduation requirements which include globally-focused internships, community service and service learning opportunities, capstone research projects, and international travel opportunities for each student. The curriculum combined with co-curricular and extra-curricular support will develop the abilities, capacities, and dispositions of the students as outlined in the ISSN Graduate Profile and students' growth and development over time will be documented in students' annual portfolios.

6b. Instructional Philosophy and Teaching

In ISSN schools, learning is a partnership between students, teachers, family, and community within a climate where there is a palpable sense of energy, curiosity, excitement, and joy of learning present. Students and teachers are working on real world issues, questions, and problems, searching for solutions both small and large, and calling upon the resources of the families and community as a learning laboratory for their work.

At BISA, there will be a two-pronged approach to the students' education in which the unique skills and abilities of specific content areas are unlocked and practiced while simultaneously engaging students in a problems-based, project-based curriculum which naturally stimulates interdisciplinary work and diverse application of the content-based skills. Our goal is to "unlock" the intellectual frames of mind that the different content areas are predicated upon and provide diverse venues in which students can apply these skills. Teachers will use a balance of prescribed skills and demonstrations of learning that are "non-negotiables" combined with those that offer greater choice for students. The goal is to develop the skills of inquiry and production that are essential for students' growth as a learner, leader, global citizen, writer, researcher and problem-solver.

Within the curriculum, teachers and students will have choice in what they learn and how they demonstrate what they know. Students perform differentiated / choice-driven learning tasks that are more fluid and open-ended and students are generative in developing the work in which they participate. Students will engage in Critical Friends Group-like processes to tune their work, explore their dilemmas, and carve out time to have the deep discussions that produce long-term learning. Students will be provided opportunities to assess what their strengths are as a learner and will be asked to work to develop these areas as well as the areas that are not considered their strengths. The goal is for students to "own" their learning and to serve as full partners in their learning pathway at the school.

Reflection is essential in this type of learning. Documentation via annual portfolios of work that rise to a set level of quality (“college worthy”) and is driven by student reflection are created and maintained in partnership with a significant “critical friend” as an advisor. As an outgrowth of the ongoing reflection on learning, a culture of “revision and redemption” will be created so that academic risk-taking, entrepreneurship, and quality work production are values that are deeply inculcated into the day to day work of the school.

As students move through their years at the school, they will be asked to assume greater levels of challenge and rigor. Strong partnerships with local colleges will enable the school to offer dual as well as concurrent enrollment for college credit in addition to a broad offering of Advanced Placement level courses. This advanced coursework will support the capstone project that will be a graduation requirement for the school and allows students to specialize in an internationally-focused area of interest and synthesize their skills and abilities through an in-depth research initiative.

To support this instructional model, a clear curriculum map across the seven years outlines the content, skills, and strategies that will spiral upward in its development and is collaboratively created by the staff and students. Suggested course frameworks driven by enduring understandings and essential questions will be provided by the ISSN to support this new kind of learning. This is the central way in which we will infuse international content into all of the core courses of the school. An example of the U.S. History course framework outline is included in Appendix B as illustrative of the support provided to the school in this area.

Providing opportunities for students to engage deeply with real world problems with student choice in topics as well as their demonstrations of learning creates a naturally engaging climate. The developmental level of students in the middle and high school years is served well by cultivating responsible student voice, engaging students in issues that ask them to think beyond themselves, and providing real world connections within their own community as well as on the global stage in order to foster deep levels of engagement, responsibility, and relevance in their learning. With broad international connections and a focus on not only tolerating but appreciating diverse cultures, students will find a place for themselves in the learning offered at the school.

6c. Eliminating the Achievement Gap

Students in ISSN schools will experience an environment where “learning is cool” and the adults are committed to supporting all aspects of the students’ development in order to maximize their learning. By utilizing a 6th – 12th grade model that commits itself to building student capacity over time, it allows the school to engage with students early on to build a supportive, enriching model rather than implementing a model focused upon deficits in learning. All teachers at the school will receive ongoing support and professional development in fostering literacy and numeracy within the content areas and will receive training in AVID-like strategies and specific English Language Development Strategies to support the development of organizational and academic readiness skills to support learning that are consistently utilized and reinforced school-wide.

Proactively, each student will be assigned a faculty advisor who will assist with the creation of an Individual Learning Map, allowing students to understand their learning strengths and weaknesses and facilitating their “buy in” to utilizing the support services provided by the school. The Learning Maps also allow for student voice regarding their own academic achievement and will help to create a sense of academic efficacy within the student body. The role of the advisor at the school is two-fold: (1) to serve as an advocate and sounding Council for the individual student, providing ongoing monitoring of their holistic growth and development and helping to design support / interventions when needed, and (2) to help students in their advisory group to develop their understanding of who they are personally, who they are as learners, and what their voice or role is in the community, both locally and globally. Advisories will meet four times per week for 40 minutes each to provide sustained contact time for advisors/advisees. Other learning opportunities such as portfolio development and internship development will also be supported through the advisory system.

If a student experiences learning struggles, all teachers will participate in before and after school tutoring to support specific learning needs arising in their classrooms. A broad offering of academically-focused electives will also be provided to students to enable them to develop greater proficiency in the content areas within an “enrichment model” rather than a “remedial model”, further enhancing their academic records while supporting their specific learning needs.

Many students, due to specific learning disabilities or English language learning needs may require greater levels of support to be successful academically. A three-tiered system of support has been created to address these needs:

- Level One is for students needing some content-based assistance or organizational support and uses a learning laboratory format that allows students to have access to a content specialist for self-selected assistance for assigned work / projects. Participation at this level is more fluid, and can be used on an “as needed” basis or scheduled as a part of the student’s regular school commitments.
- Level Two is for students needing greater assistance with language development. These students will be double-blocked into ISSN’s signature literacy courses and will have access to the literacy specialist (as well as the content area specialists at Level One). This is a proactive intervention for students who need additional literacy development or specific oral and written language development and will become part of their daily schedules for the year.
- Level Three is for students needing the highest level of support and includes one-on-one targeted, intensive instruction. There will be an “intervention SWAT team” that will serve in an initial diagnostic capacity, working with students, families, and teachers to create a learning plan for the student. This team is a high-profile group designed to help students know themselves and the meta-cognitive aspects of learning, and works to create a plan that is more explicit and detailed than their Individual Learning Plan, targeting high need areas and specific intervention strategies or programs to assist the student. Level Three interventions are for students with very low levels of language acquisition or

those with severe learning challenges who need maximum support in order to transition to the mainstreamed setting.

With regard to English Learners, the three tiered approach will be utilized to provide multiple levels of support to build strong academic language in the student's native language while simultaneously building their English proficiency. Based upon the work of Laurie Olsen and Alicia Romero in Meeting the Needs of English Learners in Small Schools and Learning Communities, five conditions for optimal English Learner instruction are identified. Through this lens, BISA will create a system to address student needs in English language development.

1. ***“English Learners need a safe, low-anxiety environment that promoted exposure to and the use of the new language.”*** At BISA, all teachers will receive extensive training in literacy development with particular attention given to fostering English acquisition within the regular classroom setting. A school-wide focus on vocabulary development, “accountable talk”, and pre-reading and pre-writing strategies will be employed to support the literacy capacities of all students, especially English Learners. Students requiring additional assistance will be provided with special seminars or classes to support their language development and to reinforce and enhance their learning in the mainstream classroom setting.
2. ***“Students need many opportunities to interact and use English in multiple contexts.”*** All students at BISA will be immersed in language-rich settings where students are asked to speak, listen, read, and write continuously throughout their school day. From informal social language development to formal academic language usage, the school will provide students with opportunities, coaching, and direct instruction in language usage on an ongoing basis. In the small setting, including the advisory setting, students will be involved and engaged in their work consistently and will be asked to participate in a broad range of academic and extracurricular experiences offering diverse settings for this language development.
3. ***“Students need the opportunity to practice and refine their oral and listening skills in the classroom.”*** As listed in number two, BISA's language rich environment is intentionally designed to promote the use of oral language and listening skills facilitated by the small class size and personal relationships that the small class size fosters. The school's project-based learning approach with a heavy emphasis on classroom presentations and performances offer further opportunities for the development of these skills and abilities.
4. ***“To learn English well, English Learners need good English models.”*** At BISA, high levels of student to student, student to teacher, and student to community interactions are facilitated daily. Rather than promoting a self-contained English Learner model, BISA students are immersed in language rich settings with teachers who have all received training in fostering English language development in order to surround students with strong English models. For students needing additional assistance, special seminar classes, inclusive classroom teaching models, and one-on-one support are provided to accelerate their language acquisition.
5. ***“English Learners need support and respect for their home language and culture.”*** BISA represents a school culture where all students are engaged in the learning of

languages other than their own. This climate of cultural and linguistic learning is ideal for English Learners who will be able to use their native language as an academic asset and as a valued tool and skill at the school. Celebrations and ceremonies at the school will always include greetings from students representing all of the languages spoken at the school. Formal academic coursework or informal extracurricular opportunities will be created to support students' native language development and all students will be encouraged and assisted in developing solid academic language within their native language.

As evidence of our understanding of what it takes to close achievement gaps, we offer the following statistics. In 2007, 10th graders at our two other Los Angeles ISSN schools took the CAHSEE for the first time. In California, students are given five attempts to pass the California High School Exit Exam prior to graduation. The Average LAUSD passing rates for 10th grade students in their first attempt on the CAHSEE were 58% in English Language Arts and 55% in mathematics. The California state average is 77% in ELA and 74% in mathematics. At the Vaughn International Studies Academy in Pacoima, 92% passed the ELA exam and 84% passed the mathematics exam. At the International Studies Learning Center in South Gate, 87% passed the ELA exam and 83% passed the mathematics exam. We consider these data to be a good beginning toward our goal of college ready, globally competent students in these two schools and are working with leaders and faculty in each school to continue to improve outcomes for students in the future.

6d. Core Curriculum and the A-G Requirements

The following outline of courses for grades 6 – 12 is offered as a template for the curricular offerings at the school in order for students to meet the highest levels of college readiness and preparedness. These meet and exceed the A-G requirements and prepare students for admission to the most selective colleges across the U.S.

6th grade	English/ Lang.Arts	Math - 6	Integrated Science	World Cultures	World Lang. I	Reading I	PE	Elective
7th grade	English/ Lang.Arts	Math - 7	Integrated Science	Area Studies	World Lang. II	Reading II	PE	Elective
8th grade	English/ Lang.Arts	Math – 8 (Algebra)	Integrated Science	Area Studies	World Lang. III	Reading III	PE	Elective
9th grade	World Lit. I Pre-AP	Algebra or Geom	Biology Pre-AP	World Geo Pre-AP	World Lang. IV	Global Arts	PE	Applied Tech.*
10th grade	World Lit. II Pre-AP	Geom. or Alg.II	Chemistry Pre-AP	World History Pre-AP	World Lang. V	Health / Life Skill	PE	Elective *
11th grade	American Lit. AP	Alg. II or Pre-Calc	Physics Pre-AP	U.S. History	World Lang.	Internship	Elective	Elective

				AP	VI (AP)			
12th grade	Senior Comp. & Lit. AP	Pre-Calc or Calc. AB - AP	AP Level Science Elective	US Gov / Econ. AP	World Lang. VII AP Lit.	Senior Research Seminar	Elective	Elective

World languages will include Spanish and Mandarin Chinese and all students will be required to take one or both languages over their career at BISA.

Sample electives include: Area Studies (Asian, African, Latin American, Middle Eastern), Model United Nations, Global Arts (ex. World Music, Global Art, World Theater, World Dance), Environmental Systems AP, Scientific Research and Design, Physics AP, Biology AP, Chemistry AP, Humanities, International Film, Archaeology, Psychology AP, Anthropology, World Religion, World Philosophies. Important to note, we plan to work with the Los Angeles International High School to collaborative design and implement electives available to students from both schools. Course work at BISA would also include dual enrollment college courses where appropriate and many of the courses offered in the junior and senior year may be accomplished through concurrent enrollment and held in the college setting.

*For students needing double-blocked literacy support, the literacy class would be scheduled in these slots with Applied Technologies moving to an elective slot in the junior year.

Required globally-focused career exploration internships, community service, and students' capstone research projects in their senior year provide opportunities to fulfill the additional graduation requirements for LAUSD as well as extend their learning applications into the broader community.

6e. Literacy and Numeracy Instruction

At BISA, as at any ISSN school, literacy and numeracy development are everyone's job. This fact of daily life in our schools creates an opportunity for teachers to analyze their specific course offerings to ascertain what the essential literacies for their academic field are and how numeracy can be developed and supported in authentic ways within their content areas. This is essential for the overall development of a literate and numerate student body, but also serves as a vehicle to further unlock the content-based skills and abilities that students must develop to take on the roles of "historian" or "scientist" or "writer" in order to apply these academic skills broadly in the service of real world problem-solving.

To further support literacy development, the ISSN has designed signature literacy courses for 6th and 9th grades with development of the remaining courses (grades 6-10) underway. These courses allow students to be double-blocked into a targeted literacy development course to support their English / Language Arts course while offering these as enrichment electives on their transcripts, thus not stigmatizing students who need this support. The courses are designed to not only develop the traditional literacy skills, but to build students' proficiency with the new literacies including media literacy, Internet-based research, analysis, and source evaluation,

electronic communication skills, and media creation skills. All of these courses are embedded in a rich international context that helps students to unlock deeper cultural understandings as well as understandings of global systems and structures. (Please see Appendix A.)

To support numeracy development, a concerted process of mathematical alignment is underway across the ISSN network schools as a basis for creating a 6th – 12th grade aligned mathematics curriculum that emphasizes essential mathematical concepts and skills and applies them within significant international problem-solving situations. Teachers at the Belmont Zone school would be deeply engaged in and benefit from this work in the development of a well-articulated, logically-sequenced, and effectively delivered mathematics curriculum with real world, global applications.

6f. Community Resources to Enhance the Curriculum

The International Studies Schools Network brings together schools from across the U.S. that are committed to the implementation of a school design model to prepare students to be college ready and globally competent. Through this network, teachers from across the country are brought together regularly to work on shared curriculum development, to share instructional strategies and tools, and to serve as critical friends in the tuning and refinement of curricular units. Targeted professional development is provided to teachers as well as leaders to enhance their abilities to develop and deliver the highest quality of educational opportunities to the students in the schools. An in-school coach is also provided to support teacher development and to support curricular initiatives. This partnership would be essential in the development of the teaching and learning program of the Belmont school.

In addition, the ISSN has developed a cadre of support programs that offer professional development as well as curricular materials with an international focus to the schools. These include organizations such as Facing History and Ourselves, National Geographic, CHOICES from Brown University, Center for Teaching International Relations, Heifer International, Global Nomads, Fulbright Fellowship Programs, Journeys in Film, etc.

The ISSN also has a group of partners supporting international travel for students and has established discounts and scholarships for students to participate in international exchanges in the summers as well as during the school year. These partnerships include AFS, the partners of CSIET, Global Exchange, the Asian Alliance, and other international travel providers.

In the city of Los Angeles, there are thousands of opportunities to partner with businesses, cultural institutions, community agencies and the like to enhance the learning opportunities for the students and staff. Some possibilities include:

- Asia Society – Los Angeles for international speakers and events for students and staff as well as online resources on the teaching of Asia
- World Affairs Council of Los Angeles for international speakers, opportunities for students to attend weekly lunches with business and international leaders, academic competitions such as World Quest and the OAS simulation, etc.

- Consulate Offices in L.A. for internationally-focused field trips, language immersion opportunities, speakers, and possible international travel opportunities
- Port of L.A. for international internships, language practice opportunities, global systems/economic system resources
- Cultural organizations such as the Greek society, Pan-Asian Development Organization, African Alliance, and others can serve as sources of cultural materials, speakers, visits to local celebrations to learn about customs and traditions
- Heart of LA Youth is a possible partner to co-develop an internationally-focused after school program for students
- Collaboration among the 10 Belmont schools will be used to partner to provide athletic opportunities for students, shared arts courses, after school programming, and international courses that all students could benefit from

There represent only a few of the opportunities that will be cultivated to support and enrich the academic program of students at the school.

6g. Addressing the Needs of Diverse Learners

Students at ISSN schools are treated as individuals and are known well as learners and as people. Individual Learning Plans are collaboratively developed by each student in consultation with their advisor as well as their family to help the student assess their learning strengths as well as any learning challenges. With the help of these learning plans as a way to encourage students to self-advocate for their learning needs, teachers will offer a rich curriculum with multiple opportunities for student choice of the content as well as the assessments used to allow them to customize or tailor the learning experience for and with their students. At BISA, classroom assignments will be differentiated to meet diverse student interests and needs. Teachers will balance the “non-negotiable” assignments with those that enable high levels of student choice and voice in order to continually build students’ sense of academic efficacy and engagement with their own learning as well as the learning of others.

Specific interventions for students experiencing learning challenges were addressed earlier in the section entitled, “Eliminating the Achievement Gap” and included a three-tiered system of support and intervention. The rigorous curriculum paired with a wide array of elective options is designed to challenge even the most gifted learner with academic choices and problem-based learning serving a crucial role in challenging students to reach further, to invent, and to devise innovative solutions. Finally, globally-focused internships, reflective portfolios, capstone projects of self-selected research, and community service / service learning all provide real world applications for student learning and the opportunity to delve deeply into areas of interest.

6h. Family Involvement

Students and their families will be full partners at the school and are involved in all aspects of school life. Initially, students and their families will be part of the creation of the Individual Learning Plans, which includes meeting with the student’s advisor and “dreaming big” about the hopes and plans that they each hold for the future for the student. There is an annual “asset

mapping” of the talents, networks, and skills that each family brings to the school, with intentionally designed opportunities for families to share their cultural backgrounds and traditions and their personal skills and talents to support / enrich learning for the students.

As students progress through school, parents will be involved in the public presentations of the learning and will be asked to assume a role in the evaluation of student work. Parents will be asked to pick up report cards from the school each nine weeks and to meet with the team of teachers during that time. Parents will also be asked to attend the student portfolio presentations each year as part of the student led conferences on learning and to communicate regularly with their student’s advisor.

Families will also be involved in school travel and field trips, in job shadowing for internships, and in support roles in the school and its activities during the school day and outside of school hours.

Opportunities for parent and family learning will also be made available to assist parents in understanding the educational landscape for their children, the role of post-secondary education in the job market, the intricacies of college admissions and financial aid, and the family support that is needed to create a climate of learning in the home for their students. We will also offer English Language courses for families as well in after school hours. As we have shown commitment to in our other magnet school, VISA, we will be actively seeking opportunities to employ family members and other local community residents to provide the support services for the school where possible.

Technology as well as traditional communication means will be used to maintain ongoing contact with the families with regular community meetings scheduled to solicit parent feedback and questions. Parents will also serve on the Governing School Council and on other committees at the school, will work with teachers in organizing community learning experiences, and where possible, will share their expertise through classroom lessons and seminars.

The goal is for there to be a seamless web of support and understanding surrounding the student and their academic success. This necessitates a true partnership with parents throughout the seven years of their student’s attendance at BISA.

7. STUDENT ASSESSMENT AND GRADUATION REQUIREMENTS

7a. Philosophy of Student Assessment

Student assessment is a key in the continuous progress model of reflective practice which characterizes the instructional model of the Belmont International Studies Academy. The assessment of learning is an integral part of the curriculum and hinges on the expectations found in the ISSN Graduate Profile (as listed in Section 2). Classroom instruction “day by day and minute by minute” is the foundation for the constant attention to the demonstration of learning, which is a key to our school’s assessment model. Teacher observation of student learning every class period informs the planning for the following day’s instruction. Time will be given for this

demonstration of learning to occur at the end of the class period as well as during transitions from one major concept to another. The active, minds on instructional model will be layered with ongoing opportunities for students to demonstrate their learning.

Building on the day to day demonstration of learning, students will have the opportunity to demonstrate the consolidation of that learning through grading period and year-long cumulative opportunities. These measures will result in qualitative and quantitative data which will be analyzed on a regular basis and used to monitor and adjust instruction as quickly as possible.

Students will be active participants in this culture of continuous reflection and change. Students will assess themselves and will provide peer feedback in a structured way that will lead to 360° look at their work. Students will be trained in rubric creation and analysis as well as “warm and cool feedback “in order to enhance their abilities to be “critical friends” to their peers. They will also be engaged in assessing their own progress in achieving the skills and competencies outlined in the ISSN Graduate profile. Student portfolios and “capstone projects” will help document student learning.

All data gained through this approach will be used to improve student performance on the macro and micro levels. An array of data will be used to assess students’ growth as learners and form a basis for continuous improvement of instruction.

7b. Formative and Summative Assessments beyond the California Standards Test

There will be multiple opportunities for students and teachers to be engaged in the formative assessment of student learning. The following are a sampling of strategies that will be used:

Portfolios – students will collect samples of their work that demonstrate their learning of the enduring understandings of their course work. In addition to course specific portfolios, a grade level specific portfolio experience will help demonstrate their cumulative learning for the year and their progress towards achieving the goals of the Graduate Profile.

Teacher Observation and Recording of Learning – teachers will be trained in observational techniques and documentation. They will keep a running record of student learning through weekly check-ins, “student watching” and individual conferencing.

Interim Benchmark Assessments – coordination will take place between the district level benchmark assessments and the pacing of the courses offered at BISA. Benchmark experiences will be implemented at BISA that are aligned with the course content and the critical thinking development that will be a critical part of all discipline coursework.

Student Self – Assessment – students will be engaged in self-assessment in core classes and advisory. This will be enhanced by the use of a developmental rubric that will assist students in “charting their journey” through the Graduate Profile.

Summative approaches to the assessment of learning will include but not be limited to end of course/state examinations. The periodic interim benchmark assessments will be utilized to examine individual student performance as well as trend data across student groups in order to minimize “surprises” usually created by summative assessments. The strong analysis of these summative assessments will result in the intentional mapping of skills and content within our course frameworks. The California Exit High School Examination will also be used for all students with the focus on the analysis and resulting monitoring and adjustment of the instructional program.

Capstone projects will also form an important part of the summative assessment program. Capstones will be developmentally appropriate scaffolding student expectations so that the final capstone represents a complex demonstration of the integration of the learning throughout a student’s educational experience at BISA. A medial capstone project will take place at the conclusion of the middle grades program (8th grade) giving students the opportunity to present their learning in a public forum.

All students will have the opportunity to take college entrance examinations as practice exams based on their individual learning plan and when they, their families and their teachers feel they are ready to pursue concurrent college enrollment. Prior to this students will be able to take these exams for practice.

7c. Data collection and Analysis/Intervention and Improvement of Instruction

Philosophically we value supporting the whole student and we know that providing for student and family needs is essential. Therefore, it becomes necessary to collect, analyze and act upon data that more broadly represents the different aspects of student success in our Graduate Profile and the factors that support that success.

Collection of data will be multi-level – at the individual, classroom grade level, departmental and school wide level. Data collected will tell the story of student achievement on traditional measures of student success, such as state wide, district and end of course/semester standardized assessments. Data will be collected across subject areas and longitudinally to examine the growth of individual students.

In addition, data from formative assessments will be collected at the classroom level in order to monitor instruction and make the necessary adjustments. Trend data around these formative assessments will also help inform the needs for professional development as well as curriculum adjustment.

Data from individual students will also form a critical unit of analysis. This data will track mental health needs as well as presenting academic needs. We will gather data around the progress a student is making towards demonstration of the competencies outlined in our Graduate Profile.

The data collected will be only as effective as the action that is taken in an intentional way to respond to the data. The classroom teacher will be responsible for monitoring the data over time for each student and respond directly at the student level, whenever possible. When trends for a student are discovered across classes or in school level measures, the Teacher/Advisor will be the primary interface with this work. The advisor will know the “whole student” and be the first responder to data which might need intervention beyond the single classroom level. It is expected that the administration, counseling staff and teaching faculty will have a deep understanding of the students with whom they come in contact and will have knowledge of student’s life context in order to build the student’s capacity to overcome obstacles. The goal of the school is to have open, honest personal relationships with students and their families and work to empower families to create contexts where student learning is facilitated. A team approach will be critical to the success of this approach. Under the lead of the advisor, a team of professionals such as the guidance counselor, social worker, administrator, grade level team leader and community agency resources where needed would work together with students and their families to develop time bound action plans to support the success of the student. This would take place in a culture of not giving up on students but trying everything possible to help the student access the high level of education being offered.

Strategies would include academic intervention within and before and after the school day, home visits, family/team meetings, availability of multi-lingual intervention personnel, etc. In addition, it will be critical either within the school if the budget permits or through partnerships with community agencies to support the health and human services needs of the students. Where partnerships with community agencies are in place, they will be grounded in a philosophy of co-advocacy and shared accountability with the school.

7d. Graduation Requirements/Measuring Student Progress toward Graduation

All students at BISA will be required to take the sequence of courses that meet or exceed the California requirements for graduation. In addition, students at BISA will have requirements that are reflected in the ISSN school design matrix. They will fulfill such experiential requirements as community and service learning, internships and travel. They will also have to fulfill particular product requirements annually. These will include annual portfolios, an eighth grade multi-genre exhibition project, and a senior year globally themed capstone project.

Unique to BISA and other ISSN schools is the developmental matrix tied to the Graduate Profile. From their entry into the school, students will work with their advisors to assess their progress along their journey to achieve the graduate profile. Through the presentation of evidence on a yearly basis, students will be able to assess their progress, set goals for the upcoming year and chart the course with their advisory of the experiences they need to have in order to demonstrate the competencies outlined in the graduate profile. Through this process students will become architects of their success and share the responsibility for their journey towards becoming a globally competent student ready for a post secondary education.

Through the comprehensive lenses outlined above, advisors will be responsible for monitoring a student’s progress towards our graduation goals and commanding whatever resources, human

and otherwise necessary to support the journey. They will also be responsible for communicating regularly with families about this progress and supporting students in regularly scheduled student-led conferences where they reflect on their progress with their families.

8. LEADERSHIP AND STAFF SELECTION

8a. Staffing Plan

Upon the full implementation of the school the following will be the staffing plan of the Belmont International Studies Academy:

- *7 English, 7 Math, 7 Science, 7 Social Studies and 7 World Language teachers* – they will form the core subject areas of the schools and, wherever possible, be clustered for the middle and high school students. In addition to teaching their core subject they will be responsible for creating and teaching internationally themed electives.
- *4 Special Education Teachers* – they will work in self-contained, shared time (resource center) and fully included situations, based on the needs of the population. They will also serve as support for teachers so the classroom teachers can be proactive in their support of students with special needs.
- *2 ELL teachers* – they will work to support students in structures that ensure student’s classroom success. In addition, they will serve as resources for classroom teachers to enhance classroom strategies that accelerate the learning of English Language Learners.
- *2 Multi – Arts teachers* – they will offer a sequence of courses in the arts as well as coordinate resources from the community. They will also serve as a resource for infusing the arts into the fabric of other disciplines within the school as a way of maximizing learning in those subjects. These positions might be shared with other schools of similar philosophies within the Belmont Zone.
- *2 Physical Educators* – they will offer a program of classes designed to support student’s lifelong health and fitness. These positions may also be shared with other schools of similar philosophies within the Belmont Zone.
- *Literacy Specialist* – this person would teach one or two classes and then coach teachers in strategies that support content area specific literacy development.
- *Media Specialist/Technology Teacher* – this person will support student research and media productions including but not limited to print, data bases, video, video production.
- *Technology Technician/Part Time* – this person will oversee the maintenance of the technology throughout the school. They will recruit, train and support a student-run program of technology support.

- *Math/Science Specialist* – this person would teach one or two classes and then coach teachers in effective strategies for math and science instruction.
- *2 Counselors/Social Workers* – one will focus on middle grades while the other will work with the high school. They will work as a team to support students through individual and group work and be coordinators of the school intervention teams.
- *Parent Coordinator* – this person will be the direct connection with the parent community, making home visits, coordinating parent/guardian participation in the school including volunteering, and coordinate a comprehensive parent/guardian education program.
- *1 Nurse/Practitioner* – this person might be provided in partnership with a local social service agency or shared with another school within the Belmont Zone.
- *Secretarial Support for the School* – people filling these positions will be bilingual in Spanish / English.
- *Partnerships for contracted services for custodial and cafeteria services will be negotiated with other building partners and will become a shared cost.*

8b. Leadership Structure

Upon full implementation of the school, the following will comprise the leadership structure of the school:

Principal – this person will serve as the chief officer of the school and report directly to the Governing Board of the School. This person will serve as the collaborative leader of the school, creating an environment of distributed leadership but remaining accountable for the continuous journey of the school towards student attainment of the ISSN Graduate Profile.

2 Directors/Assistant Principals – one of these positions will work with the middle grades and the other will work with the high school. They will work collaboratively with the principal to lead the instructional program to ensure the success of all students. They will interface regularly with the grade level team leaders and the discipline-based lead teachers.

1 Financial Manager/Development Director – this person will report to the principal and will manage the budget of the school on a day to day basis. They will collaborate with the rest of the leadership team in the development and monitoring of the yearly school budget, monitor purchasing and grant monies. They will also seek out opportunities for outside funding for the school and lead grant writing efforts on behalf of the school in collaboration with the leaders and the faculty.

1 International Studies/Service Learning/Internship Coordinator – this person will support the internationalizing of the curriculum, connect with community to coordinate service learning and internships and will coordinate student travel opportunities.

8c. Expectations for Leader and Staff Conduct

All leaders, faculty and staff hired at BISA will be expected to maintain the highest ethical standards. They must come to the school believing and acting on the belief that all students will achieve the ISSN Graduate Profile. They must operate with a disposition of responsibility for the success of the students and demonstrate an attitude of not “giving up.” They must come to the school committed to serving the targeted demographics of the student population, believing and acting on the belief that every student will succeed.

Working in a small school requires a strongly developed work ethic with a shared sense of responsibility for the progress of the school as a whole. They must understand and demonstrate a willingness to go beyond the traditional roles and responsibilities expected in helping create an environment of celebration and success around a rigorous, developmentally appropriate curriculum.

BISA leaders and staff will be global and international in their focus. They will travel abroad, demonstrate their willingness to participate in service in their community and beyond and be conversant in present and emerging world issues. They will possess deep cultural knowledge and a wiliness to continue to grow and learn in this area.

Finally, all who work in BISA will be expected to demonstrate a reflective attitude that leads to continuous growth in their personal performance, will be respectful of all who are part of the school community and will remain accountable for the results achieved with students.

8d. Evaluation Process

Evaluation is a key factor in continuous improvement when administered in an authentic, growth oriented manner. In BISA, leader and staff evaluation will occur within the framework of the ISSN Leader and Teacher Profiles. These profiles clearly define the skills and competencies expected of leaders and teachers within the International Studies Schools Network. These profiles will be used to create a developmental matrix of the style of Charlotte Danielson (see *Enhancing Professional Practice*, 2nd edition, 2007.) This matrix will form the basis for a yearly portfolio development that reflects the profiles as well as the leader/staff members’ yearly goals. A three- person team including a school leader and two other selected colleagues will serve as the accountability team for teacher and/or leadership evaluation and will results in written feedback, including the collaborative development of a personal growth plan for the subsequent year.

Tools that provide 360° feedback will be used with all school staff on a regular basis including feedback from students and their families. Classroom observations and peer observations will be included in this process. All of this will add to the portfolio process and ultimately to the continuous growth of the leader/teacher. Peer assistance will be the norm to enhance professional practice. All evaluation processes will be directly linked to the comprehensive professional development program of the school.

This process of evaluation will be embedded in a larger effort of school improvement. In addition to the more traditional WASC accreditation visit, BISA will take part in the ISSN comprehensive school site visit. Based on the school design matrix, a national team will visit the school in its first and third years and present comprehensive data around the school's journey towards achievement of the school design matrix. During the intervening years, BISA will participated in a self assessment experience modeled on the site visit process so that they can continuously grow towards providing the highest level education for all students.

8e. Recruitment and Selection of Leadership and Staff

Recruitment of staff and leadership will be a comprehensive and broad ranging process. The Leader's and Teacher's Profiles will form the framework for attracting candidates to the positions.

Leadership – Initially, the Principal will be recruited widely, across ISSN existing schools, through universities and colleges, as well as well known leadership development programs. The interview team will consist of representation of community agencies, faculty from existing ISSN schools, leaders from existing ISSN schools and a representative from the ISSN national leadership team. Following the selection of the Principal, the Principal will be an active member of the recruitment and selection of other leadership positions, with representatives from the national ISSN leadership team or ISSN school coach.

Staff - The Principal and his/her leadership team will have the primary responsibility for the recruitment and selection of staff. The Principal will be aided in this effort by selected members of the ISSN staff including the BISA school coach and members of the ISSN leadership team as needed. Recruitment will be assisted through the national recruitment network of the ISSN as well as contacts within the LAUSD and local colleges and universities. The goal will be to recruit a diverse staff – diverse in ethnicity, years of experience, and flexibility within certification areas wherever possible.

As mentioned above, recruitment will be of leaders and teachers who can demonstrate evidence of their commitment of preparing *all* students to be globally competent and have experience with international issues, travel and/or service.

8f. Staffing Patterns for Special Education and English Learners

As outlined in section 8a of this proposal, when fully populated, BISA will have the following positions that will form the basis of the staffing patterns for special education and English Language Learners:

- 4 Special Education Teachers
- 2 English Language Learner Teacher/Specialists
- 1 Literacy Specialist/Teacher Coach
- 1 Math/Science Teacher Coach
- 2 Counselors/Social Workers

- 1 Parent Coordinator
- 1 Nurse/Practitioner

In addition, each student will have an advisor/advocate who will know them best and be the safety net needed to ensure that the educational program presented best serves the needs of the individual student.

To meet the academic and non-academic support needs of students, a **Student Support Team** will be created consisting of specialists in English Language Learners, Special Education, and Literacy, as well as a guidance counselor, social worker, and members of leadership. Their role will be to help problem-solve and assist teachers with action oriented strategies that support individual student success inside and outside of the classroom. Whenever possible, and when this team is “staffing” about an individual student, members of the teaching team, the advisor and a special area teacher where the individual student is having success will be incorporated at the team meeting in order to implement changes necessary to help increase the probability of the individual student’s success. This team will also examine school wide or grade level trends in order to suggest to the leadership team possible next steps in professional development or school policy formation.

Since the goal of the BISA program is to include special education students and English Learners in all facets of school life, all staff at BISA will have a commitment to learning about and supporting the needs of special education and English Learners within the regular classroom setting where possible, and working closely with special needs teachers to provide the highest levels of student support possible. This will be accomplished through continuous professional development, a consultancy model with the specialists in the building, and co-teaching with designated specialists in the areas of special education and English Learners.

9. ELECT-TO-WORK AGREEMENT

9a. Work Conditions

The following work conditions will apply to all BISA staff.

- All staff members will fully support BISA’s mission statement:

The Mission of the Belmont International Studies Academy (BISA) is to create an environment for learning and development in which every student is prepared to succeed in college or other post secondary education and to compete, communicate, and cooperate within an interconnected global community.

- All staff members will participate fully in the faithful implementation of any common curriculum or curriculum frameworks such as those developed by Asia Society ISSN that are utilized in the school. Such curricula will serve as a common foundation and point of departure for the staff’s exploration and development of best practices designed to accelerate learning and development of BISA students.

- All staff members will serve on at least one school governance structure during the course of the school year (e.g. Governing School Council, Leadership Team, Inquiry Team) and will be expected to sponsor at least one extra-curricular activity or student club each year.
- All staff members will agree to work collaboratively daily with peers on grade level teams and / or on subject area teams to develop a well-articulated, vertically-aligned curriculum as well as select interdisciplinary units at each grade level. Teachers are expected to fully document for sharing all unit plans and to prepare daily lesson plans that include summative documentation of educational standards in the format selected by the school. These lesson plans will be available for review and sharing by grade level teams, content-area teams, administration, and coaches.
- All staff members will participate fully in designing and engaging in sustained, structured, weekly professional development activities intended to support BISA students' learning and development. As part of this work, all staff will open their classes (or other places of work) for observation and feedback by and with their professional development coaches, administrators, peers, and student interns.
- All staff members will complete an annual goal setting form and professional development plan in consultation with their assigned administrator who will serve in an evaluative role. Completion of an annual reflective portfolio documenting goal attainment and professional development participation will supplement formal classroom observations (minimum of two per year) for each staff member.
- All staff members will participate in quarterly parent meetings (one at the beginning of the school year and three spread over the 9 week grading periods in the evenings) as a means to get to know parents, share upcoming information and events of the school, and to distribute report cards. During school and after school parent conferences will also be conducted to meet individual student needs. Up to three additional evening events may be required for teachers each year in order to support the mission of the school and the continued involvement of parents in the life of the school.
- All staff members will participate fully in relevant professional development opportunities provided by outside partners such as the Asia Society ISSN, including on-site coaching.
- During the year, all staff members will engage in international travel, or planning and fundraising for international travel, or debriefing and integration of lessons learned from recent international travel, or targeted professional development to increase their own international content knowledge or knowledge of world languages, as a means toward advancing the school's global mission
- All staff members will serve as an advisor to students, including conducting a regularly scheduled advisory for a specific group of students. The role of the advisor will include

substantive individual student advisement and advocacy, frequent contact with students' families, and the design and facilitation of targeted learning experiences for the students in the advisory. Professional development will be provided to facilitate teachers' understanding of their advisory responsibilities.

- All staff will work an extended day. Students will attend class from 9:00 am to 4:00 pm each day (excluding after-school activities and participation in college courses on BISA's campus). Staff will be at their posts from 8:30 am to 5:00 pm each day with their schedule including a 30 minute duty-free lunch. Teachers will be compensated for the longer work day and will also be compensated for a half-day one Saturday per month to support student learning through a Saturday School model.
- The school year for BISA students will be comprised of 185 school days. All school staff will work up to an additional 3 days during the school year and 10 additional days during the summer. These days will be devoted to professional development, planning, and/or student/new staff orientation. Summer professional development would include international travel on study tours or be otherwise aimed at developing capacity to support the school's global mission.

9b. Dispute Resolution

In lieu of the Dispute Resolution Process in the UTLA contract, the dispute resolution process for BISA faculty will operate with the following guidelines:

1. The teacher should meet with their respective grade level BISA administrator (middle grades or high school grades director) to address concerns about the school's work rules and attempt to reach a solution. It is always advisable to document the results of such meetings. In doing so, the teacher will have the opportunity to bring another colleague to the meeting for support and advice. All meetings regarding disputes should be kept confidential by the administrator.
2. If a meeting with the administrator does not result in a satisfactory resolution, the teacher may choose to present the concern or complaint to the principal of BISA.
3. If Step #2 does not result in a satisfactory resolution, the teacher may choose to present the concern or complaint to the chair of the BISA Governing School Board. The teacher complaint will then be directed to and heard by a subcommittee of the Governing Board. The decision of the Governing Board in relation to the concern or complaint will be final unless appealed through Step 4 below.
4. If Step #3 does not result in a satisfactory resolution, the teacher may choose to go to mediation. The teacher and administrator will work with Center for Dispute Resolution to identify a mediator who is acceptable to both parties. The mediator will not be a decision-maker; rather, the goal will be to reach a satisfactory resolution that is mutual to both parties.

5. If the teacher is still not satisfied, he / she may file a grievance according to UTLA Grievance Procedures and utilize the process outlined in those contractual policies.

10. PROFESSIONAL DEVELOPMENT AND SUPPORT

10a. Proposed Professional Development Plan and Schedule

Ongoing learning for all members of the community is expected and facilitated at the school. Weekly, each Wednesday, the school day for students will begin an hour late allowing for an hour and 45 minutes of professional learning time before school begins. During this time, twice per month, all staff members will participate in Critical Friends Groups to foster their own collaborative learning and reflection on teaching by analyzing student work as a reflection of the adult work of the school. The third Wednesday will be dedicated to departmental time within content areas to focus on curricular development and alignment and specific pedagogical skill development that is essential to the field. The final Wednesday each month will be reserved for whole faculty learning meetings in which shared learning, problem-solving discussions, book studies, and other formats will be utilized to extend the faculty learning. This weekly professional learning time will be supplemented by periodic professional development days for the school where more in-depth learning and problem-solving can occur.

Professional development at the school is provided by a variety of sources including leadership from within the school by teachers and administrators, ongoing professional development support by the coach provided by the Asia Society, ISSN network wide learning opportunities for individual teachers as well as the faculty as a whole, and through external consultants engaged for targeted professional development needs. The primary focus of professional development will continually target improving the school's ability to support and improve the achievement of all of the students of the school while providing the richest possible international context for the learning.

Built into the school day every other day is an hour and a half dedicated to grade level team meetings. During this time, it is expected that the grade level teams will meet to align the learning experiences across the content areas for the grade level students, design interdisciplinary learning opportunities and enrichment experiences, problem-solve regarding individuals or groups of students, assess rigor and quality of work production, and meet with students and / or parents as well as elective teachers regarding individual student needs. Since the grade level teams are those with the greatest contact with the students in a grade level as a whole as well as individually, the team will serve as a primary decision-making unit at the school and will be counted upon for its leadership and problem-solving on behalf of that cohort of students. Periodically, whole grade level "big teaches" will be held to solicit student voice in school initiatives, problem-solving, and solution seeking as part of this team time.

After school Inquiry Teams (IT) will also be used as a way to foster collaborative, teacher-led problem solving at the school. All faculty members will be asked to participate in at least one IT to address pressing needs or long-term development issues at the school. The recommendations from the ITs, including the sharing of data collected or action research conducted, will be

brought before the Leadership Team or, at the Leadership Team's discretion, the entire faculty or the whole school community where final decisions on action will be made.

Each year, as part of the professional development experience of the staff, a learning retreat will be held which brings together the professional community for a shared learning expedition. During the learning expedition, staff will be engaged as learners around international or other school essential experiences to build their capacity to bring rich international learning experiences to the students, to model new and innovative pedagogies that can be used in classrooms, to experience deep and reflective learning that embodies the values and attributes outlined in the graduate profile, and to “work on the work” of teaching and learning as a means of team-building and effective faculty and team development. These learning expeditions may be held domestically or internationally, each providing a new and expanded vision for what learning might be possible for the students.

In addition, staff members will be provided an opportunity to participate in the ISSN Annual Summer Institute where teams from every school across the network come together for 5 days in the summer to learn together, share pedagogy and curriculum, and experience new and essential internationally-focused learning opportunities together. This is supplemented by ongoing network-wide professional development around seminal elements of the ISSN model including curriculum and course framework development, advisory curriculum building, specific internationally-focused topics, and general pedagogical development.

Through the ISSN network and its partnerships, the school will also be able to offer to its staff members the opportunity to participate in international travel and exchanges in the summers and, periodically, during the school year. These experiences provide staff members with foundational understandings of culture, language, and the lived reality of other countries and their people which will enable the staff to teach more effectively in an internationally-focused setting and to prepare students for similar exchanges. A number of international opportunities are designed by the Asia Society ISSN specifically to develop content-focused international sharing and the creation of long-term sister school relationships for the school and its students.

10b. Professional Culture and Its Development

The professional culture at the school is one of collaborative teacher leadership where creative design of teaching and learning, shared problem-solving, and solution seeking are daily practices. There is a foundation of intellectual inquiry and curiosity as teachers share their own passions and explorations with the school community and serve as role models of intellectual development and scholarly pursuits. International learning and engagement with world issues is constantly present at the school and teachers engage with students and families in service-related activities that “make a difference” at the community and / or global level. Supporting the school's learning culture of “revision and redemption”, the staff work collaboratively together, are transparent about their work, serve as “critical friends” to one another, and work to create a climate of shared work that assumes positive intentions and professional respect. Student voice is considered essential in school problem-solving and development and teachers regularly seek venues in which students engage with them in the design work of the school.

Curriculum, instructional activities, and learning expeditions are designed, refined, and further enhanced in an ongoing process of continuous improvement as part of the daily practice of the school. As leaders at the school, the faculty continually engages in travel and diverse learning experiences, looking for connections to enhance student learning and seeking new and fruitful relationships for the school that add value to its mission.

This culture is developed through shared work and shared learning. Intentionally designed meetings and professional development experiences create opportunities for the faculty to “work on the work” collaboratively, building skills of the teams and the faculty as a whole. Shared learning experiences, whether through learning expeditions or whole faculty book studies, build a common foundation for teachers and model the pedagogies, develop a common vocabulary, and help to refine the learning vision of the school for all members of the school community. Structures such as grade level teams, Critical Friends Groups, and school task forces create the context for effective teamwork and trust-building in order for the work with students to be transparent and open to refinement and enrichment. Opportunities for reflection, honest self-knowledge, and shared team knowledge are provided to allow faculty and students the opportunity to think deeply about their work and their contributions as individuals and teams to the overall success of the school. Finally, through administrative support, there is a commitment to “yes”, promoting innovation, risk taking, and educational entrepreneurship throughout the school, not only with the faculty but with the students and larger educational community as well.

11. STUDENT SUPPORT

ISSN schools, incorporating key aspects of Dr. James Comer’s school development model, is committed to providing students with a full 360 degrees of support connecting and integrating their experiences in school to their families, local community, the world and a post secondary college/career pathway. To accomplish this degree of support for each and every student requires personalization, knowing every student well and providing counseling, health and social services while analyzing multiple types of formal and informal data to understand and assess each student’s learning style and individual academic needs including strategies for English Learners, and the entire spectrum of special education needs.

11a. Components of BISA School Design that Promote Healthy Development

School Size and 6-12 Span School Configuration

While recent data has shown that “small” alone will not create the desired changes in student academic success, schools of 100 students per grade level provide the opportunity for a personalized environment. BISA’s development will be phased as follows:

- 2009-2010 grades 6 and 9
- 2010-2011 grades 6-7 and 9-10
- 2011-2012 grades 6-8 and 9-11
- 2012-2013 grades 6-8 and 9-12

The small school size and active engagement between students and adults over a span of seven years increases the opportunity for deep and meaningful interaction and support specific to the needs of each individual. The span configuration also increases the probability that students will stay in school, graduate prepared for college and continue into post secondary/career opportunities.

Advisory

At BISA, students will experience on-going support and guidance from an adult advisor throughout their seven years in the school. The role of the advisory at the school is two-fold: (1) to serve as an advocate and sounding Council for the individual student, providing ongoing monitoring of their holistic growth and development and helping to design support / interventions when needed, and (2) to help students in their advisory group to develop their understanding of who they are personally, who they are as learners, and what their voice or role is in the community, both locally and globally. The advisor will also assist each student with the creation of an Individual Learning Map, allowing students to understand their learning strengths and weaknesses and facilitating their “buy in” to utilizing the support services provided by the school. The Learning Maps also allow for student voice regarding their own academic achievement and will help to create a sense of academic efficacy within the student body. Advisories will meet four times per week for 40 minutes each to provide sustained contact time for advisors/advisees. Other learning opportunities such as portfolio development and internship development will also be supported through the advisory system.

Service Learning and Internship Programs

Students will participate in 120 hours of service learning and 120 hours of Internship as a graduation requirement which will be monitored and coordinated by Advisory teachers and the International Studies/Service Learning/Internship Coordinator. Service Learning will include school-based and community-based service opportunities which provide students an opportunity to apply their learning in a real-world context while also giving back to the community, whether at school, locally, or on the global stage. The internship experience places students in a career-exploration setting based upon their specific interests and talents and allows them extended contact with professionals in a field of interest while applying their academic skills in a vocational context. With both the service learning and the internship, emphasis will be placed on identifying internationally-based settings for student experiences.

After School Programs

BISA after school program will be available for grades 6-12. The goal of the after school program is to provide enrichment opportunities that support and extend the learning for students while also providing a safe and productive after-hours environment. Student-led international clubs and organizations, organized tutoring support, community service opportunities, and student leadership development will be some of the opportunities available to students during the after school hours. Partnerships with local and national agencies will enable students to interact with leaders from the community in their service and organization-based work. These may

include One World Now, Global Leaders, Interact (Rotary), Model United Nations, and other partnerships that provide student development opportunities within a global context.

11b. Provision of Nutrition, Health and Wellness Services

A team of community health, mental health, and social services will be engaged as partners with the school, not just when a situation becomes acute, but to create a proactive safety net for students and families. Based on the principles of Comer's School Development Program model regarding comprehensive intervention systems, BISA will partner with the school that it is collocated with (hopefully the International High School) to offer a system of "one stop" support for students and families. The Student Support Team will support the counselors, social worker, and principal of each school in assembling the network of community agencies that will provide information, education, and services to the families of the school that are above and beyond the counseling and support services provided by school staff. They will also have as a primary focus the education of the staff and school community as to the services available.

Some agencies will be provided facilities on the school campus to provide direct services, as space allows. Other agencies will have contractual relationships with the school for family referrals and service provision.

An essential part of providing this type of support will be the creation of an Inquiry Team composed of parents and community members. It will be focused on assessing community needs, identifying necessary interventions, and canvassing the school community for their input in order to create programs that address their most pressing needs. Its goal will be to advise the School Support Team in order to build a proactive system that prevents problems for students and families within the specific context of the community.

The BISA design team is also currently investigating partnerships to assist the school in providing nutrition, health and wellness services. Potential partners include groups such as: the **Nutrition Network** sponsored by the California State Department of Health, **Alliance for a Better Community** (ABC) a nonprofit organization that promotes equity for Latinos in education, health, economic development and civic participation throughout the Los Angeles region, **Para Los Ninos**, **Gateway Hospital**, **Hillside Clinic** and **UCLA** programs, and the **Bresee Foundation** which provides access to preventive and basic health services, health screenings and health education.

11c. Identification and Programming for Special Needs Students

As outlined in section 8f of this proposal, when fully populated, BISA will have the following positions that will form the basis of the staffing patterns for special education and English Learners:

- 4 Special Education Teachers
- 2 English Language Learner Teacher/Specialists
- 1 Literacy Specialist/Teacher Coach

- 1 Math/Science Teacher Coach
- 2 Counselors/Social Workers
- 1 Parent Coordinator
- 1 Nurse/Practitioner

In addition, each student will have an advisor/advocate who will know them best and be the safety net needed to ensure that the educational program presented best serves the needs of the individual student.

To meet the academic and non-academic support needs of students, a **Student Support Team** will be created consisting of specialists in English Language Learners, Special Education, and Literacy, as well as a guidance counselor, social worker, and members of leadership. Their role will be to help problem-solve and assist teachers with action oriented strategies that support individual student success inside and outside of the classroom. Whenever possible, and when this team is “staffing” about an individual student, members of the teaching team, the advisor and a special area teacher where the individual student is having success will be incorporated at the team meeting in order to implement changes necessary to help increase the probability of the individual student’s success. This team will also examine school wide or grade level trends in order to suggest to the leadership team possible next steps in professional development or school policy formation. The School Support Team will also receive input from the Compensatory Education Advisory Committee and the English Learner Advisory Committee that includes parents and teachers of students receiving services in these programs.

Since the goal of the BISA program is to include gifted students, special education students, and English Learners in all facets of school life, all staff at BISA will have a commitment to learning about and supporting the needs of gifted, special education and English Learners within the regular classroom setting where possible, and working closely with special needs teachers to provide the highest levels of student support possible. This will be accomplished through continuous professional development, a consultancy model with the specialists in the building, and co-teaching with designated specialists in the areas of special education and English Learners. As described earlier in Section 6c, special programs will be developed for students with the greatest needs and specific enrichment opportunities will be created to continually enhance the academic experiences for gifted students as well.

12. FAMILY AND COMMUNITY ENGAGEMENT

12a. Family engagement at BISA

Families of BISA are partners in their children’s education and are also a learning asset of the school to enrich opportunities for all students. Families will be invited to attend all events of the school, will serve as juries for student performance assessments, will be canvassed as to talents and skills that could contribute to the school, and will be asked to share their cultural and linguistic assets with the school as part of curricular and extra-curricular offerings. The goal is to create an environment in which parents, guardians, and extended families each find a way to

make a contribution to the school, feel a part of the school, and become advocates and opportunity-seekers for the school community.

Parents, guardians, and extended family will be invited to attend field trips and travel opportunities, to serve on Inquiry Teams and committees at the school, to lead parent-directed initiatives to support the school, and to mentor / tutor students where possible. Strong systems of communication will be created with families and will include regular correspondence in multiple languages, online resources and a Parent Portal for “real time” access to grades, assignments, school breakfast and lunch accounts, shot records, discipline referrals, and other student-centered computerized functions, and an automated phone-out system for reminders and emergency communications. Home visits, parent nights, festivals, and dinners will also be used as opportunities for parents to gather at the school, know the school community, and know one another as community members and leaders. Finally, parent education opportunities will be provided that range from English classes, to parenting support, to college information and access to enable families to grow in their capacity to support their children’s education.

12b. Theory of Community Engagement and the Belmont Community

In the creation of an internationally-focused school, targeted partnerships are essential to enhance the mission and vision of the school and to provide the full array of services and learning opportunities that are at the essence of international learning within an inner-city community.

Early on during the planning year, a committee of citizens and business leaders from the Belmont community will be convened to serve as a source of community information and contacts and to serve as a guide in school and program that meets the needs of the context of the community.

BISA will also engage in a process of community-based asset mapping during the planning year of the school to identify the community resources and assets that could be engaged as potential partners with the school. From this initial canvassing, the school will begin to engage select partners that contribute significantly to the mission and vision of the school and provide enhanced learning or support opportunities for students and their families. Community agencies will include social service and health support, businesses, arts organizations, youth development resources, and groups with cultural or international missions.

Concurrent with this mapping process, the leadership of the school in partnership with the Asia Society ISSN support team will work to connect BISA to existing and new international partnerships in the Los Angeles community as well as to establish a university partnership through a professional development school relationship. These businesses and university partners will be invited to serve on the school’s Advisory Council in order to leverage their contacts to expand the school’s partnership opportunities.

Appendix C represents a beginning look at potential partnerships in the Belmont area. As noted earlier in the proposal, our intent is to collocate and partner with the Los Angeles International High School to develop community connections that will benefit both of our schools.

12c. History of community engagement in ISSN schools

All schools within the ISSN network have established a broad array of partnerships to support their academic and extracurricular programs. Some partnerships have been developed at a national network level such as the scholarships available to all schools through the Concordia Language Village, the sponsored China travel for students through the Jack Kent Cooke Foundation, or the group Fulbright experience for ISSN teachers to travel to China for a month of language and culture study. The network also has partnerships with UNA-USA to support Model United Nations programming, One World Now for after school programming focused on Chinese language learning, CHOICES from Brown University for internationally-focused curriculum materials, or discounted memberships for ISSN schools with the International Studies Schools Association.

Beyond these partnerships, each school has engaged its local community to provide college access opportunities through universities and colleges, worked with the local World Affairs Councils for learning opportunities for their students and teachers, engaged social service agencies for in-house medical clinics and psychological support services for families. In network anchor schools with established internship programs, these schools have formal agreements with over 200 community agencies and businesses who mentor students through internship placements.

All of these resources and ideas will be brought to support the creation of partnerships within the Belmont International Studies Academy and ongoing sharing and partnership development will continue as part of their ISSN network membership. As a brief example of some of the resources that have been leveraged within the Vaughn International Studies Academy in LA, please see Appendix D.

13. SAFE AND SECURE CAMPUS

Students who feel valued, respected, supported and who have a voice in decision making are more likely to care for and protect their peers and environment. Additionally when communications and interactions between school and family establish positive, mutually beneficial relationships, the incidents of vandalism and unacceptable behavior are significantly reduced.

At the heart of the mission of BISA is the development of an appreciation for the unique gifts and contributions that each member of the school community brings and that students will develop a deep understanding and appreciation for others of different cultures or ethnicities. Experiences to promote these understandings are embedded in the formal curriculum as well as the leadership and learning opportunities of the school. It is through this climate of mutual respect that students and staff will learn together, create shared commitments of behaviors

together, and hold its community members accountable to the rules and expectations of the school community.

To counter what has been historically considered an unsafe school setting over the last few years, there will be transparent policies and processes to ensure the safety of all school community members. Students, staff, and families will be engaged in the design, problem-solving, and evaluation of the school safety plans and will be utilized as sources of information and feedback to guide school policy creation. LAUSD policies governing formal disciplinary actions for severe offenses and due process procedures for infraction investigation will be followed to assure a fair and equitable system of student disciplinary intervention. A strong partnership in philosophy and policy will be created with the school that BISA is collocated with (LA International High School) in order to provide a coordinated system of safety and security while sharing expenses for security services.

Through the school advisory program as well as many of the curricular experiences provided at the school, students will have the opportunity to develop strong interpersonal skills, participate in the responsible use of student voice, learn to work collaboratively with others, and be expected to exhibit effective leadership in class and in school-based groups. Appreciation of diverse cultures and backgrounds is fundamental to the mission of the school and students will be engaged in intentional learning experiences that assist them in developing the ability to problem-solve and resolve difference among one another and to self-advocate for their personal and learning needs.

14. DESIGN TEAM PROFILE AND PLANNING PROCESS

This proposal for the Belmont Academy of Global Studies was designed by Asia Society International Studies School Network personnel with substantive input from the faculty and staff experiences in the 12 existing ISSN schools. On-going collaborative discussions are being held with Liliana Vargas and Jamie Prijatel from Internationals Network of Public Schools for partnership ideas that are included in the student support services, community partnerships and safe campus sections of this proposal.

Community Partners were included in design discussions, providing letters of support, and will play a major role in the BISA Design Team once the initial proposal is approved.

Belmont International Studies Academy Proposal Design Team January 2007 – August 2007	
Name	Title/Organization Affiliation
Dr. Anthony Jackson	Chief Executive Officer, Asia Society ISSN
Dr. Shari Albright	Chief Operating Officer, Asia Society ISSN
Ms. Judith Conk	Director of Academic Affairs, Asia Society ISSN

Belmont International Studies Academy Proposal Design Team January 2007 – August 2007	
Name	Title/Organization Affiliation
Dr. Yvonne Chan	Principal Vaughn Next Century Learning Center and VISA Member CA State Council of Education
Ms. Tonilee Hanson	ISSN Coach for existing Los Angeles Schools
Ms. Carol Mendenhall	ISSN Coach Mathis, Texas National Coordinator of ISSN Student Advisory Programs
Dr. Debbie Laidley	UCLA Professor of Education / Coach in Belmont / LAUSD Schools / Literacy Specialist
Mr. Tino Jauregui	LAUSD Teacher – Local District 4 - Hollywood High School
Collaborators and Community Partners to the Design Team August 2007	
Ms. Liliana Vargas	Director, CA Development. Internationals Network of Public Schools
Ms Jamie Prijatel	Associate, CA Development Internationals Network of Public Schools
Ms. Kimberleigh Aarn	Consultant, Alliance for the Arts (Arts for All Grants Implementation)

Appendix A 9th Grade Literacy Course Sample Outline

LITERACY COURSE FRAMEWORK

VILLAGE VOICES: YOU CAN MAKE A DIFFERENCE

INTRODUCTION/PURPOSE:

This course is designed to re-engage students who have not been successful academically due to their literacy skills. Designed for ninth grade students whose reading/writing skills are below grade level, it is meant to help students have a successful experience in an interesting, academic course. Developing skills and habits of mind through this course will allow students to see themselves successful as learners. The course uses global themes to engage students in authentic work while adding to their available strategies for approaching literacy in all subject areas. Literacy is defined here as reading, writing, speaking and listening as well as viewing. Students will have the opportunity to explore text, media and the arts in order to practice their receptive literacy skills and will have significant opportunity to demonstrate what they know through the multiple measures of speaking, writing, producing media and the arts in order to apply the skills they have learned in authentic ways.

Another key part of this course will be spent in assisting students in redefining who they are as a learner. Students at this level who have often faced the message that they “can’t do” carry that disposition throughout all their classes. This course is meant to recast that message in two ways. First, students will be taught through inquiry so they can actively engage in global topics that excite and interest them. The global themes will be linked to their world so they can make personal connections to the learning and pursue more deeply topics of great interest. Secondly, students will have the opportunity to increase their literacy skills through mini-lessons, applying the strategies to group learning as well as individual inquiry. Students will be encouraged to keep track of strategies they use after they are introduced. “Accountable talk” will play a major role in having students identify strategies used.

As the course continues, students use their awareness of learning preferences, strengths and challenges to purposefully select projects and other means of assessment that showcase their strengths and develop areas of challenge.

The global focus of this course will introduce students to several themes of a globalized curriculum including but not limited to interactions among peoples, state of the planet awareness, perspective consciousness, cross cultural awareness and awareness of human choices. Students will have the opportunity to explore these ideas through units which are designed to increase discussion, share readings/media, encourage thoughtful engagement and have students use newly acquired literacy skills to demonstrate their understanding in a variety of formats.

The delivery of instruction will balance the use of fiction and non-fiction reading, literature circles, the viewing and analysis of media and artwork, mini-lessons for the introduction of literacy skills, research/inquiry skills and presentation skills. Conferencing between student and

teacher is also an important part of the pedagogy as students create goals for their own learning and monitor their progress. An emphasis will be placed on before, during and after literacy strategies that are key to student literacy success across the curriculum. Finally, student demonstration of learning will emphasize a multiple pathways approach, allowing students to demonstrate their learning of content and process in both a formative and summative manner that capitalizes on what they know, not what they don't know.

ENDURING UNDERSTANDINGS:

- Awareness of self, including preferences and dislikes, is a powerful way to extend control over one's interaction with others and ideas (*responsibility to know self as a learner—education is not done to you, you need to participate...*)
- Ideas and understandings are communicated in multiple forms, including written, verbal, images and sounds
- The identity of an individual (and/or culture) is defined by experiences (and biology/genetics) that shape sense of self and world view (these can change over time...). In the case of culture/society, these are the result of shared experiences
- Globally, there are ways of looking at events and information across place and time: global perspectives, interactions between people, state of the planet, cross-cultural awareness and human choice (link to reflecting on these as ways to explore identity)
- Language develops from and defines individual and culture (powerfully individual and shared at the same time)—computer voice recognition challenges, for example
- Collective voice is a powerful tool for change
- Improvement of the human condition is a shared responsibility

ESSENTIAL QUESTIONS

- How is a picture worth 1000 words?
- How does literature communicate cultural norms?
- Is identity an individual concept or defined by others?
- What shapes a world view?
- What are my responsibilities as a learner and how are these determined? (do I have a role?)
- How can I make a difference in the world?
- What strategies will help me be successful in my other classes?
- What is worth fighting for?

OUTCOMES:

Participants will:

- Understand and redefine “their story” as a learner.
- Understand and be able to apply before, during and after literacy strategies to a range of fiction and non-fiction materials, as well as media materials
- Begin to understand the key globalization concepts of interactions among peoples, perspective consciousness, cross-cultural awareness, state of the planet awareness and awareness of the impact of human

- Understand the power of collective voice in the Salt March, the Soweto Uprising and the US Civil Rights movement.
- Apply their literacy strategy learning in their core classes
- Apply their learning around global issues and the power of collective voice to a new situation and make a public presentation around that work

UNITS:

1. Songs of Myself – A Journey in Identity
2. Group Speak – The Company We Keep
3. Global Voices – Honing Our Perspective on Heroes
4. Social Protest – Unity in Community
5. Hot Topics – What’s Worth Fighting For in the World?
6. Lights, Camera, Action – How Can I Make a Difference?

INTERFACE WITH DISTRICT/STATE ACCOUNTABILITY SYSTEM:

Students participating in this class will have been identified by district/school measures as needing/writing intervention. Documentation will be gathered as formative assessment to chart a student’s progress towards reading and writing success. In addition, during an initial conference a running record will be kept and updated quarterly to see the level of fluency of the reader. In addition, an initial writing prompt will be compared to a quarterly writing prompt to see progress. Finally, students will participate in any of the required district or state reading or writing standardized tests.

ASSESSMENT:**FORMATIVE**

Throughout the course, students will be given multiple opportunities to demonstrate their learning, both of the global content and the strategies for reading and writing. Documentation of this will occur through a variety of ways including but not limited to:

- ***Learning Journals*** – Students will be asked to keep a journal that focuses on their learning. This learning can take place within the course, in other courses, throughout the school experience and outside of school. This is meant to help students see themselves as successful learners and to be able to recognize and label the times they are learning.

- ***Teacher Observation*** – A high focus will be on the continual “student watching” throughout the course. Teachers are encouraged to keep evidentiary journals with anecdotal information that reflects the learning journey of the students. Attention should be paid to their ability to activate background knowledge, question the text, draw conclusions and make inferences, monitor comprehension and use “fix-up” strategies, and determine importance in the text. [See Tovani (2004) p. 105]
- ***Unit assessments*** – Each unit will have a performance assessment that will help students scaffold their learning to the final culminating course assessment. See each unit for details on the assessments.
- ***Strategy and Tool Use*** – Students should receive “credit” for using a strategy or a tool learned in the class in another class outside of the course. This will be shared during the check in day with the emphasis on application of strategies and tools as they are needed in other content area courses.
- ***Friday Check-In (Can be any day)*** – One day a week, students should sit in a circle and share their successes with the strategies, their thinking, the global content, their research and/or participate in a Socratic Seminar around a piece of text or compelling question around the content. The level of their participation and thinking can be assessed at this time.
- ***Quick Writes*** – Periodically, students should be given the opportunity to do a “quick write” around a compelling question tied to the present unit of study. These can be assessed by the teacher or in a peer assessment mode once trust is built in the class.
- ***Individual Student Conferences*** – At least once each unit, the student and teacher should conference. This should be used review progress to date, reviewing the “portfolio” of student work so far, review learning goals and set new goals for the next time period. During this time, there should be a review of their reading response log on their independent reading.
- ***Reading Response Logs*** – Students should keep a Reading Response Log in a notebook. This will document their independent reading. Students might be responsible for reading 25 pages a week and documenting what they read in a particular template. (See Tovani [2004] pg. 130 and pg.110)
- ***Artifact Box*** – Throughout the course, students will keep and refine a plastic shoe box with artifacts that represent where they are in the learning. During conferences, they can share what they have “put in” or “taken out” verbally or in writing as a reflection of their learning.

SUMMATIVE PERFORMANCE TASK

(This will be created during the final two units of the course, with the idea of helping all students be successful in this work.)

All students will complete a multi-genre research project based on the following:

Based on what you have learned about people joining their voices together to make a difference, pick an issue that means a great deal to you, your community and your world. What needs to be done about this issue? How might you mobilize others to work with you on this issue? How can you make a difference?

You will present your ideas in multiple ways:

1. A **paper** which will include:

Title

Introduction: This will be a “Dear Reader” letter – preview for the reader what the issue is and what they can expect in the paper.

The content: This will be the results of your research presented in writing. It will include a discussion of the issue, the research about what is happening around the issue already, what your opinion is about the resolution of the issue, what you and others could join together to do.

Annotated Bibliography: You will create a list of the diverse sources you researched and write a short paragraph on each source including what type of source, why it was helpful and one or two sentences describing the main idea. Your sources will include something from the Internet, an interview, a newspaper and a book.

Epilogue. This will also be a “Dear Reader” letter where you will discuss what you learned from doing the project, any of the strategies in your toolkit that helped you with your thinking and how you are different as a learner and a person by doing this project.

2. A **Multi-media presentation** on your topic – this can be in the form of a print ad campaign, a video, a power point presentation, a music video, a piece of art work or any other creative response that represents your position on the topic you chose.
3. An **artifact** that represents your research – this will be in line with the previous artifacts you have collected that represent your growth in this course.
4. A **song** that represents your position on your topic – you will annotate this choice, describing why you selected it to support your ideas.

Your project will be presented publicly during the last unit of the course to your peers. A panel you select comprised of a teacher from another class and one other faculty member, two students and one other person of your choice will help determine your grade for this project.

KEY MATERIALS REQUIRED:

For each Student: [These supplies should be kept in the classroom so everyone is always prepared and that doesn't become an issue.]

- **2.5 x 2.5 Post-It Notes**
- **Highlighters**
- **Spiral Notebook for Learning Journal**
- **Spiral Notebook for Reading Response Log**
- **Portfolio folder**
- **Plastic Shoe Box with Lid**
- **Metal Ring (Found in craft store) that you can add 3x5 strategy cards**
- **Pens and Pencils**

In the classroom:

- Access to an overhead and screen
- Access to a DVD player or a computer with an LCD
- CD player (or computer with decent sound)
- Classroom Library – assorted levels, assorted genres with an emphasis on non-fiction that is interesting
- Clipboards
- Formal paper for letter writing
- Envelopes
- Large butcher paper
- Chart paper
- Index cards
- A bulletin board for the tools and strategies as they are introduced - Should a toolkit or tool belt idea, where you can “hang” the tools and strategies as they are introduced and it can be used to review the strategies with the students.
- A bulletin board for a “Word Wall” – this should be interactive, containing important words from class readings and discussions; in addition, students should get extra credit if they bring in an interesting word from one of their other classes.
- Text Sets – these might be organized around the units of study; the containers
 - contain a wide variety of written texts
 - contain materials that vary in length, difficulty, and text structure;
 - contain examples of text that are relevant, interesting, and accessible to most students;

- give students several options for obtaining information;
- provide opportunities for students to practice reading strategies and learn content information

[see Tovani (2004) p, 43]

For the teacher

The following resource books will be ordered and delivered to each teacher:

Allen, Janet (2004). Tools for Teaching Content Literacy. Maine: Stenhouse Publishers. ISBN 1-57110-380-5

Beers, Kylene (2003) When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12. New Hampshire: Heinemann. ISBN 0-86709-519-9

Fielding, Audrey and Schoenback, eds. An Anthology for Reading Apprenticeship: Building Academic Literacy, Jossey-Bass. ISBN 0-7879-6555-3

Harvey, Stephanie and Goudvis, Anne (2007) Strategies That Work 2nd edition. Maine: Stenhouse Publishers. ISBN 13:978-1-57110-481-6

Tovani, Chris (2004) Do I Really Have to Teach Reading?: Content Comprehension Grades 6-12. Maine: Stenhouse Publishers. ISBN 1-57110-376-7

Wilhelm, Jeffrey, Baker, Tanya, Dube, Julie (2001) Strategic Reading: Guiding Students to Lifelong Literacy. New Hampshire: Heinemann. ISBN 0-86709-561-X

Appendix B

Enduring Understandings, Essential Questions, and Content Matrix from ISSN's U.S. History Course Framework

1. Enduring Understanding

History is a dynamic, ongoing argument about the way we currently understand the past.

- History is not the past
- History is what we do with the past in the present
- History is the stories we tell in the present about the past
- History is argument. Argument comes from evidence. Evidence comes from the “text.” (primary sources)

Essential Questions

- How does the “storyteller’s perspective” affect the story of history?
- Who gets to tell the story and who doesn’t?
- What constitutes evidence?
- What are the uses of history?
- Is an argument in history ever “won?”
- What is the process for the formation of national memory and how does it enable or hinder our development?
- How is national memory formed?
- What are the “lessons of history” and how do they apply to current events? (How can I use history to make sense of my world?)
- How do historians delineate historical periods?

2. Enduring Understanding

The American Experience is shaped by and shapes global forces.

Essential Questions

- What are some (recurring, high leverage) global forces that influenced and continue to influence the United States over time?
- How have U.S. ideals, ideas, culture, and actions been impacted by and impacted others?
- What impact does the concept of “super power” status have on the U.S. and others?
- What are global forces and what are the elements that define those? How have they changed and evolved and what do we project their future changes to be?
- What were the global forces that shaped the first contact with the New World?

3. Enduring Understanding

The tension between expansion and isolation shaped the evolution of the United States.

Essential Questions

- What causes things to expand? What are the kinds/levels of expansion?
- What needs does expansion satisfy?
- What are the “problems” of expansion?
- What influences the decision to expand or isolate?
- How does a country’s world view affect decisions regarding expansion or isolation?
- How is the decision to expand or isolate difficult for individuals, groups, nations, etc.?
How does the decision-making process vary at differing scales?
- Is expansion or isolation intentional or serendipitous?
- How does the world view of the group in power impact the expansion and isolation policy for all groups? [both inside and outside the U.S.]

4. Enduring Understanding

Tension between democratic ideals and social and economic inequalities shapes the United States identity.

ESSENTIAL QUESTIONS

- How does “e pluribus Unum” play out in the U.S.’s lived reality?
- What are the democratic ideals and what historical forces created them?
- How have different groups utilized the democratic ideals to address social and economic inequalities?
- How have the American democratic ideals intentionally and unintentionally shaped other nations/cultures?
- Are American democratic ideals universal?
- How is “freedom” bound by democratic ideals?
- How does “equal” get defined and by whom?
- What is the American [U.S.] identity and is that agreed upon? How does this shape our world view?
- Are American democratic ideals universal?
- What is the difference between equity and equality?

Appendix C

Potential Community Partnerships in the Belmont Area

- Alliance for a Better Community
- Boyle Heights Learning Collaborative
- BRESSEE
- California Alliance for Arts Education
- CARECEN
- The Central American Resource Center
- Central City Neighborhood Partners
- Centro Latino de Educación Popular
- Children’s Planning Council
- Colleges and college opportunities
- Families in Schools
- Gateway Hospital
- Hillside Clinic
- Heart of Los Angeles Youth (HOLA)
- Hollywood Arts Council
- LACER
- Los Angeles Chamber of Commerce
- LAUSD Local District 4
- LAUSD School Volunteer Program
- MALDEF
- Mexican American Legal Defense and Educational Fund
- New Economics for Women
- Pacific Asian Consortium in Employment
- Para Los Niños
- Salvadoran American Leadership and Educational Fund (**SALEF**)
- Youth Policy Institute

Appendix D

Examples of VISA Community Engagement Partners

The following is just a partial list of partners that the Vaughn International Studies Academy (VISA) has developed within their community and at the state and national level:

- Christ Memorial Church
- Consortium for Policy Research in Education
- Special Education Department, Cal. State University, Northridge
- Outreach and Recruitment Department, Cal. State University, Northridge
- Early Childhood Division, Los Angeles Unified School District
- Education Extension, Early Childhood Adm. Program, UCLA
- Head Start Division, LA County Office of Education
- Healthy Beginning, Olive View-UCLA Medical Center
- LA County Dept of Children & Family Services
- Meeting Every Need with Dignity (M.E.N.D.)
- Mission College
- Nutrition Network, California Department of Health
- Pacoima Skills Center
- Public/Private Ventures
- Pueblo Contracting
- Riordan Foundation
- Schools Attuned
- Unihealth Foundation (\$500,000 grant with Mission College)
- Urban Education Partnership
- Valley Care, LA County Department of Health Services
- Volunteers of America