

**THE NORTHEAST LEADERSHIP ACADEMY (NELA)
SMALL SCHOOL PLAN
FOR THE FRANKLIN HIGH SCHOOL CAMPUS**

SUBMITTED BY

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TABLE OF CONTENTS

A.	Vision and Instructional Philosophy	3-6
B.	School Data Profile/Analysis	6-12
C.	School Turnaround	12-21
D.	Implementation	21-24
E.	Alternate Governance Models and Autonomies	24-28
F.	School Planning Team	28-30
Appendix A	References	31
Appendix B	Timetable	32
Appendix C	State API Results	33
Appendix D	LAUSD API Results	34
Appendix E	Franklin School Report Card	35
Appendix F	NELA Design Team	36
Appendix G	Waivers/Autonomies Checklist	37-38

A. VISION AND INSTRUCTIONAL PHILOSOPHY

1.1 What is NELA's vision for the students who matriculate from our school?

As an alternative to the traditional comprehensive high school model, NELA desires to provide a nurturing environment where students are challenged to find meaning in their learning, comfortable in displaying their artistic talents, demonstrative critical thinkers, and effective communicators; such that each and every student may become a productive, responsible and empathetic citizen of our diverse society.

Each student who experiences the NELA learning environment will be guided to achieve the following student outcomes:

Students will become Socially Conscious and Responsible Citizens Who

- Demonstrate respect, harmony, empathy and compassion to every student, teacher, staff member or guest on the campus
- Exhibit good study and work habits including regular attendance and punctuality
- Recognize the impact of their footprint on the world and are conscientious regarding the immediate and long term outcomes of their behaviors
- Plan and proactively participate in community service

Students will become Effective Communicators Who

- Convey ideas, concepts and strategies using a variety of communicative skills including: oral communications, persuasive and technical writing, technology, artistic expression and statistical interpretation.
- Exhibit skills in conflict resolution and compromise
- Read, evaluate and interpret a wide variety of materials
- Listen actively and respectfully to the comments and thoughts of others

Students will become Creative and Critical Thinkers Who

- Draw upon previous knowledge to find unique and creative solutions to current academic, community and global challenges
- Effectively collaborate in group settings for the purposes of information gathering, analysis and problem solving
- Actively engage in learning and seek knowledge through a variety of resources including technology and community based sources
- Use imagination to generate ideas and projects
- Demonstrate proficiency or above in National, State and Local standards

Students will become Health and Wellness Conscious Advocates Who

- Understand and demonstrate the importance of proper nutrition
- Actively engage in physical activity, sports or exercise
- Understand the importance of making healthy life choices

1.2 What is NELA’s vision for the staff that supports our school?

Staff members will become Self –Directed Learners Who

- Understand that learning is a lifelong commitment
- Access and utilize resources for academic advancement and professional growth
- Use a variety of tools including technology to deliver content
- Consistently demonstrate learning is intended for, and the responsibility of, all members of the community
- Utilize the uniqueness of the student experience as opportunity to facilitate outstanding academic achievement for all persons in the classroom
- Take ownership in curriculum development
- Design professional development which mirrors the best practices while always placing the improvement of the student experience and academic achievement as the primary goal.

Staff members will become Learning Facilitators Who

- Create an environment of trust in the classroom which inspires learning
- Recognize the interests, strengths and challenges of their students
- Acknowledge and attempt to understand the complexities of today’s youth, particularly those from the Highland Park community
- Exhibit a commitment to the success of each and every student in our learning community
- Engage in a cooperative and collegial spirit so that educators experience success
- Practice lifelong learning as they continually seek to achieve the best practices in education

1.3 What is NELA’s vision for the parents and community members who support our school?

Parents and Community members will become Partners Who

- Share the vision of drastically improving student achievement
- Support the educators and students of our school
- Serve the community in an effort to improve the student experience
- Engage in the celebrations of our accomplishments

2. What is the vision of the school that will help achieve the vision of the successful graduate described above?

Over the next three to five years the NELA community will aggressively work to disrupt current professional practices which are not improving student achievement and move educators in the direction of positive and meaningful instruction. NELA wants to mirror the comments made by Secretary of Education, Arnie Duncan, “[today, we are asking much more of ourselves and much more of each other – and everyone is stepping up – parents, teachers, administrators, community leaders – and, importantly, students themselves” (Duncan, 2012). All stakeholders will actively participate in this cultural change such that academic transformation and the new shared vision are accomplished. As a staff, we will

work tirelessly to generate a culture of high expectations from staff, students and parents. The staff will also learn from and take advantage of the successes of our feeder schools and other academic sites exhibiting improvement in the student experience.

During the next few years, we will develop a confidence throughout the community that our campus can support academic achievement for all students. We will also work to develop the social consciousness of each and every child. Moreover, NELA will move the community toward a commitment to healthful living, environmental sustainability and genuine service.

In order for NELA to accomplish the desired outcomes, all staff members must be willing to make sacrifices in respect to their time, teaching practices and in certain circumstances attitude. At the local school site, we must develop a trusting and responsible environment between all small schools on the campus. From the District, NELA needs a commitment to the autonomies associated with operating a New School.

3. Describe the instructional philosophy that is connected to achieving the vision of the student who will matriculate from NELA and the overall vision of the school. Why do you believe this is the best approach?

Citizenry

NELA believes a productive learning environment must begin with mutual respect and harmony in the classroom. To this end, educators will view each student individually, recognizing the diversity they bring to the classroom and their innate capability of achieving academic success. In following this concept, NELA will place students in instructional environments with diverse learners in which differentiated instruction will be used to provide equitable learning opportunities for all students.

Away from the classroom, students will be presented with leadership opportunities in community service and environmental stewardship. The environmental component is intended to cause our young people to think about the physical impact they have on this planet. Whether it be maintaining the cleanliness of our contiguous space, assessing the quantity of carbon monoxide released during the transport of non-seasonal food supplies or participating in the Heal the Bay cleanup, our students develop a new appreciation for the world we live in.

Communication

One of the NELA core beliefs focuses around the ability to communicate with others. In this light, we will embed opportunities for various and effective methods of communication into every aspect of the curriculum including verbal, visual and written. Special attention will be placed on written and verbal communication across all areas of the curriculum. All teachers will be expected to be instructors in language as well as content. Teachers will also develop curriculum which encourages self-advocacy, self-determination, sociability and employability. Moreover, we desire that students, parents and staff can speak freely and openly with one another to drive student achievement.

Academic Rigor

NELA strives to produce a rigorous, standards based course of study that engages and motivates students to become creative and critical thinkers who demonstrate confidence in problem solving. In an effort to ensure a strong, standards based, course of study, each NELA student will

maintain a portfolio which identifies the standards that are to be accomplished, are in progress or have been achieved. NELA staff will strive, through the use of professional development and community partnerships, to make learning relative, meaningful and applicable to each student. At the conclusion of each semester, students will present evidence of their learning to the community.

Health and Wellness

The staff of NELA believes the development of a young adult is not only the stimulation of the mind, but the nurturing of a sound body. Every student who Graduates from NELA will be cognizant of the impact of healthful living on the community and will have engaged in some form of physical fitness or lifetime sport throughout their tenure in our program. NELA staff will attempt to lead by example by modeling healthful living strategies.

Lifelong Learning

It is essential that every NELA student, parent, teacher, staff member and community partner believe that learning is indefinite. Whether it involves advancing in the techniques to paint a car or pursuing an MBA in Marketing, the benefits of continued learning are invaluable. Our curriculum will be such that students are encouraged to seek their own information and then apply it in a variety of academic settings.

Personalization

Personalization is one of the cornerstones to the NELA New School experience. To that end, we will strive to create an environment where students and staff demonstrate a high level of trust toward one another. Furthermore, our staff intends to not only recognize, but celebrate individual diversity which will be displayed through curriculum development and differentiated instruction.

B. SCHOOL DATA PROFILE/ANALYSIS

1. Where is FHS now? What does the data tell us about the school?

Franklin High School has been a pillar in the community for nearly 100 years and highly valued as an institution responsible for educating the youth of Highland Park and its surrounding areas. Over its many decades of service to the community, the school has produced politicians, medical practitioners, professional athletes and educators. The school's extracurricular interests have also garnered significant attentions through City Championships in numerous sports, dramatic improvement in the Academic Decathlon and Cyber Patriot competitions, as well as, receiving accolades in music and drama.

Academic Rigor

Despite the many accomplishments which the school has received during its storied history, general academic excellence has been lacking over a substantial period of time. For at least the last 5 years, Franklin has been in a state of Program Improvement Plus. During this time frame, Franklin has fallen significantly behind the academic achievement expectations of LAUSD and the State of California. In 2008 Franklin's API was 601 compared to 662 for LAUSD and 728 for California. (Table 1) Today, the school's API is 692 which is 53 points behind the District high school average and 60 points behind the state average. (CDE, 2012) Students with Disabilities and English Learners did not fare any better scoring 462 and 609 respectively, 40 or more points below the District and State average. Additionally, FHS subgroups such as Students

with Disabilities and English Learners (EL) failed to meet any of the growth targets with EL's actually losing ground. (Table 2) The data also produces a glaring realization that, as a comprehensive high school, our special education (Sp. Ed.) and EL students are markedly behind their general education peers.

School Data Analysis

API	2008	2009	2010	2011
Base	601	604	640	661
Growth	604	640	659	663

Table 1

API Subgroups	Significant	API Base	API Growth	Growth Target	Actual Growth	Met Target
Whole School	N/A	661	663	7	2	No
Hispanics	Yes	651	657	7	6	No
Socioeconomically Disadvantaged	Yes	662	663	7	1	No
Students with Disabilities	Yes	431	445	18	14	No
English Learners	Yes	592	591	10	-1	No

Table 2

Table 3 highlights Franklin's specific difficulties in English Language Arts and Mathematics as well as our failure to promote students from one grade level to the next and on through graduation.

FHS students have continued to struggle to achieve mastery in the California State Standards. In 2010-11, less than 44% of our students demonstrated proficiency and beyond in ELA. A similar result has occurred in the mathematics where FHS students only achieved 45% proficiency. Within these troubling statistics is evidence of an even greater problem: our students with disabilities and English Learners are failing to achieve 30% proficiency in either subject area.

Franklin CAHSEE results illustrate a very similar picture of inadequacy. In 2010-11 Franklin students passed the CAHSEE exam at a rate of 72.6% and 70.1% in ELA and Mathematics respectively. These numbers reflect a 2% decrease in ELA over the prior year and a minimal increase in Math. Moreover, the proficiency levels of first-time takers as a whole failed to exceed 44%.

When viewed in terms of the most recent AGT data, Franklin 2011 student achievement is trending downward compared to the 3 year mean from 2008-11. In just about every core subject area (Chemistry being an exception), Franklin's AGT scores have moved toward or below District averages. The trend does not necessarily suggest Franklin has not put forth programs and protocol to move student achievement in a positive direction, but it is potentially indicative of

staff members' unwillingness to implement reforms in their teaching practices which might lead to improved learning outcomes.

Evidence of difficulties in the classroom is exhibited by the lack of students promoting from one grade to the next. The conclusions of the 2012 school year showed that only 47% of 9th grades students were eligible for promotion to the 10th grade. When the student body is assessed as a whole, 47% failed to matriculate to the next grade. The evidence further suggests that over the course of 4 years many of these students not only fail to catch up, but instead drop-out with only 73.56% of the Class of 2011 actually graduating in 2011.

AYP				
	66.7 ELA Proficiency Target		66.1 Math Proficiency Target	
	2010-2011		2010-2011	
Group	% P&A	AMO Target	% P&A	AMO Target
Whole School	43.90%	66.70%	45.40%	66.10%
Filipinos	52.40 %	66.70%	63.20%	66.10%
Hispanics	43.90%	66.70%	44.40%	66.10%
Socioeconomically Disadvantaged	43.90%	66.70%	46.20%	66.10%
Students with Disabilities	16.00%	66.70%	18.50%	66.10%
English Learners	22.30%	66.70%	29.30%	66.10%

Promotion Rates					
2010-2011 School Year					
Grade Level	# Enrollment	# On Track	% On Track	# Not On Track	% Not On Track
Grade 9	706	260	36.80%	446	63.20%
Grade 10	559	280	50.10%	279	49.90%
Grade 11	366	230	62.80%	136	37.20%
Grade 12	443	330	74.50%	113	25.50%
Grand Total	2,074	1,100	53.00%	974	47.00%

Table 3

Graduation Rate		
Year	Class of	Graduation Rate
2011	2010-2011	73.56%
2010	2009-2010	67.71%

Table 4

CAHSEE						
	ELA			Math		
School Year	# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
2010-2011	536	72.60%	42.40%	535	70.10%	43.20%
2009-2010	549	74.30%	41.20%	549	69.90%	37.30%

CAHSEE						
	ELA			Math		
School Year	# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
2010-2011	536	72.60%	42.40%	535	70.10%	43.20%
2009-2010	549	74.30%	41.20%	549	69.90%	37.30%

Table 5

An equally disturbing trend suggests that the gains realized over the last two years at Burbank are not continuing with these students when they arrive on the Franklin campus. In each of the core subject areas, the mean scale score of the class of 2016 as 8th graders dropped when the students were assessed in similar subject areas their freshman year. For example, pre-Algebra 8th grade students had a mean score of 345 with 44% of the students achieving at a level of proficiency and above. When these same students enrolled in Algebra the following year at Franklin, the mean scale dropped to 276.5 and 11% of the students performing proficient or advanced. Students taking Algebra in the 8th grade averaged 350 and the next year dropped to 290 in Geometry. This downward progression was equally evident for English Learners and Students with Disabilities. It must be acknowledged that not all of our incoming freshmen matriculate from Burbank Middle School, but that percentage is relatively small and generally represents incoming magnet students (CDE 2011, 2012).

In searching for several root causes of the downward trends, the design team was able to identify a number of factors which have contributed to the school's growth as well as multiple elements which have led to stagnation or decline in student achievement. The design teams believes the improvement in first time CAHSEE passage rate is due in large part to intensive CAHSEE preparation in both a pullout and Saturday school format. Additionally, we feel the improvement in Franklin CST scores in ELA can be primarily be attributed to a better prepared freshman class.

When addressing the root cause of the downward movement we must look directly at the staff of Franklin High School. Generally speaking, the FHS faculty has been slow in its progression to meaningful educational reform efforts. When we began the initial implementation of Small Learning Communities our staff demonstrated reluctance to accept the challenge, but moved forward because of the financial incentive provided by the Federal government.

Just one year into SLC's the majority of the staff voted to significantly limit the personalization component of SLC's by eliminating student advisories. Although not prevalent in many classrooms, teachers who did implement the structured advisory program witnessed increased dialogue with their students. Teachers who actively engaged in the program were able to discuss aspirations and preparations for college, including the impact on the community of students attaining higher education. Advisories became a proactive way to address problems in an informal and non-threatening fashion.

From the student perspective an informal survey, which was conducted the year following the elimination of advisories, indicated the majority of students expressed regret that the program was discontinued. They believed effective advisories created an additional outlet for them to voice their concerns, as well as, to help them promote their goals. They truly appreciated having at least one adult with whom they could speak that did not bring the responsibility of teaching standards into the conversation.

The reluctance to change surfaced several more times with unfavorable votes to implement block scheduling as a means toward improving grade level promotions and graduation rates. Despite overwhelming data which has suggested change is necessary, we have not been able to mobilize sufficient numbers of the faculty to move educational reform forward.

Subsequent factors which have hindered student achievement have included: the lack of purposeful professional development, the failure to acknowledge and implement accommodations/modifications for students with disabilities, an absence of differentiated instruction in many of our classrooms, and the relevant application of content to the lives of our students.

School Culture Data

The cultural climate of the school has experienced gains and losses similar to the ebb and flow of academic rigor. Suspensions are down, attendance has improved, technological advancements continue and our extracurricular exploits are still among the best in LAUSD. Notwithstanding the aforementioned successes, Franklin has also experienced a significant downturn in the student, teacher and parental experience. Fewer and fewer students, within the current school boundaries, are selecting Franklin as their school of choice. In informal surveys, parents are citing a lack of safety and academic excellence as the primary justification for not sending their children to our school.

There is also evidence to suggest FHS is failing to create a personalized approach to learning. In the 2012 LAUSD School Report Card, 31 % of the student responding felt that teachers did not know their names. In another survey, conducted by the LA Chamber of Commerce, 60% of students felt the staff had little interest, if any, in what was transpiring in their lives. Couple this lack of personalization and a substantial increase in class size and it is not difficult to understand why Franklin is losing so many students.

In the same year-end report, parents cited a lack of connection with the school. Twenty percent of parents believed parent trainings were scheduled ineffectively so as to allow working parents to attend. More than half of the parents surveyed indicated they had not had contact with the teacher about their child's academic status.

Unfortunately, Franklin's inclusion in PSC 4.0 has not collectively garnered a cooperative spirit to move student achievement forward. There still remain just a handful of educators who are voluntarily engaging in professional development to improve their practice. Few view the student experience as a barometer for student success in the classroom and only a small fraction are willing to engage students with anything more than content. And as our feeder school realizes the fruits of their labor through a vastly improved Academic Performance Index, we have done little to observe, assess and implement successful strategies and practice.

- 2. Based on the analysis, identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated? What is the supporting evidence that leads NELA to identify the items listed above as high priorities?**

Moving the staff toward reform

NELA strongly believes there are critical areas which must be addressed if fundamental change is to occur and be sustainable over a significant period of time. The primary issue is developing a resolute and motivated staff which wholeheartedly acknowledges substantive reform is necessary. One that believes all children are capable of achieving success and will commit the time and energy necessary for such monumental changes. Without shifting the professional culture so that personnel are willing and capable of affecting change, FHS will continue to muddle in mediocrity.

Unacceptable Promotion and Graduation Rates

The 2012 LAUSD School Report Card welcomes parents with a statistic showing only 52% of Franklin students are graduating in 4 years. This number is 13% lower than the average of other high schools in the District and reflects a 4 year trend of declination. NELA believes that the mere flipping of a coin to determine whether an incoming freshman will graduate in 4 years or not is abysmal. Moreover, such data unmistakably contributes to the school's declining enrollment and substantially hinders the ability to remain the cornerstone of the community.

Grade level promotion from 9th to 10th grade is an equally embarrassing statistic with only 47% of our students acquiring 55 credits or more. For years the NELA design team has recognized Franklin's inability to move students from one grade to another. And despite overwhelming data that clearly indicates 40% of high school dropouts failed to promote in the 9th grade (National High School Center). Our staff refused to implement block scheduling, eliminated our 9th grade academy, and dismissed advisories as an unnecessary additional teacher preparation.

FHS should be the academic institution from which local young children hope to attend and one day graduate. Instead families are avoiding the chance to attend the neighborhood school, opting for nearby charter and out of area schools, where their children are more likely than not to graduate.

Lack of Personalization

The third area which must be addressed is a significant improvement in the level of personalization extended to the student body. Lois Easton's award winning book, "Engaging the Disengaged," places a premium on the relationship between student and educator. By improving the level of personalization we currently have with our students, we will inherently improve the level of trust within the school's community.

Academic personalization within our school will be reflected by acknowledging the various learning styles of students, implementing IEP specific accommodations and modifications, differentiating instructional practices and developing an awareness of student interests. NELA's vision of success, advisories and gatherings will further support academic personalization.

Disconnected Curriculum and Instruction

In addition to improving personalization, the school must also vary its instructional practices so that all learners are afforded an equitable opportunity to experience success. This includes genuinely engaging in professional development that supports differentiated and SDAIE instruction, implements strategies for full inclusion and cross-curricular instruction, and applies varied methods of classroom management such as Kagan strategies. In the current schemata, PD is driven by a top down approach, failing to include relevant issues as they pertain to FHS students. Moreover, staff members struggle to “step out of their comfort zone” in order to explore and participate in new ways to reach our students. The NELA staff must be willing to reflect upon their current practice, articulate with educators from our feeder schools and extend their learning with visits to sites such as the Eagle Rock Professional Development Center.

Low Parent and Community Engagement

Another desired area for improvement is parent and community engagement. With the exception of our Magnet center, robust and consistent parental involvement is lacking. During the first Parental workshop for the PSC process only 3 parents were in attendance and the workshop took place on the same night as “Back to School Night”. Given that “Back to School Night” was sparsely attend, the extremely low turnout for the workshop could be expected. Without engaged parents, students lack the social and emotional support necessary for strong academic achievement. Additionally, the absence of parents often presents a great disconnect between the vision of the student and the goals of the parent.

C. SCHOOL TURNAROUND

- 1. Building on the priority areas identified above as central to turning around the school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs and policies? What is the underlying theory/research that supports why you believe the previously referenced elements will dramatically improve student learning at NELA?**

Staff Autonomy and Commitment

One of the most valuable autonomies afforded New Schools is in the area of staffing. The ultimate determination of whether the NELA vision will be realized or not centers on the willingness of the staff to adopt all of our principles and guidelines. We must surround ourselves with ‘out of the box’ thinkers, who are receptive to new ideas and strategies. NELA staff members must believe that collegiality extends further than exchanging pleasantries in the hallway, but rather represents a wonderful opportunity to share successes and challenges. The staff must be committed to constant data acquisition and reflection, so as to lead NELA in the direction of student needs at all times. In referencing a common adage “a chain is only as strong as its weakest link,” so too is the success of a school dependent on the commitment of each and every staff member. For years, members of the design team have been pushing the type of reform memorialized in this document, but now believe PSC presents a genuine opportunity to implement the NELA vision.

The opportunity to interview and hire our own staff will help to ensure 100% buy-in from the start. Additionally, the “elect to work agreement/commitment letter” provides another level of confidence for the overall team by clearly spelling out the expectations for all members of NELA.

Increased Promotion and Graduation Rates

i. Schedule and Calendar

The newly implemented daily academic schedule will remain, in large part, consistent with the comprehensive high school model. With the possible exception of advisories (not currently occurring at FHS), we will each maintain block scheduling on a daily basis. The team is considering a flexible schedule that would allow a few teachers and students to either begin classes earlier than the general start time or after the regular close of school.

It is our opinion that maintaining a block schedule will facilitate improved grade level promotion and graduation rates through increased credit opportunities. The Block enhances the teacher’s ability to deliver instruction in a differentiated fashion and delve deeper into content during each class session. Double Blocking courses in 9th and 10th grade ELA and Mathematics creates additional instructional time to assist students who have displayed subject specific difficulties in the past. Block scheduling will allow NELA to create more elective offerings thereby providing students an opportunity to broaden their academic and career interests. Due to the increase in credit attainment caused by Block scheduling, NELA programming will encourage students who are on track to begin their college program, commence internships or begin their careers prior to graduation.

Should the District approve our Deferred Credit Retention program, the annual school calendar will change slightly. We will build into the schedule an additional two weeks of break time during the winter recess in order to facilitate personalized, standards based intervention. This will allow students the opportunity to receive tutoring then be re-evaluated on standards they have yet to master.

ii. Alternate Curriculum, Programs and Resources supporting matriculation and graduation

In addition to the general education curriculum, NELA will likely include Community Based Instruction (CBI), virtual classes (APEX), subject matter and CAHSEE intervention, Community Success Team, community college courses and with District approval a Deferred Credit Retention strategy.

The CBI program offering will provide an alternative instructional setting for students whose intellectual disabilities are so severe as to preclude their abilities to achieve grade level standards in the general education curriculum. Teachers who serve this population will base their instruction in the Oxford Picture Dictionary curriculum for ELD and the Unique curriculum for content. At the other end of the spectrum concurrent enrollment in community college courses and virtual learning will meet the needs of our high achievers. Our virtual academy shall serve a variety of purposes. First, students who are interested in taking Advanced Placement classes which our matrix cannot support will have a vehicle to take such courses. Second, the virtual

academy will be utilized for credit recovery. Lastly, online technology will be used to supplement instruction and prepare students for summative assessments.

When a student begins to display significant academic or behavioral difficulty in the general education environment, a Community Success Team (CST) comprised of general and special education teachers, counselor, parents, administrator, student and DIS providers will be created. The CST will use RTI² to move quickly and efficiently when needed to help identify the root cause for the problem and potential solutions. In addition to the CST, a variety of interventions will take place during school hours, before and after school and during student extended vacation breaks.

The Deferred Credit Retention program is an innovative way in which NELA wishes to guide students toward standards proficiency. The program, which has been used successfully in the Pasadena Unified School District, allows students who do not meet a predetermined percentage of standards in a given subject, several subsequent chances to demonstrate proficiency during the semester. Should a student still fall short of the mandated percentage, they will receive an incomplete in the course. The student must then attend tutoring during non-school hours to address specific standards yet to be mastered. If the student demonstrates proficiency, he then receives the grade of “C” in the course. This option should encourage students to push on in classes where they feel overwhelmed and also reduced the number of course repeated. NELA will aggressively seek grants, parents, community members and partnerships with local colleges to provide manpower and/or economic resources to support our programs.

Curriculum and Instruction

Every aspect of our curriculum must promote student engagement, demonstrate academic rigor consistent with California State and Common Core Standards, exhibit relevance, and guide us in producing the students we envision. At its core will be the backwards planning of Understanding by Design, consistent and frequent use of Project Based Learning, and the Kagan collaborative principles.

UbD is the foundation used to identify the big ideas (e.g. concepts, assumptions, principles, theories) embedded in the standards, the skills students need to know, and essential questions that will guide student inquiry. UbD’s Six Facets of Understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge) will be integrated to evaluate critical thinking and implement the NELA vision. As we give special consideration to strategies that will address student interest and engagement, teachers will develop the learning opportunities students will need to reach the desired academic outcomes. Throughout the process, appropriate scaffolding and differentiation will be implemented along with agreed upon instructional strategies to move all NELA students forward.

We feel PBL stimulates opportunities for students to engage in higher order and creative thinking in situations relative to the demands of the 21st Century workforce. For example, in Consumer Economics, students might be asked to respond to a Request for Proposal (RFP) to construct a sorely needed rubberized track and synthetic field on the FHS campus. Groups of students would then be responsible for determining the optimal dimensions of the plan and using their artistic talents to create a viable design, acquiring building costs, searching for potential funding

sources, surveying the community members and otherwise effectively communicating through the process. The task would culminate with a presentation to business community leaders. Within the context of the lessons surrounding the RFP, the teacher would make use of differentiated instruction and SDAIE strategies such as technological usage, and color coding concepts in order to meet the learning needs of all students. Business and architectural vocabulary would be introduced in a variety of ways including front loading, word walls and photos to supports our EL's. Amongst all learning groups, visual and auditory prevalent tasks should be emphasized. Additional PBL's may revolve around the LA River, Health and Wellness, community murals, Farmers Field or other areas and issues impacting the Northeast community.

Kagan structured practices enhance student abilities to build collaborative relationships, work with diverse teams, negotiate and manage conflict. Careful instructional monitoring in this setting ensures equity and accountability in-group work and encourages opportunities for student voice. As we guide students toward becoming effective communicators, an emphasis will be placed on articulate speech, passive and active listening. Each of these traits is necessary for students to engage in meaningful classroom discussions and is essential for 21st century employability.

At the heart of our instructional plan is a frequent infusion of art, interdisciplinary content and the constant reference to the applicability of newly acquired knowledge to our daily existence. As an example, in a chemistry class we might ask students to examine and predict the chemical properties and reaction of glazes used in pottery, while having the students create their own piece of art. Perhaps during a lesson in Biology about the production and breakdown of Adenosine Tri-Phosphate (ATP), students will engage in a vigorous physical activity then revisit the classroom to interpret the results of how their bodies reacted.

We believe that by significantly changing the teaching practices of our educators from teacher centered to student centered, students will take greater ownership in their education. Moreover, the NELA team agrees that by utilizing cooperative strategies and peer mentoring, we will begin to prepare our students for employment in the 21st century. Similarly, by invigorating the classroom environment and insisting on rigorous content, more of our students will graduate prepared for college success.

NELA is unequivocally committed to full inclusion in all of our core classes and where possible in elective courses. Marked research has suggested that heterogeneous grouping coupled with peer mentoring and other collaborative measures, has improved student achievement in underperforming subgroups. Currently, two of our design team members are piloting a co-teaching, full inclusion model in Mathematics, Science, Social Studies and English. They have initially reported a significant reduction in undesirable behaviors, a substantial increase in individual effort and strong improvement in academic performance. With additional buy-in from the NELA staff, we are confident we can make demonstrative gains for our struggling subgroups. In addition to the fully inclusive model, the staff intends to provide differentiated instruction whenever possible. To gain a better understanding of the individual learning styles of students we will share observations and concerns during the "vision of success", an individualized learning plan created by an instructional team (parent, student, and staff).

Finally, NELA intends to enlist a two way bilingual system to meet the needs of English Language Learners. Our program will encourage self-advocacy, social application and self-determination among this underperforming subgroup. To this end, EL's will be supported in reading, listening, writing and speaking through concurrent enrollment with non-EL's and additional staff assistance in their primary language. Hands on activities, peer instruction and an appreciation of individual learning styles will drive content meaning in both languages. ELD for all English Learners will be blended with content rich "Specially Designed Academic Instruction in English" (SDAIE) strategies to move students toward proficiency in English language and core academic content.

Assessment Plan

NELA will immediately begin to implement a number of assessment strategies and practices which will provide meaningful data to evaluate our effectiveness. From the outset, several of our core subjects will engage in teacher produced, weekly and bi-weekly common assessments. These assessments will be fluid and reflect, in large part, the standards and pacing plans established by the staff during the summer months. In addition, we will develop systemic rubric language and accompanying expectations to ensure consistency for students across all disciplines. Students will frequently participate in rubric aligned, Project Based Learning opportunities throughout each semester in an effort to bring practical meaning to their learning.

At the conclusion of each semester, students will be expected to present orally, evidence of their learning by way of "Presentations of Learning". Each rubric based POL affords students a unique opportunity to express their degree of learning before a panel of community members and a small audience of their peers. Fellow students will facilitate and offer feedback during each and every POL. Finally, portfolios, State and National summative assessments will complete the evaluation process by providing long term insight on student achievement. All summative and formative data will be used to craft modifications and adjustments to the NELA curricular plan.

NELA intends to provide instruction to students with Individualized Education Plans (IEP) according to IDEA 2004. The "least restrictive environment", will guide their placement with an emphasis in the general education setting. IEP's will be assessed annually to determine progress and reassess goals. For students who experience academic difficulty, but are not already identified in Special Education a Response to Intervention (RTI²) will be initiated.

Every new student enrolled at NELA will complete a "home language survey" to determine if the student may potentially qualify for additional services and support. Newly identified students will take the CELDT test to determine their level of proficiency for ELD. For currently identified EL students, the CELDT and "Diagnosis and Placement Inventory" will be administered annually, as determinants for their level of proficiency for ELD.

Professional Development

Professional development autonomy is another key element which we believe will be beneficial to the NELA mission. The chance to find ownership in our PD's has been few and far between, but resonates frequently in literature which promotes small schools (Barth, 1990). Our hope is to engage in teacher led PD that is unique and beneficial to the challenges faced by this New School. PD should ultimately address teaching and learning strategies which enhance the student

experience. By insisting in teacher led PD, we not only promote community buy-in, but this process encourages lifelong learning for all staff.

At times, we might focus our attention at developing components essential to improving personalization. Other PD's may explore numerous opportunities to define and improve collegiality (i.e. Critical Friends), especially as we seek peer review evaluations and articulation with our feeder schools. Still others may move in the direction of data usage in the design of common assessment. Aside from District and State mandates, NELA's professional development exercises should exhibit a constant reflection into our vision and principles and guide us in our practice. Best practice strategies will include, but not limited to Costa's Levels of Questions and Dialectical Journals.

School Culture

Changing the culture of the NELA learning community is an essential element in improving student achievement. A pervasive attitude of high expectations must run through the entire community of learners. Teachers must perceive every class taught as an opportunity to affect change. Along a similar line, all educators must also believe each and every student is capable of achieving academic success. We must constantly reflect upon our methods of practice and allow data to drive our instruction. NELA must instill an air of collegiality, which is supported by common planning time and peer evaluation. In so doing, teachers can engage in best practices, participate in cross-curricular instruction and create beneficial professional development geared toward improving the student experience.

The student element of the NELA culture must be changed to instill in every student the foundational principles of the school. Within these principles students will clearly understand what is expected of them from our school, as well as the community. Reflective journals will encourage students to take ownership in and become accountable for their education. We believe the insistence of all students embracing the NELA vision will naturally guide students to become the caliber of individuals envisioned in our mission statement.

Parent and Community Engagement

Historically, Franklin High School has struggled to garner parental and community involvement outside of its Magnet program. NELA will attempt to turn around this trend in a number of ways. The first method will be general, mass communication efforts such as electronic and standard mailings, phone blasts and text blasts. NELA has already been informing parents and students about the PSC process through the ABSS newsletter and will continue to do so during Parent Conference Night. However, moving forward, we will look to hold parent meetings at times most convenient to parents, not to the staff. This may mean hosting multiple meetings throughout a particular day or holding meetings on the weekends. Notwithstanding the additional logistical considerations, parents have frequently commented that meetings are often not convenient for them. We will also reach out to our feeder school parents at their current schools through mailings and personal appearances. NELA hopes to utilize several of its partnerships to provide tangible incentives such as gift cards, game tickets and special events to attract greater numbers of parents

Once established, NELA will maintain ongoing interaction with parents through the “vision of success” meeting, monthly teacher outreach which will include home visits and phone calls and our semester recognition events. We believe that a personal approach to outreach will yield more fruitful results.

NELA intends to further utilize services from its existing community partners while generating new relationships in and around the community. We will seek ways to bring partners into the classroom to participate in the instructional process. Our team will attempt to create relevance and inspire career exploration by taking students to visit the businesses of our partners and developing internship opportunities wherever possible. Finally, we intend to use the plethora of artistic talent in the community to support our teaching practices in the classroom while providing meaningful art related experiences for students in the community.

- 2. Describe the culture and climate (academic and non-academic) that is central to NELA and aligns with the instructional philosophy above. Why does NELA believe the culture described is the one that will turnaround the school? What research supports the NELA’s actions and the changes we expect to see?**

How should it feel for NELA students?

The NELA experience will be one that welcomes all stakeholders from their first steps on the campus, through the hallways and into the classroom. Upon entrance to the NELA space, students and guests will immediately see visual evidence of student creativity and teacher inspiration through banners and slogans placed throughout the offices and hallways. Intertwined within the artwork will be university pennants and the names of students attending those schools.

How are students in relationship with each other?

Within the classroom walls students will feel physically and emotionally secure so that maximum learning can take place. Through the implementation of small group “advisories” and larger group “gatherings,” NELA students will be guided to trust one another with thoughts, actions, and expressions. Additionally, each student will be constantly asked to expand their comfort zone in leadership through the planning of student activities. Students will be expected to eliminate profane language, derogatory comments and inappropriate slang once they enter the community. As a bridge toward developing 21st century collaboration, students will engage in cooperative activities where they not only seek to improve their own understanding, but to promote and support the learning of classmates.

How are students in relationship with adults?

Advisories and gatherings will help to foster a significant level of trust between students and staff thereby allowing students to feel comfortable and confident in seeking knowledge and assistance. It is our hope to strengthen the bond between students and staff by reinforcing the concept of community through extracurricular activities such as intramurals and off campus outings. One of the off-campus outings would be a two day wilderness experience at one of the approved LAUSD campground locations, which every student would experience during their time with NELA.

How are students engaged?

NELA students will be engaged in a variety of mediums. Instructional methodologies such as Kagan and cooperative learning will support brain based learning strategies like Understanding by Design. Within each classroom, students will apply content based standards to real-life situations in order to enhance content relevance. For example, geometry will expand from the concept of angle postulates to the design of culturally relevant buildings in and around the community and conclude with written interpretative summaries of the designs. Students will be provided the opportunity inject art in to their literature and reading. Biology, physiology and nutrition will be interwoven into Physical Education to help teach and inspire lifetime physical fitness. Technology will be embedded in all aspects of the curriculum to help support 21st century learning. Not only will such efforts bring relevance to the curriculum, but it will also guide students towards future professional interests. At a minimum our efforts will make even the least attractive subject areas practical. NELA intends to engage students in the assessment of their portfolios with incorporation of student led conferences.

How are students supported?

Developing the whole child and creating a life-long learner is at the core of the NELA vision. Within this ideal we will implement advisories to support personalization and individualized planning to ensure class accessibility for all students to grow into the vision of the school. It is our goal to support all of our students in the scope of academic excellence, social consciousness and leadership development, beginning with the “vision of success.” Within the framework of the classroom differentiated instruction will be a guiding principle. This may materialize through small group activities, full inclusion of students with disabilities, tutorial support and/or partnerships with outside resources. The academic team will frequently engage in articulation with local feeder schools to review best practices and constantly assess data to ensure every student is progressing.

What does NELA want the school to feel like for parents and families?

Our new school should feel like a very warm and welcoming place of learning from the time one sets foot into our offices. Colorful walls decorated with student designed banners and college pennants will be the first connection parents, students and the community will have with the school. This experience will be further enhanced by the use of open office space, eliminating barriers such as walls and partitions. And as our guests admire the inviting surroundings, they will be greeted by a friendly, professional, and competent individual. By design, the ambience of our offices will continue through the halls and right into the classroom.

How are parents in relationship with each other?

It is our desire to have our families commit to ownership in the school just as our staff and students commit. From day one we will work to build a sense of community ownership. Parents will be afforded opportunities to interact with each other through social functions, concerts, and comedy nights. They will celebrate the gifts of their children during events such as the “Coffee House” and NELA recognition nights. It is our desire to further improve parental relationships through common parental forums and activities with our feeder schools.

How are parents in relationship with teachers, administrators and other staff?

Parents, students and staff must be equal partners in the development of the NELA community. We must do our absolute best to operate from a similar perspective so maximum student

achievement is attainable. NELA would like to encourage each family to have a vision of their child's future then commit to a plan of action which guides the child toward that vision. Parents should feel comfortable contacting and speaking with staff members and our doors will always be open to visitors. In a similar light, the NELA staff must have confidence that classroom exercises which are sent home will be treated as a necessary step toward the attainment of the vision. This model should ensure that both parents and staff hold themselves accountable for the success of the student.

Still, we desire for the parental component of the community to extend beyond the walls of our classrooms to include extracurricular support and Highland Park Community awareness. This might include sharing in the efforts to organize athletic competitions or simply spreading the word about the positive changes taking place on the FHS campus.

We must work to include parents as part of the educational community. This will mean creating parent seats in the governance model, maintaining an open door policy and developing welcome walks. Additionally, NELA will conduct regular full community, grade level and advisory parental meetings to allow parents as many opportunities as possible to feel empowered in the learning community.

Why do we believe this culture and relationship will turnaround the school?

The unique NELA culture previously described will inevitably assist in turning the school around for at least our segment of the Franklin population. In interviews with current and former ABSS students, a common theme was a lack of personalization in the educational process. Students have also indicated there is often a lack of cooperation between students and an absence of respect between students and teachers. These same students further indicated that they desire more meaning and relevance in the content delivered.

Similarly, if we can significantly improve the involvement of parents in the education of their children and create open channels of communication then the school turnaround will be moved forward at a faster pace. Couple the above changes with a warm and inviting feel to our contiguous portion of the campus and the makeover will be enhanced.

What research supports the actions NELA plans to take and the changes we expect to see?

The Eagle Rock School and Professional Development Center (ER) in Estes Park, Colorado has been one of the primary guides in the NELA vision. ER has been educating students otherwise not successful in the traditional setting and providing guidance for reformative schools for more than 20 years. Currently, they are successfully educating 3 former FHS students, who would have otherwise dropped out of the LAUSD system. The school's success can be attributed directly to improved relationships between staff and students, a commitment to the school's ideals by the entire learning community and the belief that positive student experiences drive academic improvement (Brown, 2008). Additional support stems from Cotton (1996a, 1996b) who studied the affective and social benefits of small schools and found: improved student, teacher and administrator attitudes, better attendance, increased extracurricular participation, less disruptive behaviors, more innovative practices by teachers and education equity.

3. How will NELA engage the school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

- a. In order for NELA to move its vision forward, several actions must be realized. First and foremost, we must fully inform the community about the fundamental elements and purposes of the plan. To date, a number of steps have been taken to meet this objective. From the standpoint of staffing, we must initially attract educators, in all subject areas, who genuinely endeavor to move student achievement forward and are unwavering in their resolve. These individuals must also be willing to make sacrifices of their time and energy like never before, to work cooperatively, and modify their teaching practices as needed. Currently the Design team is presenting outlines of this plan to ABSS staff and prospective teachers on and off the FHS campus. Once the staff is determined, we must immediately commence with professional development, which prepares our team for the task at hand.

Our students must believe they are capable of achieving greatness. They must come to realize what is expected of them academically, socially and civically. It is hoped that many of the students, familiar with the design team members and their current professional practice, join NELA. We will rely on our ability to rebrand the concept of education on the Franklin campus to attract 8th graders from area schools.

NELA parents also must believe their children are capable of achieving greatness. They must work as our partners in the educational process and support their children in their quest for knowledge. We must find an abundance of parents willing to give of their time to serve the many needs of the school. Lastly, we must encourage our families to celebrate myriad successes we intend to accomplish as a new school.

- b. The timeline established in Appendix B describes the actions NELA will take to move the turnaround plan forward. In the first few months following plan submission the design team will begin outreach and recruitment at our feeder schools, as well as, the families at FHS. Initially the outreach will be tailored toward committing 8th graders to Franklin High School until plan approval. Once approved, the team will be very active in attracting students to NELA. If more than one of the plans submitted for Franklin is approved, we will immediately engage in conversation with the other schools regarding protocols for recruitment. In addition, the team will present its finished proposal to the Historic Highland Park Neighborhood Council and post the document on the FHS webpage to generate awareness of our new school.

As we await the Superintendent's approval, the NELA team will continue its efforts to recruit potential staff members both on and off the campus. We are already reviewing data to determine which current and former instructors have garnered the best academic results with their respective students. Once staff members are identified and hired, we will begin planning for the next year and designing professional development (including a trip to ER in Colorado).

Parents were presented with the NELA during the PSC process and subsequently were given the opportunity to respond. This process must be fleshed out further as we move into the implementation phase through mandatory informational meetings and newsletters.

D. Implementation

1. How will NELA monitor the implementation of the turnaround efforts?

From the time of submission of NELA's proposal, the design team will actively begin implementing the short and long term plans of action that will move the NELA vision forward. As we do so, it will be imperative that we frequently reflect upon our vision and objectively assess our progress or absence thereof. Each and every decision on behalf of NELA whether by the Governing or School Site Council, the design team or individual teachers must be made with the NELA principles, vision and benefit to the student experience clearly as the focal point. To this end we will constantly reflect, as a team, the purpose and effectiveness of policies, strategies and programs. It will be expected that almost all outcomes will be measureable and in advancement of the school's culture.

The personalization component of the vision will be measured by the effective implementation of mixed grade advisories and gatherings. Our staff will initiate a transition from staff led to student facilitated meetings and discussions. Staff and students will eat together during lunch time at least once per week with goal of increasing mealtime contact to 3-5 times per week. Personalization will be further monitored by the number of salutations that take place as students and staff enter NELA's contiguous space and classrooms. Students will participate in biannual surveys to supply further insight into the effectiveness of our various programs and strategies.

Curriculum and instruction will also undergo significant scrutiny to evaluate NELA's ability to improve student achievement. Within the classroom, NELA educators will utilize a variety of assessments to demonstrate evidence of rigorous, standards based instruction and learning. Measurement tools will include teacher drafted weekly or biweekly common assessments in Mathematics, English Language Arts and Science and common rubric based evaluations for cooperative and Project Based Learning assignments. Student surveys and in classroom questioning will also enhance our short term assessments. Summative assessment results, Academic Performance Index and Academic Growth over Time indicators will provide evidence of our long term progress.

NELA's Parent and Community engagement will be measured by several barometers. First, we will determine how involved our parents are by the sheer numbers which turnout for our compulsory "vision of success" meetings. Further evidence of involvement will be measured by attendance at general events like Parent Conferences, the "Coffee House" and participation in our learning walks. Parent participation data will also be addressed through surveys, volunteer hours performed, contributions to our community suggestion box and teacher contact records. The involvement of the community will be determined by the number of active partnerships and numbers of volunteers engaged in the NELA learning experience.

The issue of declining enrollment shall be an ongoing concern as NELA and Franklin High School work to develop a reputation of success. In the short term, our team will meet with other educators from our feeder school notifying them of our vision and engaging in articulation. NELA will visit these same schools in order to create a connection with future students and in turn invite them to activities taking place on the FHS campus.

2. What are the most significant barriers to successfully implementing the strategies, practices, program, policies identified for turning around the school?

Staffing

The most glaring, potential barrier is the inability to garner a staff which demonstrates a 100% commitment to the vision and high expectations NELA has set for all stakeholders. The ideal staff member must possess expert level credentials, be willing to sacrifice their time, beyond the traditional workday without recompense, and is naturally willing to become a lifelong learner.

In order to counter this potential barrier to success, NELA will rely on the staffing autonomy afforded New Schools to bring on board team players. As the Design team was established, a laser-like focus was used to identify persons who had previously sought educational reform, who were familiar with the FHS community of students and who voluntarily had engaged in professional learning. This same deliberate effort will be used by the Design team to complete the remaining components of the credentialed and classified staff.

Creating Personalization

The next significant barrier to overcome is to move our instructional practice from distant learning to one embedded with personalization. Currently, the culture of the student-teacher relationship is without meaning and commitment to the needs of each student. FHS educators have become so engrained in covering District standards that they have lost the ability to connect with students other than in the rollbook.

The NELA education model will create opportunities for personalization on numerous levels. Our first chance will be our mandatory “vision of success” team meeting that takes place prior to the beginning of the school year. This meeting provides a unique opportunity for the student, parent and NELA to establish individual goals much in the way of Special Education IEP’s. The goals, responsibilities, expectations and understandings shall be memorialized and reviewed several times throughout the school year.

The second opportunity to bring the NELA community together will take place during an off campus outing. NELA will partner with EduCare, LAUSD Outdoor Education, Los Angeles Maritime Institute and others to provide genuine team building activities for each grade level away from the FHS campus. Our hope is that in the first four years of NELA’s existence, each student will participate in an off campus team building experience.

Two additional means for increasing the personalization component of the NELA plan will be the implementation of advisories and gatherings. The advisories will take place several times per week for approximately 30 minutes each meeting. Advisories programs will be created by the staff and all staff members, certificated and classified will participate. The primary purpose of the program is to increase personalization, reflect upon the “vision of success”, and stimulate

discussion about personal and civic responsibility. Our “gatherings” will occur once per week and will serve as a forum to introduce ‘words of the week’, identify community issues, recognize student achievement, announce community activities, and set the academic tone for the week. Each gathering will be facilitated by several staff members, but will involve student leadership and engagement on a regular basis.

Modifying Curriculum and Instruction

Another major barrier to NELA’s success could be the inability to modify our approach to curriculum and instruction. Currently, our staff engages in direct instruction as the primary method for delivering content. Teachers are overly concerned with addressing every standard and following the District pacing plans rather than paring down the content to the most essential standards then providing differentiated instruction to instill mastery. FHS teachers are uncomfortable with full inclusion for students with disabilities and lacking in meaningful SDAIE strategies for English Learners.

In order to address this particular obstacle, NELA will implement ongoing professional development, common planning time and peer mentoring to help teachers become confident and proficient in various methods of content delivery. Often times, teacher led professional development will involve articulation with our feeder schools. At other instances, cohorts of teachers will attend commercial PD’s and visit out of area schools then share their findings with the rest of the staff. NELA will move its teachers into common assessments, common rubrics, PBL, Kagan practices and the implementation of Presentations of Learning (POL) to support the instructional program. The POL is a culminating exercise which requires the student to present evidence of their learning and its application to their “vision of success.”

We will develop a co-teaching model that supports full inclusion for both RSP and SDC students as well as the general education instructor. NELA will rely on peer mentoring and cooperative learning to provide numerous practical applications of academic content. The NELA program will, through the use of relevant materials, prepare students for careers in the 21st Century and post-secondary education.

NELA will do its very best to encourage a community of learners that includes students, staff and parents. Collectively, all stakeholders will begin to understand the importance of lifelong learning. Whether this takes the form of classroom instruction, career enhancement or simply understanding our individual impact on the world, an emphasis on continuous learning shall be ever present.

Unable to follow timelines

The last major obstacle which might detract from the success of our program may be unexpected interruptions to our timeline. Appendix B describes NELA’s implementation timeline from the date of submission until the opening of the school in 2013. And while we certainly cannot expect to follow all aspects of the timeline exactly, we do hope to move forward with those aspects in which we exercise full control. In areas where there is a potential for delay, NELA will develop contingency plans so that the vision can proceed in a reasonable fashion.

E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

1. If applicable, what alternative governance model has NELA chosen? What is the rationale for selecting this governance model? Why does NELA believe this model will best support the successful implementation of the proposed plan?

NELA believes in the small school (grades 9-12) model when providing instruction. And while we cannot elect a Pilot School plan as a new school, once approved, the team fully expects to ratify a Pilot School governance model with its associated autonomies. In the meantime, NELA will implement a temporary governance model that is representative of our community and consistent with District guidelines. This model shall maintain at the forefront of its actions, the NELA vision, while working to foster consensus based decisions at every step. It is the intention of the Design team to utilize the majority of waivers afforded to schools under the LIS plan. The rationale for The Northeast Leadership Academy is as follows:

Commitment to Excellence

For a number of years the Design team has been insistent on reforming the educational practices at Franklin so as to completely change the culture of learning from stagnation to growth. The New School model lends itself nicely to addressing the challenges facing Franklin High School students and provides a mean for affecting positive change. Moving into a LIS model allows the team to become a small school. This, in turn, creates reasonable opportunities to personalize the process of educating young people and leading them to excellence. The mutual consent aspect of a New School works to ensure our staff has a 100% commitment to the common beliefs and vision of the school.

Getting to know the Students

The ideal small school population, numbering from 450-550 students, creates a window for personalizing the process of educating youth like we have never experienced before. The school day can be slightly redesigned to create advisories. Special efforts can be made to reach our struggling subgroups instead of losing them in the vastness of the comprehensive high school. Student attendance can be monitored more closely with a cohort of teachers operating in contiguous space and student academic progress checked by a team instead of a single counselor. Parents can be integrated into the learning community with greater frequency and increased levels of participation as more meaningful relationships are established within a small cadre of teachers.

Budget Autonomy

Budget flexibility is also an area of intrigue in the New School model. No longer must funds be first channeled to the benefit of a few, but can be used to enhance the learning experience for all students. NELA does recognize that managing a budget on a campus shared by two or more schools will require considerable collaboration in areas such as facilities management student health care and psychological services, but the team strongly believes we will work effectively with the other teams.

Changing Professional Practice

The New School model also provides for “elect to work agreements/commitment letters” to be instituted on each campus. This element is essential to the immediate and long term commitment of the staff. Our agreement will require every staff member to implement current instructional strategies such as Full Inclusion, Understanding by Design, Project Based Learning and Kagan instructional strategies into their regular teaching practice. Teachers will also be required to take part in class and larger level advisories, take a leading role in a school activity, make contact with parents at least twice per semester and participate in 2 hours of professional development/collaboration each week.

Engaging the Community

In early August, the NELA staff participated in a vote to determine whether the ABSS SLC would submit an application for conversion to a Pilot under PSC 4.0. The results of the vote indicated that 9 of 15 staff members were in favor of moving the SLC into an autonomous configuration, but one additional vote was needed to submit such a request under the current Collective Bargaining Agreement. Notwithstanding the voting outcome, the support for the plan was certainly sufficient to warrant a new school RFP to be submitted. Additionally on August 16, 2012, members of NELA made a presentation before the HHPNC to advise them of what was transpiring at FHS under the Public School Choice process. The message consisted of a historical perspective about how Franklin became a part of PSC 4.0, the intention of ABSS to vote and the resulting options, plus a snapshot of the new school vision. The presentation was extremely well received with several audience members publicly displaying their support and several others reaching out to the NELA team leader to give their blessings.

Smaller is Better

The NELA team strongly believes the small school 9-12 autonomous model is the only way to generate measurable and sustainable change on the FHS campus. History has shown a general unwillingness on the part of the FHS staff to affect substantive reform. In 2006, Franklin High School feebly transitioned into multiple Small Learning Communities (SLC’s). Despite the conversion to a small school model, Franklin has never fully embraced the concept either as a staff or administration: staffing is unbalanced, classes lack purity, thematic electives have been trivialized, and additional autonomy principles neglected entirely. Couple the historic refusal to accept a small, personalized approach to learning with recent administrative changes and there is little hope of genuinely moving the school forward.

2. What autonomies does NELA anticipate it will need to effectively implement the elements of the plan? What is the rationale for requesting this autonomy?

Methods of improving pedagogy

NELA will assess which pedagogical methods will best lead its students toward improved academic achievement. Full inclusion for students with disabilities and concurrent enrollment for EL’s will inevitably be at the heart of our pedagogy. Additionally, we will seek common planning time, articulation with our feeder schools and cross-curricular instruction to bring about best practices. NELA also intends to exploit various intervention and motivational strategies to

drive academic excellence in all students. Autonomy in this area will allow NELA the flexibility to strategically experiment without reservation.

Curriculum

The NELA curriculum will not only meet, but exceed District and State minimum standards in preparing our students for career and college readiness. To this end we are seeking autonomy to infuse art throughout the curriculum. We are also looking to include civic responsibility, physical fitness and healthful living as looping courses in the NELA academic plan. Moreover, NELA will predetermine its instructional standards in all subject areas, while stepping away from several District standard guidelines. The team believes curricular autonomy is essential to employing the course of study we feel will develop well rounded young adults.

Assessments

It is hoped that NELA will have autonomy in its assessments which will be created in compliance with District and state requirements. Our teacher developed common assessments will mirror the standards and pacing plans of NELA's curriculum and will be implemented on a weekly and biweekly basis. Student portfolios and Presentations of Learning which display effective communication, creative thought and academic rigor shall also be a major component of every student's annual assessments. NELA trusts that the above referenced assessments will assist in identifying specific strengths and deficiencies, further supporting our goal of personalizing education.

Scheduling

NELA is seeking scheduling autonomy to allow for advisories, gatherings and Deferred Credit Retention. We also are asking for the flexibility necessary to commit our teachers to supervision as needed, attendance at special events, and additional Professional Development time above the minimum District guidelines. We expect that every member of the team will engage in at least two hours of professional development each week. A flexible schedule will also allow us to offer classes prior to the general start of school and after the close of school.

Internal Organization

In order to implement one of the primary personalization components of our plan, we will need to create special groupings of students called advisories and gatherings. We would also like to reserve the right to setup additional groups based on school need.

Professional Development

Our professional development will be teacher designed and implemented in sequences which meet the needs of our students and vision of the school. PD will directly align with our Instructional Plan and also move the school toward Common Core national standards. Notwithstanding, all legal and compliance related professional development shall be presented to the staff in full accordance with such mandates.

Budgeting control

Budget autonomy will allow us to use our resources in the most effective way possible. Though much of the budget will be tied up in salary and benefits for employees, NELA will seek discretionary use of funds to support classroom instruction, professional development and supplementary services. Should multiple school plans be approved for the Franklin campus, we will attempt to work collaboratively, with the other schools to cover the operational costs of running the facility.

Mutual consent requirement for employees

NELA wants the right people in the right place with the same goal. Therefore we will request Mutual Consent for employees who desire to work in our educational model. This means the District shall refrain from mandated priority placement for any NELA openings. Instead, the Design team and subsequent governance group shall hire individuals who voluntarily and unequivocally commit to the NELA plan and vision. The essence and necessity of 100% buy-in from all staff members has been addressed numerous times throughout this document. The autonomy sought will not eclipse placement rights protected by legal and/or District-UTLA mandates.

Teacher Assignments

Following in-line with Mutual Consent is NELA's ability to determine teacher assignments based upon the best interests of the school. This autonomy will include assignments to cohorts, co-teaching models, grade levels, subjects and classes. Flexibility in this area will provide for looping, full inclusion, enhanced elective offerings and personalized groupings.

Staff Appointments

Once established, the NELA governing council will determine the protocol and process for selecting coordinators, cohort leads and the like. This bit of freedom will once again allow NELA to place the best people in the best position for success. All staff members of NELA will be expected to take a leading role in a task, club or other necessary assignment.

Health and safety

The Health and Safety waiver will be utilized to incorporate Health into one of our other subject areas such as Physical Education or Biology. The waiver will also allow us to have several teachers trained to provide Health instruction to our students. By using cross-curricular methods to meet the Health requirement, we can open additional elective classes.

F. SCHOOL PLANNING TEAM

Team Development

The NELA planning team reflects a continued commitment to improving student academic achievement and personal growth by a group of educators originally committed to the implementation of SLC's. Four of the team members were directly responsible for drafting the Arts, Business & Sports Science Academy (ABSS) plan. Additionally, we have added several recent alumni, current parents and students to the design team. Moreover, we have broadened the planning community to include input from the Historic Highland Park Neighborhood

Council, SLC partners and several students who lacked success at FHS, but are now thriving at Eagle Rock School in Estes Park, Colorado. Each member of the design team is genuinely concerned about the lack of personalization and student achievement currently existing at Franklin and is committed 100% to the vision which this plan represents.

Team Selection

The members of the design team were selected through a variety of measures. Three members of the team are part of the current NELA teaching staff and have been unsuccessfully attempting to educational reform forward for several years on the FHS campus. The two additional educators are former NELA staff members who have demonstrated self-initiated professional growth while also participating in the PSC process at two separate schools.

The non-teaching members of the team expressed interest of participation once they learned of the PPSC process and the team's intent to draft a plan. Among these persons we strongly believe we have enlisted the services of individuals which can provide evidence of real life student and parental experiences as well as potential solutions.

Team Members

Brian James is the Leader of the NELA design team and the current Lead Teacher for ABSS. Brian possesses myriad degrees and credentials including; Juris Doctor, Administrative, Special Education, Adapted Physical Education, Physical Education, Biology and Life Science. He has more than 20 years of public and private school teaching experience ranging from K-12. Brian is currently providing instruction to students in the Community Based Instruction program. Outside of the teaching arena, Brian spent many years as a contract advisor for Professional Athletes, has served on numerous community boards and has coached youth sports for decades.

Jami Anderson is currently teaching SDC Math and Science for NELA. He possesses a Mild/Moderate Special Education credential with VPSS specialization. Jami has been a champion for full inclusion and is currently piloting a program at FHS. He has been teaching for 9 years after retiring from professional football and currently serves as an assistant varsity football coach. Jami continues to push for equity and access for FHS students with disabilities while demonstrating multiple teaching strategies within the classroom.

Rick Lujan is a retired Armed services member who functions as an RSP teacher within NELA. Similar to Mr. Anderson he fully supports full inclusion and believes the school must do a better job in educating students with disabilities and English Language Learners. Through his efforts, general education teachers in English and Social Studies are being held accountable for recognizing, acknowledging and implementing the accommodations and modifications listed in the IEP's of students. Rick has been teaching for 16 years and possesses a credential in Special Education with a VSPO certification.

Grace Jones is a Health and Physical Education teacher at Gardena High School who was formerly a Co-Lead Teacher with Mr. James during the first couple of years of NELA. She is now an SLC Lead Teacher for one of the Gardena academies and has been involved in the implementation of the Gardena P.S.C. 1.0 plan. Ms. Jones is a tireless worker who understands the needs of students from the Highland Park Community and shares the NELA vision. Grace brings 25 years of domestic and international teaching expertise to the team.

Loren Lew has been teaching Mathematics and Business for a score of years. Recently, he has been teaching at the Los Angeles Academy for the Arts a school which has also gone through PSC. Loren formally taught at Franklin before being displaced. While at Franklin, Loren had a tremendous rapport with his students as he practiced personalization on a daily basis. Loren has made several visits, with team members, to the Eagle Rock School and Professional Development Center in Colorado, gaining greater and greater insight of new methods to move student achievement forward.

Lilly Jaimes is the parent of two children currently attending FHS and is an alumnus of the school. She is committed to the success of her children and is present at every Open House, Parent Conference or student recognition nights.

Adriana Martinez was a member of the 2010 NELA graduating class. She is an extremely intelligent young lady who brings to the team a perspective of what is necessary to be career ready in today's work force. Currently she is working in a law and providing residential care for one of the partners in the firm. Adriana feels very empowered to affect change as a member of the NELA design team.

Andrea Rendon graduated with the class of 2012 and currently has two siblings attending Franklin. She is now a freshman at Cal Poly Pomona. While at Franklin, Andrea was a member of the NELA leadership team and the producer of The Coffee House a student run talent show. Andrea was very involved in creating the vision for NELA.

Amanda Jaimes is senior at Franklin, the daughter of Lilly Jaimes and a member of the NELA academy. Amanda is an extremely insightful young lady who sees the value and necessity of reform on the campus. She has been specifically charged with identifying ways to provide support for students beyond the classroom.

Clarissa Guzman is also a senior and member of the NELA academy. She has transfer to several schools during her high school tenure and represents the student which needs the personalized student experience to help get her across the stage in 2013.

The Involvement of Parents and Community Stakeholders

Parents and the community have been involved in the development of the NELA plan on several levels. Initially, the team began the conceptual process by informally surveying parents of students attending FHS and also the parents of students attending schools outside of LAUSD. This process was utilized to gain a general understanding of what parents were looking for in an educational institution and to gather information about the successes of other programs. The team held a meeting with Franklin parents whose children are members of various academies to dispel any notions of destroying Franklin and to allow parents to review and provide input into the proposal. In addition, the NELA team made presentations to various stakeholders at the District sponsored Parent and Community Engagement meetings.

Members of the team also made a presentation to the HHPNC explaining PSC, providing a historical context to SLC's on the campus and then describing the vision to those present at the meeting. One of the roles the HHPNC will take on is the infusion of art throughout the curriculum. They have agreed to bring local artists onto the campus as well as engaging students in art projects around the Highland Park neighborhood.

Appendix A

References

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Appendix B

Proposed Timetable

Plan Submission	by October 31, 2012
District Review and decision	November –December 2012
Staff selection (to be performed by the Design Team)	
• Principal	by January 18, 2013
• Staff (to include consultation with other schools)	by February 15, 2013
Student Recruitment and enrollment	
• Middle School visits and presentations	November 2012 – April 2013
Parent and Community Engagement	
• Parent recruitment meetings	November 2012–March2013
• Partnership development	November 2012-May 2013
• Summer gatherings	June –August 2013
• Vision of Success Panels	July 29 – August 9, 2013
School Calendar	by April 2013
Curriculum	
• Kagan, Full Inclusion and PBL training	April –August 2013
• Develop PBL structure	June-July 2013
• Develop common rubric	April-July 2013
• Establish Advisory protocol	April-July 2013
• Feeder School Articulation	November 2012-April 2013
• Establish summer reading	May 2013
• Virtual Curriculum Development	April-July 2013
Assessment Tools	
• DARTs and Core subject common assessments	April –July 2013
Student Support	
• Peer Mentoring	August 2013
• Advisories	August 2013
• Gatherings	August 2013
• Outside agency support (planning)	March-August 2013
Facility Planning	
• Coordinating contiguous class usage	February 2013
Operations	
• Master Schedule	April-May 2013
• Determine shared plan with other design teams	March- May 2013
• Develop supervision schedule	July 2013
• Establish Behavior Support Team and Protocol	July 2013
• Ongoing discussion with other Pilot Schools	November 2012-August 2013
• Train Special Education Administrative Designee	May-June 2013

2011-12 Accountability Progress Reporting (APR)

State Report - Growth API
 2012 Growth
 Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division



10/11/2012

2012 Growth API Links:

- [2011-12 APR](#)
- [2011-12 State API](#)

[2012 Growth API](#)

	All Grades	Grades 2-6	Grades 7-8	Grades 9-11
Overall	788	815	792	752
<u>Student Groups</u>				
Black or African American	710	748	710	665
American Indian or Alaska Native	742	766	737	719
Asian	905	922	925	875
Filipino	869	893	884	834
Hispanic or Latino	740	770	740	701
Native Hawaiian or Pacific Islander	775	809	778	732
White	853	879	862	817
Two or More Races	849	878	856	804
Socioeconomically Disadvantaged	737	767	736	696
English Learners	716	764	692	650
Students with Disabilities	607	671	586	518

[Number of Students Included in the 2012 Growth API](#)

Appendix D

2011 - 12 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Report

Growth API

2012 Growth

Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 10/11/2012



2012 Growth API Links:

LEA: Los Angeles Unified
 LEA Type: Unified
 County: Los Angeles
 CD Code: 19-64733

(An LEA is a school district or county office of education.)

<u>Groups</u>	<u>Number of Students Included in 2012 API</u>	<u>Numerically Significant in Both Years</u>	<u>2012</u>	<u>2011</u>	<u>2011 - 12</u>
			<u>Growth</u>	<u>Base</u>	<u>Growth</u>
LEA-wide	416,460		745	729	16
Black or African American	36,627	Yes	696	679	17
American Indian or Alaska Native	1,395	Yes	754	747	7
Asian	16,488	Yes	909	893	16
Filipino	10,318	Yes	863	848	15
Hispanic or Latino	312,515	Yes	723	707	16
Native Hawaiian or Pacific Islander	1,443	Yes	792	759	33
White	36,849	Yes	874	863	11
Two or More Races	600	Yes	805	786	19
Socioeconomically Disadvantaged	344,647	Yes	728	712	16
English Learners	197,134	Yes	677	664	13
Students with Disabilities	53,956	Yes	554	528	26

FRANKLIN SENIOR HIGH
820 N AVENUE 54
LOS ANGELES, CA 90042



HOW DOES YOUR SCHOOL MEASURE UP?
Find out more at <http://reportcard.lausd.net>

Developed in partnership with



Dear Parent or Guardian,

Our responsibility for educating our children is to work together as a team—the school and district staff, parents, guardians and families, and students themselves. We all need to make our best efforts, individually and as a group, to support our students, believe in their abilities and potential, and create conditions for their success.

The 2010-11 School Report Card, revised with input from various parent and community groups, is a valuable tool for you to learn about your student's school. Bring this document with you when you visit with your student's teacher(s). Learn how your school is working to help your student read, write, think, and speak at or above grade level. Ask questions. Find out how you can help. We are a team, and we need you!

Students Graduating in Four Years

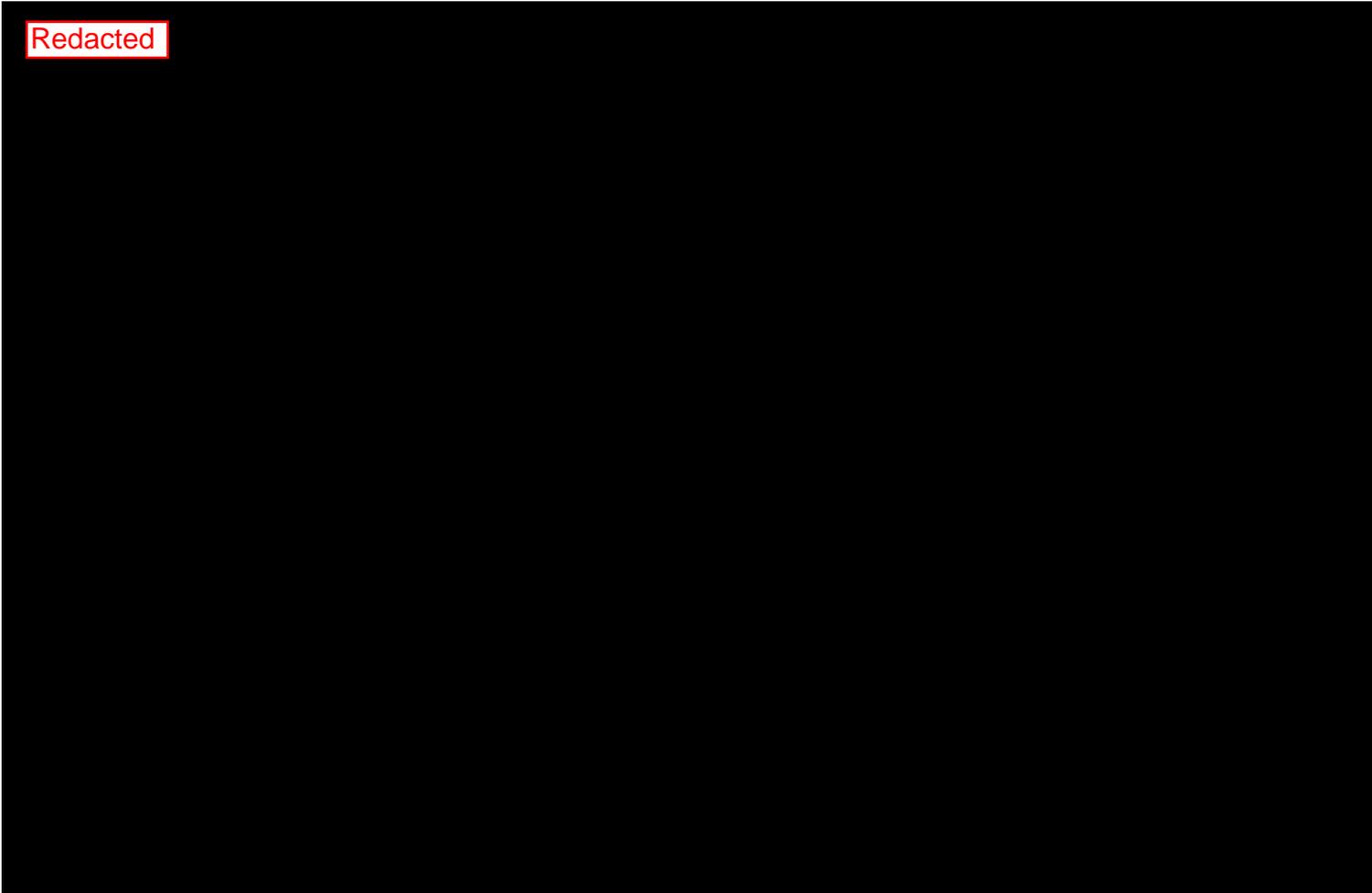


Dr. John E. Deasy
Superintendent

Joseph C Nacorda
Principal

FRANKLIN SENIOR HIGH

Redacted



Community Meeting Dates

08/16/12	Historic Highland Park Neighborhood Council Presentation
08/29/12	Community Meeting
09/07/12	Student Meeting
09/18/12	Student Alumni Meeting
09/25/12	PSC Parent meeting
10/8/12	Parent Meeting
10/8/12	Student Alumni meeting
10/9/12	PSC Parent Meeting

Public School Choice 4.0 Waiver/Autonomy Checklist

School Site: Benjamin Franklin High School _____

Proposed School/Design Team Name: Northeast Leadership Academy (NELA)

Proposed Governance Model (mark all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Traditional | <input checked="" type="checkbox"/> Pilot | <input type="checkbox"/> Expanded School Based Management |
| <input checked="" type="checkbox"/> Local Initiative School | <input type="checkbox"/> Affiliated Charter | <input type="checkbox"/> Technical Assistance Partner |
| <input type="checkbox"/> Limited Network Partner | <input type="checkbox"/> Full Network Partner | |

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

X Methods of improving pedagogy. Rationale on page(s): 5, 11, 13, 16-18, 21, 23, 25, 26 _____

School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).

X Curriculum. Rationale on page(s): 5, 11, 13, 22, 26 _____

Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).

X Assessments. Rationale on page(s): 14, 20, 26 _____

Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.

X Scheduling. Rationale on page(s): 12, 26 _____

Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

X Internal organization. Rationale on page(s): 17, 22, 26 _____
School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

X Professional development. Rationale on page(s): 22, 26 _____
Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

X Budgeting control. Rationale on page(s): 24, 27 _____
General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

X Mutual consent requirement for employees. Rationale on page(s): 22, 25, 27 _____
A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

X Teacher assignments. Rationale on page(s): 27 _____
Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

X Staff appointments (e.g., department chairs). Rationale on page(s): 20, 27 _____
Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

Discipline & codes of conduct. Rationale on page(s): _____
School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

X Health and safety. Rationale on page(s): 27 _____
School's health/safety matters, aligned with District-wide health/safety mandates.

Additional Waivers: (list waivers requested _____)

Applicants selecting "Additional Waivers" must provide a rationale for the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.