

APPLICANT CONTACT INFORMATION

Applicant Team:	Law, Leadership in Entertainment & Media Arts (LEMA)	School Interested in Operating:	Lincoln High School
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PROPOSAL OVERVIEW

Model:	<input type="checkbox"/> Traditional <input type="checkbox"/> iDesign <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> ESBBM <input type="checkbox"/> Dependent Charter <input type="checkbox"/> Magnet <input type="checkbox"/> Independent Charter <input type="checkbox"/> Other: _____		
Number RFP proposal pages:	42	Number of appendices pages:	118
Applying for other PSC schools?	NO X YES	If yes, please list those other schools:	

- Executive Summary** - The focus of the Law, Leadership in Entertainment, and Media Arts (LEMA) pilot school is to create leaders and entrepreneurs with solid background knowledge of law and the technological and career skills emphasized in the entertainment industry. We propose a Pilot school, where students will acquire the knowledge and skill within sequential, standards-based pathway interdisciplinary programs that integrate classroom, laboratory, and project and work-based instruction as well as internship, community classroom, work experience, and cooperative career technical education. LEMA has selected two CTE pathways Law and Entertainment and Media Arts; three majors (Law and Leadership; Entertainment/Filmmaking, and Media Arts, with a specialization in videogame design). We believe these build on our students’ strengths (multi-lingual, culturally diverse) and will provide them with the skills they need to obtain and maintain employment stability, with a significant number of well paid entry-level jobs leading to high wages in large, stable or growing industries.

The 21st century model of a high school must include significant and substantial systemic

transformations. To do so, we need to lengthen the educational experience of our students, increase authentic incentives for our students to succeed academically, deepen the relevance of education for our students by providing concrete career-focused applications and activities, and integrate equity-focused, multiple-ability, interdisciplinary instruction to raise achievement levels of all of our students. In order to achieve the structural changes in scheduling, curriculum scope and sequence and work internships, it is essential that LEMA be granted the autonomies inherent in the pilot school structure. We would like to be based at Lincoln High School and would consider relocating to the new high school opening at Taylor Yards, which has been designed to house multiple small schools.

LEMA's program will incorporate the following reforms:

- I. Lengthen the school day and school year via engaging, interdisciplinary instruction, law-related enrichment courses, participation in career-oriented clubs and activities and online and/or dual enrollment college courses;
 - A. Incorporate Service Learning requirement in all four years to create a law related educational experience that grounds students in our thematic core and that focuses on Civic Action and collaborative community projects every year.
 - B. Add a Senior Project graduation requirement.
- II. Implement eHIGH (extended High School), which will provide an engaging training and development program to facilitate workforce training and internship programs, a place to practice functional literacies, a mentoring and retention program, promote entrepreneurial skills and education and become a joint public-private center, dedicated to helping small businesses in the community.
 - A. participation for LEMA students in intervention, enhancement and acceleration programs after school, on Saturdays and during vacations;
 - B. a BRIDGE program for two years (pre 7th grade students through pre 9th grade) which operates after-school, on Saturdays and during vacations;
 - C. a LINK program for two years after graduation to provide graduates with opportunity to earn money while providing mentoring and tutorial services for LEMA and BRIDGE students, and work on educational projects for community based businesses;
 - D. a coordinated consolidated intervention, Adult and Continuation school, which offers expanded English language proficiency for parents and community members without high school diplomas
 - E. Creation of a public-private center and infrastructure, eHIGH, an internship, workforce education and jobs program, dedicated to helping small and ethnic businesses share experiences, bridge business needs and share market opportunities, while providing LEMA students and graduates real world experience to acquire marketable skill sets helping small business and industry with "educational projects" that provide real benefits for businesses;
- III. Create a trimester, block schedule that allows students to complete A-G, high school and LEMA graduation requirements, CTE courses, intervention, enhancement and advancement classes or make up credits, while maintaining or expanding instructional minutes;
 - A. Implement Advisory/ACT periods to provide intervention, enhancement and advancement classes; career and college planning (Individualized Graduation Plan transformed into a Personal Strategic Plan with regular Performance Reviews), financial literacy, career and college mentoring, ensure students eat breakfast prior to school day and provide opportunities to participate in a variety of career-related clubs and activities, as well as collaborative Study Groups for core classes;
 - B. Enhance Graduation Requirements include legal education (Constitutional Law), fundamental media and visual arts (Computer and Film literacy), culminating in Senior Project (research paper and oral multimedia presentation)
 - C. Eliminate Life Skills course and embed instruction in Advisory/ACT;

- D. Eliminate Health course and embed instruction in Biology and PE;
- E. Encourage student and parent participation in determining courses and electives offered
- IV. Integrate professional development with curriculum development. Frontload Professional Development program with summer seminars on targeted strategies. Eliminate Professional Development days on Tuesday to maximize consistent instructional time. PD will be delivered during in-service days (no school days for students) or on Saturdays, pending parent approval.
- V. Provide authentic financial incentives for all students to improve academic achievement, exemplary attendance and for improved motivation and achievement on CSTs (with the goal for all students to achieve proficient/advanced levels) in eHIGH internship, workforce education and jobs programs.

a. Assurances – see appendices

- b. Student population data** - Several LEMA design team teachers teach in the Law, Business & Government Academy of Abraham Lincoln High School; our assumptions and analyses of student data are derived from that population. Abraham Lincoln High School opened in 1878. At that time, Lincoln Heights was home to some of the wealthiest residents in Los Angeles; it became a commercial area and the affluent migrated to the suburbs, and the demographics changed. Today the population is approximately 80,000; the majority of residents are low income, about 80 percent are Latino, 17 percent are Asian and the remaining 3 percent are split between African Americans and Anglos. In 2008-2009, Lincoln's enrollment was 2,777. Approximately, 29% of Lincoln's students are English Language Learners and 11% of the student population has been designated as Special Education. 86% of Lincoln's students are socio-economically disadvantaged, and only one of every four students becomes proficient or advanced in English. Lincoln's student attendance rate was 93.47% in 2008-09 with a 28% transiency rate. Lincoln has been a PI5 school since 1997; its API declined 22 points from 608 to 587 in 2009. For the last 13 years, Lincoln has failed to demonstrate adequate yearly progress on student achievement tests. Although one third of Lincoln's students are English Language Learners, only 2% become proficient or advanced in English. Further analysis of CST data reveals a troubling achievement gap between our Latino and Asian students which impacts our school culture and graduation rate. Especially worrisome to LEMA teachers is that last year (2009) 47% of our Asian students performed at Proficient or Advanced in ELA on the CST in 2009, however, only 19.6% of our Hispanic population attained Proficient or Advanced status.

Attendance rates show a need for greater engagement and personalization, which the Humanitas interdisciplinary curriculum, pilot school size and strategies such as Advisory/ACT, eHigh internship and mentoring opportunities will address. For example, attendance rates 93% in 2009, but less than half of students attended 95% of the time, which research has shown to be a tipping point for achievement. Specifically, if one analyzes the attendance data for EL and students who perform below Basic on the CSTs, there is a need for systemic changes to close the achievement gap.

Experience With Similar Population: As demonstrated by the résumés of the founding design team (Appendices pp. 2 - 14), LEMA teachers have considerable experience with precisely this student population in East Los Angeles. Five are presently teachers at Abraham Lincoln High, and all five have been teaching for more than seven years, with one teaching for 4 years at Le Conte Middle School; one teacher, an alumni of Lincoln, has taught for three years. LEMA faculty has the commitment and the capabilities to teach this student population.

Vision-Mission-Philosophy - LEMA's vision is that all of its students will graduate on time prepared to enter college and ready to engage in 21st century careers in law and leadership positions in any industry, with the basic business, legal, technological and career skills necessary to succeed. LEMA will adopt the Community School model, which integrates a wide range of academic, mental and physical wellness, youth development, community empowerment, and social services, to ensure that students are successful. Students take a rigorous interdisciplinary college preparatory A-G curriculum, to become proficient in communication, multimedia and technological skills, and they learn fundamental business, legal and life skills, and practice the habits of mind necessary for academic and career success. We are living in exponential times. "For students starting a four-year technical or college degree, ... this means that half of what they learn in their first year of study will be outdated by their third year of study" (Karl Fisch, *Shifthappens*) In short, our students learn how to learn, and to master the leadership, analytical, career and organizational skills necessary to enter the 21st century workforce.

LEMA is dedicated to making a difference in our students' lives; to prepare each for a life that makes a difference. It is obvious that global economies, new technologies and the growth in information are transforming society and require 21st century literacies; therefore we heavily emphasize computer and video production skills in addition to the core legal competencies. We prepare our students with problem-solving and collaboration skills, so they become proficient in composing with images, facile in desktop video editing, graphic design, digital streaming podcasts, and social networking software, because these are the skills that 21st century companies require.

LEMA's goal is to create a learning environment that provides contextualized learning by exposing students to the vast range of opportunities in these industry sectors, *while the students and the industries are shifting from page-based to screen-based media literacies*. In addition to the "achievement gap" many of our students will find it difficult to cross the "digital divide" unless we provide effective instruction in multiple technology literacies and access to high quality access (NCTE 21st-Century Research Policy Brief, 2007). LEMA believes that global economies, new technologies and growth in information are transforming society, and schools have not kept pace with the needs or with students' capabilities (extensively practiced outside of school) and must be transformed. The goal is for LEMA students to master 21st century literacy "goals (reading, writing, listening, speaking, critical thinking, habits of mind and technology) and competencies that result in academic success across all college disciplines," [*Academic Literacy – A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (Spring, 2002) as defined by the Inter-segmental Committee of the Academic Senate of the California Community Colleges, the California State University and the University of California; D. Conley, *Redefining College Readiness*; Gates Foundation, 2007]. LEMA will establish an academic philosophy and approach, which is known and shared by students, teachers, staff, families and community partners; faculty will commit in the Election to Work agreement. The fundamental literacy, numeracy and technology strategies (referred to as Shared Curricular Strategies) are based on research (Douglas Fisher and Nancy Frey, *Improving Adolescent Literacy: Strategies That Work*), the National Council of Teachers of English (NCTE) guided by input from our pedagogical partners (Humanitas and UCLA Center X - California Subject Matter Projects (CSMPs) —California Reading and Literature Project, History-Geography Project, Math Project, Science Project and the Writing Project) to give students multiple opportunities to succeed (Douglas Reeves, 90/90/90 research in high achieving, high poverty schools). In the Pilot's school autonomous structure, LEMA would implement ACT/Advisory (Academic Content Time and Student Advisements) and a modified Block

Schedule in a mester calendar year, and integrate CTE, internships and workforce education in an innovative eHIGH program, modeled on the success of Geoffrey Canada's charter program in the Harlem Children's Zone by engaging the local business community. LEMA bases its educational vision on multiple learning pathways where students and families chose career/technical education, college preparedness or work study programs that engage all students in rigorous and authentic learning experiences.

LEMA students will take an interdisciplinary, college preparatory curriculum, which will prepare them with a solid foundation as visual communicators with multi-media skills for in careers in law or leadership positions in government, public service, entertainment, or in entrepreneurial careers. Of all the CTE career pathways, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction and development because the work has a propensity to be largely project-based, requiring uniquely independent work and self management career skills. New technological developments are also constantly reshaping the boundaries and skill sets of career pathways. Consequently, occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills. Learning the skills and knowledge for media arts promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich 21st century (CTE, 2005).

LEMA believes that a consistent application of the common characteristics for 90/90/90 high-performing schools is paramount in closing the achievement gap (Reeves) coupled with the proven interdisciplinary Humanitas model featuring engaging, theme-based, team-taught lessons that have produced higher achievement and graduation rates for more than 20 years in LAUSD. We will work with Humanitas to modify existing interdisciplinary programs and infuse them with a law and justice theme. LEMA's unified design team believes that an emphasis on non-fiction writing across the curriculum, along with vertical integration and articulation for the teaching of fundamental skills through the grade levels, will help students improve (*Academic Literacy, 2002*; Conley, 2007). This focus on strategic planning and performance reviews of student achievement and improvement requires consistent analysis of data, evaluating weekly progress, whether it is in attendance, homework assignments, or the grade distribution on a weekly essay. LEMA will be a school that compiles achievement data, displays it school-wide and teaches students, faculty, staff and parents how to interpret it (performance reviews) and use it to strategically plan for student improvement.

A Day in the Life of a LEMA Student - Martin is an 11th grade student at LEMA, who had below average academic skills as a 9th grade student, and struggled due to below grade-level reading comprehension and writing skills. During that year, Martin was given intensive intervention in reading comprehension and writing skills in his ELL class; he received tutoring during his Advisory/ACT period, where Martin learned college readiness skills and strategies, and to create a comprehensive Strategic Plan (incorporating LAUSD's Individualized Graduation Plan). In periodic Performance Reviews with his ACT Advisor, Martin learned how to evaluate his academic performance, attendance, on homework assignments, and on particular assignments, for example, against the grade distribution on a weekly interdisciplinary essay (for Biology and English). Martin also received emotional support and coping strategies as he struggled to reconcile how "hard he studied" but received failing grades. His advisor reminded him that "learning is incremental" and he would have "multiple opportunities to improve" over his lifetime; he learned how to incorporate

Performance Reviews and use them to strategically plan realistic goals for himself and his academic improvement. He elected to participate in a Study Group, which met after lunch and focused on reading comprehension and writing skills while preparing for Mock Trial participation (a pre-requisite for the Debate Team). Martin also participated in eHIGH's extended learning eBook class, where he created a hyperlinked electronic family memoir, with enhanced video and graphics, which he decided to include in his 9th grade electronic portfolio. Coupled with tutoring support he received from eHIGH's LINK program (LEMA graduates in community colleges, CSU or UCLA) Martin accelerated his ELA and study skills and improved his grades. After he was redesignated, Martin decided to take 10th grade Honors English and History classes.

Martin continued to receive tutoring support in 10th grade, and took a CAHSEE test preparation class, which helped him learn how to recognize the type of questions and eliminate wrong answers. He continued his Performance Reviews in Advisory/ACT, and in his Student Led Parent Conference, reported the impact of his efforts on his grades on the weekly interdisciplinary (CAHSEE-style) essays in World History and English when he began to turn in the Revision essays for English (a pre-AP Revision Policy, which was adopted by all LEMA faculty). Martin joined the Debate Team, which met after-school twice a week and passed the CAHSEE ELA on his first attempt. By the last semester of 10th grade, Martin knew he wanted to become an attorney, working in the entertainment industry; it was a career that combined everything he loved: film, technology and videogames. Martin knew he could become proficient in the writing skills he needed. In his final 10th grade Performance Review and Strategic Plan, Martin decided to take AP English Language & Composition in the 11th grade, continue with the Debate Team and take Constitutional Law, electing the Law and Leadership Pathway.

In AP English Language, non-fiction writing and rhetorical analysis are emphasized, and his teacher team-taught with U.S. History. LEMA teachers use Constructivist principles when designing interdisciplinary projects that provide relevance to learning the subject matter. Each year, LEMA students design their own research projects. Martin developed his research plan, but was nervous about presenting to his advisor teachers. [Research Proposal: *Describe the growth of Los Angeles from 1920-1990. Discuss the major changes since L.A.'s founding. Historically, how has LA solved problems (focus on: police scandals, racial unrest and water issues)? Have these issues changed over time? Determine your preferred decade and support your arguments with evidence from your research.*]

Martin's plan is approved by his English teacher. In his History class, Martin is required to identify five external resources (non-electronic) to support his arguments. His math teacher questions Martin on how he will perform statistical analyses on DWP water usage data to derive a profile of an "average" water user for Los Angeles. His Chemistry teacher scheduled an extended "Water Laboratory" which is conducted over a three-day period with DWP. He learns various methodologies to test water, and how difficult it is to guarantee the purity of a water system. But it is the historical, legal and political context of water policy issues which captures Martin's attention. His AP English teacher recommends Martin watch the movie, *Chinatown*, which the eHIGH Cinema Guild scheduled one evening. Martin was interested to learn about the connection between the science and geography of the Water Laboratory lessons, but he was fascinated by the sinister inferences of Los Angeles water policy history. Martin schedules a meeting during lunch with his advisors during their Office Hours to discuss the possible change in orientation of his Research paper. Martin will complete several drafts, following the steps for research papers which the LEMA faculty has adopted, which culminate in the Senior Project. He will also prepare a multimedia presentation and present the final paper to his peers and parents at a community meeting.

Today in Algebra II, Martin and his Study Groupmates coach each other for their Finals. The teacher guides the groups, rearranges the furniture to accommodate different activities (flash cards and posters, and write and rehearse chants and mnemonics) to remember the concepts and formulas they have mastered this mester. Each group takes responsibility for a different section and their classroom is decorated with student projects and posters.

At lunch, Martin stops at Mr. Kennedy's room to check in and drop off an application for the Human Rights Student Task Force [STF]; the Human Rights-Watch sponsored youth leadership program is coordinating the submission of applications for Human Rights Watch internships, which Martin hopes to get. Fifth period is the last one of the day for some students, but not for Martin. He loves his Filmmaking class, and on Tuesdays and Thursdays, has decided to enroll in a sixth period class with the school's Career Technical Education teacher, who is teaching the Basic Stagecraft course, which includes how to set up sound and lighting systems and how to create music and sound effects. The class is preparing for the monthly assembly program and learning how to set up and monitor multiple microphones to eliminate sound feedback. Sixth period is over at 4:30 pm.

After school on Mondays and Wednesdays, Martin steps up to the podium in the Interactive Courtroom for Debate practice. As Martin "spreads" or "speed reads," he delivers an 8 minute speech speaking as loudly and quickly as he can, his classmates "flow" his speech, taking notes in abbreviated shorthand like text messaging. After Martin's speech, his classmates cross-examine him questions that prove to the team that he understands what he just read. Martin can also access a digital video playback, to help him review and improve his performance. When Martin started Debate he read 90 words per minute, after one year of competition, Martin can read and speak 190 words per minute. According to a recent Chicago study, Urban Debaters are more than 3 times likely to graduate from high school than regular students. Urban debate students also show increases in GPA and college readiness with higher SAT and GRE test scores. (Mezuk 2009)

Before Martin heads home for dinner with his family, he visits the Library/Learning Center, where he says hello to one of his friends who is studying for her AP Japanese exam through a Distance Learning course. Martin checks out the Dual Enrollment community college classes and online courses available for the summer mester. He also picks up a brochure on eHIGH's Community Based Business Support for his father, who owns a local business he wants to expand; there are marketing and website creation sessions on Saturday. Martin's mother is enrolled in an Introduction to Computers class that meets on Saturday mornings, and has learned how to check Martin's latest Strategic Plan and Performance Review, which includes his cumulative grades and attendance by mester, his goals, objectives and plans for completing high school and progress on A-G requirements. She also has an email address so that she can communicate with Martin's teachers and ACT/Advisor.

Martin picks up his younger sister, Angelina, a 7th grade student, who has enrolled in an after-school eHIGH Bridge program. As a GATE student, Angelina has been matched with a mentor, an eHIGH graduate, now a college student from Cal State LA, who is helping her develop her Strategic Plan to accelerate her high school courses. Together, they use a computer to log onto the middle school's website to check Angelina's grades, attendance and homework for the day. Her mentor works with Angelina to ensure she understands the homework, and provides support for her while she completes it. Then he shows her how to print out a progress report for her parents.

c. Education Plan

LEMA proposes to increase the length of the school day and school year via engaging online education and in-seat enrichment and intervention programs embedded in our pilot's theme of legal education featuring policy debate and mock trial simulations.

Policy debate is an interscholastic and curricular activity that allows students to face off against each other in a structured exchange centered on pressing issues of social concern. Participation in a democratic society means critical engagement in a discussion of opposing views and debate is thought to be vital to democratic empowerment. Studies of debate suggest that intensive participation in the activity is associated with improvements in critical thinking skills. Policy Debate is a framework for developing civic engagement and personal advocacy in all aspects of society. Debate provides a venue for disadvantaged citizens to empower themselves through voicing and defending their concerns in a public arena.

LEMA's Mock Trial program will help students acquire knowledge of our judicial system, develop analytical abilities, communication skills, and an understanding of their obligations as citizens. This program was started in 1977 by the Constitutional Rights Foundation and currently involves 36 California counties. With the assistance of a teacher-sponsor and attorney coach, this program actively engages over 8,000 student-participants across the state of California. Students work in teams, exchanging ideas, setting goals, and examining issues while interacting with positive role models from the legal community. By studying the case and preparing arguments for trial, students also develop presentation skills and analytic abilities. Through performance-based education, the program furthers an understanding of both the legal system and promotes cooperation among students of various cultures and interests. Mock Trial participants report significant improvement in critical thinking skills, as well as dramatic increases in content knowledge about the legal system.

d. Community Impact and Involvement

The LEMA Design team is made up of veteran LAUSD teachers with advanced degrees. Three members of our design team are former attorneys, two members of the design team have MA's in Education as well as their administrative credentials. LEMA teachers have chosen to remain in this high needs, marginalized and impoverished area of Los Angeles, because we have already amassed a combined 65 years of teaching service in the community.

e. Leadership and Governance

As a Pilot School, LEMA will be able to govern itself, ensuring that those closest to the students (teachers, principal, parents and community leaders) have sufficient autonomy to determine and change the school's daily operations, hiring, make budgetary and curricular decisions and work with our university partners to secure professional autonomy, but communicate and coordinate with other innovative Pilot Schools and Small Schools, Small Learning Communities who share our commitment to transformational schools. LEMA will be founded on a model of distributive collaborative leadership and all groups contribute to shared decision making.

f. Fiscal Plan

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5 and Local District 4's Pilot School Director. We will ensure fiscal solvency and responsibility per LAUSD guidelines and policies.

LEMA will not be able to realize our vision of high-quality schooling if we rely solely on per pupil state funding. California's system of school finance is highly centralized, complex and

laden with confusing categorical programs and costly compliance work that hinders the local allocation of resources and prevent teachers and administrators from meeting students' immediate needs. LEMA will respond to these factors by developing a funding model that is transparent, decentralized, and accountable. In order to address the issue of underfunding, LEMA will use the social capital inherent in its partners' brand names to secure additional funds and grants to lower class size and support the professional development and retention of highly qualified educators, and to support the funding for eHIGH, the internship, mentorship and workforce center, which will provide financial incentives for students to participate and improve their academic achievement, from the 7th – 9th grade BRIDGE program through the two-year post secondary LINKS program for LEMA graduates.

The governing board, which includes the Principal, will make shared decisions regarding the oversight and maintenance of the budget. Financial projections will be based on the most conservative figures available, and spending approval will always be by consensus of the board. Part of the annual process will be for an outside auditor, whether it be through the district or privately contracted, to review expenditures, audit progress and make objective evaluations and recommendations (comparable to Public Works audits of SLC Cohorts).

UCLA professor, William Ouchi, in his recent lecture at The Wallace Foundation's National Education Conference, revealed that small schools spend more of their budgets on educational programs because they devote a mere 4% to their administration. Large schools, on the other hand, have 44% of their employees in jobs outside of the classroom. LEMA will be able to benefit from investing the savings directly into their instructional programs, with the emphasis on the students. LEMA may also be able to exploit small school savings by using the Teen Court system, embedded in its theme to replace the Dean's Office in traditional schools. Traditional comprehensive high schools spend more than \$250,000 per year running a centralized discipline program with multiple deans, LEMA would be able to convert these monies into payments of up to \$500 directly to students rewarding excellent behavior, attendance, improved academic achievement (grades and CST scores). As a pilot school within LAUSD, LEMA would benefit from being a small school with the resources of a large District just a phone call away.

2. Curriculum and Instruction

a. Curriculum map and summary

LEMA will create exciting, rigorous learning experiences for our students with a work-based theme based upon the Humanitas model, which uses an in-depth study of the law, media arts and technology through interdisciplinary, inquiry-based learning. Work-based learning is an educational strategy that links school-based instruction with activity that has consequences and value beyond school. Work-based learning is informed by professional workplace standards. It uses the workplace, or in-depth experience that includes employer or community input, to engage high school students and intentionally promote learning and access to future educational and career opportunities. Work-based learning can include internships, apprenticeships, workplace simulations, student-led enterprises and other opportunities in the business or nonprofit arena. Work-based learning offers opportunities and benefits that school-based academic programs typically do not. By introducing students to "communities of practice" in their areas of career interest, or providing occasions for solving problems and demonstrating skills in authentic settings, work-based learning can motivate, reinforce and augment student learning in ways not available to traditional classroom instruction.

See Appendices pp. 14 – 87 for LEMA curriculum and maps.

b. Track record of proposed curriculum

Over 20 years, research and data have proven that the Humanitas model is successful in raising academic achievement and graduation rates among urban high school students in Los Angeles. Humanitas is an effective instructional model for small learning communities that emphasizes interdisciplinary lessons centered around themes that are relevant to students, team-based teaching, and ongoing professional development for teachers. LEMA will provide educational experiences that will bring students to the realization that all knowledge is interconnected. The construction of the curriculum and the pedagogy utilized will guide students to explore the rich, deep connections that exist between the disciplines. This methodology will act as a road map to help students navigate lifelong learning. In addition to standards-based instruction, law, media arts and technological skills will be integrated seamlessly into all classes.

c. Addressing the needs of all students

Allowing for state and federal mandates, LEMA will meet the diverse learning needs of our students in the general classroom. We will utilize co-planning and teaching, paraprofessional supports, peer supports and modifications and accommodations to the curriculum as necessary to meet individual student needs, fully including all students with disabilities, English language learners, and advanced learners. We believe that all students are learners, all students have leadership skills that need to be tapped and developed.

d. Accelerated Learning

All Humanitas curriculum is backwards planned to include differentiation for accelerated and gifted learners. The specific Humanitas strategies that apply to gifted and accelerated learners are inquiry-driven instruction, thematic connections, problem-based learning, and authentic assessment. The inquiry-driven nature of the instruction allows accelerated learners to respond to the curriculum from the vantage point of his or her specific developmental abilities and talents. Examples of inquiry-based curriculum are simulations, debates, Socratic seminars, scientific investigations, independently developed research projects, and regular engagement in meta-cognition. Gifted students are regularly engaged in higher order thinking processes in order to allow for complex thinking capacities to flourish. The thematic nature of Humanitas instruction responds to gifted students' desire to understand the patterns and systems at work in the real world. Problem-based learning appeals to gifted students' need to use self-generated problem-solving and abstract thinking abilities. Finally, every Humanitas unit culminates in an authentic interdisciplinary assessment in which gifted students can use their understanding of meta-concepts and their creative abilities to respond to writing and project prompts. All Humanitas curriculum and instruction allows accelerated students to acquire skills and understanding that are appropriate to their potential. In addition to an intense focus on differentiated instruction, LEMA will provide gifted and accelerated students access to an extensive range of resources, including a full range of web-based Advanced Placement courses; access to dual enrollment at Community Colleges; internships with business, cultural, and civic organizations; and summer university programs. LEMA will also make use of its Advisories. Each advisor will develop an individualized learning plan with gifted students, their parent/caregiver, the grade-level team, and relevant service providers. This plan will address both cognitive and affective learning appropriate to the needs of the student. At-risk gifted students will be particularly well-served in the advisory as the team will collaborate to implement intervention strategies that can take place at school, in the home, and in the community. In addition, the needs of gifted students who are English language learners and low-income will be met using this team approach to intervention.

e. Instructional Strategies

In order to develop organizational, collaborative group and study skills for our students, LEMA faculty have agreed to focus on specific essential standards, skills and strategies to improve students' achievement in high school and better prepare them with the life, study and organizational skills for college and other future endeavors. LEMA has adopted Stanford University's Complex Instruction collaborative group work training, and the majority of LEMA's faculty has been trained. Complex Instruction (CI) was developed in 1979 at the Stanford University School of Education by Professor Elizabeth Cohen. According to Cohen, it is a "system of classroom management in which each student is responsible for helping to ensure the success of all members in group work."

In addition to the required content standards covered in any individual class curricula, LEMA faculty have agreed to standardize essential skills and strategies, which include, but are not limited to:

- i. LEMA faculty will emphasize organizational and study skills
- ii. Students will maintain a Master Agenda for all classes and assignments.
- iii. Students will maintain a Student Reading & Writing Notebook for English; other faculty may require a notebook for their class.
- iv. Students will learn Cornell Note-taking, annotation of documents and highlighting key information and use these strategies in all classes;
- v. Students will participate in SSR (teacher read-aloud with focused common writing assignments and vocabulary)

LEMA organizational and study skill standards:

LEMA faculty will emphasize teaching and learning strategies:

- Students and teachers will use "Academic Vocabulary" and work to improve students' vocabulary and spelling (e.g., Kate Kinsella);
- Complex Instruction for Collaborative Group work will be adopted for all classes where group work is performed (e.g. Elizabeth Cohen)
- Students will use LEMA adopted reading comprehension strategies (prediction, questioning, clarification, summarization, outlining) and writing skills (thesis statements, multiple paragraph essays (descriptive, narrative, expository and persuasive); analyze rhetoric using the Rhetorical Square and write a standardized Précis for argumentation; recognize common themes, evaluate and develop thesis statements and claims, and support their work with credible and accurate evidence from the text.
- Students will be encouraged to apply learning and reflect on the application to their lives, using textual evidence to support their claims, statements, or positions. LEMA students will be able to evaluate the philosophical, religious, political, ethical, social and legal influences of the historical experiences that shape our world and literature, and be able to write responses which demonstrate an understanding of the relationships of significant ideas and elements.

Writing to Learn (Core Content Classes)/Learning to Write (English):

LEMA faculty acknowledge that improving student literacy and achievement is not solely an English teacher's responsibility. In English classes, students will learn to write, and demonstrate proficiency in the writing process (brainstorming, outlining, drafting, revising, editing,

summarizing, publishing and presenting); write numerous multiple paragraph essays (thesis statement, introductions and conclusions, appropriate use of transitions and integration of quotations) demonstrate mastery of formats (narrative, descriptive, expository, persuasive) and prepare formal research reports.

In core content areas, students will write to learn; write timed essays (in short timeframes) to encourage growth in organization and thoughtfulness during high-pressure situations. Students will be encouraged to demonstrate proficient control of grammar, diction, paragraph and sentence structure and syntax in multiple paragraph essays in all classes.

Oral Language Skills, Internet, and Technology & Presentations:

Students are required to participate in and lead class discussions; participate actively in collaborative group work; recognize and find primary and secondary sources, and document, evaluate and properly cite original Internet and library research; develop clear research questions and critical research strategies; create and deliver oral presentations, including increasingly more complex, original research projects (9th – 12th grades).

Critical Thinking Skills: Students are expected to demonstrate the habits of mind that ensure academic success – the willingness to experiment with new ideas and to challenge their own beliefs, seek out other points of view and apply analytical and critical thinking to their own ideas, as well as to others. Students must assume responsibility for their own learning, which includes asking for help when they need it; their participation in intellectual discussions predicated upon their ability to convey their ideas clearly, and listen and respond to divergent views respectfully.

LEMA offers opportunities for students of all ethnic and academic backgrounds to participate in a rigorous college-preparatory program, which puts strong emphasis on the English Language Arts, Social Sciences, the Arts and Technology. Students will develop their knowledge and understanding through group learning as well as through individual effort, community service, and a culminating research project/seminar during their senior year.

In addition, we are developing partnerships with UCLA, CSUN, UC Irvine and USC, for the purpose of tutoring, academic enrichment, guest lecturers, and joint research projects that will provide postsecondary experience for our students while providing colleges with valuable connections to the high school environment

The fields of media arts, entertainment, law and technology are probably the fastest-changing, most exciting areas of human endeavor today, offering expanding job opportunities and a hope for a better future for us all. Intense training in the different core and technology electives, hands-on learning experiences, and interaction with industry professionals will, therefore, prepare students for the demands of our complex society, to be ready to take advantage of emerging job markets, and to be able to assess for themselves what the modern world is all about.

Highly individualized learning plans are available to students, and each student in the program will have equal access to the coursework, consistent with his/her ability and achievement level.

3. School Culture and Climate

a. Description of culture

LEMA's small school culture will promote caring connections between staff and students, provide positive behavioral supports for students who are struggling to adapt to social and academic norms, and offer multiple opportunities for social and emotional learning. Students

who have strong connections with both teachers and socially positive peers are more likely to resist the pull of gangs that offer an alternative form of connection for alienated students (Goldstein & Soriano, 1994). LEMA believes that directly teaching appropriate behavior and providing support to help students meet expectations will reduce discipline problems and help students recover instructional time (Sugai et al., 2000). Teaching students social and emotional skills—such as relationship building, self-awareness, self-management, and responsible decision making—can prevent problem behavior and promote academic success. Students who develop these skills are less likely to participate in high-risk behavior and are more able to persevere through academic challenges (Solomon, Battistich, Watson, Schaps, & Lewis, 2000).

Create a Culture Focused on Intellectual Development

One of the most important things LEMA can do is to create a culture which fosters and promotes the intellectual development of all students by creating the appropriate environment, tone and tenor reinforced by a coherent, developmentally sequenced program of study, which highlights mastery of the core competencies and habits of mind, including study skills and time management (*UC/CSU Academic Literacy*, Conley, 2007). LEMA can control the intellectual climate of the school completely because the faculty, staff and administrators are committed. The scope and sequence of LEMA's curriculum is guided by an underlying presumption that the progressive intellectual development of students from year to year is equal to, if not more important than the specific content of a course. This includes:

- Students will interact with challenging academic content as part of an intellectually coherent program of study (Wiggins and McTeague, 1998) which integrates systematically developed interdisciplinary essential questions with coherent “big ideas” in each subject area. Students learn about these big ideas through exposure to a series of “enduring” and “supporting understandings” that create an overall intellectual and cognitive structure for the content, a structure that can span multiple courses and grade levels and essential questions that are revisited by students each time a new course within that area is taught.
- Key cognitive strategies for students and the Shared curricular strategies will be developed over a sequentially more challenging progression throughout four years at LEMA. This structure of challenging and appropriate content is a framework for students to develop key thinking and reasoning skills, and to progressively master the core competencies and habits that will affect success in college as much as, or perhaps even more than, any specific content knowledge students acquire.
- LEMA's academic program is structured so that students are required to assume more control and responsibility for their learning as they move through high school. This includes having more choices over what they learn, but more importantly, LEMA students are expected to work independently and semi-independently outside class on progressively larger, more complex projects. For example, over time students should be expected to assume more responsibility for critiquing their own work and rewriting or modifying that work before it is ever submitted, rather than only after they receive feedback from teachers.
- LEMA students will understand that completing the required courses through 12th grade does not mean they are “ready for college” unless they have mastered the core competencies, habits of mind, attitudes and behaviors necessary for success. (National Commission on the High School Senior Year, 2001).

- Students will develop an understanding of each subject area's core concepts and specific content knowledge, based on the California Content Standards, which are comprehensive and identify the big ideas and supporting knowledge necessary to understand those ideas, as well as the mastery of subordinate skills necessary to achieve that understanding.
- Students will be provided with the information necessary to access college web sites and admission systems, and the support they need to navigate the complexities of preparing for and applying to college.
- LEMA faculty will be provided with the collegial and collaborative support and time they need to master the subject area content, the shared curricular strategies and to support students' development of thinking skills and strategies, core competencies, behaviors, attitudes and habits. LEMA's Professional Development will include activities enabling teachers to focus their curricula on essential questions, key ideas and supporting concepts and to teach these through techniques, activities, and assignments that require students to develop the key cognitive strategies necessary for college success. Our post-secondary partner, UCLA Center X will play an important role in providing LEMA faculty with recent developments in the academic field, debate and discussions of controversial ideas in the subject area, critiques of potential student assignments, reviews of student writing and a consideration of strategies to improve writing.

b. College and career readiness

LEMA has adopted Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities was published by the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University and the University of California (Spring, 2002) as the document defining the goals, literacies and competencies expected of K-12 students for academic success. In addition, LEMA will also provide instruction and opportunities for students to practice (and obtain proficiency in) fundamental life skills: legal, financial and the acquisition of basic business and career skills that will enable LEMA students to live independent and self sustaining lives in a 21st century world.

To ensure LEMA students are college prepared and career ready, we have backwards planned our curriculum to include multiple A – G pathways (see Appendix pp. 86-87 for LEMA Curriculum) and to encourage all LEMA students to take AP courses and/or Dual Enrollment Community College classes, which we intend to offer on our campus. LEMA's faculty has adopted Shared Curricular Strategies and research based instruction and pedagogy to ensure that LEMA students are provided with opportunities to practice and master the Core Competencies and Habits of Mind necessary for academic and career success. LEMA does not expect all students to achieve proficiency, and have designed numerous intervention and remediation opportunities to enable students multiple opportunities for success. These include collaborative scoring of student work, frequent nonfiction writing, editing, and rewriting, displays of proficient and exemplary student work, and to reward students' incremental efforts towards mastery.

All LEMA credentialed personnel will participate in Advisories/ACT (Academic Content Time) which students will attend every day for four years. The ACT sessions will replace the antiquated Life Skills classes, and instead, focus on teaching and modeling the Core Competencies, Habits of Mind necessary for academic and career success, as well as the

fundamental life skills which all adults need to master to live in the 21st century. The ACT curriculum will expand the Banking on Our Future curriculum, currently offered to high school students by Project Hope volunteers in 4 1 hour sessions. We believe that students must master basic financial literacy and the rudiments of personal financial skills: the ins and outs of credit cards, taking on debt (student loans, personal loans, mortgages); opening savings and checking accounts, how to deposit funds, balance a checkbook, read a bank statement, evaluate bank and credit card offers, how to (and when to) file a tax return.

All students will take LEMA's Constitutional Law course, which provides the fundamental legal knowledge which governs all U.S. personnel (criminal law, basic contract and tort law, how to find the current laws, what to do if you or someone you know gets in legal trouble (criminal and civil); Using the *Street Law: A Course in Practical Law* textbook, provides an understanding of theoretical and practical legal considerations as well as competency building activities designed to provide students with the ability to analyze, evaluate and resolve legal disputes. Using Complex Instruction, students teach the class, presenting in teams, fielding instructor and student questions and criticism, thereby building self confidence, debating and critical thinking skills as well as the ability to think on their feet and support their opinions.

According to Academic Literacy, "competencies for entering students cannot be reduced to a mere listing of skills. True academic competence depends on a set of perceptions, attitudes, habits of mind, and behaviors acquired while preparing for more advanced work....The inseparable skills of critical reading, writing, listening, and thinking depend on students' ability to postpone judgment and tolerate ambiguity...Academic success depends on students' exercising the stamina and persistence useful in other areas of their lives ...academically successful students have learned that intellectual endurance in the form of rethinking, rereading and rewriting offers ...rewards...While education is clearly a collaborative effort, students must ultimately assume considerable responsibility for their own education. Successful students seek assistance when they need it and advocate for their own learning in diverse situations."

While "California's educational landscape has been swept by substantial changes in pedagogy, advances in technology, and new emphases on critical reading, writing, and thinking across the curriculum," it still doesn't work. We have too many dropouts and those students who do graduate, do not have the habits of mind or the mastery of the skills and competencies they need to succeed in college or in careers. The 19th century educational model set up for an agrarian and manufacturing society that needed its workers to follow directions and/or harvest crops does not help us compete in a global society. Americans have one of the shortest school years anywhere, 180 days compared with an average of 195 for OECD countries and more than 200 for East Asian countries. German children spend 20 more days in school than Americans, and South Koreans over 30 days more. American children also have one of the shortest school days, six-and-a-half hours, adding up to 32 hours a week. By contrast, the school week is 37 hours in Luxembourg, 44 in Belgium, 53 in Denmark and 60 in Sweden. (*The Economist*, June 11, 2009)

We know that students in other countries are excelling in areas where the United States used to dominate. Yet some continue to believe there is some magic bullet, that if leaders make incremental changes in instructional programs or pedagogy, the inequities involved in educating children in poverty will disappear. Year after year, we try new instructional or remediation reforms only to learn that these only result in minimal incremental improvements.

There are no shortcuts. Our schools need to be transformed and re-engineered; they need to

develop complex approaches to educating all students, and enabling them to practice and master the competencies and habits of mind necessary to be successful and graduate from high school, go to college and graduate from college (although reportedly only 3% graduate in four years). Those who enter the work force are not prepared with the competencies and habits of mind they need to succeed, and in too many cases, to remain in their jobs, let alone be prepared for 21st century careers. The complaints from college instructors echo the same complaints high school teachers have for middle school students: students don't come to class (absenteeism/truancy); students come late to class (tardy); students do not come to class prepared (missing homework, assignments, books, and/or supplies); students don't pay attention or can't focus (apathetic, bored, unmotivated, or distracted by primary survival needs); students are unprepared with the skills necessary to do grade level work.

As educational leaders, we believe that all students are capable of learning and of mastering the core competencies and habits of mind necessary for academic and career success, but it is up to the adults to create an environment that ensures this. LEMA proposes to create just such an environment, which motivates all students to participate and provides a safety net that no student can escape or will want to escape from. This requires acknowledging the realities of a broken system and providing the resources necessary for transformation. In addition, along with assigning responsibility (as too often, it's the teachers' fault for students poor achievement), accountability commensurate with the responsibilities and hold each responsible and accountable.

c. School calendar/schedule

LEMA will be using a trimester calendar. The LEMA teachers agree that the students will benefit from a block format. Alternate day blocks do not allow the teachers and students daily contact. The 4x4 is very rushed and affords so few minutes per subject that LEMA educators do not believe they will be able to deliver a quality education. It is the goal of LEMA to not only ensure high school graduation, but provide an in depth education that prepares the student for post secondary education, whether it be a four year institution, a community college or a trade school.

Each trimester would consist of 13 weeks, 5 classes and an advisory. This format allows for in school intervention, just as the 4x4 does, yet also allows for more longitudinal time in each subject. The student has 5 classes to concentrate on and will have the opportunity for 15 classes, allowing in school intervention and the opportunity to explore their LEMA major as well as prepare for AP, Honors or other advanced courses and electives. The first mester would finish for Winter Break, thus allowing the student a sense of completion and avoiding the week of re teaching before finals that currently exists with the semester extending across Winter Break. The AP tests would be given midway through the third mester, thus allowing for the intensive preparation needed for the AP courses.

The trimester schedule aligns with the LEMA goals of offering in depth, project based learning. This schedule lends itself to cross curricular teaching, an opportunity that is often impossible in the frenetic 4x4. Once a month, contingent upon parent and teacher approval, LEMA will hold an all day professional development. Our faculty prefers this approach to encourage and support meaningful professional development as opposed the cookie cutter approach the shortened Tuesdays currently provide. The effective use of the 70 minute block requires project-based, minimal lecture strategies. One day PD will allow teachers to share Best Practices and lesson study. LEMA also plans to incorporate cross curricular, Humanitas type teaching. This is a form of teaching that allows the student to see the connections throughout all subject matter. In this approach a student is concentrating on the same project

for both a Science and a History class for example, enabling that student to ‘connect the dots’ so to speak as opposed to compartmentalizing each discipline. This type of teaching requires time for teachers to coordinate projects, themes and units. Once a month, all day PD will give teachers this kind of boost. LEMA will explore partnering with ELA college and/or ELA Skills Center to provide student activities/ study hall for parents concerned with their child’s activities during that day.

The trimester schedule meets the CDE requirements by providing 190 days, 66,500 minutes of academic time. LEMA will apply to the state for a waiver for the CDE requirements for PE in the 9th and 10th grade as PE will meet two out of the three mesters. There is precedence for this in schools currently using the 4x4 where PE meets only 2 out of 4 mesters allowing fewer overall minutes than in the trimester system.

ACT/Advisory	8:00 – 8:30	30 min
P1	8:35 – 9:45	70 min
P2	9:50 – 11:00	70 min
P3	11:05 – 12:15	70 min
Lunch	12:15 – 12:50	35 min
P4	12:55 – 2:05	70 min
P5	2:10 – 3:30	70 min

d. Athletic/extra-curricular programs

As an internal team, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will work with our existing comprehensive high school principal and encourage LEMA students to participate in athletic and extra-curricular programs campus-wide. LEMA students may be excused from academic activities in order to participate in athletic and extra-curricular programs

e. Student discipline

It is the philosophy at LEMA that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At LEMA this will be achieved through the adoption and implementation of a consistent school wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District’s *Culture of Discipline: Guiding Principles for the School Community* (Attachment A BUL-3638.0) and *Culture of Discipline: Student Expectations* (Attachment B BUL-3638.0).

SCHOOL –WIDE STRATEGIES TO ENSURE THE SAFETY OF ALL STUDENTS

TEACHERS The teachers at LEMA must establish and maintain an unwavering commitment to providing a sound educational community for all learners. This commitment includes both comprehensive and effective lesson planning and instruction, and the establishment of a positive classroom environment with clear expectations for student behavior. At the start of the school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Further, they are responsible for establishing and consistently applying a set of clear consequences for behaviors-both positive and negative- in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis utilizing multiple teaching strategies including, but

not limited to, role play and simulation. Finally, teachers are expected to communicate with parents and students on a regular basis about student performance and behavior in the classroom, and to document these interactions.

OTHER SCHOOL STAFF All other staff at LEMA, including administration, coaches, coordinators, paraprofessionals, office staff, and custodial staff are also expected to maintain an unwavering commitment to providing a sound educational community for all learners. To this end, other school staff members are expected to be familiar with the school wide behavioral expectations and must take responsibility for guiding the behavior of all students in a positive and consistent manner.

STUDENTS

Students at LEMA are expected to be familiar with all behavioral expectations, both school wide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must make behavioral choices that contribute to their safety and the safety of others. They will be expected to abide by these guidelines in all that they do on the school campus in order to create a peaceful and productive learning environment.

PARENTS

Parents at LEMA will be taught, informed and must be familiar with the school's expectation for student behavior and related consequences. Parents will be responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The school will expect parents' support in reinforcing behavioral expectations. When consequences for inappropriate behavior must be implemented at school, parents should follow up at home to be sure the behavior does not reoccur.

PLAN TO ADDRESS SAFETY AND DISCIPLINE ISSUES

The following is a list of example behaviors that will result in consequences. All referrals to the office must be accompanied by a referral slip with the student's first and last name. Office referrals serve as a record, and provide data regarding school wide behavior trends. Students will be provided with an opportunity for due process by writing about what occurred during the event.

The following are examples of behaviors that, unless persistent and dangerous, will be addressed in the classroom by the teacher, and if necessary the parent will be contacted:

- Use of bad language, name calling, including racial slurs
- Minor fighting or pushing, instigating a fight among others
- Being disrespectful to adults and other students
- Inappropriate clothing
- Taking others' belongings

The following are examples of behaviors that are considered major offenses and will result in administrative and or police intervention:

- Improper touching (sexual)
- Threatening bodily harm
- Major fighting
- Selling drugs on campus

- Defacing school property
- Weapon on campus
- Severe harassing or bullying

These serious offenses may be followed up with district crisis intervention and or a district threat assessment.

TEEN COURT

LEMA will leverage its relationship with Southwestern Law School and the LA Superior Courts to establish a Teen Court on campus. The Los Angeles Teen Court provides an opportunity for young people who commit non-serious crimes to be questioned, judged, and sentenced by a jury of their peers. Teen Court is based on the philosophy that a young person who engages in criminal activity for the first time should have the opportunity to correct their habits before “graduating” to more serious crime. Other Teen Courts are located at Wilson, Dorsey, Manual Arts, Carson, Roosevelt, Taft, Van Nuys, Grant, Jordan, and Venice High Schools. Teen Courts in Los Angeles are ‘courts’ located on campus that function in one of three ways. Some programs have actual courtrooms; some schools use classrooms and have occasional sessions at a local law school; but most programs use classrooms or auditorium spaces on campuses. Jurors are selected from the high school's student body.

The juvenile defendant and the students who volunteer to participate as jurors, clerks, and bailiffs benefit from participation in this intervention program. For the juvenile defendant, the teen court program offers the incentive of having no record of criminal conviction if the sentence imposed is completed within a six month period. For the other students, it offers valuable lessons about how courts operate. The Court benefits from this program because it prevents minor juvenile offenses from clogging an already burdened juvenile justice system and because it helps educate the public about the work of the courts.

f. Health care needs

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) and Welligent Computer System to collect student health information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will utilize the LAUSD District Nursing Services. The Mission of the Los Angeles Unified School District Nursing Services is to strengthen and facilitate the educational process by improving and protecting the health status of children and by identifying and assisting in the elimination or modification of health-related barriers to learning. Students with Chronic Illnesses will be provided appropriate care as identified in their IEP or Section 504 Plans in coordination with their primary care physician.

g. Nutritional program

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will utilize the LAUSD Food Services Division to offer every student a quality breakfast and lunch. The Food Services Division strives to provide students with the nutrition they need not only for each school day, but also to help them form healthy lifetime

habits. LEMA will work diligently to ensure that all students that qualify for free or reduced-priced meals are identified.

4. Assessments and School Data

a. Educational Goals and Metrics

LEMA staff will implement its teaching strategies and goals into an accountability matrix per District guidelines for Focus Schools. We will push our students toward academic achievement by implementing a yearly College and Work Readiness Assessment for all students. See Pilot School Addendum 4 a Assessment Autonomy for more details on the CWRA.

All students at LEMA will demonstrate academic growth as follows: achieving 650+ school score on API, within two years; On CST achieve the state's average +10% for each grade level (9-11) percent proficient (ELA 42%- 9th grade, 41%-10th grade, 41%-11th grade (see appendix for math, science, and social science); achieve the state's goal +10% for all subgroups; a 15% increase in graduation rate within four years; Decrease dropout rate to -10% from state's average; English Learners to exceed state's goals +10%; CAHSEE- increase percentage of 10th graders passing on 1st attempt to district goal +10%; Increased enrollment in Advanced Placement courses to 10% and passage rates on AP tests;

See Appendix 88-96 for LEMA's Accountability Matrix.

b. Student Assessment Plan

The school's assessment system will be developed in partnership UCLA's National Center for Research on Evaluation, Standards, and Student Testing (CRESST), which for 40 years has been at the forefront of efforts to improve the quality of education and learning in America. Located within UCLA's Graduate School of Education & Information Studies, CRESST has long contributed to the development of scientifically based evaluation and testing techniques, vigorously encouraged the development, validation and use of sound data for improved accountability and decision making, and aggressively explored technological applications to improve assessment and evaluation practice. Building on this experience, CRESST will help LEMA create a student data system that includes but extends beyond ISIS to permit the collection, analysis and interpretation of various types of data to guide educational decisions at the school and classroom level for improved student achievement.

In addition to the California Standards Test and the High School Exit Exam, LEMA students will engage in a range of authentic, performance based assessments that are tied to and integrated with their learning. These assessments will be primarily qualitative in nature (e.g., projects, essays, performance videos, etc.) and therefore the school will require innovative electronic portfolios to manage and use data over time. LEMA will develop e-portfolios for each student, building on the experience of CRESST's Quality School Portfolio—a web-based decision support tool to assist educators in collecting, analyzing and making sense of data. In addition to generating useful reports, gradebooks, and school-wide analyses, LEMA's e-portfolios will organize student work and provide a grade 9-12 longitudinal history of each student's growth and development.

Students' Individual Learning Plans (ILP) will be key to this electronic assessment system. These ILPs will track student's progress in mastering the six Core Competencies and Habits of Mind using multiple measures that make the most sense for individual students throughout their school career. Each student's e-portfolio will contain both teacher-selected and student-

selected work which demonstrates how he/she has grown as a learner. Although student work products will be increasingly differentiated as they progress through school, all student work at LEMA will be assessed using a series of common rubrics developed by interdisciplinary academic teams and guided by the six Habits of Mind and Core Competencies. These rubrics will determine if student work meets expectations, approaches expectations, or does not meet expectations. In the case of the last two outcomes, students will work with their Advisors to develop a strategy within the ILP for addressing learning needs and ensuring expectations are met.

Twice a year, all students will lead a family conference in which they present their work to date, discuss their strengths and challenges, speak about their future goals, and plan the strategies they will use to achieve them. The ILPs and corresponding e-portfolios will also function as important tools to gain students access to college and careers. Unlike standardized test scores, authentic multiple measures of a student's proficiency across all six Core Competencies and Habits of Mind— assembled in an e-portfolio and demonstrated in public settings—has immediate face value and establishes the student as an accomplished and capable young adult. Adapted, the e-portfolio will serve as a resume detailing internship experiences and accomplishments for future job placement.

The learning experience will be extended and deepened in an Advisory period where students will be given access to a system of incentives and privileges designed to enhance academic achievement. 9th grade students will be given extensive CAHSEE prep tutorials via Revolution Prep software and those performing at a high level will be able to earn free time and access to LEMA's video game lounge. Students who aren't making sufficient progress will be scheduled into intervention classes during lunch in addition to their Advisory period. 10th grade students who have demonstrated Proficient or Advanced status on their CST scores will become mentors to 9th graders and learn coaching strategies and mentoring techniques. 11th grade students who remain above Basic, will be given job shadowing opportunities as long as their GPA stays above a 2.5. 12th grade students who have tested above Basic will get the opportunity for paid internships with our business and legal partners.

Students will also explore a number of issues ranging from organization and study skills to peer pressure and relationships. These periods will be guided by an Advisory curriculum, similar to the one established by the Wildwood Secondary School, and supported by a team of counseling and health specialists from UCLA. For example, the schools of Medicine, Nursing, and Public Health at UCLA could provide invaluable resources to LEMA in the form of undergraduate and graduate student interns.

c. Data Team and Instructional Team

LEMA publishes and evaluates all student achievement data 24/7. There is a student achievement stock ticker constantly running inside and outside the school. It broadcasts students' grades and test results, the school's discipline infractions, suspension and detention rates and achievement milestones.

Incorporating advice from its University partners (UCLA, CSUN & Claremont Graduate College), LEMA will construct a Data Team to assemble a data collection system that will drive instruction. This data will be based on multiple assessment measures. (*See appendix pp. 98 for World History map assessments from the first and last weeks of school*). Data paints a picture of student needs and can prevent learning gaps, provide additional time for instruction/intervention, and promote student potential. Data will be collected early in the year and utilized to inform teacher and support staff decisions. Fluent and ongoing use of data

allows the teacher and support staff to determine if the student should remain with current program supports or modify current supports. The effective use of formative assessments is crucial to help educators determine the appropriate intervention for students. Progress monitoring assessments can be administered frequently and are sensitive to small increments of growth over time. These assessment results provide guidance in making decisions that promote student achievement.

d. Data Systems

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will also participate with all state-mandated data systems like CALTIDE and CALPADS when those systems roll out and become operational.

e. LAUSD School Report Card

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will utilize the LAUSD School Report Card to help families understand how LEMA is performing in a number of key areas like graduation rates, student performance on standardized tests, English learner progress, and how well connected students, parents, and teachers are with the school. The primary purpose will be to help families become true partners with the school to help our students succeed.

f. Research and Evaluation

To ensure we capture, learn, and replicate best practices, LEMA will participate in research and/or evaluation projects in partnership with LAUSD, our higher education partnerships (UCLA, CSUN & Claremont) and our other community partners. LEMA teachers and students will be encouraged to conduct their own academic research, which may involve survey or interviews with teachers, students and parents to understand factors associated with student performance. Further, Mr. Petri has applied to doctoral programs at UCLA and CSUN. He anticipates that his doctoral study will enhance the quality of research and data-driven instruction practices at LEMA.

g. Operational Goals and Metrics

As an internal LAUSD team, will use LAUSD metrics to measure operational success. These include NCLB accountabilities to measure progress and use of the LAUSD Modified Consent Decree Indicators to measure the progress of students with disabilities. LEMA will establish operational goals and metrics for each of its first five years of operation (e.g. teacher retention, financial solvency, funding partnerships, etc.) Discuss how these metrics will be used to monitor progress and impact corrective actions.

i. NCLB Accountabilities

ii. LAUSD Modified Consent Decree Indicators

5. Professional Development Program

a. Professional Development

The LEMA teaching staff believes that drive-by professional development after a long school day is probably the most ineffective way to unify and inspire a staff. In most businesses, at the beginning of a fiscal year, management presents their strategic plan to the employees. Thus, we will frontload our professional development by requiring teachers to attend a 5 day collaborative curriculum workshop before the school year begins. A professional development committee will advise LEMA on how to improve our school. Professional development should be inspirational. LEMA seeks to first find out what its staff wants in a professional development program and then deliver it. In addition, we need to seek out great teaching and present it to our colleagues. Our mission should be to rouse our staff to find more ways to engage our students. Together, we can create experiences that will remind us why we chose this great profession.

Toward this end we will eliminate PD days on Tuesdays. Students will attend classes 5 days a week for 6 and a half hours per day – and enroll in after school programs for intervention, enhancement, or advancement. PD requirements will be met during Saturday PD time for teachers every 2-3 weeks to discuss student performance, work on collaborative lessons etc and enhanced monthly or quarterly PD days where there is no school for students, but teachers are given intensive seminars in core shared curricular strategies etc Given UCLA's long history of working alongside teachers in classrooms in order to help strengthen professional practice, LEMA faculty will have access to a variety of professional development resources. For example, UCLA's Center X is the home of five California Subject Matter Projects (CSMPs) that sponsor content-based and pedagogy focused institutes that support the content standards as well as the California Standards for the Teaching Profession. Additional learning opportunities are available across UCLA departments; for example, the Department of Psychology's School Mental Health Project provides extensive resources for improving teaching and learning supports by addressing the rhythms of a year. In addition, UCLA's Institute for Democracy, Education and Access links educators and activists to high-quality research on significant educational policy and practice issues. As LEMA faculty develop their Individual and School-wide Learning Plans, UCLA will serve as a vital learning resource.

b. Teacher Orientation

LEMA teachers will work with UCLA subject-matter projects in developing interdisciplinary lessons. These lessons will be discussed and presented at a mandatory 5 day curriculum seminar during summer vacation. LEMA plans on using a UCLA Teacher Initiated Inquiry Project grant to pay for this over two years.

c. PD Calendar

In addition to ILPs, LEMA faculty will develop each year a plan for school-wide learning and development. Led by the Principal, this annual School Learning Plan (SLP) will set clear goals and expectations for the school as a professional learning community—serving as and fulfilling the state-mandated Single Plan for Student Achievement. During the last two weeks of August, faculty will meet to prepare for the upcoming year and develop their SLP and detailed expectations for participation throughout the year. These expectations will be teacher developed and therefore will likely overlap with and complement teachers' own ILPs. The Leadership Team, comprised of administrators, teachers, university and community partners, parents and students, will be responsible for keeping track of the SLP throughout the school year, collecting and using data to inform and coordinate the operational and instructional

decision-making at LEMA. Each teacher will also have two hours twice per week to work in content-area or interdisciplinary teams and/or meet with critical friends. Teachers will have one hour, three days per week to work on their curriculum and ILPs. At the end of each school year, the entire faculty will convene for one week to debrief and reflect on the past year's challenges and successes. At that time, the SLP will be assessed and a set of recommendations developed for the following year's planning.

d. Program Evaluation

As part of our two-year school design process, the team will visit and learn from the nation's best schools, with a particular focus on schools that share our commitment to social justice and the Ten Common Principles of the Coalition of Essential Schools (CES). Locally, we expect to learn from the K-12 Wildwood School, the only CES mentor school in Los Angeles, as well as the accomplished practice of longstanding LAUSD small learning communities such as Humanitas and community-based learning programs such as Inner City Arts. Throughout the state and nation, we will learn from other university-assisted schools such as UCSD's Preuss School, Berkeley's Cal Prep, and the University of Chicago's Charter Schools. We also expect to learn a great deal from small, progressive schools throughout the nation, including the Promise Academies, Big Picture Schools, Urban Academy, High Tech High School, Francis W. Parker Essential Charter School, and many others.

6. Professional Culture

a. Professional Culture

We envision a principal's office that is like the bridge of the Starship Enterprise. Monitors flicker and stream academic data, absences, tardy info, grade trends, CST performance, parent contact info and etc. LEMA will house teen centers with recording studios, musical instruments, and spaces for bands practice. For successful students, we will provide video game lounges and turntables for aspiring d-jays. LEMA believes that we have to make school cool again and reinvent it as a place where kids want to hang out.

A strong academic community is characterized by a professional learning environment that includes teachers, counselors, administrators, students and other adults related to the school. As a result the LEMA professional culture is one in which all staff draw and receive funds of knowledge from one another and from our students. All professional staff will consider themselves to be lifelong learners, reflective practitioners and agents of positive change.

In order to pursue a healthy professional culture LEMA will promote:

- a distributed leadership model
- professional ownership by all staff
- entrepreneurship among staff
- committee empowerment
- a listening community
- empowerment of all stakeholders, including students, parents and community members
- transparent decision making policies
- processes for collecting staff input and data
- student leaders in professional development

b. Evaluation

LEMA supports California's Race to the Top and the Participating Local Educational Agency (LEA) Memorandum of Understanding entered into by the State of California and LAUSD to establish a framework of collaboration and articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top Grant project.

c. Feedback

LEMA will use critical friends and 360 degree evaluations to assess its instructors. Each year the governing board will design a survey to measure the effectiveness of the principal as an instructional leader. Parents and student surveys will also be used to guide instruction and decision-making.

See Appendix pp. 104-114 for examples of a faculty/staff surveys and student satisfaction surveys.

7. Serving Specialized Populations

a. Specialized Instruction

Students with special needs will be taught alongside regular education students in the same classrooms. Every effort will be made provide these students with the *least restrictive environments* in which to learn. Moreover, students with special needs will not be segregated from other students. All faculty and staff will be responsible for working with and supporting these students. LEMA will foster an atmosphere of acceptance and respect by encouraging all students, faculty, and staff to view students with special needs as equal members of the school community.

“In order for inclusive programs to be successful, programs require collaborative, sustained partnerships between administrators, teachers and parents.” Villa and Thousand (Educational Leadership, 2003) and McLeskey and Waldron (Phi Delta Kappan, 2002) Special Education-students with disabilities are classified in three areas of special education. One classification of services is the resource program where students who only need services in specific areas like, English or math and in most cases, in both academic areas. It is District’s policy the role of the resource specialist to support students with disabilities in accessing and progressing in standards-based core curriculum. LEMA’s resource students will be in full inclusion, all classes will be taken in the general education classroom setting. LEMA will have two resource specialists and two special education assistants who will provide instructional services which include: co-planning, co-teaching and direct service and supports include behavior strategies, basic academic skills, organization, study skills, social skills and the use of cognitive strategies. Collaboration and consultation with general education staff, students and parents in providing support activities include accommodations or modifications of the curriculum, assessment information, behavioral or social consultation. The resource program will also provide professional development for staff and trainings for parents and strategies for accessing and progressing in the core curriculum, including technical support.

The other two services in special education are the special day program (diploma track) and the special day program for moderate to severe disabilities (Certificate of Completion), the alternate curriculum. Our students in LEMA are in the special day program where we teach the alternate curriculum, and each student is in a classroom learning all core subjects at a functional level taught by an Instructional Specialist and assisted by three special education assistants. LEMA will continue to support the successes of Lincoln High School’s student-run enterprise which has been an effective general education integration inclusion setting for

our moderate to severe special education students. Our business class will be a two hour block schedule where our students will continue to experience hands on simulated work experience. Our business is a coffee house where the students practice many real-life job skills, such as taking orders by phone and in person, delivery to the entire school-site stocking merchandise, order and purchasing for the business, following directions, good work ethic and hygiene, social skills, counting money and giving change, customer service, tallying, categorizing and balancing orders to money once totaled. Self confidence and social skills are essential in student transition into real life, given the disabilities in this area of special education. All general education teachers will continue to support this program and interact with all students giving opportunity to all educators to teach and reinforce important everyday functional and job-related skills. Special Education students will collaborate with LEMA filmmaking students to produce commercials for Tiger Brew. The successes are quite evident. Students who are limited in social and verbal skills have become confident in their interactions with our faculty staff. Where there was never eye contact, there is now, salutations with a smile, and in most cases, greetings are by name. These efforts will continue with the full support of District personnel especially the District Office of Transition Services and our lead teacher and teachers who have together recognized the success of this curriculum.

- i. **IEP Assessment:** LEMA will follow the specific guidelines in the Special Education Policies and Procedures Manual on how to implement and monitor the special education process as stated. Instructional specialists will be responsible for the initial implementation of services into high school. They will maintain a current SESAC of their students and send out appropriate assessments according to the specifics of the Individual Education Plan (IEP) of each student. IEPs will be input in LAUSD's Welligent therefore, giving specialists the means of monitoring students goals, objectives, and supports in how and if they are being met in the classroom in order to maintain State mandated compliance.

LEMA special education teachers will: 1) review student's strengths and interests; 2) identify appropriate courses; 3) select and meet with general education teachers; 4) indicate times on Class Integration Schedule.

- ii. **FAPE/LRE**
LEMA will continue to support the full inclusion model for resource students in the classroom as adopted by LBGA in compliance with the District Office offer of FAPE (Fair and Appropriate LEMA will ensure that all educational reform efforts are taken into account all students with disabilities. Students will interact during passing periods, nutrition, lunch, student-run business, and service classes in the general education population. For our moderate to severe special education students, LEMA is working on outcome #7, from the Modified consent Degree, where the Placement of Students with Disabilities (Ages 6-22) with all other Disabilities
- iii. **Extended School Year Services**
Summer School will be provided during the Regular school year calendar.
- iv. **ELL & SEL Students**
Differential classroom begins where students are students are engaged though different modalities, appeals to varying interests, various degrees of complexity and ensures that students computer against self to assess growth (Tomlinson, 1999). LEMA teachers will collaborate with students in learning, balance group and

individual norms and organize students, so that they work together flexibly. LEMA Instructional Specialists will be trained in DRWC and in Read 180 in order to meet the reading needs of special education and all students who are falling at least two grade levels. Recent research confirms that we can teach students with disabilities with the use of effective strategies and two are proven to be most effective and they are direct instruction and learning strategies instruction. Some include: scaffold lessons, immediate feedback, use of diagrams, graphics, and pictures to augment what they are saying in words; encourage independent, well designed, and intense practice; model instructional practices; provide prompts of strategies to use; and ask engaging questions like, “Is this strategy working for you? Do you understand how it is helping you?” (LDA of America).

b. At-risk student strategies

LEMA students will be assessed for intervention at the least every 6 weeks through the ACT advisory period using My Data. LEMA teachers will inform the advisor of a student when that student is at a D or a Fail, regardless of when the mark reporting period is. This will allow the advisor to provide or arrange for extra tutoring for that student during advisory. Students failing any core subject, English, Math, Science and Social Studies, will be tutored by Seniors or on campus tutors during advisory. 9th grade students failing 3 or more core subjects, will restart their mester with English, Math and PE only until those students’ skills allow them to join their classmates at the mester break or the following year.

The trimester system also allows for access to intervention because the mester restarts after 13 weeks and allows 15 classes instead of 12 classes per year. A student failing Algebra 1 in the first mester will restart in the second mester instead of continuing. This is true for all core subjects.

Currently, students make up classes during summer school or adult school. These courses in general do not have the same high expectations or possibility for in-depth instruction available during the year. LEMA will have an all day computer lab staffed by a certificated instructor to enable it’s students to access on-line courses, LAVA and UCCP, before, after and anytime during the day that the student has a space available for intervention.

LEMA intends to partner with ELA college to provide AVID style tutoring during the school day. Using tutors effectively will be the subject of one of our first Professional Developments. Tutors will be effective not only during advisory, but throughout the day. Teachers using on-line warm ups will be able to quickly identify those students who are unclear on previous concepts and will then be able to work with tutors in class to get clarification. Professional development on using on-line resources, LAVA, UCCP, will allow for differentiated instruction and in class intervention while enabling the more able student an opportunity to access the curriculum at an accelerated pace.

8. Family and Engagement Strategy

a. Identification

The school community. The school community our team proposes to serve is the Lincoln Heights area of Los Angeles.

Description of the community-assets. The community has numerous assets. It is rich in diversity, and of students presently attending Lincoln High School, approximately 80 percent identify themselves as Latino, with families originally from Mexico and numerous Central American countries. In addition, almost 20 percent are identify themselves as Asian, with

roots in China, Vietnam, Cambodia and many other Asian countries. Approximately ten percent of Lincoln's students are students with special needs and another ten percent are identified as gifted through LAUSD's GATE program. The Lincoln community is multilingual. About 30 percent are English Learners, while almost 50 percent have been reclassified as fluent in English. Eighty-six percent of Lincoln's students are considered economically disadvantaged. All students in the Lincoln community have personal strengths and experiences to contribute to the community and to draw upon as they pursue their education. Among these strengths are innate creativity and enthusiasm waiting to be tapped. Another strength of the community is its parents and caregivers, who have strongly-felt views on how their children should be educated, and who are deeply interested in advancing their children's education and opportunities for college and career. The local community and the greater Los Angeles community are filled with people and organizations who are not just interested in education, but are willing to offer their time, experience and resources for the benefit of students and to help students make a difference in the community. Some of these people and organizations are active partners of LEMA.

Description of the community-needs. In addition to its strengths, the school community has many educational needs. Some of these needs are associated with the low socio-economic status of many in the community and the community's location in a large urban area. Perhaps the biggest issues are the low graduation rate of students and poor performance in state and District standardized assessments of student learning. While these issues are severe, they are by no means insurmountable. All LEMA teachers have personal experiences intervening with students to help them improve their performance in class and on tests, and to help them stay in school and graduate. As an example, last year teachers in the Law, Business and Government Academy, where many on the LEMA design team now work, made a concerted effort to help students pass the CAHSEE exam.

Another issue many of our students face is the demands upon them outside of school that make it difficult to fully focus on schoolwork. These demands include the need to help supplement the family income and to provide care for siblings and other relatives. For various reasons, many students and members of their families feel disempowered in dealing with the forces that affect them, including the educational system that they are part of. Finally, we have been told by our students that they have a need for an educational program that is relevant to them and that they feel addresses their interests and future goals.

Rationale for serving. LEMA's rationale for serving this community varies from teacher to teacher. Some want to support the community in which they live. Others feel that they have personal strengths that they want to share with the community. Many believe that our students are an untapped resource that needs to be nurtured and developed. All LEMA teachers feel that they can make a positive difference in the world by helping create an educational environment that brings the community together to help our children thrive.

Alignment with community strengths and needs. LEMA's proposed school aligns with community's strengths and needs. Members of the school community have been historically under-represented in law and entertainment industries that are a focus of LEMA's programs. The experiences, including projects, internships and jobs that LEMA and its partners will provide will help address this disparity. Other needs are addressed by LEMA's different curricular strands, which correspond to post secondary school majors and will also be addressed by LEMA's intended certification programs, which articulate from LEMA/high school through the community college certification programs in paralegals (CSULA, UCLA), filmmaking (CSUN's below-the-line entertainment program. As an example, many in the

community feel disempowered, exploited and overwhelmed by the police, courts and the law. LEMA believes that every one of its students deserves a basic legal education; “ignorance of the law is no excuse” is the law in the United States – LEMA students will understand the fundamentals of the law and how the law applies to them, and by helping students understand how our legal system works.

LEMA’s program aligns with our community’s strengths as well. Many teachers at Lincoln High School recognize the leadership potential of our students. LEMA’s Leadership strand will help students develop their potential for leadership in the creative economy of Los Angeles and beyond. LEMA teachers also recognize that our students possess creative energy and have had life experiences that need an expressive outlet. The media arts strand help students draw upon these strengths, and develop the creativity, critical thinking and 21st century literacies that will help them become successful scientists, artists, or leaders in whatever fields they wish to pursue. Perhaps most importantly, our community is one that wants to support its children but where historically there have been obstacles to fully realizing this support. Full community support and involvement is the cornerstone of LEMA’s program.

Important community- based organizations, cultural institutions, and natural and corporate resources. The most important resources in the community are parents and caregivers as they know our students the best and have the highest aspirations for their children. In addition, many alumni and others in the community, including business people, have life and work experiences that are a valuable resource for students and teachers. Local businesses and law firms have a vested interest in the success of the community’s students and resources they are willing to share. Feeder schools and post-secondary schools also have an interest in the education of the community’s students and coordination with these schools will be extremely beneficial to our students’ education.

History and experience in the proposed community. All of LEMA’s teachers have taught in LAUSD or at Lincoln High School and schools: Leadership Academy, Dorsey High School, Van Nuys High School, Hamilton High School, Le Conte Middle School. In addition, LEMA’s design team members have grown up in the community (Ana Marie Romero) or attended Lincoln High School (Nora Kaing), many, including Rajeev Talwani and Vivian Parra live in the community. Many have had significant work experiences in the greater community that are directly relevant to LEMA’s programs. Beth Kennedy, Michael Kennedy and Mr. Talwani are attorneys with significant legal and entertainment experience. Scott Petri worked in various administrative roles at The Walt Disney Company for seven years; Ms. Kennedy was an executive at several entertainment companies, including Universal Studios/MCA Inc. and Sony; Beth and Michael Kennedy also worked at America Online and were honored by The Kennedy Center’s Imagination Celebration for their creative work; Beth Kennedy served as Los Angeles Mayor Tom Bradley’s “Film Czar.” Mr. Talwani was an attorney at Columbia Pictures and a law partner at a Latino-owned law firm, whose clients included, the National Hispanic Media Coalition.

b. Family and Community Engagement:

The more parents and caretakers, and community members become engaged in the education of LEMA students, the more LEMA and its students will become integrated into the community. LEMA has developed strategies and organizational structures to ensure that its stakeholders are connected to the educational process.

Strategies to engage parents in their child’s education and in the broader school community.

One strategy for engaging parents and caretakers in their child's education is to make that education reflect their beliefs and their aspirations for their children. To that end, parents and caretakers are part of LEMA's design team and advisory committee and have played a part in the creation of this proposal. Parents and community members will continue to play a major role in the governance of LEMA, as members of the Governance Board of Directors, the Educational Leadership Council, and all other advisory committees.

Another strategy is to enable parents and caretakers to directly participate in their children's education by encouraging parents to be on campus as much as possible during and after school. This participation would include open invitations to all classrooms during school, parent and caretaker observations and evaluations of classes, updates on teacher professional development, school projects requiring student collaboration with parents, caretakers or other community members, special social events aimed at making parents and caretakers feel welcome and comfortable at school, special events where students are teach what they have learned in their classes to their parents and caretakers, student-led conferences, parent and caretaker support on field trips, debates and other activities, and adult education programs aimed at both students and community members.

Parent participation would be further encouraged with an increased alumni and community member presence. It should not be acceptable to ask alumni and other community members to contribute financially and otherwise to a school and to reward them with a brief visit where they feel disconnected from present students and their activities and where students look upon the visitors as strangers. Instead, alumni and others in the community will be invited to participate in classes and to work together with students on certain projects tied to educational standards and of interest to both students and themselves. For instance, alumni and community members involved in law or business would be invited to offer their experiences and expertise in conjunction with a relevant unit in a law or leadership class, and encouraged to invite students to visit their workplaces. These relationships could lead to internships. Filmmaking and media arts students could satisfy a school service requirement by helping an alumnus or community member create a video or podcast that the alumnus or community member could use in making a presentation to students. Or, a group of students could create a commercial or public service announcement useful to an alumnus or community member for his or her business.

Organizational structures to ensure frequent and ongoing engagement of parents. LEMA plans monthly meetings of the Parent Leadership Committee co-chaired by a teacher and a parent, with subcommittees on academics (including intervention, observation and evaluation of teachers and classes, college preparation, and the once-a-semester academic project requiring family participation) and school culture (including enrichment, student activities, family social activities, and fund raising). LEMA will also hold regular family and community town hall meetings, and a monthly family social activity at the LEMA campus. Students will be required to take a leading role in other regularly-scheduled activities with parents and caregivers. These include student-led conferences twice a semester and a once-a-semester student-led class for parents and caregivers, where students teach parents what students have learned in their courses. LEMA also intends to participate actively in the Lincoln High School Alumni Association, and to offer to all Lincoln High School and LEM alumni open houses, email communication, and a student-alumni event demonstrating joint projects. LEMA will also have its students host a school website, updated daily, including a webpage reporting on individual student accomplishments and on events of interest, with a hard copy summary provided to families on a regular basis.

LEMA teachers will be use the GradeMax and ConnectEd programs that enable parents to access their children's grades and attendance, and will offer parents training and access to computers to use these programs. Finally there will be specific expectations that all LEMA staff will regularly communicate with families using multiple communication strategies and vehicles.

Vision for LEMA to become a pillar within the community. LEMA will be a pillar in the community because the increased engagement of students in their learning and the increased connection between students and teachers and the other stakeholders in the community will make the LEMA campus an attractive place to be. Parents, caretakers, alumni and other community members will feel welcome on campus, will be informed about what is happening on campus and ways they can participate, and will want to join in the numerous meaningful activities. Students will see that they are a part of the broader community and will welcome the opportunities given to them to participate in that community in a positive way. Families will see that the needs of their children are being met and will be empowered by the role they have played in this success. LEMA and its students will develop a positive reputation and become a source of pride to the community.

Services and resources to be provided to community members. LEMA will work to bring a Small Claims Court onto its campus and will train students to act as translators and to offer other assistance to community members using the Court. LEMA will also offer counseling and intervention to middle school students and their families, including a summer bridge program for incoming 8th graders, before students get to LEMA, and counseling to students leaving LEMA through their post-secondary years. LEMA will coordinate the delivery of services from outside providers to students, including counseling and health services. It will also provide or arrange for the delivery of certain other services (eg., Medi-Cal applications,) to community members. Advanced LEMA Media Arts students will offer certain technological services to community members, including assistance with short commercials and podcasts.

Inclusion of community members in the success of the LEMA. The inclusion of community members in LEMA's activities is an integral part of LEMA's educational plan. Our community partners, including UCLA Center X, CSUN Educational Leadership & Policy Studies, Southwestern University School of Law, and other educational institutions, will be actively involved in designing and refining curriculum. All of our community partners will be involved in putting on programs to help students master specific educational standards and to enable students to learn how to better navigate career pathways. One partner, (Drucker), will offer training to teachers and students on leadership. Our community partners in the legal, entertainment and media arts fields, will offer students internships and jobs. All stakeholders would be involved in planning and enabling field trips and other activities, including field trips to the offices of community members. Students will be involved in academic projects requiring collaboration with parents, caregivers, alumni, or community members. And community members will help students realize the students' own value by making use of services offered by these students.

The role of key community partnerships throughout the first five years. The most important role of all of our community partners the first five years will be to help LEMA create a school culture where, 1) students fully internalize the connection between their accomplishments at school and their continuing success after graduation, and 2) the school and its students are integrated into a community where parents and caretakers, alumni and community members other stakeholders all participate in the students' education. Ms. Kennedy and a parent elected

by the Parent Committee will be responsible for managing and cultivating these partnerships.

Connections, partnerships, and correspondence established within the community. Several LEMA teachers have established connection with attorneys in the community while teaching at the Law, Business and Government Academy. Ms. Kennedy has numerous contacts in the entertainment industry, many of whom are interested in participating in LEMA's educational program. Mr. Talwani has been integrally involved with efforts to bring media arts education to LAUSD as one of eight LAUSD Demonstration Media Arts Classroom (DMAC) teachers in a program run by the Arts Education Branch and District Media Arts Expert Dain Olsen. This program involves creating standards and curriculum for the District in the field of media arts and includes professional development and collaboration among all District DMAC teachers. The DMAC program includes an advisory board, whose members are a resource for LEMA's media arts program.

Family and community engagement will be an essential component of LEMA's school culture. LEMA will support parents to be active partners in their children's education by providing them with numerous opportunities to become involved at the school site. In addition to offering parents the opportunity to volunteer at the school (assisting in classrooms and/or with other tasks on campus), LEMA will provide coordinated support for adult education (citizenship classes, ESL, etc.), parent workshops (on early literacy and numeracy, homework support, parenting, etc.), and parent-teacher collaboration. Teachers at LEMA will be encouraged to view parents as partners and to involve them in their curricular and instructional programs as much as possible. LEMA will leverage the successes of the UCLA Parent Project and bring parents of diverse ethnic backgrounds together to share their expertise and to experience interactive California Framework presentations by the UCLA Subject Matter Projects.

In addition to fostering parental engagement, LEMA will expose its students to the wealth of resources that exist in the education, entertainment and legal communities. LEMA will build on its partnerships with UCLA, CSUN, Southwestern Law School, the Constitutional Rights Foundation and our law firm partners by creating multiple pathways to guide students through engaging, hands-on law related education and internship-based learning experiences from 9th through 12th grade.

c. Key Community Partnerships

We believe that the strength of our plan lies in our contacts in the University system, Entertainment Industry and legal system and that our students, their parents and the community will benefit from exposure to these entities as well as the educational experiences, job opportunities and services they will bring to Lincoln Heights. LEMA has enrolled partners to assist us: to deliver instruction, including a top-quality Law Related Education curriculum, to engage parents and community members and to help our students transition from high school to college and careers. LEMA intends to expand these career-related community activities and invite our feeder middle schools to participate in our programs.

UCLA Center X has agreed to become our pedagogical partner. Dr. Jody Prisleac, Executive Director, will coordinate this effort. The Directors of the five California Subject Matter Projects (CSMPs) housed in Center X—California Reading and Literature Project, History-Geography Project, Math Project, Science Project and the Writing Project—will provide curriculum consultation on interdisciplinary planning and will provide professional development services to our faculty. The Parent Project will assist LEMA to enhance and grow its parent leadership base and work to increase parental participation in school decision-

making.

California State University Northridge's Educational Leadership & Policy Studies department has agreed to provide Professional Development for our administrative team. Mr. Ricardo Sosapavon, a former LAUSD principal with 32 years of District experience will consult on leadership and teacher professional development issues. Mr. Sosapavon will also assist LEMA in complying with LAUSD's Modified Consent Decree for Special Education students. CSUN will also provide a Media Arts/Technology pipeline to LBG students interested in their Below-the-Line BA program that will link our students to business and legal careers in the Entertainment Industry. The

Drucker Institute (Claremont Graduate University) and a corporate Big 5 Consulting partner will work with our student leaders (Student Governance Council) and members of the ILC and LEMA Governing Council to develop a strategic plan to ensure student voices are represented and included, and that student leaders accurately and completely represent their stakeholder group (by grade level) and provide feedback to and from their representatives. In addition, Drucker Institute consultants will assist LEMA in creating a comprehensive student Strategic Plan/Performance Review plan format, policies and procedures, to replace, extend and/or augment the inadequate Individual Graduation Plan) which students currently use with their counselors to track high school credits, which has minimal value in helping students plan what they are going to do with their lives and how they are going to do it.

Constitutional Rights Foundation has helped write LEMA's Law Related Education Pipeline in partnership with the law firm of **Tucker Ellis West, LLP**. CRF has also agreed to help integrate a Mock Trial Program that will provide LEMA students with a compelling, competitive legal education program that will complement LEMA's already successful Los Angeles Metro Debate League team. Gregorio Medina, Senior Program Director, National Outreach in Civic Participation and Laura Wesley, Senior Program Director, Law Programs have agreed to work with LEMA and TEW in providing Law Related Education for LEMA Students.

Tucker Ellis West, LLP (TEW) has agreed to mentor LEMA's 9th grade class with Law Related Education (LRE) for 2009-10. The LRE meetings are designed to pair students with legal professionals who look like them and come from similar backgrounds. The students voted on the subject areas they were most interested in (the Dream Act, Immigration, Criminal Law and careers). This program will be expanded to provide support to these students as they articulate through the twelfth grade, culminating in an internship program. As students improve in their academic achievement (as measured by standardized CST, CAHSEE test scores), they will be qualified for paid internships and part-time jobs at TEW and other participating partner law firms, companies and governmental agencies.

Consumer Attorney's Association of Los Angeles – After-school, Saturday and summer vacation intervention, enhancement and internship programs will be provided through a variety of grants, and supervised by CAALA's Public Education Fund, an existing 501(C)3. CAALA Past President, and Girardi|Keese agreed to work with our students, provide coach training, and to look for ways to partner and drive participation into our Mock Trial Program.

Los Angeles Metro Debate League - Lincoln High School has had success participating in the League competitions, winning 6 out of the last 7 LAMDL tournaments. Two Lincoln students represented Los Angeles at the National Association of Urban Debate League's Championship in Chicago last year. This year, our league doubled in size from 10 schools to

20 schools. LAMDL's Executive Director, Brett Flater, has agreed to assist LEMA in creating a school-wide "Culture of Debate" in all of its educational programs. LEMA will support and nurture student interest in debate to broaden long-term participation. LEMA will train teachers to coach and be leaders in promoting debate curricula over the long-term. LEMA will engage family and community volunteers to assist with our practices and judge at our tournaments.

UniteLA, The Los Angeles Chamber of Commerce will assist LEMA in developing partnerships with businesses to make education more relevant for students through the Pillar initiative (career awareness, work-based learning opportunities such as job shadowing and internships, support for educators in curriculum and professional development) and connecting LEMA and LEMA students with the wealth of opportunities that exist in the City, such as HIRE LA's Youth (LA Chamber of Commerce initiative to prepare applicants to earn and retain entry-level employment; Cash for College (expand educational opportunities for low-income and first generation college students and held families pursue post-secondary education and high wage career opportunities).

LEMA also plans to partner with community organizations like *Inner City Struggle* and *Families in Schools* to assist us with strengthening student, parent and school collaboration throughout the high school experience.

9. School Governance

LEMA will adopt and model the best practices of a university campus (education) and corporate structure (business) to provide guided practice and modeling on a daily basis to and for our students of what "real life" looks like. Regardless of discipline, LEMA's focus will be on the product (student), the service (educators) and our management structures will demonstrate those foci -- which impede success.

At LEMA everyone teaches. LEMA administrators, principal and coordinating positions will include responsibility for a minimum of one class and an advisory/FLEX. While the principal is the titular head of the school, we believe that the strongest leaders are visionaries who collaborate with and inspire school communities to improve continually, not wait until the end of the semester to make necessary changes, or the end of the school year. LEMA recognizes that success is more than academic achievement on standardized tests – success is a student who knows what they want and can plan their way to reach their goals.

Governance responsibilities will be carefully and specifically delineated for accountability. All meetings and committee meetings will be posted at least two days in advance; regular meetings will be calendared monthly and held at times when parents can attend. All Agendas and Minutes will be posted on the school website.

Governance Board of Directors – This group will be responsible for the governing of the school. It will be comprised of the principal, 4 teachers, 1 classified staff, 4 parents, 4 students (one representative from each grade level, 2 community members, and several university representatives. The Board will oversee: budget, staff contracts, school policies and procedures, including the election-to-work agreements, the school calendar, principal and teacher hiring and evaluations, ensuring that all decisions made will support and maintain LEMA's mission, purpose, culture and climate. The Board will meet monthly (at a minimum) and as needed. By-laws will be created after its formation. Each member of the Board will chair one of the school Committees, be responsible and accountable for scheduling and holding meetings, however to

avoid conflicts of interest at the school site, the chairperson of the Board will be selected from among the community and university representatives. All meetings will be scheduled in advance with notice provided to all and reporting to all on the recommendations and/or decisions. Decision topics that affect the entire school will be brought before the Board of Directors, who will take all Committee and community input into consideration when making decisions. Members of the Board will serve for two years, and board members will be elected by their representative groups (on an alternating schedule for vacancies – so only 1/3 or 1/2 of board retires and is elected).

School Safety Committee: This Committee will be comprised of the principal, teachers, plant manager, parents and students from the Governance Council. The team's primary responsibility will be to create a school-wide safety and emergency plan, make and review budget recommendations pertaining to the facilities. They will make recommendations to the Board of Directors as necessary. This Committee will also develop and oversee the school behavior and discipline policy and practices. They will regularly to create the plans necessary, and meet quarterly to assess how the plans are working, recommend changes and additions as needed.

Parent Leadership Council: This Council, in collaboration with the UCLA Parent Project, will be comprised of parents, community members and representatives of the faculty and staff for the purpose of providing opportunities to engage the school's parents, to provide parents with educational, social, involvement and leadership opportunities; to coordinate community resources to link to the school, coordinate volunteers and alumni. This group will work with the 501(c) (3) to guide fund-raising activities and a "Friends of ..." organization for donations, both in kind and monetary.

Instructional Leadership Committee: The ILC will be compromised of the principal and teacher representatives from each grade level and each subject area, 2 parent representatives and 4 student representatives (one from each grade level), as well as representatives from our university and community partners. The primary responsibility of the ILC will be to oversee the creation and constant evaluation of the curriculum; they will recommend modifications and refine the curriculum, analyze data needed to support and inform the development and oversee the implementation of the instructional culture and the operations of the school. They will meet every two weeks to communicate about school issues, analyze data and make recommendations for program improvements and modifications, and no less than monthly at a minimum. The ILC will work to lead the school through the WASC and IB certification process when we are ready to proceed. They will make recommendations to the Board of Directors on items that impact the budget. Communication on educational options for students must include notice to students in advance, and an opportunity for student input. For example, what sports, clubs and athletics will the school offer or participate in? What elective classes should be offered during the day?

The ILC is responsible for coordinating the delivery of ACT (Academic Content Time and Advisory) and for distributing the ACT calendar and lessons (when necessary) and for authorizing other committee teams work. For example, on Monday's, students might participate in Current Events discussions, on Tuesday and Thursday they work on homework, on Wednesday all LEMA students have advisement, and on Friday we celebrate community, offer LRE, show our video announcements and exhibit student work, provide opportunities and facilitation for student governance, projects and films. Prior to major assessments and standard testing periods, ACT will focus on CAHSEE, SAT or ACT and CST test prep. We will investigate whether it's possible to extend lunch to an hour and offer remedial help during the lunch, clubs, social activities and directed community events. We will offer remedial help on Tuesday through Thursday after school as part of the eHigh School (See Appendix pp. 115-118). Sub-committees include:

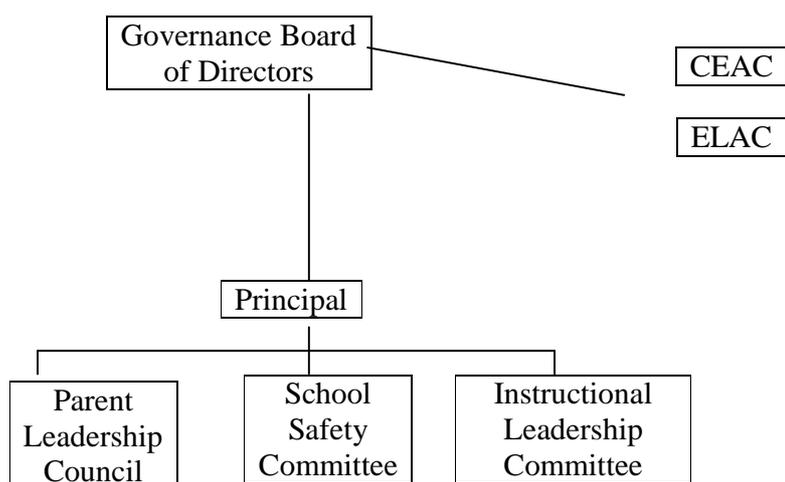
- I. Interdisciplinary Academic Teams (IAT) – IATeams will meet no less than weekly to share content knowledge and strategies, design curriculum and share instructional practices that support LEMA’s interdisciplinary approach to teaching and learning. IAT’s will make recommendations to the Instructional Leadership Council for school-wide (or grade level) changes in curriculum and instruction based on their collaborative work. IATs will share their work regularly to ensure vertical articulation across the grade levels (see Curricular Section for vertical articulation of research papers example) and at faculty meetings and schoolwide retreats to create a sense of community and improve school-wide instruction. All meetings will be scheduled and plans and recommendations will be posted on the Committee’s website.
- II. Content-Based Teams (CBT) – Content-based teams will meet weekly to develop curriculum coherence within content areas and to coordinate interdisciplinary instruction and assessments. CBTs will research and identify best practices within each content area and support content area pedagogy schoolwide. The CBTs will make recommendations to the Leadership Team for school-wide changes in curriculum and instruction based on their collaborative work. CBTs will share their work at full faculty meetings and school-wide retreats to create a sense of community and improve schoolwide instruction.
- III. Faculty Meetings – The full faculty will meet once per month and have two faculty retreats per year to work together to support teaching and learning. Faculty meetings will provide opportunities for shared leadership and decision making groups to communicate their collaborative work with the entire faculty and provides a meaningful forum to demonstrate LEMA’s commitment to collaborative decision making.
- IV. School Operations/Student Leadership Governance Council -- Student Leadership and participation will be encouraged in all matters, including the Governance Council Board of Directors, Instructional Leadership Council, and Student Leadership Council. Each year, students in every grade level will elect officers to represent their voice. Officers include: President and co-president, VP for Community, VP Treasurer, VP Historian and VP Technology and Communications. The Student Leadership Council will meet every week with an Advisor to develop and plan student activities.
- V. Student Success Team(s) – Grade level and Adhoc committees of the ILC will be responsible for planning the supports, tracking and documenting the progress of students. They will be responsible for ensuring that students who require intervention, special accommodations or modifications and support obtain it, as well as ensuring that students are provided with enhancements (like dual enrollment college classes, AP and SAT preparatory classes) and responsible for arranging for elective opportunities for all students (classes, clubs, sports, Debate Team, Mock Trial.)
- VI. CEAC and ELAC Committees: These groups, comprised of parents, students and faculty members of Title I and English Learners will meet to discuss the issues and needs of these specific student population(s) and to make recommendations to the ILC and Board of Directors as appropriate. They will meet monthly, or as necessary. This group will be responsible for overseeing the Title I and EL budgets and to make recommendations to the Board of Directors Budget Committee for expenditures.

The composition of the Board of Directors is described above. LEMA will follow all federal, state and local guidelines and requirements to form and run the Title I Advisory Council (CEAC) and the Board of Directors will function as the School Site Council,

consistent with applicable California law.

a. School and Advisory Organizational Charts

LEMA Organizational Chart



10. School Leadership and Staffing Plans

a. Leadership Team Capacity

i. Nora Kaing

Ms. Kaing is an alumni of Lincoln High School and has worked as a math teacher since 2007. Ms. Kaing earned a Bachelor of Science in Mathematics from the University of California, Los Angeles. She earned her Masters of Education degree (M.Ed) and Preliminary Single Subject Teaching Credential from the Teacher Education Program (TEP) at UCLA and her professional clear single subject credential through LAUSD's BTSA program.

ii. Beth Kennedy

Ms. Kennedy has worked as an English teacher since 2003 and an adjunct professor of law at Southwestern University School of Law. Ms. Kennedy earned a Bachelor of Arts from the University of Michigan, a Masters of Arts from the University of California, Los Angeles and a Juris Doctor degree from Southwestern University School of Law. She earned her Preliminary Single Subject Teaching Credential from the UCLA Center X and her professional clear single subject credential through LAUSD's BTSA program. Ms. Kennedy held senior positions in the entertainment and media arts industries, at MCA/Universal Studios, Universal Pictures and Universal Television, Sony Family Entertainment, Microsoft Enhanced Television, and America Online and was honored by The Kennedy Center's Imagination Celebration.

- iii. Michael Kennedy
Michael F. Kennedy has been a Biology and Constitutional Law teacher at Abraham Lincoln High School since 2004, during which time he earned a Preliminary Teaching Credential from the Teach LA program at UCLA and his professional clear Single Subject Credential through LAUSD's renowned BTSA program. He practiced law in Los Angeles for two decades after receiving his Juris Doctor degree from Southwestern University School of Law in Los Angeles. He also has a Bachelor of Science degree from Charter Oak State College in Connecticut.
- iv. Vivian Parra
Ms. Parra has been teaching Special Education since 2002. She earned her Clear Credential as a Educational Specialist in Special Education from National University Los Angeles. Ms. Parra earned a Bachelor's Degree in Journalism from California State University Los Angeles. Ms. Parra is currently working on a Masters Degree in Special Education at National University.
- v. Scott Petri
Mr. Petri has worked as a social studies teacher since 2003. Mr. Petri earned a Bachelor of Arts in Political Science from the University of San Diego. He earned his preliminary teaching credential from the Teach LA program at UCLA and his professional clear single subject credential through LAUSD's BTSA program. Mr. Petri will earn a preliminary administrative services credential and a Masters in Educational Leadership from California State University Northridge in June of 2010.
- vi. Ana Marie Romero
Ms. Romero is a retired teacher with 27 years of experience teaching including special education grades K through 9, both as a special day class teacher and a resource specialist. She taught social studies for gifted 6th graders, and high school social studies including AP psychology for the last 7 years. She at various times served as outreach consultant, department chair, and literacy coach. Ms. Romero was awarded the teacher of the year for 1989 for her work with high risk students by the community of El Sereno. She is an alumnus of Lincoln High School. She served on the original small learning community task force which established the first guidelines for the development of small learning communities. She continues to work part-time as a teacher coach.
- vii. Rajeev Talwani
Mr. Talwani has been an LAUSD teacher since 2003. Mr. Talwani has a BA from Columbia University, a JD from Harvard Law School, and an MA from USC Film School. He earned his teaching credential at CSUN through the University Intern Program. He holds clear single subject teaching credentials in Art and Mathematics (foundational level), and a supplemental credential in Computer Concepts and Applications. Mr. Talwani is a Demonstration Media Arts Classroom teacher through LAUSD's Media Art Program, receiving ongoing professional development and support through LAUSD's Arts Education Branch. Before becoming a high school teacher, Mr. Talwani practiced law at firms in New York and Los Angeles, and worked in the entertainment industry in production and as an attorney.
- viii. Roberta Mailman
Ms. Mailman has been an Assistant Principal at Hamilton High School for 2 and 1/2 years. Prior to that she served as a School Improvement Facilitator for LAUSD. Ms.

Mailman worked for Van Nuys High for a total of 12 years. First as an ESL teacher for 2 years, then Bilingual Coordinator for 5 years and Assistant Principal for another 5 years. Previous teaching experience includes 1 year at Adams Middle School, 1 ½ years at Dorsey High School and 12 years in teaching Adult School ESL. Ms. Mailman has a MS in counseling and Pupil Personnel Services credential from Cal Lutheran, a MA in administration and Administrative Credential from Cal State, Northridge, a single subject teaching credential in Spanish from Loyola Marymont and a BA in Linguistics from UC Berkeley.

ix. Dain Olsen

K-12 Media Arts Content Expert and formerly Visual Arts Expert for the Arts Education Branch for LAUSD, has led the implementation of the Media Arts Initiative, including the Demonstration Media Arts Classroom Program and the Media Arts Standards development process. He has 20 years of urban educational experience, primarily within the visual and media arts, but also significant service in post-secondary, adult and special education classrooms. He developed and was lead teacher for the Multimedia Communications Magnet at Verdugo Hills High School in LAUSD. He has 30 years experience as a professional media artist, with emphasis in environmental, multi-channel and multi-screen video environments and performances.

b. Staffing Model

LEMA will realize efficiencies from the small school model and be able to immediately implement those savings into their instructional program. The table below will illustrate the staffing model for the LEMA Pilot School.

430 students
 18 classroom teachers
 2 special education teachers
 4 special education aides
 2 counselors
 2 clerical
 1 principal
 1 coordinator

c. Compensation

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. LEMA will utilize LAUSD's salary schedule and benefits package.

d. School Leadership

LEMA's Principal will have a strong record of exemplary teaching and leadership skills. He or she will be responsible for supporting and engaging teachers as leaders and professionals, guided by an ILP that keeps track of his or her progress. A model of distributive leadership will permeate the school and set a tone for shared commitment to and responsibility for student learning. The Principal will also work closely with the community, Board, and other governing bodies. LEMA will comply with the Education Code and the state standards for a Principal to outline the evaluation process. The Principal will draft goals for the year in collaboration with governing board and hold conversations throughout the year to evaluate their progress. In addition, an annual survey approved by the governance board will be completed by the school community to provide as additional feedback for the evaluation process.

e. Leadership Team beyond the Principal

n/a

f. Recruitment of teaching staff

LEMA will recruit and work hard to retain a stable, diverse, and high-quality teaching faculty from CSUN & UCLA's Teacher Education Programs that prepare teachers to work in culturally diverse schools. All teacher candidates must demonstrate strong content and pedagogical knowledge and see themselves as culturally responsive educators who share the following educational beliefs, values and expectations;

LEMA teachers will: 1) Hold high academic and personal expectations for each child. 2) Provide for each child equitable access to the necessary learning resources and sufficient opportunities to learn. 3) Ensure that learning outcomes are meaningful, relevant, useful, and important to each child. 4) Nurture learning-support communities for each child, such as families, peers, homework hotlines, and community centers. 5) Facilitate the maximum growth of each learner by making informed academic adaptations that match and build upon the learner's prior knowledge, experiences, skills, and beliefs. 6) Build positive and supportive school and classroom learning environments that are grounded in mutual and genuine respect for cultural diversity; 7) Promote classroom climates built on social justice, democracy, and equity. 8) Promote individual empowerment, self-efficacy, positive self-regard, and a belief in societal reform. 9) Value diversity as well as human commonalities. 10) Believe that it is their role and responsibility to provide effective and empowering instruction for each child. (Irvine & Armento, 2001)

Every effort will be made to recruit bilingual and bi-literate teachers. As the school develops and teachers achieve mastery in their content area, research on the careers of highly qualified urban educators (Quartz *et al.*) suggests that teachers will leave the classroom in search of a greater impact. In order to encourage teacher retention, LEMA will develop Individual Learning Plans (ILPs) for faculty that will enable them to map out their own learning and career goals, supported by peers and the Principal. In addition, the school will establish flexible staffing patterns that will allow teachers to take on multiple professional roles (e.g., mentor, curriculum developer, community organizer, grant writer) for part of their day or week, while keeping them firmly rooted in the classroom.

Teachers at LEMA will also be given opportunities to engage in leadership at the school site and multiple opportunities to engage in their own professional development and growth. A school-wide goal will be to help teachers create satisfying career pathways that keep them connected to the school site—not on their way up into higher status jobs available at other levels of the educational system. To support this retention strategy, LEMA will develop a 360 degree peer review and assessment system based on teachers' ILPs. In addition, the school will carefully craft a performance-pay system that rewards highly-qualified and successful educators who choose to stay in the classroom and at the school site. These systems will be fair, strategic and developed in close collaboration with UTLA—building on the growing national movement to professionalize teaching and support teacher leadership (e.g., Center for Teaching Quality, 2007).

Recruitment for staff, faculty, and leadership will be done first by posting the open position through LAUSD's website, AALA newsletter and by word of mouth. The selection of the staff, faculty, and leadership will be done through interviews by panels composed of relevant parties directly or indirectly involved in working with the position at hand. For teaching positions, the final candidates will be observed teaching at their current site, submit a taped

lesson, or complete a demonstration lesson at LEMA.

11. Operations

a. Internal Partners

LEMA will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

b. External Partners – N/A

c. Master Service Agreements

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. LEMA will contract with LAUSD for essential services.

d. Operational Services

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

e. School operations experience

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5.

f. Operations Start-Up Plan

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

g. Operations Plan

As an internal applicant, LEMA is a group of teachers from within LAUSD and supported by Local District 5. We will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

12. Finances

a. Funding

As an internal team, we will receive funding via LAUSD's transparent budgeting process based on a per pupil analysis.

b. Budget Narrative

LEMA will use budget autonomy for three purposes. First, we will hire only the most highly qualified teachers. Second, we will expand resources for students, such as technology and online learning management systems. Third, we will enhance professional development by bringing in UCLA Subject-Matter Projects. The needs of the students always come first. Budgetary considerations will be centered on student achievement, safety, and needs. Our goal is to graduate students prepared for higher education and ready to enter the workforce. The process will begin with looking at our projected numbers of students and what classes

they will need. Following on from that, we will be able to assess staffing and scheduling needs, which will lead to hiring decisions. After those decisions, we will address our complex-wide responsibilities, such as our portion of cafeteria, library, and security. Finally, purchasing will be addressed, including technology, facilities, including tables & chairs, and expendables (such as art supplies, paper, printer toner, etc.). Our staff has been actively seeking grants, including Ford Foundation, UCLA Teacher Initiated Inquiry Project grant to provide to teacher professional development and California State Partnership Academy grants.

c. Financial Controls

The governing board, which includes the Principal, will have responsibility for decisions regarding the oversight and maintenance of the budget. Financial projections will be based on the most conservative figures available, and spending approval will always be by consensus of the board. Part of the annual process will be for an outside auditor, whether it be through the district or privately contracted, to review expenditures and make recommendations.

13. Facilities

LAUSD will provide facilities use agreement to be negotiated in good faith with LEMA and finalized by the Workforce Stability Taskforce.