

A Proposal for Central Regional High School #16

by

The Academy of the Sun

College and Career-ready High School

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Executive Summary

In order to make sure that we are creating the best possible school to accomplish our vision, the Academy of the Sun College and Career-ready High School has entered into a collaborative partnership with the design teams for Synergy Academies (Synergy Quantum Academy) and Social Justice Schools to govern Central Region High School #16 (CRHS #16). If chosen together, we will work in collaboration to oversee all shared aspects of the campus, and to share high-level resources for our students' benefit, as indicated throughout our proposals.

All three design teams have also entered into a partnership with WestEd, the nationally recognized non-profit education research agency, to advise us and help us to effectively run our schools. WestEd intends to make CRHS #16 a model school for its successful schools philosophy (see below) and as such, will be aggressively pursuing grant funding for our professional development, as well as for many of the key supports. All three teams feel that WestEd can bring a wealth of resources to bear to help us create a successful school, solve problems as they present themselves, and ultimately succeed in our respective missions. Please see the letter of agreement between WestEd and our schools in the Appendix.

In order to be successful, all three design teams believe that our campus must embrace the seven qualities identified by WestEd's Tipping Point School Turnaround Center as the characteristics of successful schools, and if chosen together, we intend to make these the foundation of our campus. These characteristics are: 1) They have effective school leadership; 2) They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices; 3) They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals (this includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together); 4) They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice (this includes strategies that address the unique needs of English language learners and students with disabilities; it also involves ongoing coaching and time for reflection); 5) They create a safe school environment and a supportive climate of mutual trust and reciprocal accountability; 6) They align all of their fiscal and human resources to support student achievement; and 7) They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.

Sec. 1: Our Mission

The Academy of the Sun College and Career-ready High School (AS) will graduate students who will be able to face the challenges of the 21st century. They will be prepared to go directly into the workforce and/or to pursue higher levels of education. AS graduates will utilize the critical thinking and creative processes of: writing, listening, speaking, mathematical and scientific methodologies, object-design, and object-making in order to successfully navigate through the obstacles of contemporary society. The skills students need in the 21st century are not new. Critical thinking and problem solving, for example, have been components of human progress throughout history. What is new is the extent to which changes in our economy and the world mean that collective and individual success depends on having those skills. AS will offer a rigorous learning environment through an interdisciplinary approach where all students will be proficient in California state learning standards and fulfill the A-G requirements for graduation and college. Students will also have the opportunity to choose an individualized area of concentration following a multiple pathways curriculum that prepares them for college and/or the workforce.

The Academy of the Sun will be dedicated to supporting each student in the achievement of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development with rigorous academics and career technical education. This curriculum will prepare students for success in college and adult life. Learning will occur in a safe, comfortable environment with a high-degree of personalization and increased interaction with academic teachers and career technical professionals. Students will be active learners and they will demonstrate insightful learning through the production of complex and significant work. They will be able to combine interdisciplinary learning with real-world skills to foresee the connections to their lives ahead in the 21st century.

Sec. 1: Our Vision

The Academy of the Sun College and Career-ready High School (AS) will provide its students with more opportunities than a traditional high school. Young people should have a variety of good options. Alongside a rigorous college-prep curriculum that includes Advanced Placement and honors classes in English, history and economics, the Academy of the Sun will offer innovative and relevant career technical education programs and apprenticeships that build on students' interests and help them develop real-world skills that will give them an economic foothold in the world after graduation. AS will partner with businesses to coordinate requirements for certificates of competency in a variety of careers. The AS design team envisions the development of students who possess critical thinking skills and expertise in the areas of technology, engineering and health services who will infuse change in our society as leaders and innovators and who will transform their community, their country and the world.

As Diane Ravitch has written: "The educated person learns not only from his or her own

experience, but from the hard-earned experience of others. We do not restart the world anew in each generation. We stand on the shoulders of those who have gone before us. What matters most in the use of our brains is our capacity to make generalizations, to see beyond our own experience. The intelligent person, the one who is truly a practitioner of critical thinking, has the learned capacity to understand the lessons of history, to engage in the adventures of literature, to grasp the inner logic of science and mathematics, and to realize the meaning of philosophical debates by studying them.” The Academy of the Sun will be focused like a laser beam on providing our vision to our students, their families and the community to develop and graduate the next great generation.

- a. **Student Population.** *Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team’s experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.*
- b. **Instructional Program.** *Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.*
- c. **School Culture.** *Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.*
- d. **Accountability and Performance Goals.** *Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.*

Not applicable
- e. **Community Analysis and Context.** *Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.*
- f. **Leadership.** *Provide an overview of the proposed school’s governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.*

SECTION 2 INSTRUCTIONAL PROGRAM

The Instructional Program should outline the proposed school's educational philosophy, instructional methods, assessment plan, professional development strategy and the outcomes you anticipate students will achieve.

a. Curriculum and Instruction

The Academy of the Sun teachers will provide students with a wide range of challenging learning experiences using a variety of research-based instructional strategies that enhance student achievement of curriculum content on a daily basis. Successful implementation of rigorous and relevant standards-based curriculum is largely dependent on the instructional approaches and strategies used to deliver content lessons. High expectations are set through state stands and curriculum frameworks. The goal of rigorous and relevant instruction is for students to develop skills in critical thinking, analytical reasoning, problem solving, and to understand the connections between their learning and other academic, environmental, and social aspects of their worlds.

Student perception about the high performance expectations set by state standards and The Academy of the Sun ESLRs is gauged formally and informally through various student involvement opportunities on campus. Campus administrators, staff, and faculty will successfully communicate an open-door policy for students to freely voice opinions, concerns, and suggestions in the Academy's academic and social programs. Students will engage in elected and non-elected leadership activities such as attending SSC and other advisory groups. Advisory teachers, counselors, and other support staff will foster advisory and mentor relationships with students regarding all aspects of academic and campus life.

b. Core Academic Curriculum: Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

"A Ninth Grade House"

There is great need to install a new freshmen plan for a "Ninth Grade house". The vast majority of high schools, that have installed a "ninth grade house", have achieved high single digit and double digit spikes in math and English scores. They have also made positive changes in the school culture. The Academy of the Sun will arrange teacher assignments and organization to build this house. A highly detailed plan will be composed in Spring 2011 to include the specific criteria that the AS Central #16 will need to make an effective ninth grade house. Research has shown that when underperforming schools establish a ninth grade house, they employ the following:

- The finest teachers at the school are placed in the ninth grade English, Mathematics, Science and Social Studies classes.
- Incoming Non-grads from middle school (FBB) are placed into Ninth grade House study groups.
- Classroom teachers establish and implement Peer Tutoring.
- Faculty use AVID strategies.
- Common Planning time is scheduled for all ninth grade teachers
- All ninth grade students carry an organizational agenda book and they enter all class assignments every period of every day. Students also must enter homework assignments, the standards that are covered, and when assignments are due.
- Ninth grade house teachers use a common language that features the use of Cornell notes, periodic assessments, warm-ups and dispatches.
- The House faculty establishes CST based lessons.
- Teachers employ SDAIE strategies such as graphic organizers, mind mapping, anticipation guides, and scaffolding.

Career Technical Education

Academy of the Sun will organize the several career technical offerings and extended learning priorities.

Many, many high schools are experiencing problems of “underperforming new high schools”. For instance, Los Angeles Mayor Antonio Villaraigosa’s Partnership for Los Angeles Schools has worked with Roosevelt and Santee high schools to improve their new and existing schools. Upon receiving the schools, there was an immediate impression was that there was a serious lack of high tech computer and career technical education at both of the high schools. Both schools have had to add multi-million dollar career technical academies during the inception of the Mayor’s intervention. Both high schools now have over three hundred full time students enrolled in each technical academy. Both schools have recently made respectable gains in assessments and in the graduation rate. These academies teach A-G college prep requirements at the same time that they certify students in Construction trades, Photovoltaic systems, Pharmacy technology, Digital Graphics, Green Energy, Health careers etc. These Career Pathways are also based on the state wide initiatives of State Superintendent McConnell. He has named the initiative “California Partnership Academies”, CPA. Superintendent Mc Connells team has compiled irrefutable state wide data on the success of high schools that institute CPA’s. Academy of the Sun will join this movement as soon as possible and receive the much needed funding for the Career Technical Academy courses. There are dozens of LAUSD high schools receiving as much as \$250,000 this year, and for the next several years in a four year program.

AS at Central #16 will become a CPA Project Based learning center. It will empower students, teachers, and educational administrators because they are joining a national movement that has a State of California Department of Education funding base.

This proposal recommends a Pharmacy Tech Pathway, a Dental Assisting Pathway, a Digital Graphics Technology Pathway, and a Green Energy Pathway.

A tremendous amount of teacher training will take place as the CTE Teachers take training at State sponsored conferences. Each grant will provide significant resources for everything from teacher sub time, professor expert pay, classified training pay, classroom materials, project materials and equipment. This program will emphasize six tenants of Project Based Learning. These are: Authenticity, Academic Rigor, Applied Learning, Active Exploration, Adult Relationships, and Assessment. In Authenticity students create or produce something that has personal or social value beyond the school setting. Academic Rigor means students develop higher order thinking skills and habits of mind searching for evidence. In Applied Learning, students solve a semi-structured problem by designing a project, improving a system, or organizing an event. With Active exploration, students spend significant amounts of time doing field-based work.

In Adult relationships, students meet and observe adults with relevant expertise and experience. Adults collaborate on the design and assessment of student work. In Assessment, students reflect regularly on their learning, using clear project criteria.

Health Careers

Dental Assistant

All proposed Health Careers pathways follow State Department of Education - Career Technical Education Standards for Therapeutic Services. All State approved Career Technical standards are carefully written by teams of State experts and consultants. All proposed Career Pathways that follow are written to conform to these State CTE standards.

Foundation Standards include: 2.2 Writing Strategies and Applications
2.5 Know and understand Medical Terminology,
2.7 Know and understand communications in the Health Care Industry,
Technology 4.5 – Know how to interpret Technical Materials and Medical Instrumentation used in health care practices and policies.
Demonstration and Application 11.0 - Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards include: 1.0 Students communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies.
1.1 Know how to evaluate the ability of patients and clients to understand the information provided.
1.2 Use appropriate communication strategies with patients and clients
5.0 Students know how to evaluate patients and client needs, abilities and challenges to determine whether treatment goals are being reached.

Introductory

Provide two entry level classes in Introduction to Health Careers courses I & II, for Dental Assistant students.

Concentration

Medical Terminology for Dental Assistants
Dental Assistant Structure and Function

Capstone

Dental Assistant Certification classes, state examination and certification

EDUCATION LEVELS		GRADE	English/ Language Arts	Social Studies/ Social Science	Mathematics	Science	Career and Technical Courses and/or Degree Major Courses	Other Required Courses, Recommended Electives	SAMPLE Occupations Relating to This Pathway
Industry Sector: Therapeutic Services-Healthcare									
Pathway: Therapeutic Services-Healthcare-Dental Assistant									
Courses planned for the Academy with an asterisk (*) and precede course name with the word "Academy", i.e. *Academy English 10									
Interest Inventory Administered and Plan of Study Initiated for all Learners.									
SECONDARY	9	*Academy English 9 A&B	*Academy Health & *Academy Life Skills	*Academy Algebra 1 A&B	*Academy Intercoordinated Science A&B	*Academy Introduction to Dental Assisting 1&2	*Acad. Digital Imagery A&B *Acad. Phys. Ed.	Occupations: Indicate Level and Type of Education Required (technical training, certificate, associate degree, baccalaureate degree or higher) ►	
	10	*Academy English 10 A&B	*Academy World History A&B	*Academy Geometry A&B	*Academy Biology A&B	*Academy Introduction to Health Careers 1&2 for Dental Assistant Students	*Academy Spanish 1 A&B *Academy Phys. Ed.		
	11	*Acad. American Literature *Acad. Contemporary Composition	*Acad. U.S. History A&B	*Academy Algebra 2 A&B	*Academy Chemistry A&B	*Academy Medical Terminology for Dental Assistants *Academy Dental Assistant Structure and Function	*Academy Spanish 2 A&B		
	12	*Acad. Expository Composition * Acad. World Literature	*Acad. U.S. Government *Acad. Economics		*Academy Physics A&B	*Dental Assistant Certification Classes, State Examination and Certification	*Technician Internship *Academy Spanish 3 A&B		
Indicate articulation/dual credit/dual enrollment courses with a pound sign (#)									
Recommended postsecondary major or degree/certificate goal: Dental Assistant State Examination and Certification									
POSTSECONDARY	Year 13	Freshman Requirements							
	Year 14	A.A. ADV Dental Asst.							
	Year 15								
	Year 16								

Pharmacy Technician

This course of study follows State Department of Education - Career Technical Education Standards for Therapeutic Services.

Foundation Standards include: 2.2 Writing Strategies and Applications
2.5 Know and understand Medical Terminology,
2.7 Know and understand communications in the Health Care Industry,
Technology 4.5 – Know how to interpret Technical Materials and Medical Instrumentation used in health care practices and policies.
Demonstration and Application 11.0 - Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway Standards include: 1.0 Students communicate procedures and goals to patients and clients and members of the health care team by using a variety of strategies.
1.1 Know how to evaluate the ability of patients and clients to understand the information provided.
1.2 Use appropriate communication strategies with patients and clients.
5.0 Students know how to evaluate patients and client needs, abilities and challenges to determine whether treatment goals are being reached.

Introductory

Provide two entry level, "Introduction to Health Careers courses I & II", for Pharmacy Tech students.

Concentration

Medical Terminology for Pharmacy Technicians
Pharmacy Tech Structure and Function

Capstone

Pharmacy Tech Certification classes, state examination and certification

Media and Design Arts

Digital Graphics Technician

Foundation Standards include:

Academics 1.2 Investigation and experimentation (grades 9-12)
2.2 Writing Strategies and Applications (grades 11 & 12)
1.6 Create clear research questions and creative and critical research strategies.
2.4 Listening and speaking strategies, (grades 11 & 12) evaluate when to use different kinds of effects (visual, sound, music, graphics)
2.7 Know and understand communications in the Health Care Industry,

Technology 4.5 – Know the key technological skills appropriate for occupations in the graphic arts industry.

Technology 4.7- Understand how technology can reinforce, enhance, or alter products and performances.

Problem Solving and Critical Thinking 5.5 – Understand the application of research and analysis skills to the creation of content.

Responsibility and Flexibility 7.7- develop a personal commitment to and apply

High quality craftsmanship to a product or presentation and continually refine and perfect it.

Ethics and Legal Responsibilities 8.4 – Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.

Technical Knowledge and skills 10.7 – Understand and analyze the elements of the art form.

Technical Knowledge and Skills 10.8 – Know key influences on the origin and evolution of art, technology, media, and performance.

Students demonstrate and apply the concepts contained in the foundation pathway standards

Pathway Standards

AME 1.0 Students master appropriate visual arts and English language arts content standards in relation to visual, aural, written, and electronic media projects and products.

AME 1.1 – Specific applications of artistic expression. (Grades 9 – 12)

AME 1.2 Prepare a portfolio of original two and three dimensional works of art.

AME 1.3 - Students analyze their works as to personal direction and expression.

AME 1.2 – Create original works of art of increasing complexity and skill.

AME 1.2 – Demonstrate in their own works of art a personal style and an advanced proficiency in communicating and idea, theme or emotion.

AME 2.1 – Analyze the way in which technical design (color theory, graphics, typography posters) contribute to presentation.

AME 2.2 – Know the component steps and skills required to design, edit, and produce for electronic, or printed presentation.

AME 2.3 – Use technology to create a variety of visual, written, and electronic products and presentations.

Green Energy Pathway **Residential and Commercial Energy and Utilities**

Foundation Standards

Academics 1.1 – Read, write, and compare rational numbers in scientific notation.

Academics 1.1 – Algebra II (grades nine through twelve) Students add, subtract multiply, and divide complex numbers

Academics 1.2 – Physics (grades nine through twelve) students know heat flow and work are two forms of energy transfer between systems.

Academics 1.2 – Physics (grades nine through twelve) Students know how to predict the voltage or current in simple direct current (DC) electrical circuits constructed from batteries, wires, resistors, and capacitors.

Academics 2.1 – Reading Comprehension (grades nine through twelve) analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

Academics 2.1 – Demonstrate use of sophisticated learning tools by following technical directions. (E.g. those found with graphing calculators and specialized Software programs and

access guides to the World Wide Web sites on the Internet.)

Pathway Standards

EU D3.0 Students understand the role and function of tools and machines in the residential and commercial energy and utilities industry.

EU D3.1 Know how to select and safely use hand and power tools, equipment and machines common to residential and commercial energy and utilities systems.

Introductory

Exploring Technology
Technology Core

Concentration

Solar Panel Technology
Solar Panel Installation

Capstone

Solar Panel Installer Certificate/IBEW or NABCEP Internship/Solar Technician

EDUCATION LEVELS		GRADE	English/ Language Arts	Social Studies/ Social Science	Mathematics	Science	Career and Technical Courses and/or Degree Major Courses	Other Required Courses, Recommended Electives	SAMPLE Occupations Relating to This Pathway
Industry Sector: Building Trades and Construction									
Pathway Residential & Commercial Energy and Utilities									
Indicates courses planned for the Academy with an asterisk (*) and precede course name with the word "Academy", i.e. *Academy English 10									
Interest Inventory Administered and Plan of Study Initiated for all Learners.									
SECONDARY	9	*Academy English 9 A&B	*Academy Health & *Academy Life Skills	*Academy Algebra 1 A&B	*Academy Intercoordinated Science A&B	*Acad. Inrto to AC/DC Solar Electricity * Acad. Intro to HVAC *Acad. Intro. to Electronics	*Acad. Digital Imagery A&B *Acad. Intro. to CAD *Acad. Phys. Ed.	Occupations: Indicate Level and Type of Education Required (technical training, certificate, associate degree, baccalaureate degree or higher) ►	
	10	*Academy English 10 A&B	*Academy World History A&B	*Academy Geometry A&B	*Academy Biology A&B	*Acad. Inrto. To Solar/ Photovoltaics *Acad. Intro. To DC/AC Solar Inversion *Acad. Solar Panel Installation *Acad. Electrical/ Solar Equipment Panel	*Academy Spanish 1 A&B *Academy Phys. Ed.		
	11	*Acad. American Literature *Acad. Contemporary Composition	*Acad. U.S. History A&B	*Academy Algebra 2 A&B	*Academy Chemistry A&B	*Acad. Electronics for Solar Installation *Acad. Electrical Code & Solar Systems *Acad. NABCEP Certification Prep. *Acad. NABCEP Testing & Review	*Academy Spanish 2 A&B *Acad. Mentoring in Green Tech. *Acad. Green Tech. Internship		
	12	*Acad. Expository Composition * Acad. World Literature	*Acad. U.S. Government *Acad. Economics	*Acad. Electrical Math A&B** ECONMT 173	*Academy Physics A&B	*Acad. Fund. DC Electricity** *Acad. Elem. Circuit Practices A&B** *Acad. Hand Tools & Wiring A&B** ECOMT 116	*Academy Spanish 3 A&B		
Indicate articulation/dual credit/dual enrollment courses with a pound sign (#)									
Recommended postsecondary major or degree/certificate goal:						Licensed Electrician NABCEP Specialization			
POSTSECONDARY	Year 13	Freshman Requirements							
	Year 14	CNC Technician							
	Year 15	Junior Requirements for B.S. in Construction							
	Year 16	B.S. in Construction Engineering							

Information Support and Services

Network Systems Specialist Certification

Foundation Standards

Communications 2.2 Writing Strategies and Application (Grades 9-10) 1.3:
Apply research questions and suitable research methods. (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Communications 2.2 Writing Strategies and Application (Grades 9-10) 1.8:
Design and publish documents by using advanced publishing software, graphic programs.

Communications 2.2 Writing Strategies and Application (Grades 9-10) 2.5:
Write business letters:

- a. Provide clear and industry information and address the intended audience appropriately.
- b. Use appropriate terminology, tone and style to take account the relationship and knowledge of interested recipient.
- c. Emphasize on central idea or images.
- d. Recreate a conventional style with page formats, fonts and spacing that contributes to readability and impact of documents.

Communications 2.2 Writing Strategies and Application (Grades 9-10) 2.6:
Create documents on rules of behavior for conflict resolutions and procedures for conducting a meeting.

- a. Report ideas and information logically and correctly.
- b. Provide detailed and accurate specifications.
- c. Scenarios, definitions and examples are provided to aid comprehension.
- d. Prepare readers' for problems, mistakes, and misunderstanding.

Communications 2.4 Listening and Speaking (grades 11-12) 2.4: Deliver multimedia presentations:

- a. Group images, text and sound and draw information from many sources.
- b. Appropriate medium is selected for presentation of elements.
- c. Select appropriate media and monitor for quality.
- d. Test the audience's response and revise the presentation accordingly.

Career Planning and Management 3.1: Know the personal qualifications and skills necessary to succeed in careers.

Technical Knowledge and Skills 10.0: Knowledge and skills common to Information Technology sector are understood of by students.

Demonstration and Application 11.0 Students practice and apply the concepts in the foundation and pathway standards.

Pathway Standards

IT A1.0: Students comprehend the potential impact of information systems in different organizations.

IT A3.0: Students understand important aspects of project management.

IT A7.0: Students understand software applications and life-cycle phases.

IT A8.0: Students understand the importance of reading, writing and comprehending documentation in a technical environment.

IT C1.0 Students understand how to identify and analyze the customers network needs and requirements.

IT C2.0 Students understand and use various types of network models.

IT C3.0 Students understand network maintenance and user support services.

Introductory

Keyboarding

Computer Applications

Business Communications

Concentration

Advanced Computer Operations

Network Systems 1

Capstone

Network Systems 2- Certification

EDUCATION LEVELS		GRADE	English/ Language Arts	Social Studies/ Social Science	Mathematics	Science	Career and Technical Courses and/or Degree Major Courses	Other Required Courses, Recommended Electives	SAMPLE Occupations Relating to This Pathway
Industry Sector: Information Technology									
Pathway: Information Technology-Information and Support Services									
Indicate courses planned for the Academy with an asterisk (*) and precede course name with the word "Academy", i.e. *Academy English 10									
Interest Inventory Administered and Plan of Study Initiated for all Learners.									
SECONDARY	9	*Academy English 9 A&B	*Academy Health & *Academy Life Skills	*Academy Algebra 1 A&B	*Academy Intercoordinated Science A&B	*Academy Introduction to Computers	*Acad. Digital Imagery A&B *Acad. Phys. Ed.	Occupations: Indicate Level and Type of Education Required (technical training, certificate, associate degree, baccalaureate degree or higher) ►	
	10	*Academy English 10 A&B	*Academy World History A&B	*Academy Geometry A&B	*Academy Biology A&B	*Academy Keyboarding *Academy Computer Applications *Academy Business Communications	*Academy Spanish 1 A&B *Academy Phys. Ed.		
	11	*Acad. American Literature *Acad. Contemporary Composition	*Acad. U.S. History A&B	*Academy Algebra 2 A&B	*Academy Chemistry A&B	*Academy Advanced Computer Operations *Academy Network Systems 1	*Academy Spanish 2 A&B		
	Indicate articulation/dual credit/dual enrollment courses with a pound sign (#)								
	12	*Acad. Expository Composition * Acad. World Literature	*Acad. U.S. Government *Acad. Economics		*Academy Physics A&B	*Academy Network Systems 2	*Academy Spanish 3 A&B		
Recommended postsecondary major or degree/certificate goal:									
POSTSECONDARY	Year 13	Freshman Requirements							
	Year 14	A.A. in Information Systems Specialist							
	Year 15	Junior Requirements							
	Year 16	B.S. in Computer Science							

Extended Learning Center

The Academy of the Sun will utilize Federal, State and private funds to implement CAHSEE prep programs and after school classes for credit recovery. There are many new strategies that can be used to get more students to recover classes they have failed. The APEX Online system of classes for participating LAUSD high schools has performed beyond expectations. LAUSD was so convinced of the benefits, that the District has now made this system available at all high schools. This system allows students to work “part of the time” at school, and the rest of the time online at home. Students are still required to meet with their local high school teacher, which is trained by APEX to manage online class work for each specific subject. LAUSD inputs credit only after the local LAUSD teacher certifies the student’s work. In May 2009, over one hundred Santee seniors took credit recovery APEX courses and were able to graduate. Some of the dynamic features of the proposed AS Central #16 APEX program for credit recovery are:

- Literally all academic courses needed for graduation will be offered online.
- Only Central #16 certificated faculty members will be trained to execute the program.
- Every student will be assigned an account number and paired with a Central #16 Teacher, which will certify the online coursework for full LAUSD credit.
- Courses that require science labs will be arranged for the requisite number of labs needed to assign full credit.
- Academic teachers from Central #16 will work with students on an appointment basis to approve each major section of work that has been submitted.

- APEX slots will be obtained from LAUSD on a yearly basis. These slots are used throughout the year as students using the slot complete their course and “free up” the assigned slot.

Assessing the Needs of All Students:

English Language Arts

Teachers of English Language Arts will provide students with challenging learning experiences through the use of standards based curriculum in all grade levels. In providing students with this challenging curriculum, they will be simultaneously preparing students to full achieve. The English Language Department will develop Learning Goals that will target the benchmarks for each grade throughout the curriculum. While literature and teaching modes may vary by classroom, all students are required to analyze literature, predict outcomes of a story, and help bridge the gaps between student academic performance and goals.

English Language Learners

The ELL students will focus on core units with skills that are similar to ELAs and are covered in the same sequence as ELA. Each of the units emphasizes authentic student work highlighting reading, speaking, listening, and writing skills. The type of assignments depends on the level of the class.

Foreign Language

The Foreign Language department will work on the implementation of five core reading and thematic units. Teachers will use various visual aides to assist students with learning a second language. Students will write movie and character reviews of material they study in the language. Students learn grammar and mechanics of language through speaking, writing, and role-playing exercises.

Mathematics and Science

Students are involved in challenging learning experience by doing the following practices in their classrooms: reciprocal teaching, student led discussions, graphic organizers, collaborative group work, school-wide math activities, and applying knowledge with real-life math and science applications on different types of projects. The Math and Science Departments will also encourage writing literacy by incorporating reflection writing about projects and oral projects presentations.

Physical Education and Health

The PE department will embed math and ELA standards into the daily instructional practices.

- c. Instructional Strategies:** Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program.

Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Sec. 3: Description of the School Culture: *Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.*

The students of the Academy of the Sun will be excited about their future because they will see a direct connection between their academic coursework, the career technical education courses they are taking and their goals and dreams. They will rest assured in the knowledge that upon graduating from AS they will have a solid academic foundation that fostered their critical thinking skills and hands-on technical experience in their chosen career paths. Students will have the skill-sets and certifications necessary to find entry-level jobs in their chosen careers that will allow them to support themselves as they pursue their academic and professional dreams. The enormous burden of the cost of higher education will be mitigated for our students because they will have the skills and confidence to support themselves with meaningful jobs in high-demand professions while they pursue undergraduate and graduate degrees.

The Academy of the Sun will be a safe, clean, and orderly environment that nurtures student learning. All teachers, administrators, and staff support students with genuine concern and high expectations that honor individual achievements while recognizing individual differences. The staff is committed to creating a school culture characterized by trust, professionalism, and high expectations for all students. We will make a conscientious effort to communicate and model our high expectations, as well as to personalize the high school experience for our students. To ensure that all staff are aware of LAUSD Legal Regulations at the beginning of each school year, administrative staff will review district policies with the staff regarding child abuse, emergency procedures, and harassment. All staff members will be required to complete online training regarding child abuse reporting through the district website.

Sec 3b: Providing student support and success: *Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?*

If chosen together, the Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools will collaborate to provide support for struggling students via intervention programs such as after school tutoring, Saturday school, summer school, flex/seminar periods, and/or credit recovery classes. In addition, teachers will be expected to

maintain an open line of communication with students' families via phone calls home, written notes home, and parent meetings, etc. We also plan to pursue partnerships with colleges such as Cal Poly Pomona, both with the possible large-scale WestEd partnership (see section 9) and Cal Poly's College of Engineering *Project Lead the Way*, USC's *Upward Bound* and *Educational Talent Search* programs. These efforts will scaffold our vision of the entire CRHS #16 campus as the academic, cultural, and social service hub for the community.

Sec. 3c Social and Emotional Needs: *Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.*

Title I Coordinator/Title III Access to Core Coach: If chosen together, the Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools intend to pull together our Title I and Title III resources, wherever feasible, for items such as a Title I Coordinator, Title III Coach, professional development, and/or additional resources as deemed necessary for the success of our students.

PSA Counselor, PSW, Community Representative: If chosen together, the Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools intend to pool categorical or other funds to hire a Pupil Service and Attendance Counselor (PSA), Psychiatric Social Worker, and Community Representatives.

Library & Computer Center: If chosen together, the Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools intend to pool categorical or other funds to create a state-of-the-art technology lab and library/media center/reading enrichment zone.

Athletic Director: The Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools would like to offer an athletics program for the entire campus that is overseen by an Athletic Director. If chosen together, we will conduct a feasibility study to determine what sports we can offer based on cost and the type of athletics space on the campus.

Shared Administrator Supervision Duties for after school clubs, athletic events: If chosen together, the Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools intend to work together so that all the administrators share in the responsibilities of supervising duties for after school clubs, athletic events, dances, etc. The administrators from each school as well as any shared administrators will determine

how to share these responsibilities such as having a rotation schedule or having administrators select specific types of events, clubs, and/or sports that they are responsible for.

Sec. 3d College and Career Counselor: *Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

If chosen together, the Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools intend to pool categorical or other funds to hire The College and Career Counselor who will maintain the College and Career Center, a drop-in facility with functioning Internet-connected computers and a printer that may be used by the entire student body. The Center will be open every school day, including during both lunches and for a minimum of one hour after school. Students will visit the Center for all types of college and work-related assistance, especially for help with college applications, SAT/ACT registration, scholarship applications, financial aid forms, career tests, job leads and searches, work permits, and recommendations for scholarships, EOP, and college admissions. The College and Career Counselor utilizes classroom presentations, email (including targeted mass emails to students), the school web site, posters and flyers, robocalls, and staff memos to publicize college and career-related opportunities to the CRHS #16 community. The College and Career Counselor will cultivate and maintain positive relationships with college, non-profit, SAT preparation, and scholarship contacts who give presentations at CRHS #16, attend school events like college fairs and evening workshops for parents, and generally share information and/or make their services available to CRHS #16 students. The College and Career Counselor will also serve as a contact for employers who want to hire CRHS #16 students for internships and jobs and will also publicize job and internship opportunities. The College and Career Counselor will organize several large-scale college and career-related events, such as field trips for entire grade levels and college fairs for the entire campus, each year.

In addition, the College and Career Counselor will coordinate the GATE, PSAT, SAT, and AP programs at CRHS #16. Each of these roles includes an extensive subset of responsibilities. The College Counselor will coordinate and assist two USC Trio programs, Upward Bound and Educational Talent Search, that will be based in the College Center and will provide college readiness services to CRHS #16 students. The College Counselor will fulfill numerous additional responsibilities, including assisting students with obtaining NCAA eligibility, processing transcript requests (including all official transcripts for college admissions), and processing transcripts for the UC's Eligibility in the Local Context program. Furthermore, the College and Career Counselor will assist recent CRHS #16 graduates with various forms, financial aid applications, and

other issues.

Sec. 3e: Parental Involvement: *Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.*

Open communication between the families and the school is very important. Before the school year begins, parents will be invited to a Parent Orientation. Teachers communicate with parents or guardians on a daily basis through the use of student agendas. An open-door policy with the leadership team will be maintained. Parents will receive reports of their child's academic progress approximately every four weeks.

Parents will also be invited to campus for parent/teacher conferences and parent-centered activities such as "Coffee with the Principal." We will also continue to use weekly bilingual newsletters to communicate with families. A bulletin board will be used to post communiqué with parents and we work with the other small schools to create a Parent Center on campus.

Collaborative meetings for parents from all four small schools on the campus will be held each quarter to inform the parents about their role in their child's education and how parents can work together with the school administration and teachers. A 9-week campus-wide parent workshop series based on the National Council of La Raza's Padres Comprometidos curriculum will be offered. Additionally, parents will be encouraged to become active participants in our school's Parent Council, English Learner Advisory Council (ELAC), or School Operations Committee (School Site Council).

Sec. 3f: School Calendar/Schedule: *Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.*

The Academy of the Sun, Synergy Quantum Academy, and Social Justice Schools have narrowed down our potential bell schedules to two possibilities: 1) a traditional 6-period day, and 2) a 4 x 4 block schedule -- with 8 classes running over two days -- very similar to the one used now at Jefferson High School. In both schedules, we would have two seminar/advisory and two lunch periods, alternating. We feel the seminar/advisory would be the best way to provide graduation counseling/drop-out prevention and academic intervention services to our students. While we are all very excited by the possibility of the 4 x 4 block schedule, we have a few questions about programming students for specific courses, and we're not sure of its affordability for us, or our partners because this schedule requires more teachers than average. As such, we would like to work closely with our potential partners on campus to choose a bell schedule together

during the implementation process, when the logistical and financial picture becomes clearer. Our overriding concern is to ensure that, as a result of our collaborative partnership, students can take specific academic-need and elective courses at any of the small schools, and we feel this is the best way to accomplish that. See the Appendix for samples of both the proposed 6-period day and the 4 x 4 block schedule.

Section 4: Assessments and School-wide Data: Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

a. Assessment philosophy:

The proposed assessment approach of the Academy of the Sun is based on these core principles:

- The central purpose of student assessment is to improve student learning.
- Formative assessments are designed to give classroom teachers accurate, timely, and useful student-level information that leads to instructional modifications.
- Benchmark assessments are used by school leaders to monitor aggregated student progress (e.g., academic department, small learning communities, student sub-groups).
- Teachers must be involved in the development of assessment tools.
- Student learning must be assessed using multiple forms of evidence including standardized tests, periodic district assessments, and performance-based assessments of student work.
- Assessments must be aligned with common standards, the school curriculum, lesson planning and instruction.
- Assessment results for all students entering the school must be used when placing students in courses.
- Appropriate accommodations must be made in assessment methodologies for students with disabilities. Adaptations in assessment, including the use of technology, should be consistent with recommendations contained in students' Individual Education Plan (IEP).
- College readiness should be assessed using the CSU Early Assessment Program (EAP) for all students in the 11th grade. Results allow the school to provide additional assistance to selected students during 12th grade. EAP data also reveal areas of academic instruction that may need to be strengthened.
- Consistent with the school's commitment to reciprocal accountability, all teachers will be expected to conduct standards-based formative assessments, school and district adopted benchmark assessments, and all other required summative assessments. School leaders will ensure that teachers receive high-quality professional development on the use of assessment tools, the interpretation of assessment results, and instructional strategies to accommodate differences among learners.

- b. **Autonomy:** *Describe how the school will use assessment autonomy to maximize student learning.*

Autonomy will allow educators at the site to develop and select from a wide variety of assessment tools to accommodate differences in student culture and interest. For example, teachers would be able to assign different narratives for students to read on an assessment of comprehension based on the instructional focus in class. Teachers would have an opportunity to assign a range of persuasive writing assignments depending on student interest or current events.

With local autonomy and with variations in assessment tools, however, comes a responsibility for all teachers to ensure that assessments are tied to the common academic standards.

c. Student Assessment Plan

Assessment	Grade Level	Timing	Notes/Rationale
Analysis of student data (CST, placement exams, etc)	8	Summer	Placement of students in summer Bridge program; placement in pre-algebra and other remedial programs.
Formative assessments	9-12	Weekly	All teachers will receive intensive training on in-the-moment, weekly, and end of term formative assessments.
Common end of unit exams developed for each course	9-12	End of instructional units.	Provides students with detailed feedback on their progress in the course.
End of term grades	9-12	End of term	Assessment criteria tied to syllabus and relevant academic standards.
Common School Based Assessments by course for each academic department	9-11	Quarterly	In year 1, staff will select test items from LAUSD's Periodic Assessment website. The results will be entered into MyData and will be used to monitor aggregated student progress (e.g., academic department, small learning communities, student sub-groups). Professional development and coaching programs will be modified based on assessment results.
CELDT		Sept-Oct	State mandated summative assessment. [more on how data will be used]
CAHSEE	10	February	State mandated summative

			assessment. [more on how data will be used]
CST/CAPA	9-11	March	State mandated summative assessment. [more on how data will be used]
Early Assessment Program (CSU)	11		Assess college readiness and provide additional support to students in 12 th grade. Assessment results reveal weaknesses in academic instruction at the department level.

d. Assessment Development

TBD

e. Data collection and monitoring

The Academy of the Sun will use LAUSD’s MyData Web site technology as the key tool for collecting and monitoring assessment results. This tool increases the availability and usability of student data enabling educators to improve teaching and learning. MyData reports student information including state test scores, student grades, attendance, A-G coursework, periodic assessments, and English Language Learner data. Staff will also manage data from our own school-based benchmark assessments, such as the Degree of Reading Power Assessment (DRP). We will use ISIS in cases where MyData does not provide sufficient access to student data. We will also adopt an “early warning system” to alert the appropriate counselor, teacher, or administrator when data on individual students reveal concerns about attendance, disciplinary actions, or academic performance.

f. Graduation requirements

The Academy of the Sum will follow all district guidelines for graduation requirements.

Sec. 5 Professional Development:

- a. **Professional Culture:** *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

TBD

- b. **Professional Development:** *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?*

TBD

- c. **Teacher Orientation:** *Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.*

TBD

- d. **PD Calendar:** *Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.*

TBD

- e. **Program Evaluation:** *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.*

TBD

- f. **Autonomy:** *Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.*

TBD

Sec. 6 Serving Specialized Populations

- a. Special Education:** *Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in **Appendices C, D & E.***

Section 6 Serving Specialized Populations

Introduction

The Academy of the Sun will offer a high quality academic and career technical education to all students who attend the school. The uniqueness of the dual tracked program will be especially beneficial to student with disabilities. As research shows often students with learning disabilities when given the opportunity to participate in hand-on vocational learning opportunities thrive. We are currently witnessing this first hand at Santee's School of Construction where we have over 50 students with disabilities participating in career technical education programs. Records show that students with disabilities who are engaged in certificate programs in addition to diploma track have better grades and attendance. The students themselves report being more interested in school and are in general happier with their school experience when given the opportunity to take one or more career technical education classes within the day.

General Information

Following the 2005 Individuals with Disabilities Education Act and current LAUSD guidelines the Academy of the Sun's Special Education Program will maximize students' learning potential while minimizing their disabilities. We will offer a comprehensive Special Education Program in which students strengths are built upon and their learning and physical needs are addressed in an appropriate manner. It is the goal the Special Education Department to work with students to develop their own learning strategies, problem solving, decision making, and self-management skills that will enable them to succeed independently in the school and community setting. By working collaboratively with the Academy's general education and career technical education teachers the Special Education Department will work on mainstreaming/ inclusion and return to the general education setting available to all students with exceptional needs.

The transition of Students with Disabilities from school to work will be an emphasis of the Academy of the Sun's Special Education Department. From freshman year on all students will have the ability to participate in Career Technical Education Courses that will lead to professional certifications upon graduation. By providing this type of hands-on career readiness education students will be well prepared for life beyond High School.

Goals for the Special Education Program

1. Each IEP is accurate with appropriate goals and objectives.
2. Students' will make dramatic improvements in reading and writing.
3. Students' will fully understand occupational math concepts and personal finance.
4. Empower the students to make choices in their educational and vocational paths.
5. Work towards parent involvement and participation.
6. Provide ongoing professional development opportunities for all faculty and staff on how to meet the needs of Special Education Students.

7. Work towards community awareness and acceptance of exceptional students and adults. This is to include partnership with local organization and agencies for hands-on volunteer and work opportunities.
8. Empower students with exceptional needs to take active roles on the campus and community in student leadership, sports, clubs, and service organizations.
9. Use a collaborative team approach with general education and vocational educators to make mainstreaming/inclusion and return to general education available to all students with exceptional needs.

Implementation of the Special Education Program

In conjunction with the other applicants for New Central High School #16 the Academy of the Sun has developed an overarching Service Plan for Students with Disabilities (Appendix D). This plan outlines how LAUSD Special Education Policies and Procedures will be addressed both within the academies and on the larger campus. A key element to this plan is the utilization of the RTI (Response To Intervention) Model. By utilizing the RTI 3 Tiered Model all students (Special Education and General Education) will benefit from enriched instruction and targeted interventions. To ensure that the staff and faculty are well informed in the RTI process the Academy of the Sun will connect to the LAUSD District 5 RTI Professional Development training program.

Sec. 7 Performance Management

- a. **Performance Goals and Metrics:** *Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.*

To be determined based on forthcoming data

- b. **Rationale:** *Discuss why the proposed school will track the mission-specific indicators selected.*

Sec. 8 Community Analysis and Context

- a. Description:** *Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.*

For the last two decades, South Park has faced serious social and economic development challenges. The Academy of the Sun will address those challenges by providing improved educational programs for adolescent learners, support programs for struggling learners, jobs for qualified residents and sustainable high school graduation rates. The present economic statistics tell a story of community crisis with significant educational needs: \$29,518 median household income - the city's lowest; one of the highest population densities of any neighborhood in Los Angeles - 21,638 people per square mile; and only 3.4% of residents have a four-year college degree – low for the county. Clearly this is a neighborhood that is in a critical period of transition and one that will benefit tremendously from the economic and educational efforts of city, state and federal officials.

South Park is home to many of the newest residents of Los Angeles. Over 78% of South Park residents are Latino, mostly immigrants from Mexico, Guatemala and El Salvador. These families have come to Los Angeles seeking a new life for themselves and a better future for their children. This community is full of hard-working people who are struggling economically, but they know that education is the key to their children's future, so they are eager to participate in their children's education and to support their children's schools. For these South Park families, a new dawn is breaking for their children's future.

As the second new public high school to open in the South Park neighborhood of Los Angeles in many years, Central Region High School #16 will be the new focal point for the community and the Academy of the Sun College and Career-ready High School will be the shining star of a campus that is destined to become a cultural and academic center of the community.

- b. Background/Support:** Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

The Academy of the Sun design team has witnessed the tremendous growth that the Santee high school campus has enjoyed over the last five years. It has become a center not only of education, but also a cultural beacon for the community. The Santee campus is utilized day, night and weekends by community groups, adult

schools, athletic leagues, district meetings, ceremonial functions, competitions and dozens of other events. We know that the new Central Region High School #16 will become the same kind of social focal point for the South Park neighborhood.

Because AS design team members are veterans of Santee's opening years (the first new high school to open anywhere in LAUSD in over 30 years) we have the knowledge and experience necessary to open a new high school. The team understands many of the issues, both large and small, that must be resolved throughout the school's first years of operation.

As teachers who have worked in South Central Los Angeles for several years, team members know the students and the community very well. As professional educators, we have been part of a staff that has improved Santee's Academic Performance Index (API) every year since 2005. The AS team understands the challenges that students and their families are facing. The AS team knows how much families appreciate high-quality education and how much they dream of personal and professional success. In fact, we know how to help them realize their dreams and achieve their success because for that last five years we have been helping South Park students overcome all obstacles and beat the odds and gain entrance to the University of California and the California State University and other institutions of higher learning. In addition, Career Technical professionals have guided graduates toward careers that will provide them with a living wage while they pursue their educational dreams. The Academy of the Sun design team is confident it can achieve the highest sustainable graduation rates in the inner city of Los Angeles.

Sec. 9 Community Engagement Strategy:

A. Engagement Plan: *Explain the team's vision for engaging the community and the underlying theory that supports it.*

B. Key Community Partnerships: *Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.*

Our discussions with College of Education Dean at California Polytechnic University at Pomona demonstrate strong interest in exploring a partnership with the Social Justice Schools Design Team, Academy of the Sun, Synergy Academies, and WestEd.

Possible areas of focus for such a partnership include:

- Mentoring and support from Cal Poly education faculty for school leaders
- Support from Cal Poly's highly regarded science and math faculty that are involved in the university's secondary preparation program
- Internships and research opportunities for graduate students enrolled in Cal Poly's new ED. D. program in education -Support from university outreach personnel with academic preparation, early assessment, applications, and financial aid
- Induction support for beginning teachers
- Mentoring and tutoring of students from Cal Poly undergraduates

Cal Poly Pomona and WestEd are currently recipients of grants from the Kellogg Foundation. These grants are designed to expand the educational opportunities for underserved students in the Los Angeles region. If realized, a partnership among Cal Poly Pomona, WestEd, the Social Justice Schools, Synergy, and The Academy of the Sun at CRHS #16 would have a powerful impact on the achievement of this critical mission, and the missions of the schools themselves.

Sec.10 School Governance and Oversight

- c. **School Type:** *Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?*
- d. **Applicant Team Capacity:** *List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.*

The Academy of the Sun design team will bring a wealth of talent and experience to CHRS #16:

William Hernandez is an experienced educational administrator for the LAUSD Santee High School Technology Academy. He was appointed to that position four years ago by the Los Angeles Mayor's Partnership for Los Angeles Schools. His management responsibilities include supervision of twenty academic and technology teachers, a counselor, office techs, community workers and security personnel. The management skills and activities involve: creating tech courses, writing, funding and managing state and federal grants, building a programmable matrix of courses, curriculum writing and evaluation. He is also responsible for discipline of students and conducts all parent conferences.

Christopher Johnson has been teaching at Santee since its opening in 2005. He is dual credentialed in English and history and currently teaches Advanced Placement courses in English Language, United States History and World History as well as 12th and 10th Grade English. He has held several leadership positions during his tenure at Santee, including: member of the School Site Leadership Team and the School Site Council, hiring committee member, English Department co-Chair, Web site coordinator, and after-school English tutor. In May 2008, he was one of two Santee teachers honored by the Education Consortium of Central Los Angeles as an outstanding teacher.

Mrs. Ellyn Landreth Williams is a second career Special Education teacher and brings with her a wide range of skills from her previous career as a Non-Profit Administrator and Community Based Educator. Prior to joining the Santee Special Education Department, Mrs. Landreth Williams was Area Coordinator for the Catholic Charities Youth Employment Program, the largest non-profit youth employment organization in the United States. In addition to her hands-on experience as an urban educator and non-profit administrator, she holds two Master's degrees: one in Non-Profit Administration; the other in Special Education. She has also earned Professional Certificates in Grant Writing and Training Facilitation. This mixture of professional experience and academic training allows Mrs. Landreth Williams to bring unique insights

and experience to successfully transform an urban secondary school.

Pablo Mejia is in his sixth year of teaching Modern World History, U.S. History and AP Economics. He was born and raised in South Los Angeles and attended John C Fremont High School. He then attended UCLA for both his undergraduate and graduate degrees. While at UCLA, he understood the importance of education and the access to education in the inner city and that is why he decided to become an educator in his old neighborhood. At the same time, he was part of the UCLA Latino Alumni Association Board of Directors, and helped UCLA students receive financial help by raising money for scholarships. He is committed to helping students born in the United States and those students that are undocumented, achieve their academic achievements. Recently he received his master's from UCLA's Principal Leadership Institute.

Mr. Iker Zubiria-Biain, a dedicated math teacher with a background in business and economics, brings a variety of skills from his previous career as an accountant and professional athlete and coach. Mr. Iker applies discipline, high standards and the demanding work ethics of business and professional sports in his classroom. He has a degree in business, which allows him to use real situations that make math more interesting and engaging for the students. Using sports references is strategy that Mr. Iker employs to make math accessible to students. Prior to teaching for LAUSD, Mr. Iker worked for two years in an inner city high school in Oakland. Mr. Iker has also been a player and a basketball coach for several years in Spain, and is currently coaching the JV team at Santee Education Complex. He is originally from Spain and is bilingual in English and Spanish, which is a huge support for English Language Learner students.

David M. Greaney holds a Masters in Education from the University of Phoenix and a Bachelor of Arts degree from California State University at Dominguez Hills in Theatre and English. He has spent much of his professional career conducting training classes and seminars, as well as operating training facilities so he has always been teaching.

Sec. 10 School Governance and Oversight:

10a. SCHOOL TYPE:

- *Team presents a sound rationale for the chosen school governance model and how it supports the school's mission, vision, proposed oversight structure and key programmatic elements.*
- *Team offers a clear, compelling understanding of the chosen school governance model and the autonomies granted*

CRHS #16 will operate under the governance of Shared Decision-Making Council and School Site Council. All stakeholders, including students, parents, community members, teachers, classified staff, and administrators, are represented on both of these councils.

In addition, CRHS #16 will maintain a Compensatory Education Advisory Council (CEAC), and an English Learner Advisory Council (ELAC), the state required advisory committees, to engage more parents in the leadership and governance structures. These committees will be used to implement, maintain, and sustain constant communication between the school site and community. Parents will be engaged to serve on committees and councils.

CRHS # 16 will be governed by the policies, bulletins and regulations of LAUSD. All labor union agreements will be followed as described. Facilities, maintenance, and cafeteria services will continue to be provided by the District. The District will continue to support CRHS #16 in providing leadership training, budget supports, and guidance. Based on experience in the community, with Los Angeles Academy Middle School located across Avalon from CRHS # 16, and with the desire to step-up and provide the needed improvements to meet the student objectives. CRHS #16 will engage all stakeholders to participate in personalization, intervention and culture of collaboration.

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

CRHS # 16 councils and committees will focus with the intended purpose of increasing industry's presences on campus for student connections. Focus will also be centered on the quality of the academic program. Through the mission and vision, academic outcomes will be reached or adjustments will be immediately made. The interim benchmarks created will be the key measures of needs.

In order to address the needs of the community CRHS #16 will reach beyond it walls, as an outreach to neighboring schools, i.e. Los Angeles Academy Middle School, to bridge smooth transition from middle school to high school, create effective parent outreach programs and family nights

- b. *School Level Committees:*** *Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.*

The School Site Council is a decision-making council for Consolidated Application programs. SSC shall develop and approve the Single Plan for Student Achievement in consultation with all stakeholders. SSC also ensures that the school is continually engaged in identifying and implementing curriculum and instructional practices.

The functions of CEAC is to ensure that committees members receive training so that they may advise and make recommendation in writing to the

principal and the SSC on the development of an effective educational program and plan that raises the achievement of all students. An ELAC will be developed to advise and make recommendation, like CEAC. However, ELAC will also focus on attendance, needs assessments, language census and the Master Plan for English Learners. Both groups will advise in development and approval of their respective budgets. CEAC will monitor Title I funds and ELAC will monitor Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets. CEAC and ELAC all under the Greene Act (Educational Code 35147).

c. Governing Council: *Describe the composition of the Governing Council and the process for membership selection.*

- *Composition of the governing council is in compliance with state regulations*
- *Membership selection process is fair, equitable and in compliance with state regulations*
- *Role and responsibilities of governing council is clearly articulated and broader than SLC*

Administrators. Chapter Chairs and Lead Teachers shall receive training to be developed by the school site, local district, and district Parent Unit which will create a team of school leaders, based upon a model that creates bottom up, team building collaborators. This training will lead all parties to regard teachers, parents, and other stakeholders as critical partners.

Sec. 11 School Leadership:

a. Principal Selection: *Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.*

The Academy of the Sun design team has selected a highly-qualified candidate to be our first principal. William Hernandez is an experienced educational administrator currently working at the Santee High School Technology Academy. He was appointed to that position four years ago by the Los Angeles Mayor's Partnership for Los Angeles Schools. His management responsibilities include supervision of twenty academic and technology teachers, a counselor, office techs, community workers and security personnel. His management skills and activities involve: creating tech courses, writing, funding and managing state and federal grants, building a programmable matrix of courses, curriculum writing and evaluation. He is also responsible for discipline of students and conducts all parent conferences.

Key Duties:

- Serves as site instructional leader.
- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Knows how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of caring adults.
- Shapes a culture of collaboration driven by continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Sets high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervises, supports and evaluates performance of all assigned personnel, provides counseling and assistance as indicated; recommends appropriate action in cases of substandard performance; identifies and encourages individual teachers with leadership potential.
- Uses data to initiate and continue improvement in school and classroom practices and student achievement.
- Leads and directs the assignment of all pupils in such a way as to encourage optimal growth.
- Keeps everyone informed and focused on student achievement.
- Leads student learning and instructional practice by being in classrooms daily.
- Leads prevention and intervention strategies designed to support learning challenges for all students.
- Ensures that teachers have the appropriate tools, materials and resources to implement high quality instruction.
- Recognizes and encourages implementation of good instructional practices that motivate and increase student achievement.
- Understands the change process and has the leadership and facilitation skills to manage it effectively.
- Understands how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Uses and organizes time in innovative ways to meet the goals and objectives of school improvement.
- Continually learns and seeks out colleagues who keep them abreast of new

research and proven practices.

- Makes parents partners in their student's education and create a structure for parent and educator collaboration.
- Plans, supervises, and directs the business operations of the school, including management of all assigned specially funded budgets.
- Acquires and uses resources wisely.
- Ensures that the physical environment is organized for learning, reflects high standards of cleanliness, and is in excellent repair.

Qualifications:

- Classroom experience, preferably in comprehensive public schools in an urban environment.
- Administrative experience a plus but not required.
- Experience managing complex schools and accelerating student performance.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Spanish fluency a plus.

b. Leadership Team: *Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.*

Leadership positions beyond the Principal position will be:

- UTLA Chair
- Counselor
- Department Chairs
- Parent Representatives
- Student Representatives

As a collaborative school the Leadership Team will develop the Instructional Program following three specific areas of focus:

1. Transformative Leadership
2. Career Pathways
3. Humanities: (Literature, history, culture)

Each department will be headed by its respective department chairs (Leadership Team members) where the actual design of the curriculum using State Standards and district Instructional Guides will take place. While the department is developing the Instructional Program, they will also establish goals for themselves, always remembering that our students are English language learners who will engage academically only to the extent that the lesson in question affirms who they are and allows them to genuinely invest themselves in learning. [Educational Leadership, September 2005]. Because we want students invested in their own learning, we are utilizing the Teacher/Apprentice Model which allows students to become aware of their own thinking process-metacognition. The Instructional Program will develop student's *literacy* from *functional* to *powerful* so they may use their academic foundation in the arts and sciences to become transformative leaders in their own lives and their communities.

From City Schools and the American Dream, by Pedro A. Noguera
..."One consistent feature of schools that succeed at educating poor children is that they are guided by a coherent mission: one that is embraced enthusiastically by teachers, students, and parents (Edmonds, 1979; Meier, 1995; Sizemore, 1988)...Successful schools, especially those that succeed over a long period of time, often have an intangible quality about them that produces high morale, and an *esprit de corps* that compels those who teach or learn there to approach their work with a sense of purpose and commitment."

Only with the unity of purpose and cooperation of the administration, faculty, students, and parents, will AS be successful at fulfilling the Mission and Vision of the schools. The Leadership Team will ensure the Instructional Program is being implemented and will also evaluate the Instructional Program via:

- new annual evaluation tool to supplement the current Stull evaluation (the evaluation tool will be based on California Teaching standards)
- self-evaluations
- professional growth activities
- portfolio documentation
- peer observation and demonstration lessons

Assessing the progress in meeting the established goals and hold each other accountable for meeting such goals.

- c. Principal Evaluation:** *Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.*

The principal of the Academy of the Sun will be evaluated using the California Professional Standards for Educational Leaders. With the numerous responsibilities that lead to the improvement of all students, the principal using the skills, attitudes and behaviors outlined in the standards will have the best opportunity to fulfill the mission and vision of AS and to create and meet expectations of high standards for student learning. Embedded in the standards is a strong commitment to cultural diversity and the use of technology as a powerful tool in the community. The governing body that will be responsible for the evaluation of the Principal will be comprised of a random sampling of the Leadership Team according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD/UTLA Collective Bargaining Agreement.

Sec. 12 Staffing

- a. Staffing Model:** *Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

The Academy of the Sun will utilize a staffing model to promote autonomy, diversity, and community consciousness while efficiently using school wide facilities and programs. Each small school will have an administrator, a counselor, an office technician, and a representative group of teachers. The faculty will be divided among the small schools, their number dependent on District norms and supplemented by additional funding sources.

To address the large quantity and types of special needs of our students, AS will depend on multiple support services and providers that will be shared by the small schools. A Bridge Coordinator will be responsible for all Special Education services including IEPs and placement of special education assistants. A full-time nurse and school psychologist will be available to meet the health needs of all students. One psychiatric social worker (PSW) will work with COST to refer for additional services, mentor student groups, and conduct individual counseling. A Pupil Services Advisor (PSA) and a Dropout Prevention Advisor (DPA) will work on improving attendance and addressing the high dropout rate prevalent in the community. The Safety Officer will handle severe discipline situations and all safety issues affecting AS. The Title I and Bilingual coordinators will supervise their respective programs and ensure student achievement through intervention, enrichment, and family and community engagement. The Library Media Teacher will coordinate library services, including information technology, annual orientation for all students and the Accelerated Reading program. The college and career coordinator will operate a College and Career Center to provide services: to the general education students and families, Special Education Students and families, as well as the GATE students and their families, as they plan for college and careers. The Testing Coordinator will direct school-wide testing and intervention programs.

- b. Recruitment and Selection of Teachers:** *Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.*

There will be a Hiring Committee appointed by the School Leadership Council,

which will be charged with interviewing candidates for administrative, certificated, and classified positions at AS. After interviewing such candidates, the Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. The Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. The Hiring Committee will have seven seats and will be constituted as follows:

The Principal and the UTLA Chapter Chair will serve as co-Chairs;
One parent of a student at AS;
One classified employee;
Three teachers from the department in which the position is open.

Until such time as it is feasible to establish a Hiring Committee, the School Leadership Council will interview, evaluate, and make all decisions regarding candidates for employment at the Academy of the Sun. This process will cover any and all positions that need to be filled in the administrative, certificated, and classified areas.

The teacher selection is rigorous, inclusive and organized in a way to see the desired qualifications and competencies.

In selecting teachers, the Academy of the Sun will look for committed individuals who have the energy and interest to support the vision and mission of AS. All teachers will be required to commit to 8 hours of “after the bell” work per month at AS. A signed commitment to this obligation will be required of all teachers as part of their initial hiring process at SJS. Teachers will be able to meet this “after the bell” commitment in a number of ways including; after-school tutoring, participation on school governance committees, providing support for the school administration, individual and/or group professional development activities approved by the SDMC and any other activities approved by the SDMC. Teachers will also be allowed to meet their 8 hour “after the bell” commitment by participating in SDMC approved activities during their conference periods.

If for some reason a teacher is not able to fulfill all or part of their “after the bell” in any particular month they can ask to be relieved of their commitment for that month by a vote of the Leadership Committee at their meeting. Such exemptions from the “after the bell” commitment can be extended beyond the initial month, but each additional month’s exemption will require an additional supporting vote by the Leadership Committee.

Proposed qualifications/certifications of staff meet requirements under state and federal laws.

All staff at AS must have all qualifications and certificates required under state

and federal laws. Every effort will be made to ensure all GATE teachers have earned a GATE certificate.

- c. *Autonomy:*** *How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.*

Staffing autonomy is necessary to allow the Academy of the Sun to hire staff members willing to accept the enhanced commitment to the school that will be expected from all staff members. This is particularly true for the “after the bell” commitment required of all teachers at AS. The “after the bell” commitment is intended to be a major component of AS’s effort to help students matriculate from high school and into college or a career. To put it simply, teachers are required to make the commitment to achieve the goals set out in our mission and vision statements.

Evaluation: *Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District’s Teacher Effectiveness Task Force.*

The “after the bell” commitment is a major part of the Academy of the Sun’s personalized learning program. The time made available by the “after the bell” commitment will allow AS to create a personal intervention plan for each student who requires such assistance. In particular, the after school tutoring, which will make up the majority of the “after the bell” commitment, will allow teachers to create an individual intervention plan for any student needing such support. A teacher’s “after the bell” commitment can be met in part during the school day when the student is available. This will facilitate tutoring during lunch, conference periods, and any other available time during the school day, allowing teachers to create an intervention program for students who are not always able to stay after school for tutoring.

Use of autonomy is aligned to the staffing model.

Autonomy will allow for the interviewing and hiring of the personnel outlined in the staffing plan; and will support the vision of the Academy of the Sun.

Evaluation process and procedures are clear and aligned with the school’s vision, mission and instructional program.

Sec. 13 Finances

- e. **Financial Sustainability:** *Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.*

We are an internal applicant and we will receive funding via LAUSD's transparent budgeting process (based on student ADA).

- f. **Additional Funding:** *To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds. For Traditional, ESBMM, Pilot and Network Partner Schools Only*

Not Applicable

- g. **Autonomy:** *Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.*

We have received an estimate of the per-pupil budget of about \$4,000. With a projected enrollment of 380 for 2010-2011, the school's budget will be approximately \$1.5 Million.

LAUSD withholds funds, known as encroachments, to pay for special education, Maintenance and Operations, and other district services. The school site budget must cover salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the CRHS #16's campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school's physical plant, student activities, and the sports program, as well as instructional materials and supplies.

The relatively small amount of funds over which the school's principal and governing council will have discretion will be spent on programs targeting student achievement, supporting professional development on the integration of Global Issues throughout the curriculum, culturally relevant and responsive education and Response to Intervention and Instruction strategies. Title One, the state Textbook fund allocation, School and Library Improvement, GATE, Bilingual and any other categorical funds will be spent in ways aligned both to federal and state guidelines and objectives and to the school's specific vision and mission.

Per pupil funding will be spent predominantly on the reduction of teacher to student ratio. The SJS: Global Issues Academy will strive to maintain a class size of average of 30 students or less in all academic subjects. Funding permitting class sizes will be reduced to 25:1 in all academic courses and 30:1 in non-academic courses. Funding will also be utilized for summer professional development. Teachers will be paid training rate (\$25/hr) for participation in the 2-week summer institute with West Ed.

- h. Budget Development:** *Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.*

As an internal applicant, the Academy of the Sun will be an LAUSD school operating under the rules and regulations of LAUSD. The school will adhere to fiscal policies and accountability systems as established by the district.

Sec. 14 Implementation

- a. **Implementation Plan:** *What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.*

WestEd's Planning and Monitoring Tracker (PMT) is an online support system that offers educational entities a streamlined process to track the implementation and progress of district and school improvement efforts. The system's web-based delivery supports the content by making it accessible to users at all levels of technical expertise.

The Planning component of PMT emphasizes a continuous improvement model of planning. Funding and budget details and date-driven task assignments provide detailed information about the status of a school's plan. Embedded in the plan is technical assistance on topics such as conducting needs assessment, identifying effective strategies, and professional development. Additionally, numerous communication options support ongoing monitoring of activities and status updates.

- b. **Waivers:** *For Internal Applicant Teams Only*

Not applicable

Appendix C

SAMPLE 6-PERIOD SCHEDULE						
Period	Begin	End	Period Mins.	Passing Mins.	Total Minutes	
Period 1	7:30	8:24	54	5	59	
Period 2	8:29	9:23	54	5	118	
Period 3	9:28	10:22	54	5	177	
Lunch/Seminar	10:27	11:02	35	5	217	
Lunch/Seminar	11:07	11:42	35	5	257	
Period 4	11:47	12:41	54	5	316	
Period 5	12:46	1:40	54	5	375	
Period 6	1:45	2:39	54	0	429	
Pros:						
Requires less teaching staff-lower budget cost						
Schedule is simple for students to follow						
Cons:						
Shorter class periods do not allow sufficient time for project based learning experiences						
Shorter conference period provides less time for team planning and interaction						
More preps						

SAMPLE 4 X 4 BLOCK SCHEDULE						
Period	Begin	End	Minutes	Passing	Total	
Block 1-2	7:30	8:49	79	5	84	
Block 3-4	8:54	10:13	79	5	168	
A Lunch/Flex	10:18	10:54	36	5	209	
B Lunch/Flex	10:59	11:35	36	5	250	
Block 5-6	11:40	12:59	79	5	334	
Block 7-8	1:04	2:23	79	0	413	
Pros:						
Additional instructional time for ELA and Math.						
Creates built-in daily intervention/enrichment program.						
Provides common conference time for teams, opening opportunities for interdisciplinary cooperation.						
Allows more time for project-based learning, one-on-on teacher/student instruction, and differentiated instruction within each particular lesson.						
Fewer preps						
Cons:						
Odd/even bell schedule may involve slight learning curve for students new to it.						
Single blocks for math and English leave less instructional time for ESL, science, and social studies.						
Additional teaching staff needed in math, ELA, and electives						

Appendix F
 Academy of the Sun College and Career-ready High School
 Tentative Professional Development Calendar
 2011-12 Academic Year

Date	PD Session	Date	PD Session
August 2-5	New Teacher Orientation	January 10	School-wide PD: Reading Apprenticeship (follow-up)
August 8-11	Norms of Collaboration; CRRE; Data Analysis; Calendar/curriculum-mapping; Interactive Notebooks	January 17	PLCs
August 12	Pupil Free Day (Operations)	January 24	PLCs
August 16	School-wide PD: Peer Observations	January 31	PLCs
August 23	PLCs	February 7	School-wide PD: TBD
August 30	PLCs	February 14	PLCs
September 6	School-wide PD: Socratic Dialogue	February 21	PLCs
September 13	PLCs	February 28	PLCs
September 20	PLCs	March 6	School-wide PD: TBD
September 27	PLCs	March 13	PLCs
October 4	School-wide PD: SDAIE	March 20	PLCs
October 11	PLCs	March 27	PLCs
October 18	PLCs	April 10	School-wide PD: TBD
October 25	PLCs	April 17	PLCs
November 1	School-wide PD: SDAIE	April 24	PLCs
November 8	PLCs	May 1	School-wide PD: TBD
November 15	PLCs	May 8	PLCs
November 22	PLCs	May 15	PLCs
November 29	PLCs	May 22	PLCs
December 6	School-wide PD: SDAIE	May 29	Team Building
December 13	Team Building	June 4	Pupil Free (Operations)
		June 5-6	Reflection; Calendar/curriculum-mapping

Appendix H

List of Supporters for CRHS #16

We have included letters of support from the following:

- Neighborhood Legal Services of Los Angeles County (NLSLA)
- St. John's Well Child & Family Center
- The Alliance for Californians for Community Empowerment (ACCE-LA)
- WestEd

The following have pledged their support for our collaborative campus model and will be sending letters of support directly to LAUSD's Board of Education:

- Councilmember Jan Perry's Office, Council District 9
- Reverend Calloway, Local AME Church
- Reverend Williams, Local AME Church



Neighborhood Legal Services
of Los Angeles County

Executive Director's Office
(818) 834-7590
ndudovitz@nls-la.org

November 30, 2010

Los Angeles Unified School District
Board of Education
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Dear LAUSD School Board Members:

We are excited by the possibilities for community partnership created by the Social Justice Schools proposal for new Central Region High School #16, together with their planned partners on campus, The Academy of the Sun, and the Synergy Quantum Academy. Neighborhood Legal Services of Los Angeles County (NLSLA) is currently working nearby with St. John's Well Child and Family Center, a Federally Qualified Health Center located within blocks of the new Central Region High School, to address health and social justice issues in the South Los Angeles community.

We believe there is a wonderful potential to partner with these schools to further expand our St. John's-based Medical Legal Community Partnership, as well as to create a Social Justice Legal Services Clinic. If actualized, these clinics can help to create a community services hub around Central Region High School #16 and provide many valuable services to its students, their families, and the community.

We look forward to meeting with the SJS leadership team to explore these possibilities in the coming year if their plan is selected.

Neal Dudovitz
Executive Director

ADMINISTRATIVE OFFICE
1102 East Chevy Chase Drive
Glendale, CA 91205
Fax (818) 291-1790

EL MONTE OFFICE
9354 Telstar Ave
El Monte, CA 91731
Fax (626) 307-365

GLENDALE OFFICE
1104 East Chevy Chase Dr.
Glendale, CA 91205
Fax (818) 291-1795

PACOIMA OFFICE
13327 Van Nuys Blvd
Pacoima, CA 91331
Fax (818) 896-6647

TEL: (800) 433-6251



Robert F. Lee
Zone of Choice Coordinator
Local District 5
2151 N. Soto St
Los Angeles, CA 90032

Dear Robert,

On behalf of WestEd I would like to express our enthusiasm for the Public School Choice proposals being developed by various parties interested in managing schools on the new Central High #16 campus.

Together with Joe Zeccola, I have met with representatives from Santee Learning Complex, Los Angeles Academy Middle School, and Synergy Charter Schools and am impressed with the level of commitment they have shown to collaborate with one another. This is critical because the groups that are entrusted to operate this campus will have their unique vision and strategies to promote student achievement, but there are many policies and practices (e.g., student discipline policies, use of shared facilities, and the academic schedule) to which they will have to agree.

After my meeting with you I was pleased to see that you and the other parties want to see Local District 5 as a key partner in this initiative. From my perspective the professional services and support from your office are vital.

For over 10 years, WestEd has been highly successful in turning around low-performing schools and districts. These experiences, combined with our well-earned reputation for high-quality professional development, research and evaluation over the past 40 years, make WestEd a valuable guide and partner in the effort to create a thriving, high-achieving high school in Central Los Angeles.

The approach taken by WestEd's School Turnaround Center is based on research about schools that typically struggle but have beaten the odds. These schools share the following seven characteristics:

- They have effective school leadership
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals.
- This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection
- They create a safe school environment and a supportive climate of mutual trust
- They align all of their fiscal and human resources to support student achievement
- They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services



5701 S. Hoover Street
Los Angeles, CA 90037
(323) 541-1600 Fax (323) 541-1601

November 30, 2010

Dear LAUSD School Board Members:

We are excited by the possibilities for community partnership created by the Social Justice Schools proposal for new Central Region High School #16, together with their planned partners on campus, The Academy of the Sun, and the Synergy Quantum Academy. Neighborhood Legal Services of Los Angeles County (NLSLA) is currently working nearby with St. John's Well Child and Family Center, a Federally Qualified Health Center located within blocks of the new Central Region High School, to address health and social justice issues in the South Los Angeles community.

We believe there is a wonderful potential to partner with these schools to further expand our St. John's-based Medical Legal Community Partnership, as well as to create a Social Justice Legal Services Clinic. If actualized, these clinics can help to create a community services hub around Central Region High School #16 and provide many valuable services to its students, their families, and the community.

We look forward to meeting with the SJS leadership team to explore these possibilities in the coming year if their plan is selected.

Sincerely,

A handwritten signature in black ink that reads "James Mangia". The signature is fluid and cursive.

James Mangia
President & CEO



November 30, 2010

Dear Board Members:

As a community organization with significant membership in the area around Central Region High School #16, we look forward to further exploring, and implementing, a working relationship with the school -- specifically as community partners with the Social Justice Schools and their potential collaborative partners on the campus: Synergy Quantum Academy, and the Academy of the Sun College/Career readiness team.

We look forward to the possibility of contributing through organizing parent meetings -- and supporting meetings of all other stakeholders -- to continue our project of working with parents to exercise their rights to access quality curricula, and to assist in making parent-, teacher-, and student-driven policy and practice at the school. Part of this effort would involve continued work with parents and community members to understand how budgets at the school, district, and statewide levels work, and to make their voices heard advocating for student-centered budget priorities.

The Alliance of Californians for Community Empowerment (ACCE-LA) has substantial connections with community members in the area of CRHS #16, many of whom are potential parents at this new school. ACCE has a strong leadership development program that has involved over 500 area residents - the majority of whom are LAUSD parents - in public policy trainings and advocacy activities.

Please do not hesitate to contact me at (213) 272-1141 with questions regarding ACCE's potential partnership with CRHS #16.

Sincerely,

A handwritten signature in black ink, which appears to read 'Peter Kuhns', is placed below the word 'Sincerely,'.

Peter Kuhns
LA Director

Alliance of Californians for Community Empowerment
3655 S. Grand Ave., Suite 250, Los Angeles, CA 90007 - (213) 863-4548

Appendix I: Academy of the Sun Design Team Bios

(Resumes available upon request)

William Hernandez is an experienced educational administrator for the LAUSD Santee High School Technology Academy. He was appointed to that position four years ago by the Los Angeles Mayor's Partnership for Los Angeles Schools. His management responsibilities include supervision of twenty academic and technology teachers, a counselor, office techs, community workers and security personnel. The management skills and activities involve: creating tech courses, writing, funding and managing state and federal grants, building a programmable matrix of courses, curriculum writing and evaluation. He is also responsible for discipline of students and conducts all parent conferences.

Christopher Johnson has been teaching at Santee since its opening in 2005. He is dual credentialed in English and history and currently teaches Advanced Placement courses in English Language, United States History and World History as well as 12th and 10th Grade English. He has held several leadership positions during his tenure at Santee, including: member of the School Site Leadership Team and the School Site Council, hiring committee member, English Department co-Chair, Web site coordinator, and after-school English tutor. In May 2008, he was one of two Santee teachers honored by the Education Consortium of Central Los Angeles as an outstanding teacher.

Mrs. Ellyn Landreth Williams is a second career Special Education teacher and brings with her a wide range of skills from her previous career as a Non-Profit Administrator and Community Based Educator. Prior to joining the Santee Special Education Department, Mrs. Landreth Williams was Area Coordinator for the Catholic Charities Youth Employment Program, the largest non-profit youth employment organization in the United States. In addition to her hands-on experience as an urban educator and non-profit administrator, she holds two Master's degrees: one in Non-Profit Administration; the other in Special Education. She has also earned Professional Certificates in Grant Writing and Training Facilitation. This mixture of professional experience and academic training allows Mrs. Landreth Williams to bring unique insights and experience to successfully transform an urban secondary school.

Pablo Mejia is in his sixth year of teaching Modern World History, U.S. History and AP Economics. He was born and raised in South Los Angeles and attended John C Fremont High School. He then attended UCLA for both his undergraduate and graduate degrees. While at UCLA, he understood the importance of education and the access to education in the inner city and that is why he decided to become an educator in his old

neighborhood. At the same time, he was part of the UCLA Latino Alumni Association Board of Directors, and helped UCLA students receive financial help by raising money for scholarships. He is committed to helping students born in the United States and those students that are undocumented, achieve their academic achievements. Recently he received his master's from UCLA's Principal Leadership Institute.

Mr. Iker Zubiria-Biain, a dedicated math teacher with a background in business and economics, brings a variety of skills from his previous career as an accountant and professional athlete and coach. Mr. Iker applies discipline, high standards and the demanding work ethics of business and professional sports in his classroom. He has a degree in business, which allows him to use real situations that make math more interesting and engaging for the students. Using sports references is strategy that Mr. Iker employs to make math accessible to students. Prior to teaching for LAUSD, Mr. Iker worked for two years in an inner city high school in Oakland. Mr. Iker has also been a player and a basketball coach for several years in Spain, and is currently coaching the JV team at Santee Education Complex. He is originally from Spain and is bilingual in English and Spanish, which is a huge support for English Language Learner students.

David M. Greaney holds a Masters in Education from the University of Phoenix and a Bachelor of Arts degree from California State University at Dominguez Hills in Theatre and English. He has spent much of his professional career conducting training classes and seminars, as well as operating training facilities so he has always been teaching.

Appendix J: Principal's Job Description

Position Description and Responsibilities:

The Academy of the Sun is seeking a dynamic instructional leader and accomplished educator to serve as Principal in a new Local District 5 School – Central High School #16. This individual will serve in the capacity of site instructional leader and have responsibility for overall school performance. S/he will work with an exceptional leadership team that includes leading California educators.

This role will report directly to Superintendent of Local District V.

Minimum Requirements include:

- California Administrative Services Credential • Multicultural coursework*
 - Master's degree • District Master Plan Requirements met*
- *Out-of-District candidates have one year to complete this requirement**

Experience requirement:

Three years of successful full-time public school certificated service experience.

Desirable Qualifications:

Sufficient amount of successful full-time public school certificated service experience, with no fewer than three years as a teacher.

SALARY: MST 40G – E BASIS on the LAUSD Master Salary Table.

The Academy will pay a stipend in addition to the LAUSD salary to make it equivalent to an A Basis assignment (261 paid days). With LAUSD compensation, the salary range will be \$91,243 to \$113,638.

54th & Central Ave., Los Angeles, CA 90011

Central High School #16 will open to students for the first time at the beginning of the 2011-12 school year. It will be a single track calendar school serving approximately 450 students in grades 9-12

Key Duties:

- Serves as site instructional leader.
- Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
- Knows how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the

support of caring adults.

- Shapes a culture of collaboration driven by continuous improvement, empowering all stakeholders and meeting the academic and social needs of students.
- Sets high expectations for all students to learn higher level content coupled with crafting high levels of support for teachers and students to make accomplishments possible.
- Supervises, supports and evaluates performance of all assigned personnel, provides counseling and assistance as indicated; recommends appropriate action in cases of substandard performance; identifies and encourages individual teachers with leadership potential.
- Uses data to initiate and continue improvement in school and classroom practices and student achievement.
- Leads and directs the assignment of all pupils in such a way as to encourage optimal growth.
- Keeps everyone informed and focused on student achievement.
- Leads student learning and instructional practice by being in classrooms daily.
- Leads prevention and intervention strategies designed to support learning challenges for all students.
- Ensures that teachers have the appropriate tools, materials and resources to implement high quality instruction.
- Recognizes and encourages implementation of good instructional practices that motivate and increase student achievement.
- Understands the change process and has the leadership and facilitation skills to manage it effectively.
- Understands how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
- Uses and organizes time in innovative ways to meet the goals and objectives of school improvement.
- Continually learns and seeks out colleagues who keep them abreast of new research and proven practices.
- Makes parents partners in their student's education and create a structure for parent and educator collaboration.
- Plans, supervises, and directs the business operations of the school, including management of all assigned specially funded budgets.
- Acquires and uses resources wisely.
- Ensures that the physical environment is organized for learning, reflects high

standards of cleanliness, and is in excellent repair.

Qualifications:

- Classroom experience, preferably in comprehensive public schools in an urban environment.
- Administrative experience a plus but not required.
- Experience managing complex schools and accelerating student performance.
- Passion for improving public education.
- Experience in strategic planning a plus.
- Knowledge of research-based best practices in the field of education pedagogy, including curriculum design, professional development and assessments a must.
- Comprehension of instructional practices that accelerate student achievement.
- Strategic thinker with proven ability to execute effectively.
- Excellent oral and written communication skills.
- Reflective and open to new ideas and opinions.
- Spanish fluency a plus.

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The Academy of the Sun will adhere to the LAUSD Special Education Policies and Procedures Manual. Furthermore, SJS will distribute the <i>Are you puzzled by Your Child's Special Needs?</i> Brochure to every student to take home at the beginning of each school year. Students with disabilities, requiring special services, enrolling in the school will be identified promptly and provided the appropriate services. All staff members will understand the process established by SJS for referring students who may require special services. The request for Special Education Assessment Forms will be readily available in the Academy's main office. The Parent Resource Network poster provided through the Special Education Support Unit will be prominently displayed in the Academy's main office and <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office as well.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION. Pursuant to LAUSD Bulletin 4827.1, <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities. Four instructional methodologies and strategies have been identified LAUSD. These strategies offer universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.</p>

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Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	It is the philosophy at the Academy of the Sun 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. 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 <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectations</i> (BUL-3638.0). Our discipline plan identifies the roles of all stakeholders: Administrators, Teachers, Other School Staff, Students, and Parents. It outlines the plan to address safety and discipline issues and establishes a model of progressive student discipline that first seeks to educate and then to seek discipline that is appropriate to a student’s infraction.
Necessary for Planning, will be provided	Description of Student Population	Welligent Reports will be used to review the Special Education Program to determine information about the students with disabilities as follows: 1. The overall number of students per grade levels; and 2. The disabilities of students along with their eligibility for support and services.

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Outcome 2	Special Education Program Description	<p>The Academy of the Sun is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD’s IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: <i>Special Teaching for Special Children</i>. Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The Academy of the Sun will adhere to the LAUSD Special Education Policies and Procedures Manual.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	The Academy’s mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (http://floridarti.usf.edu/). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains.

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		<p>Following District and Federal Special Education Laws the Academy of the Sun will the legal guidelines and timelines. Once a parent or staff member makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves signs and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p>
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. <i>British Educational Research Journal</i>, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>Students who fall under this category may include those with different intellectual capacities; physical</p>

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		<p>handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. The Academy’s model will be one of “Collaborative Consultation” whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the small school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.</p> <p>We will also provide a Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other three schools on campus.</p> <p>Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the small school to allow for the interaction of disabled students with non-disabled students; however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other small schools.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>The Instructional Plan for students using Alternate Standards is sometimes referred to as "alternative curriculum", these students have an IEP and are non-diploma tracked. The Instructional Plan will follow the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The alignment matrices, which link the state standards to a set of functional skill areas, are located in the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and in Career and Technical education, course codes in special education have been updated and course descriptions aligned to the California academic standards. Descriptions to be used for classes held for students with disabilities on the alternate curriculum will be tested using the California Alternate Performance Assessment (CAPA). Individual Education Program (IEP) teams determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals. Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum.</p>
Outcome 13	Plan to provide Supports & Services	<p>According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. CRHS #16' demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselors, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which student's exhibit behaviors indicative of high risk.</p> <p>IMPACT programs will be implemented to provide support for our students. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students' lives, using the disciplines and processes of art and technology. As mentioned, IMPACT is a model</p>

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		<p>for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.</p> <p>Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as ConnectEd, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students' attendance and achievement.</p> <p>When Academy teachers meet weekly during their common planning time with their grade-level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:</p> <ul style="list-style-type: none"> • Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses.

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		<p>These classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail).</p> <ul style="list-style-type: none"> • After school support through the <i>"Beyond the Bell"</i> program, this provides academic tutoring and CAHSEE preparation classes for students who need assistance. <p>The academy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the <i>Coordination of Services Team (COST)</i>, which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the <i>Language Appraisal Team (LAT)</i> and the <i>Student Study Team (SST)</i>. These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions</p> <p><u>Drop-out Prevention:</u> The academy will implement various strategies to address the high dropout rate at Jefferson and Santee high schools. There will be a phased program in two tiers:</p> <p><i>Tier 1</i></p> <ul style="list-style-type: none"> • The academy is implementing a data-driven intervention for students at risk of dropping out. Graduation Groups are weekly motivational student support groups offering a total of 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise.

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		<ul style="list-style-type: none"> • Students identified as potential non-grads are invited to Diploma Plus Workshop to inform them of diploma and GED options in adult school and support them in this transition by a parent meeting to share educational options and enlist parental support. <p><i>Tier 2</i></p> <ul style="list-style-type: none"> • Students are given the option to recover credits through concurrent enrollment at East Los Angeles Community College, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission. The Academy principal and counselor will meet in small groups with students and parents to share about additional support available to them. All students will be offered workshops addressing personal, career and academic goals, credit recovery, mental health issues, and college plans. • A Student Recovery Day enlists staff across LAUSD departments as well as Academy staff to visit students in their homes, address the reasons why they dropped out, and help them re-enroll in school. This intervention will be repeated at least twice each school year to recover additional students. <p><u>Mental Health Services:</u> A psychiatric social worker based at the CRHS #16 High School campus will work under the mission and guidance of LAUSD’s School Mental Health Branch. School Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The psychiatric social worker will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic</p>

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		<p>competence despite the exposure the stress of today’s world.</p> <p>The psychiatric social worker will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker will collaborate with student support services such as attendance counselor, deans, Diploma Project counselors, academic counselor, etc., in order to ensure that no student falls through the cracks.</p> <p>Mental health services will also be provided through our community partner Bienvenidos, a public service agency whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages 0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.</p>

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Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Student IEPs will be reviewed to ensure that appropriate ITPs were conducted in the middle school. If students do not have the appropriate ITPs then an Assessment Plan will be created and an IEP meeting will be held to ensure that an appropriate transition plan is in place. At age 16 students will receive a transition assessment requiring the inclusion of the student’s strengths and needs for interagency services and community linkages as appropriate. The student will be educated on how to take a more participatory role in his IEP/ITP meeting. A “Student Exit Interview” will also be conducted and appropriate services will also be identified regarding post-secondary needs.
Federal requirement	Access to Extra- Curricular/Non academic activities:	All students with disabilities will be encouraged and will have equal opportunity to participate in extracurricular activities such as club, sports, fieldtrips, and peer tutoring and other after school activities.

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Federal requirement	Providing Extended School Year	<p>Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student’s IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.</p> <p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p>

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<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>There are two categories of IEP disagreements that might arise between parents and the School. The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the results of assessments. • What should be in the IEP (e.g., what placement or services the student should receive)? <p>The School will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR) • Mediation Only • Due Process Proceedings <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. • Whether District procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST, California Standards Test, the assessment in which most students, including students with disabilities, world participate. Students with IEPs would take the CST with or without accommodations and/or modifications. • CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content

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		<p>standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirement with or without accommodations (no modifications allowed).</p> <ul style="list-style-type: none"> • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • CAPA California Alternate Performance Assessment is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for students with the most significant cognitive disabilities. <p>The School will provide guidance to IEP teams concerning appropriate accommodations and/or modification to be included in the IEP for instruction and assessments based on student needs.</p> <p>The School should complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The School will also provide a SOP for students leaving with a Certificate of Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Exam (CAHSEE).</p>

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		<p>To the maximum extent Appropriate Supplementary Aids and Supports for students with disabilities would be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, would be included in considering supplementary aids and supports. The student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, the School would mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability would not be removed from an age-appropriate general education classroom solely because of needed modifications in the general curriculum.</p> <p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student’s major life activities under Section 504. The school should ensure access to the programs, services, and activities that are available to nondisabled students, and provide the accommodations that the student requires to access and education. This would be done through a Section 504 evaluation conducted by a team of individuals who would be knowledgeable about the student, and/or the data gathered from the evaluation of the student. The School notes that that any student eligible for special education and related services would also be protected from discrimination under Section 504, but that not all students who would be eligible under Section 504 would also meet the eligibility requirements for special education and related services. So any student who would be suspected of requiring special education and related services would be referred by the School and/or parent for a special education assessment as described earlier in this plan. If an IEP team finds the student is not eligible for special education, but suspects the student has a disability, it may refer the student for the Section 504 evaluation process.</p>

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		<p>The type and level of special education supports designed to meet a student’s assessed Health Needs are identified and documented in the student’s Individualized Education Program (IEP). The persons appropriate to deliver these supports would determined by District Nursing Services. For students requiring support in the area of health, the school nurse would annually provide a Present Level of Performance (PLP) in the area of health derived from a present review of records and the results of the Initial or Three Year Re-evaluation Health Assessment. The PLP would include:</p> <ul style="list-style-type: none"> • A description of the specific health needs of the student. • The impact of the disability on the student’s school day. • A description of the student’s independence in meeting their health needs. • Supports and/or accommodations to address assessed health needs and a statement identifying any part of the instructional day when intensive program support is needed, and the level and frequency of the support as described in the PLP. <p>District Nursing Services would provide the completed PLP to the IEP team for review and final determinations would be included on the IEP.</p> <p>The School would adhere to the District's special education process and procedures for accessing student data to identify and intervene with students with disabilities who demonstrate Potential Dropout Factors and monitor progress toward graduation for students with disabilities. The School would identify grades, disciplinary issues, and attendance as indicators of success or failure in secondary school for students with disabilities. To address these issues, the School would refer to the Modified Consent Decree (MCD) 2004-2005 Annual Plan requirements that secondary school MCD teams:</p> <ol style="list-style-type: none"> 1. Analyze grades, disciplinary actions, and attendance data quarterly. 2. Identify those at risk for dropping out. 3. Develop targeted interventions designed to increase graduation rates and reduce dropout and

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APPENDIX D

Applicant Team Name: _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		suspension rates. 4. Report biannually the progress of 12th grade students toward graduation requirements.
All	Professional Development	Teachers will engage in ongoing professional development activities to continuously develop competency, deep understanding and knowledge of subject matter and their students.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	SJS will work with the Special Education Support Unit to fill the positions needed.
	Fiscal	<p>We have received an estimate of the per-pupil budget of about \$4,000. With a projected enrollment of 380 for 2010-2011, the school’s budget will be approximately \$1.5 Million. LAUSD withholds funds, known as encroachments, to pay for special education, Maintenance and Operations, and other district services. The school site budget must cover salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the CRHS #16’s campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school’s physical plant, student activities, and the sports program, as well as instructional materials and supplies.</p> <p>However, Special Education staff will be funded through the Special Education encroachments by the district. Additionally a percentage of Instructional Material funds will be allocated for Special Education programs.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>Strategies to engage parents and caretakers in their child’s education and in the broader school community: We want the academy’s educational approach to reflect parents’ and caretakers’ beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in the academy’s design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of the academy through the governing board.</p> <p>Parents and caretakers will be directly involved in their children’s education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes grade-level fall parent orientation; involvement in Tuesday afternoon community meetings featuring college access, school alumni, and motivational speakers; weekly teachers office hours before or after school; quarterly meetings with their child’s advisory teacher; twice-annual teacher conferences that include student-led presentations; special quarterly social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members.</p> <p>Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working 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 Engineering and Technology will be invited to offer their experiences and expertise in conjunction with a relevant unit in the same discipline, and they will be encouraged to invite students to visit their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on the CRHS #16 campus or in the community.</p>