



Pilot School Proposal: Academic Leadership Community

Part One: Overview

“When teachers and students have little opportunity to come to know one another well, and students have little opportunity to relate to any adult in the school on an extended, personal level, it should not be surprising that the cracks into which students can fall become virtual chasms.”

—Linda Darling Hammond

The Academic Leadership Community (ALC) took life when a small group of teachers at Belmont High School started the AVID program in the fall of 2003. We began with 65 freshmen and have expanded by grade level each year. In the fall of 2005 our students and teachers began planning our small learning community to be housed at Miguel Contreras Learning Complex (MCLC). When we moved to MCLC last year there was an indescribable excitement on the part of students and staff as all of our planning finally was coming to fruition. Our ALC community has taken root nicely at MCLC, where we have contiguous space and relationships with the other small learning communities and schools on campus. While our program does not dictate special facilities, our foundation of community does. We have created our community at MCLC and plan to stay here.

The Academic Leadership Community is a community in the truest sense. The academic environment is what makes our school unique. Visitors to the school sense it and always comment on how the school feels like a great place to be. Describing an academic environment can feel nebulous, however, our team has consciously fashioned the environment that students, staff and family experience when they come on campus. A short look at our history illustrates why we chose academics, leadership and community as our pillars and the power that these have had on our school environment.

Statistics as well as testimony attest to the fact that it was difficult to meet the needs of individual students at Belmont High School as a large comprehensive school. We had over

5,000 students on three tracks coming from a community where there are more than 7,500 high school aged students to serve. Each year we would enroll about 1,500 new freshmen and in four years we would watch about 600 of them graduate. After attending a graduation where of the approximately 600 graduates only 32 planned to attend a four year college or university, a team of staff decided to start an AVID program and focus on empowering students to prepare for college.

Because of the size of Belmont, we wanted to foster an environment that was personalized; and because of the statistics, we wanted to create a rigorous curriculum and instill a desire to work together for a change in school culture. Thus, when the opportunity to apply to become a small learning community arose in 2005, we were ready to establish the Academic Leadership Community. Our students had already become academic leaders on campus and naturally required a strong voice in the formation of our new school. They became our advisors, helping us develop vision and policies, including course offerings, activities, recruitment practices, bell schedules, and interviewing potential staff. They were invaluable to this process and learned a great deal. Students exhibited their leadership abilities and ownership of our school's vision and program. After watching students' leadership qualities emerge in this process, we have confidence in students' ability to collaborate and work hard to strive for excellence. Students in the ALC continue to help set and implement school policy, mentor freshman and sophomore classes, interview prospective staff, advise our adult leaders and help ensure that our campus is a safe, academic environment.

A day in the life of an ALC 9th Grader:

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ Student has an LAUSD advisory class and teacher mentor. ▪ Student must take LAUSD required courses and participate in LAUSD periodic assessments. ▪ District policies regulating instructional minutes for teachers and passing periods limit bell schedule options. ▪ Classroom teachers must follow district mandated curricular guidelines. 	<ul style="list-style-type: none"> ▪ Student takes a Foundations Pathways course with a teacher mentor. The advisory curriculum projects center around our foundational interdisciplinary curriculum. ▪ Interdisciplinary connection centered on personal and world health. This includes a global awareness course, a physical health course, and academic courses which focus on academic health, literacy and numeracy. ▪ Tuesday bell schedules will be altered to enable students to enact their Leadership Development Plans and for staff to have extended professional development and co-planning time.

A typical day for an ALC student includes five classes that advance the three pillars of our school vision. Academically each student has a rigorous schedule that meets the A-G requirements for college entrance.

When our ninth grade student enters her first period English class, she enters a community of learners that reflects the community in which she lives. Her friends and neighbors will be studying with her, from the most highly gifted writers to those students identified as English Language Learners and having learning disabilities. The teachers (inclusion specialists and content area teachers) will co-plan for an environment in which each student must find her or his place in the classroom community. Those who are gifted in reading and writing will be grouped to help those who need support to meet the rigorous standards of the course. Her English course will not only teach the content standards for the state of California, but will also teach the meta-cognition of the subject, encouraging her to reflect on the importance of literacy and how literacy contributes to her overall personal health and goals. Reading and writing activities will be designed to help her focus on her individual leadership skills and on global issues to contribute toward her work on a grade level project. As she moves through the school day, our ninth grader will be encouraged to think and make connections between content areas and to connect her learning to her community and the global community.

After period one our ALC student will attend her Foundations Pathways course. This class is the center of our student's experience in the Academic Leadership Community. The student will work with her peers and teacher/advisor to facilitate all students' academic success and leadership development

In her Pathways class our student will inventory her personal strengths and interests and analyze her quarterly transcripts by looking at her grades, GPA, and test scores. She will develop a year long Academic Leadership Plan (ALP), including a leadership development proposal and quarterly academic goals that are specific and measurable. She will determine the action steps she must take to attain her goals and share the plan with her teacher/advisor and peers for review. Additionally, one time a week she will bring academic questions from classes where she needs specific content support. The questions will be addressed in collaborative groups. In the spring our student will write a summer leadership plan so we can support her time off, time with family and friends, educational or community service plans while she is away from us for the summer.

After her Foundations Pathways class our student will enter her Geometry class which like her English class and all academic courses, will empower her to find her strengths and areas of struggle and to use those to find her own academic success as well as to facilitate the success of her peers. Her math course will not only teach the content standards for the state of California, but will also teach the meta-cognition of the subject, encouraging her to reflect on the importance of numeracy and how numeracy contributes to her overall personal health and goals. Mathematical tasks will help our student be prepared to analyze her personal transcripts and data and complete the foundations interdisciplinary projects.

Her third period sixth period Physical Health course will combine training and participation in team and individual sports activities with teaching and learning about personal physical health, nutrition and kinesiology. This course combined with the Global Awareness course and a human anatomy and sexuality study in 10th grade biology are designed to more holistically cover the curriculum of the traditional health course provided by the LAUSD.

Next our student will have a lunch time shared with her MCLC peers. This time can be used for healthy socialization or spent in our learning resource center studying or receiving and/or offering academic assistance.

After lunch our student will attend her AVID elective course while some of her peers take a course in visual or performing arts. The AVID elective class will act as a college enrichment course for those students who apply. The AVID curriculum will add depth to the Pathways course, supporting students as they enroll in advanced and AP courses and honing the skills necessary to be successful in a four year college or university directly after high school. In this course our freshman student will gain added assistance in test taking skills, enhanced writing and mathematical instruction and intensive team and leadership building activities. The AVID class will mirror the student's Pathways class, having the same teacher/mentor and student cohort to maximize the curriculum.

Our student's sixth period Global Awareness course will be team taught by a science and a social studies teacher. In this course our student will interact with a curriculum that combines a study of geography with the issues of global economy, world health and global warming. This course is not only foundational in terms of preparing her for history and government courses to be taken in the later grades, but also serves as a catalyst to broaden her perspective of personal health and leadership and to consider herself as a part of her local and global communities.

Since we are on a rotating schedule, our ninth grader will not have her period five Spanish course for the first time in the week until Tuesday. Spanish I, much like the English curriculum, will focus on the importance of literacy, with an emphasis on the benefits of being multi-lingual and multi-literate in our global economy as well as for our personal lives.

Being an Academic Leadership Community means our students need many avenues in which to explore their leadership strengths and interests. On Tuesdays our student, her peers and her teachers will have the opportunity to practice Leadership Development. The academic day will end at lunch so that our staff can have time for professional development and collaboration with their peers and our students can have time to enact their leadership development plans. In addition to the regular clubs and sports offered to all students at the learning complex on a daily basis, the ALC will offer on campus service opportunities, college courses and community groups during this time. Older students can opt to go off campus to exercise their leadership skills in the community, take college classes or complete a paid or unpaid internship. Students design their own unique leadership plans, while earning credits and leadership experiences in the process.

At the end of the day our student has many opportunities for support and connection with the Academic Leadership Community and the larger community at Miguel Contreras. After school peer and staff tutoring, library research or study, sports and clubs are available. Each of our students will be encouraged to lead or take part in at least one schoolwide activity to offer her or his strengths and become connected with the school community.

It is not just the noticeable climate change at the ALC that makes us successful, but statistics are indicative of our success as an academic community. In just one year our levels of

student achievement have shown a marked improvement from the comprehensive high school from which we were born. When we were dreaming and planning with students in 2005 there were a host of district policies, mandates and budgetary constraints that made plans for more healthy foods, a wider range of courses and staffing, and leadership development opportunities impossible. The Academic Leadership Community looks forward to becoming a pilot school in order to use our autonomies to create the school that our students, their families and the community knows it wants and needs. Our students are the leaders of today and this is the reason they will also be the leaders of tomorrow in their communities.

Part Two: Vision

The Academic Leadership Community (ALC) believes that a healthy intersection of rigorous academics, leadership opportunities and a nurturing community will empower our students to reach their academic and professional potential. Thus, we declare our vision and purpose to be:

- ~ Providing a rigorous, college preparatory curriculum that encourages lifelong learning,
- ~ cultivating each student's unique leadership identity,
- ~ and fostering a community that includes students, staff, families and community partners united to encourage students.

The ALC pursues excellence in:

Academics:

Our instruction in all disciplines is challenging, intellectually stimulating, and culturally and linguistically relevant. Classes prepare all students for college level academics in the English language, mathematics, the sciences, technology, personal and global health, and foreign language. All students follow a college preparatory curriculum and are encouraged to take honors and advanced placement courses when appropriate. Students learn to take ownership of their education, analyze personal data, and use logical, high-level thinking to question and make connections between various areas of study and their lives, communities, and the world.

Specific methods of note-taking, text analysis, inquiry, writing, organization and lesson design are used across all disciplines. Students are taught to express themselves in discussion using Socratic methods and to collaborate and explore. Instruction promotes precise and creative expression, and students learn to structure an argument and express a sound and critical grasp of ideas. The evaluation of learning is based on clear rubrics, authentic portfolio assessment, state assessments, the high school exit exam, and college entrance tests. At each grade level students prepare an interdisciplinary portfolio and presentation to demonstrate mastery and internalization of curricula. Seniors will prepare a thesis project and present to a panel of teachers, staff, family, peers and community members prior to graduation as part of their graduation requirements.

Leadership:

The ALC is committed to working with all students and helping them foster their unique leadership qualities. Students are encouraged to be involved in all aspects of the school community and to advocate for themselves and their peers. Students develop and pursue personal, academic goals and envision themselves as learners working to become academically prepared for college. Each student is an important part of our community and is expected to support the learning goals of their peers.

Students are nurtured and challenged to discover their individual strengths and to overcome areas of personal challenge. Each student's identity as a competent, lifelong learner and agent of positive change is promoted.

Community:

The ALC recruits faculty and staff who support its vision and goals. Staff members are well trained in their fields and are committed to excellence, continued study and leadership. Faculty and staff envision themselves as co-learners with students, and as such respect student ideas and abilities and work to empower students to realize their greatest potential. Staff members are available and approachable; and students are able to trust that all who work on behalf of the ALC do so with students' interests at heart.

A hospitable learning environment is diligently pursued. All stakeholders -- including students, parents, faculty, staff, and community members -- collaborate and share responsibility for the formation of an academic community based on mutual respect, friendship, communication and a shared commitment to the vision of the community. The ALC fosters relationships with professionals and community groups that want to be a part of our community and share their expertise in various fields. Parents are welcomed on campus as partners to ensure student success. We believe that fostering positive links between home, school and community will enable student success.

As a result:

We measure our success by the lives of our alumni. If our students are able to continue their education after high school, pursue careers in harmony with their strengths and desires, exhibit community leadership, and experience general satisfaction in life, then the ALC has fulfilled this vision.

Part Three: Key Characteristics

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ An Assistant Principal hired by the entire MCLC leadership team serves as an administrator for ALC as one of her duties for MCLC. ▪ Two lead teachers share a half time out of class position. ▪ Official student leadership opportunities include student government and one student representative on the SSC. ▪ One ALC parent is elected to the SSC. ▪ Family and community partnerships are being fostered and have been unofficially formed. ▪ The ALC school calendar and bell schedule must meet the approval of the LAUSD, MCLC principal and other SLC Leadership members. ▪ Teacher responsibilities are determined by LAUSD work agreements. ▪ Student responsibilities are determined by LAUSD course descriptions and graduation requirements. ▪ Instructional groupings are determined by LAUSD class size norms and funding. ▪ Funding for student support services is determined by the LAUSD. ▪ The LAUSD determines graduation requirements. ▪ BZC recruitment policies, particularly for students beyond the 9th grade, continue to be unclear and SLCs and Pilot Schools struggle to make fair and uniform decisions. 	<ul style="list-style-type: none"> ▪ The Administrative Lead will be hired by the ALC Governing Board, work only for the ALC, and act as a liaison with the MCLC community. ▪ Budget autonomies will enable us to practice distributive leadership. ▪ All staff will hold leadership and teaching responsibilities. ▪ Teachers will offer Office Hours. ▪ Students will run the leadership class and be elected to committees and the Governing Board. Our Pathways and interdisciplinary curriculum will empower student leadership. ▪ Projects will encourage wider leadership in the school structure and the community. ▪ Family and community partners will be elected to committees and the Governing Board. ▪ Community partners will offer on campus leadership development workshops for freshmen. ▪ ALC bell schedules will allow for student and teacher mentorship and leadership development. ▪ Instructional groupings will be determined by the school vision and co-teaching and planning needs. ▪ Student support systems (i.e. for students with disabilities and students identified as ESL and ELL) will be prioritized and funded by the ALC. ▪ The ALC needs the LAUSD to further define recruitment procedures and pilot school funding for Special Education Services, keeping in mind that the support needs are different for students who are fully included. ▪ The ALC needs the LAUSD to further define recruitment policies and pilot school funding for ESL services. ▪ Student graduation requirements will be aligned with A-G requirements and include a Senior Thesis.

Organization and Structure: The ALC employs a distributed leadership model.

Administrative Leaders: Our administrative lead will serve with the Governing Board to manage the school and our relationships with the other schools and small learning communities on the Miguel Contreras campus and the Los Angeles Unified School District. The administrative lead will also chair a committee and teach an academic course. The administrative lead will be evaluated by the Community Chair of the Governing Board with input from the other members of the board. The administrative lead is assisted by the lead teacher(s). Together they are responsible for the maintenance of a healthy and efficient school environment and the implementation of all attendance, discipline, the advisory program, curriculum, staff evaluations and student support services for the school.

Teacher Leaders: In addition to their teaching responsibilities, each teacher will chair or serve on a committee and/or serve on the governing board. During professional development and co-planning teachers will work with grade level advisory teams, interdisciplinary teams and content teams on a rotating basis. This will afford our staff the opportunity to interact with various peers and gain from each ones areas of expertise, while focusing training and planning on a specific area of their work. Teacher chairs and leads will coach other staff, plan curriculum, monitor data, manage student leadership opportunities, and run school programs such as AVID and the Advanced Placement program. Teachers will observe their peers and offer support. Official evaluations will be conducted by the administrative lead and lead teachers with peer and student input.

Student Leaders: Our student population will reflect the community from which the students come. All students will be fully included in our academic community. To effectively include students with varying needs, the ALC needs the LAUSD to define recruitment policies and pilot school funding for special education services and ESL and to develop recruitment protocols for students with special needs. When students with special needs are fully included, funding structures and teacher caseloads are altered. District policies in terms of funding currently reflect more traditional structures for these services; however federal mandates encourage placement and support in the Least Restricted Environment. At this point most high school freshman with special needs, have not come from an inclusive environment, incoming students and family members need to be educated during recruitment about their options within the BZC. In addition, our community has a substantial population of English language learners (ELL). Our vision is that these students would receive the support necessary to become completely bilingual and bi-literate. As a result the ALC needs the LAUSD to further define recruitment and funding policies for this significant population.

Once students are placed, frequent self and staff evaluations and monitoring of data will be conducted to determine the success of our programs. Adjustments will be made to accommodate the various learning styles and needs of our students. All students will be encouraged to be active leaders in their own education and in our community; offering and receiving help where needed. Each senior will be paired with one or more freshmen to mentor and encourage them. Students will be supported to fulfill ALC's graduation requirements which correspond to the A-G requirements and include a leadership development project and a Senior Thesis.

Family Partners: Parents and other family members are our students' first teachers and advocates. Family partnerships are crucial to students' success. Family members will be invited to monthly informal coffee houses (CHALC) to build relationships with the school, invited to conferences led by their student, invited to make appointments to observe classes, and invited to serve on one of our committees or the governing board. In addition, parents will be encouraged to volunteer on campus or assist in classes.

Community Partners: Community partners such as non-profit organizations, local businesses, other schools, universities and churches are an integral part of our school structure. Five to seven organizations will be invited to provide leadership development opportunities on our campus on Tuesday afternoons, bringing their program to our space. Community partners will have membership on each of our committees and four community partners will be included on our Governing Board, with one of the four serving as Board Chair.

The Governing Board and Committees: The Governing Board and all school committees will be made up of students, family members, teachers, community representatives and a staff leader. Staff leaders will meet weekly and the governing board monthly to facilitate a healthy and efficient school environment.

School Calendar and Daily Schedule: The Academic Leadership Community will operate on a September to June calendar to better meet the needs of our families and provide opportunities for students. Because most schools in the BZC will be moving to this calendar and most of our parents work outside of the home, it is most convenient to have a school calendar consistent with norms for the community. Students will have opportunities to take summer school classes at MCLC or other sites, to take summer college courses at MCLC or on a college campus, and/or serve or work in their community.

The daily bell schedule will afford students the opportunity to take six classes each semester but only five classes daily, dropping one each day to make daily classes longer for project based and interdisciplinary instruction. Students will have Pathways (advisory) four days a week to offer consistent mentoring, leadership opportunities and academic and community support. On Tuesdays the academic day will end at lunch so that students can implement their leadership development plans and staff can participate in professional leadership development and have time to co-plan with peers.

Monday, Wednesday, Thursday & Fridays' Schedule

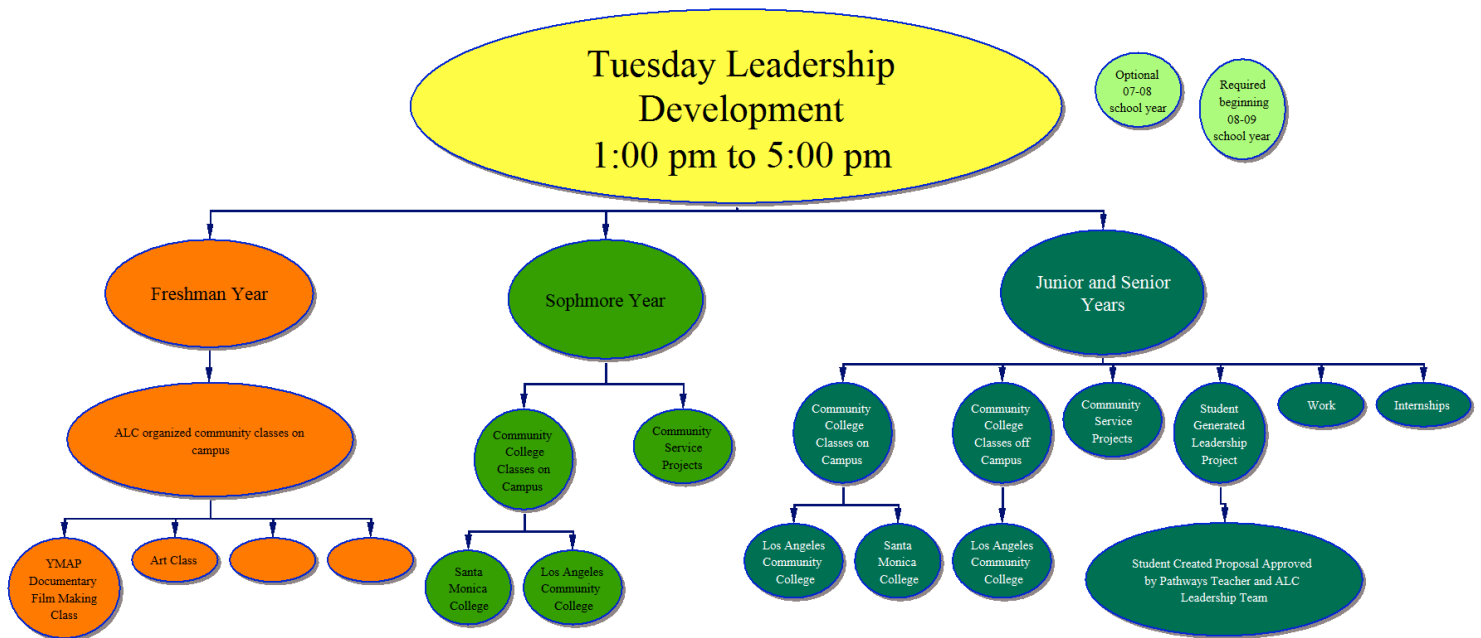
Start	End	Mon	Wed	Thur	Fri	Length
8:00	9:05	1	1	1	1	1:05
9:10	9:45	P	P	P	P	0:35
9:50	10:55	2	3	2	2	1:05
11:00	12:05	3	4	3	4	1:05
12:05	12:40	L	L	L	L	0:35
12:45	1:50	4	5	5	5	1:05
1:55	3:00	6	6	6	6	1:05

Tuesday's Schedule

Start	End	Tue	Length
8:00	9:05	2	1:05
9:10	10:15	3	1:05
10:15	10:40	B	0:25
10:45	11:50	4	1:05
11:55	1:00	5	1:05
1:00	5:00	PD & LD	4:00

P = Pathways L = Lunch
 PD = Professional Development

B = Brunch
 LD = Leadership Development



Student and Teacher Responsibilities: Students will be required to demonstrate mastery of the A-G course requirements, pass the CAHSEE, implement a Leadership Development Plan and complete a Senior Thesis to graduate with a diploma from the Academic Leadership Community. Students will be provided with support by their advisory teacher and peers, our ALC counselor and their classroom teachers. A sample student four year schedule would include:

9 th Grade	English 9	Algebra 1 or Geometry	Global Awareness	Visual Performing Art or AVID	PE/Nutriti on	Spanish I	Foundation Pathway
10 th Grade	World Literature	Geometry or Algebra II	World History	Biology	PE or AVID	Spanish II	Academic Pathway
11 th Grade	American Literature or AP English Language	Algebra II or Math Analysis	US History or AP US History	Chemistry	AVID or Elective	AP Spanish Language or Elective	Leadership Pathway
12 th Grade	Senior English or AP English Literature	Math Analysis or AP Calculus	Princ Amer Democracy & Economics or Latin American Studies	Physics or AP Physics or AP Biology or AP Chemistry	AVID or Elective	Elective	Communit y Pathway

Teachers will plan for and teach five classes and an advisory each semester, but only four (one day a week five) classes and an advisory daily. In addition each teacher will commit to offering a minimum of one hour for "Office Hours" in which students can sign-up or drop in for assistance. Attempts are made to limit preparations to two each semester, not including advisory, however, due to school size and staffing needs occasionally teachers will need to take on three course preparations. Lead teachers and committee chairs may teach only three or four classes or be given a stipend contingent on their duties. Sample teacher schedules might include:

Teacher	1	A	2	3	4	5	6
Castillo, May Lynn	ENGLISH 9A	LEADERSHIP PATHWAYS	H ENGLISH 9A	ENGLISH 9A	CONFERENCE	JOURNALISM 1A	ENGLISH 9A
Corral, Elisa	SPAN SP 1A	LEADERSHIP PATHWAYS	SPAN SP 1A	SPANISH 2A	CONFERENCE	SPAN SP 1A	AP SPAN LANG A
Drinkward, Sandi	CONFERENCE	LEADERSHIP PATHWAYS	AP ENG LIT A	AP ENG LANG A	LEADERSHIP	AVID 3A	LEAD TEACHER
Duff, Marina	AVID 1A	FOUNDATIONS PATHWAYS	AMER LIT	AMER LIT	AMER LIT	MENTOR TEACHER	CONFERENCE
Erickson, Mary	SPED Inclusion	FOUNDATIONS PATHWAYS	SPED Inclusion	SPED Inclusion	SPED Inclusion	SPED Inclusion	SPED Inclusion
Fernandez, Daniel	PE 1A	FOUNDATIONS PATHWAYS	PE 1A	PE 1A	PE 1A	CONFERENCE	SPORTS
Fey, Ingrid	H WHG: MOD WLD A	COMMUNITY PATHWAYS	WHG: MOD WLD A	WHG: MOD WLD A	WHG: MOD WLD A	CONFERENCE	US HIST A
Giokaris, Glenn	AP US HIST A	COMMUNITY PATHWAYS	PRINC AMER DEM	US HIST A	US HIST A	US HIST A	CONFERENCE
Goswamy, Stuti	WORLD LIT	ACADEMIC PATHWAYS	CONFERENCE	ENGLISH 9A	WORLD LIT	ENGLISH 9A	WORLD LIT
Herrmann, Mike	CONFERENCE	ACADEMIC PATHWAYS	LEAD TEACHER	AP CALCULUS A	LEADERSHIP	GEOMETRY A	GEOMETRY A
Hillen, Natasha	INTRO ART A	LEADERSHIP PATHWAYS	DIG IMAG SH 1A	DIG IMAG SH 1A	CONFERENCE	AVID 3A	INTRO ART A
Jodry, Dominique	GLOBAL AWARENESS	LEADERSHIP PATHWAYS	BIOLOGY A	CONFERENCE	GLOBAL AWARENESS	BIOLOGY A	BIOLOGY A
Lee, Tim	ALGEBRA 2A	ACADEMIC PATHWAYS	CONFERENCE	ALGEBRA 1A	ALGEBRA 1A	ALGEBRA 2A	ALGEBRA 2A
Ly, Robert	ALGEBRA 1B	FOUNDATIONS PATHWAYS	H MATH ANALY A	CONFERENCE	ALGEBRA 1A	H MATH ANALY A	ALGEBRA 1A
Martinez, Rosie	Administration	FOUNDATIONS PATHWAYS	HEALTH 2	Administration	Administration	Administration	Administration
Ocampo, Jennifer	CONFERENCE	ACADEMIC PATHWAYS	GEOMETRY A	AP PHYSICS A	AVID 2A	PHYSICS A	GEOMETRY A
Redrado, Olga	CHEMISTRY A	ACADEMIC PATHWAYS	THEATER A	CHEMISTRY A	CHEMISTRY A	AP CHEMISTRY A	CONFERENCE
Rodriguez-Torres, Jesus	ESL ADV 4	COMMUNITY PATHWAYS	ESL ADV 4	CONFERENCE	SPAN SP 2A	SPANISH 1A	SPAN SP 2A
Rowe, Scott	ENGLISH 10A	COMMUNITY PATHWAYS	AVID 4A	ENGLISH 10A	ENGLISH 10A	CONFERENCE	ENGLISH 10A
Safaie, Afsaneh	Counseling	Counseling	Counseling	Counseling	Counseling	Counseling	Counseling
Underwood-Sweet, Beatrice	SPED Inclusion	ACADEMIC PATHWAYS	SPED Inclusion	SPED Inclusion	SPED Inclusion	SPED Inclusion	SPED Inclusion
Unfilled Social Studies	GLOBAL AWARENESS	ACADEMIC PATHWAYS	CONFERENCE	PRINC AMER DEM	GLOBAL AWARENESS	PRINC AMER DEM	PRINC AMER DEM

Instructional Grouping: Students and staff will be grouped in varying ways based on advisory grade levels, interdisciplinary teams and program involvement.

- There will be approximately 22 advisory classes of 15-20 students each per grade level. Student leadership development projects and class service projects and activities will require students and staff to meet and plan with their grade level advisory teams.
- Our course requirements are centered on interdisciplinary themes and planning, thus teachers and students will need to collaborate on planning, instruction and assessment projects and portfolios.
- Staff and students involved in the AVID program will need time to collaborate about program instruction and goals. The AVID Site Team will need time to meet monthly about implementation of the AVID essentials. Occasionally AVID students may collaborate between grade levels for projects or events.

Student Support: The advisory cohort is our most organic form of student support and in all or most cases the advisory teacher mentor will be included in interventions related to their students academic and personal counseling and support needs. However, we recognize that many students, especially those with learning disabilities, language deficits, or severe emotional, familial or social struggles, need multiple avenues of support and intervention. We will have a committee devoted to exploring community support partners, setting up student success teams and developing academic support channels such as mentoring and tutoring programs. Some supports that are currently in place or being actively pursued are:

- Daily advisory class and advisory teacher/mentor
- The AVID program
- After school college assistant, peer and teacher tutoring
- ALC counselor
- Counselor led counseling groups
- Three Inclusion Specialists and three Paraprofessionals work with students and offer modifications and accommodations in the classroom
- Senior mentors for incoming freshmen
- IEP Teams
- Student Success Teams
- Community partnerships with HOLA and Bresee and other youth based organizations that offer academic and personal support

School Plan for Growth and Development: The Academic Leadership Community will continue to function under LAUSD guidelines for our current school population and roll out our pilot school plans beginning with our freshman class in the fall of 2008. Grade level curricula and community projects will be planned in depth with each subsequent year.

Part Four: Governance Structure

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ Budget and policy decisions are made by the LAUSD and/or the MCLC Leadership teams with final approval of the MCLC Principal and/or SSC. ▪ Current structures limit ALC student, family and community partner input on overall school budget and policy decisions. 	<ul style="list-style-type: none"> ▪ Budget and policy decisions will be made by the ALC Governing Board and SLT based on the needs determined by the ALC committees, students, staff and families. ▪ ALC students, family members and community partners will be represented on each committee and on the Governing Board of the school, offering more equity and access to all stakeholders.

The Governing Board of the Academic Leadership Community will be responsible for the school's budget and policy decisions. It will ensure that school policy and spending is in harmony with the vision of the school and that decisions benefit our students, who are our primary stakeholders. The Governing Board shall be structured to ensure that all stakeholders have strong representation and that each stakeholder group --students, families, faculty, and community partners --has a representative responsible to communicate the board's decisions to their constituents.

The Governing Board will be complemented by the Staff Leadership Team (SLT) which will include committee chairs, the lead teacher(s) and the administrative lead. Each ALC committee will meet a minimum of once a month and the SLT will meet weekly to ensure smooth day-to-day school operations. Agendas and notes from committee meetings and SLT meetings shall be shared at monthly Governing Board meetings to inform policy and budget decisions made by the board.

Committees: The ALC Committees will have a minimum of six members including faculty, student, family and community representatives. We will staff the following committees:

- Data Team – charged with gathering, distributing and supporting the analysis of student performance data
- Curricular Team – charged with managing instructional programs (including AVID, advisory and inclusion programs) and gathering information about professional development needs, trainings, and co-planning to meet student academic needs
- Student Support Team – charged with planning and implementing programs to monitor and address students' academic and personal support needs (including policies related to attendance, promotion and graduation)
- Leadership Development and Activities Team – charged with exploring, monitoring, calendaring and documenting leadership development and student activities options, including advising the Student Leadership Council
- Budget Team – charged with monitoring the budget and dissemination of funds in accordance with school vision, exploring grants and other funds to supplement state funding, and raising and distributing funds for the ALC Scholarship Fund

Staff Leadership Team Members and Responsibilities: Each committee chair will be a member the Staff Leadership Team. The Administrative Lead and Lead Teacher(s) will each chair one committee and/or the SLT. Other faculty committee chairs will be appointed by the committee represented. The SLT will meet weekly to discuss and ensure smooth day-to-day operations at the ALC. SLT members will bring input from their respective committees and take the input of the SLT back to their committees for review and planning purposes.

Governing Board Members

- Administrative Lead
- Lead Teacher(s)
- Faculty Representatives: Four, including Lead Teacher(s)
- Parent Representatives: Three, representing students at each grade level from 10th-12th
- Community Representatives: Three, which may include an ALC Alumni
- Students: Three, one from each grade level 10th - 12th

Responsibilities and authorities of the ALC Governing Board: The Administrative Lead will serve as co-chair and the second co-chair will be elected by the members of Governing Board. The Governing Board will be responsible for the following:

- School vision and philosophy: ensuring that school policy and budget decisions are in accordance with the ALC vision
- Approval of the budget
- Approval of all major ALC school policies (including the work of committees and SLT)
- Planning and input on curriculum, assessment, student support and parent and community involvement
- Evaluation of Administrative Lead (with input from faculty and district superintendent)
- Fundraising

Processes and Terms of the Governing Board: Nominations for the faculty, parent and student representatives will be by self-nomination and elections will be conducted in the last week of May each year.

Election and selection of the Governing Board will be determined using the following guidelines:

- Our UTLA faculty representative will conduct elections for the faculty representatives to the board, including the Lead Teacher(s) position
- The ALC Committee parent representatives will be responsible for conducting elections for the parent representatives to the board
- The ALC Elected Student Leaders will be responsible for conducting elections for the student representatives to the board
- The Governing Board will select the community representatives to the board

Terms of Office: In the first year half of all elected representatives will be elected to a one year term and half to a two year term. All elected representatives thereafter shall be elected to a two year term of office. This will ensure staggered terms of appointment.

Quorum: Two-thirds of the Board and at least half of the faculty representation must be in attendance for there to be a quorum for decisions.

Communication: The minutes of committee, SLT and Governing Board meetings, including rationales for the decisions of the board shall be published on the ALC website, sent via email and made available in hard copy to all parents, students, faculty and community partners for information and future input.

Meeting Agendas: Each committee chair (or co-chairs) will be responsible for announcing meeting dates and locations and preparing and distributing the meeting agenda in advance of each meeting. Any member of the ALC may bring an issue to a committee, the SLT or the Governing Board members and request that it be placed on the agenda. Each committee or board shall determine deadlines and terms of proposed agenda items and publish the terms after their initial meeting.

Student leadership opportunities will be generated and offered on many levels. Student representatives from each advisory class will serve on student government and help make decisions at the school. In addition, one student per grade level will serve on the school site team representing all the advisories in their grade level. We will also have Town Hall meetings in which all students will be present and given the opportunity to voice ideas and participate in decision making.

Part Five: Budget

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ All budgets are distributed by the LAUSD with specifications on their use. ▪ All budgets are shared and by three SLCs and negotiated by the MCLC Leadership Team with final approval by the MCLC principal. ▪ State and federal funding for students with special needs allocated by the district and regulated by district norms. ▪ Due to shared norming with MCLC, the ALC must currently share an ESL teaching position. ▪ The ALC scholarship fund is in place. 	<ul style="list-style-type: none"> ▪ ALC will receive a per pupil budget and will prioritize funding to provide more teaching positions, college mentor positions, and support services to meet varying student needs. ▪ The ALC Governing Board and SLT will prioritize spending based on the student need of ALC determined by specifically designed committees. ▪ The ALC Governing Board will explore grants (and possibly hiring a grant writer) to augment state and federal funding. ▪ The ALC needs the district to determine equitable distribution of state and federal funds for our “special populations” such as students with disabilities, English language learners and gifted students. ▪ The ALC will add a teaching position to provide our own ESL teacher to support students so that they can be a part of our school community 100% of their school day. ▪ We plan to open a non-profit or foundation for our ALC scholarship fund and to broaden our funding base through community partnerships.

Proposed Budget: Budget processes are still being determined by the LAUSD and shall be revised according to the results of current negotiations.

ALC Budget Priorities: Budget priorities shall be consistent with the ALC vision and include:

- Hiring additional teaching staff to lower class size and implement our interdisciplinary curriculum and leadership and community development plans.
- Hiring another ESL teacher so that we can support our students in the ALC as they learn English.
- Hiring college mentors and tutors to support students academically.
- Providing support for students with special needs (including those identified and unidentified as having learning disabilities and ESL and ELL students) as they navigate our college preparatory curriculum.
- Providing support for students in trauma whether that be from family issues, drug use, abuse or neglect, homelessness or poverty.

- Providing a college preparatory environment for students, including, appropriate technology, AP courses, a learning resource center, SAT and ACT testing services, general supplies and financial aid for conferences and college.

Plans for Additional Fundraising: The raising of additional funding shall be the primary responsibility of the ALC Governing Board, the budget committee and student leadership board. Exact funding needs are unknown at this time due to LAUSD negotiations; however, in general, projects and plans determined by any committee or group as fitting to the ALC vision shall require a funding plan and timeline for securing funds prior to approval by the board or committee under which it falls. The Governing Board will seek out grants and possibly hire a grant writer to ensure that ALC vision priorities and student support systems substantially funded.

The ALC Scholarship Fund: The ALC is committed to providing financial support for our students in leadership development and college tuition. Since our vision promotes a college going culture and the costs of college are so great, we feel that we would be remiss not to offer financial support to our students and families. This year we were able to award over \$20,000 worth of scholarships to our college bound seniors. As our school grows and more of our students are prepared for college, our funding will need to grow exponentially. We have also occasionally funded leadership conferences for students, but with our expanded leadership development plans we will need to raise additional funding for student conferences. Thus, our Governing Board will seek to open a separate foundation or non-profit and raise principle funds to support this effort.

Managing the Budget: The ALC budget shall be monitored through a checks-and-balances system. The Budget Committee will write the budget with the input of the SLT and present it to the SLT and Governing Board for changes and revisions in the last week of March. Any necessary revisions will be completed and the final budget submitted in the first week of May. The Governing Board will then approve the budget or send it back for further revision. All further revisions must be resubmitted to the Board on a bi-weekly basis in order to ensure budget approval by June 15th of each school year. The yearly budget shall be posted on the ALC website, sent via email and made available in hard copy to all students, families, faculty, and community partners.

Part Six: Curriculum and Instruction

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ Pathways and AVID classes utilize AVID strategies and mentor students. Freshmen AVID students receive Life Skills credit. ▪ Co-teaching and interdisciplinary work is limited by LAUSD policies and class size norms. ▪ District periodic assessments hamper creativity and flexibility of interdisciplinary curriculum. ▪ Goal setting and data analysis are routine but not required. ▪ A culture of failure continues to plague the BZC community. ▪ Inclusion practices are limited by local and large district policies. ▪ ESL teaching positions MCLC small learning communities is limited by LAUSD norming policies. ▪ Interventions are limited by LAUSD and MCLC budget practices. 	<ul style="list-style-type: none"> ▪ The content of the Life Skills course is imbedded in the four year Pathways curricula. Mentoring and AVID strategies will continue with an added emphasis on the ALP and grade level projects. ▪ Interdisciplinary plans will be generated around the pillars of Foundations, Academics, Leadership and Community. ▪ Culminating interdisciplinary projects will be required at each grade level. ▪ The Pathways Senior Thesis will be a graduation requirement. ▪ The Health curriculum will be distributed in the Global Awareness, Physical Health and Biology courses. ▪ World Literature will be moved from 12th grade to 10th grade to support interdisciplinary work on the Facing History and Ourselves curriculum. ▪ Technology requirements will be embedded in the curricula. ▪ ALC will offer a wider range of college courses on campus that meet graduation requirements. ▪ New interdisciplinary course plans will roll out by grade level starting with freshmen in Fall 2008. ▪ Courses will be designed to be co-taught. ▪ Goal setting and course make up policies will address failure rates. ▪ With district support, full inclusion policies will be enacted from student recruitment through transition to college or career. ▪ English Language Learners will benefit from our fully inclusive curriculum and support opportunities. ▪ Academic intervention practices will be built into the Pathways structure and budget priorities.

If our students are able to continue their education after high school, pursue careers in harmony with their strengths and desires, exhibit community leadership, and experience general satisfaction in life, then the ALC has fulfilled this vision.

--excerpt from the ALC Vision Statement

A graduate of the Academic Leadership Community will have shown academic literacy and numeracy by having met the A-G college entrance requirements, having had experience collaborating with peers, instructors and community members on large group inquiries, projects and presentations, having developed a question for inquiry, written and presented a Senior Thesis to a panel, and having explored and determined their own leadership strengths to gain perspective on next steps and community involvement after graduation.

We want our graduates to feel confident in their strengths and comfortable enough in their areas of struggle to seek the help they need to be successful at the next level. We will raise a community of adults who will advocate for themselves and others who are underrepresented or face injustice.

Academic Path Philosophy:

“Education is not the filling of a pail, but the lighting of a fire.” --W.B. Yeats

In order for students to succeed, they need to be given the tools to facilitate their success. The Pathways course will focus on helping students understand the hidden curriculum of school and focus on meta-cognition. We will teach higher level inquiry and thinking skills, writing, collaboration, reading, note taking, test taking, and organizational skills. Students will analyze their own data and create an Academic Leadership Plan (ALP) including measurable goals updated for each grading period. Students will also complete yearly advisory projects to demonstrate connections they have made in our interdisciplinary curriculum and complete a four year portfolio of their best work in each course to create a lasting record of their own successes. The Pathways curriculum will be designed to help students discover their academic, leadership and community identities and be prepared for college.

Throughout high school all of our students will be enrolled in a rigorous course of study and expected to meet state standards. Literacy and numeracy will be stressed in the Foundations Pathways and all academic courses beginning in the 9th grade. This will help our youngest students conceptualize the importance of literacy and numeracy to their success as students and as adults in the future. The conceptual framework will of course be supported by classroom, standards-based instruction in literacy and numeracy and in regular, common assessments, state assessments and data analysis to help us determine student levels of achievement and intervene with supports for students who are not meeting the standards.

By the end of high school, each student will have met the A-G requirements for university enrollment. Students will also be encouraged to join AVID and take Honors and AP courses in their areas of strength. Students will be supported in their studies through tutorial groups held during the advisory and AVID classes, peer help, teacher assistance and opportunities to attend tutoring or study hall before or after school. The advisory class will serve as a place where student progress in rigorous courses can be monitored. We will also offer college courses and leadership development opportunities during a four hour block on Tuesday afternoons and after school throughout the rest of the week.

Common Teaching Threads Philosophy:

“Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry men [and women] pursue in the world, with the world, and with each other.”
-Paolo Freire

In order to facilitate student learning, teachers across the curriculum will use common practices, communicate regularly and plan interdisciplinary units of study and common teaching strategies. Currently, all teachers utilize AVID strategies and activities so that students have similar academic expectations in each of their classes. Moreover, we know that the AVID program helps students learn to be successful students. Thus, all teachers require students to keep one organized binder, including notes for each class, each day. The binder is taught as a tool that students can use to help organize and facilitate their studies. In addition to using common teaching methods our teachers for will be collaborating by grade level to plan interdisciplinary units. We will use our pilot school autonomy to align our graduation requirements to the A-G required courses, incorporate the current health and computer requirements into our interdisciplinary and Pathways curricula and create a cohesive interdisciplinary curriculum that leads each student through the pillars of academics, leadership and community upon graduation.

We believe that in order for students to be successful they need to have expectations made clear and be empowered to think on their own. Therefore, instruction in the ALC will be centered on an Understanding By Design model in which the desired outcome is determined before the learning activities are planned in order to ensure a cohesive curriculum. Furthermore, students will be able to retain more of their learning because it will connect to one big idea. Inquiry will be a focus of instruction in all courses. Empowering students to question and exercise higher level thinking skills will lead to greater academic success and leadership development. As a community we must collaborate with one another to learn. We need more than just one or two teachers in each classroom. All persons are teachers as well as learners.

Student Support Philosophy:

“The young think that failure is the Siberian end of the line, banishment from all the living, and tend to do what I then did - which was to hide.” --James A. Baldwin

We cannot encourage a culture of failure, neither can we banish or hide from it. Rather we must provide supports to avoid failure, but where failure occurs we must face it, create a plan of action and move forward. We will seek to provide all students equal access to our rigorous curriculum, by providing individualized support and empowerment through Pathways courses, inclusion specialists and para-professionals, study hall and tutor and peer help. Our goal is that all students feel both challenged and confident as learners.

Some of our current academic intervention strategies include:

- the AVID and Pathways classes
- anger management classes
- the ALC student support committee

- parent conferences
- student conferences
- teacher collaboration to problem-solve
- daily progress reports
- recognition of good attendance and/or grades
- recognition of improvement
- incentives such as field trips and school activities

Future additional intervention strategies include:

- IMPACT
- Student Success Team (SST)
- mentoring programs (with seniors mentoring freshmen)
- student observations by qualified staff or community partners
- increased parent involvement

In the 10th grade the Pathways focus will be “academics” reinforcing the foundations messages and moving forward with standards based academic curriculum and common assessments to establish a firm academic base for each of our students and ensure that they are prepared for the CAHSEE in the spring semester. In addition our World History and English courses will be interdisciplinary, working on the Facing History and Ourselves project. In the 11th and 12th grades students will continue their rigorous education with interdisciplinary focus on “leadership” and “community” respectively, empowering them to authentically use their studies to better themselves and their communities.

Because our coursework is designed to help students meet the A-G requirements, “D” grades will be utilized sparingly. It is our desire to support all students to earn “Cs” or better in their academic coursework. Should a student fail or earn a “D”, despite interventions by Pathways teachers, peers, inclusion specialists, para-professionals and college tutors and despite time in tutoring, modifications and accommodates for individual needs, and counseling supports offered on-sight and by community groups, then the student, Pathways teacher and parent will design a plan together for the student to repeat the course (or a course equivalent) in summer school, adult school or community college. Only as a last resort will students be permitted to retake a course during the regular school day the following year as this will upset their academic journey through our interdisciplinary curriculum.

Student Voice Philosophy:

“Leadership and learning are indispensable to each other” –John F. Kennedy

In the ALC we value student voice. We believe that students will need to be heard if our curriculum is going to be successful. In addition we believe that students, especially those who are underrepresented in our colleges, need to learn to be strong leaders and advocates for themselves.

The Pathways courses will help students explore and access their leadership skills. And effectively become the leaders in their own lives. Students will be given regular opportunities to explore their interests and identify areas of strength and struggle. By being honest and

accepting of our strengths and areas of struggle, all members of our community will be empowered to succeed and help others to succeed.

We believe that student success can best be measured through assessments in which students take ownership and demonstrate their learning by authentic means such as projects, portfolios and presentations. We also recognize that in order to find academic success, students must be prepared to take high stakes tests such as the CAHSEE, college entrance exams and the California Standardized Test. As a result we will design project based assessments in order to enlarge student understanding of our standards-based, interdisciplinary curriculum. We will also require students to construct portfolios and to present their projects regularly both in groups and individually. Clear rubrics will be established and communicated to students. In addition projects and assignments will require students to be adept at using technology such as the internet, word processing, PowerPoint and spreadsheet programs. Embedding technological literacy in each course will make help students meet this graduation requirement by authentic means.

We believe that students must plan to succeed. Thus, each student will develop an Academic Leadership Plan (ALP) which will help him connect his learning and academic goals with leadership opportunities in school and his community. All learners are leaders and must be empowered to exercise their leadership skills.

Community Communication Philosophy:

“Education for democracy requires not only experiences that develop serious thinking but also access to social understanding, developed by personal participation in a democratic community and direct experience of multiple perspectives.” –Linda Darling Hammond.

Student connection to the community will be facilitated through the Pathways class. The class will serve as a home base for students. Teachers will serve as advisors for students and parents. When a student has a question or encounters a struggle, the Pathways teacher will serve as the first point of contact. Pathways teachers will make an effort to get to know the specific strengths and struggles of each of their students.

The Pathways teacher will also make contact with each family and serve as a host, inviting them into our community. We will have an open door policy whereby parents can come and sit in on classes on any occasion. We will also invite parents to be a part of our community through informal monthly coffee houses with the staff, representation on site teams and committees, and regular communication through traditional progress reports and student led conferences.

A direct connection between curriculum and community will help our students want to learn and make connections between their learning and the world. Thus, community building activities, such as field trips, speakers from the community, in class team building activities and skill-building activities will be a regular part of the curriculum, especially in the Pathways courses. It is our goal that students would want to come to school, that they would feel at home, nurtured and empowered. We believe that a natural by product of a positive connection with school and adult staff will be higher attendance, more excitement about learning and a greater mastery of content.

Growth and Change Philosophy:

"I learned to see with vision and perplexity and honesty and continue to learn to see."

--Julia Alvarez

In order to eliminate the achievement gap and prepare our students to compete in a college or career environment, the Academic Leadership Community understands that we must overcome the negative expectations that many have for the students in the Belmont community and to develop a curriculum through which students can uncover their personal academic, leadership and community identities. We desire to create a healthy school community for our students, but we also deeply desire success for the other schools with which we will share our space because we recognize that as co-workers in the Belmont community our success is bound to theirs. We also recognize that in order to be successful the ALC needs to be open to change. We will need to allow our curriculum to continue to grow and change as the world does. We need to be honest with ourselves and "continue to learn to see." This is our hope for our students as well. We hope that they will be lifelong learners, visionaries and agents of change in their communities.

Differentiation and Meeting the Needs of Diverse Learners: Allowing for state and federal mandates, the Academic Leadership Community will meet the diverse learning needs of our students in the general classroom. We will utilize co-planning and teaching, paraprofessional supports, peer supports and modifications and accommodations to the curriculum as necessary to meet individual student needs, fully including all students with disabilities, English language learners, and advanced learners. We believe that all students are learners, all students have leadership skills that need to be accessed and exercised and that all students are a part of our community and make it whole and complete. Therefore, the goal and challenge of inclusion is that each student's needs be met within the regular classroom. In order for this challenge to be met, the ALC will need to provide support during recruitment, through implementation and into transition.

Fully inclusive pedagogy in the ALC will require:

- District support in our work to promote equity and access to all students: a). by defining the recruitment processes for "special student populations" such as students with disabilities to allow students to be placed in their program of choice and early communication and intervention with students and families b). by providing transfer IEP's in a timely manner so that we can effectively plan the student's course of study. c). by defining fair budget policies to ensure that we can provide the necessary supports.
- Shared responsibility in ALC design: specialists, teachers, students, families and staff will work together to address student needs and make the fundamental shift in thinking, focus and vocabulary from "my students" and "your students" to "our students". We will utilize the principles of Universal Design to establish a fair and equitable learning environment.
- Regular communication and continued learning: weekly professional development will include time for co-planning. Committees and the Governing Board will ensure regular conversations with all stakeholders about diversity and student learning. Partnerships with colleges and universities, such as our mentoring and

collaboration with professionals at Loyola Marymount and membership the BZC academic community will help us remain abreast of new research and practices.

- Commitment to differentiation: educators will be trained to distinguish among students who have difficulty accessing language, those with social/emotional issues and those with learning disabilities, and then learn how to serve those students in the classroom and to refer students for outside supports when needed.
- Thoughtful scheduling: student schedules will take into account the student's individual strengths and needs, the availability of teaming and/or paraprofessional supports, and the curricular goals of the course and the student's individual goals, while meeting state and federal regulations.
- Effective learning environments: desk arrangement, student grouping, and assignments must be appropriately differentiated for students with specific learning needs. Additionally, learning as process and mistakes as well as achievements must be valued for all students to be accepted in the learning environment.
- Intellectually challenging instruction: as Edwin Ellis suggests, we must "water up" the curriculum by developing "deep knowledge structures." Instruction must be differentiated so as to engage all students in varying ways; reading instruction will be administered across the curriculum; and technology will be used to diversify and equalize instruction.
- Attention to assessment, data and grading: multiple paths will be developed to reach the standards, benchmarks, and graduation requirements. Trainings in assessment and its link with grading will be offered to all staff. All students and faculty will develop an "Academic Leadership Plan" (ALP) for themselves with the guidance of other staff and students. This plan will include measurable, quarterly goals to document successes and struggles (this will work in cooperation with designated students' IEPs). Specialists and teachers will work together to develop appropriate and responsible modifications and accommodations for any student in need, and data will be regularly examined by staff and students to monitor systemic and individual progress.
- Focus on empowerment, self-advocacy and social involvement: all students will be encouraged to become involved in school curriculum, activities and leadership. Students with identified disabilities will be placed in a Pathways course with typically functioning peers, co-taught by an inclusion specialist and general education teacher. The Pathways curriculum will be designed to empower students to know themselves as learners and leaders; and transition services from high school to college and career will be imbedded in the Pathways curriculum, the leadership development plan and other academic coursework.

We recognize that inclusion poses challenges to our community, but we believe that it will be equally beneficial for all students. The more all students are regarded and treated as individuals, the better for everyone. We are committed to revisiting the research, generating questions and seeking solutions in order to include all students in the Academic Leadership Community.

Research Cited:

Clark, Anne. "Inclusion Research at Work at Boston Arts Academy," available at www.essentialschools.org/cs/resources/view/ces_res/358

Ellis, Edwin S. "Watering Up the Curriculum for Adolescents with Learning Disabilities, Parts I & II," available at www.ldonline.org

Community Resources and the ALC Curriculum: Community Partners are crucial to the ALC curriculum, particularly to the Pathways curriculum. Partners will have the opportunity to serve in the following ways:

- Providing workshops on Tuesdays during our Leadership Development block
- Teaching lessons in Pathways or core classes
- Serving as a weekly speaker in our AVID elective or Pathways classes
- Providing volunteer opportunities or internships for students
- Leading professional development events for teachers.

The Academic Leadership Plan (ALP): Each student will develop an Academic Leadership Plan in conjunction with their peers and instructor in their advisory class at the beginning of each fall semester. The ALP will be developed based on the student's analysis of their personal transcripts which includes data such as grade histories, CST scores, SAT scores, CAHSEE results, progress toward A-G and graduation requirements, honors, awards and activities. Each plan will include annual goals related to the three pillars of Academics, Leadership and Community and short term SMART goals (Specific, Measurable, Action-Oriented, Realistic, Timely). The plan will be reviewed at each academic grading period and short-term SMART Goals developed for the following grading period.

Families and the ALP: In addition to regular report cards and parent/student/teacher conferences, parents will be required to review their student's annual ALP and sign off on all SMART Goals. Parents will attend student led conferences once a semester (and IEP meetings annually if deemed necessary) to review their student's ALP and learn about curricular focuses.

ALC Core Curriculum: Graduation requirements will be in line with the A-G college entrance requirements with yearly interdisciplinary projects and a Senior Thesis as additional graduation requirements. Each graduate must show competency in technology with requirements embedded in course projects throughout their high school coursework and complete a course in global and personal health.

9th Grade Foundations: Focus will be on literacy and numeracy, personal health and growth, global awareness and world health. The 9th grade class schedule will include:

- English – focus on literacy, text attack and basic writing structures
- Algebra or Geometry – mathematical literacy and fluency
- Spanish I (for native or non-native speakers) – the importance of being bi-literate
- Physical Health – respecting one's body and mind
- Global Awareness and World Health – student participate in a Global Forum
- Art or AVID* (connection with core self-expression and world awareness)
- Foundations Pathways

- Proposed on ALC campus community activities/electives during the Tuesday afternoon Leadership Development block
- Interdisciplinary Culminating Project – related to personal and global health

10th Grade Academics: Focus will be on building an academic footing on the 9th grade foundation and preparing students for high stakes tests such as the CAHSEE and SAT's. World Literature will be moved from the 12th grade to 10th grade to allow interdisciplinary focus and work on the Facing History and Ourselves curriculum.

- World Literature & Composition
- Geometry or Algebra II
- World History
- Spanish II
- Physical Education and Health or AVID*
- Biology
- Academic Pathways
- Proposed on ALC campus community college courses or activities during the Tuesday afternoon Leadership Development block
- Interdisciplinary Culminating Project

11th Grade Leadership: Focus will be on leadership and entrepreneurship. Students will utilize their 9th and 10th grade core classes to analyze leaders and assess their own leadership qualities and needs.

- American Literature & Composition or AP English Language and Composition
- US History or AP US History – students begin service learning project and participate in a Domestic Issues Forum
- Algebra II or Math Analysis
- Chemistry – focus on Chemistry and Society
- AVID* or Elective**
- Elective **
- Leadership Pathways
- Proposed on or off campus community college courses, internships or activities during the Tuesday afternoon Leadership Development block
- Interdisciplinary Culminating Project – related to leaders as a catalyst for change

12th Grade: Interdisciplinary focus will be on community. Students will be prepared to use learned skills as they graduate to become strong, active leaders in their college and home communities.

- English Language: Textual Analysis, Synthesis and Composition or AP English Literature
- Math Analysis or AP Calculus
- Government/Economics – continued community project & leader project
- Physics and Society
- AVID* or Elective **
- Elective **

- Community Pathways
- Proposed off campus community internships or activities during the Tuesday afternoon Leadership Development block
- Senior Thesis

*Students will be admitted into the AVID program by application only in the 9th & 10th grades and continue in the program throughout their time in the ALC. AVID students must agree to take at least one honors, AP, or college course in both their junior and senior years, to take PE and some elective courses outside of the regular school day (after school or during summer school).

**Elective options for 11th & 12th grade – AP Spanish Language, Tutoring, Art, Digital Media, sports, School Leadership Council, Theater, on or off campus college courses, community leadership opportunities, internships, work experience, academic electives (i.e. Latin American Studies, Marine Biology, Creative Writing, Journalism)

Pathways Advisory Curricular Focuses:

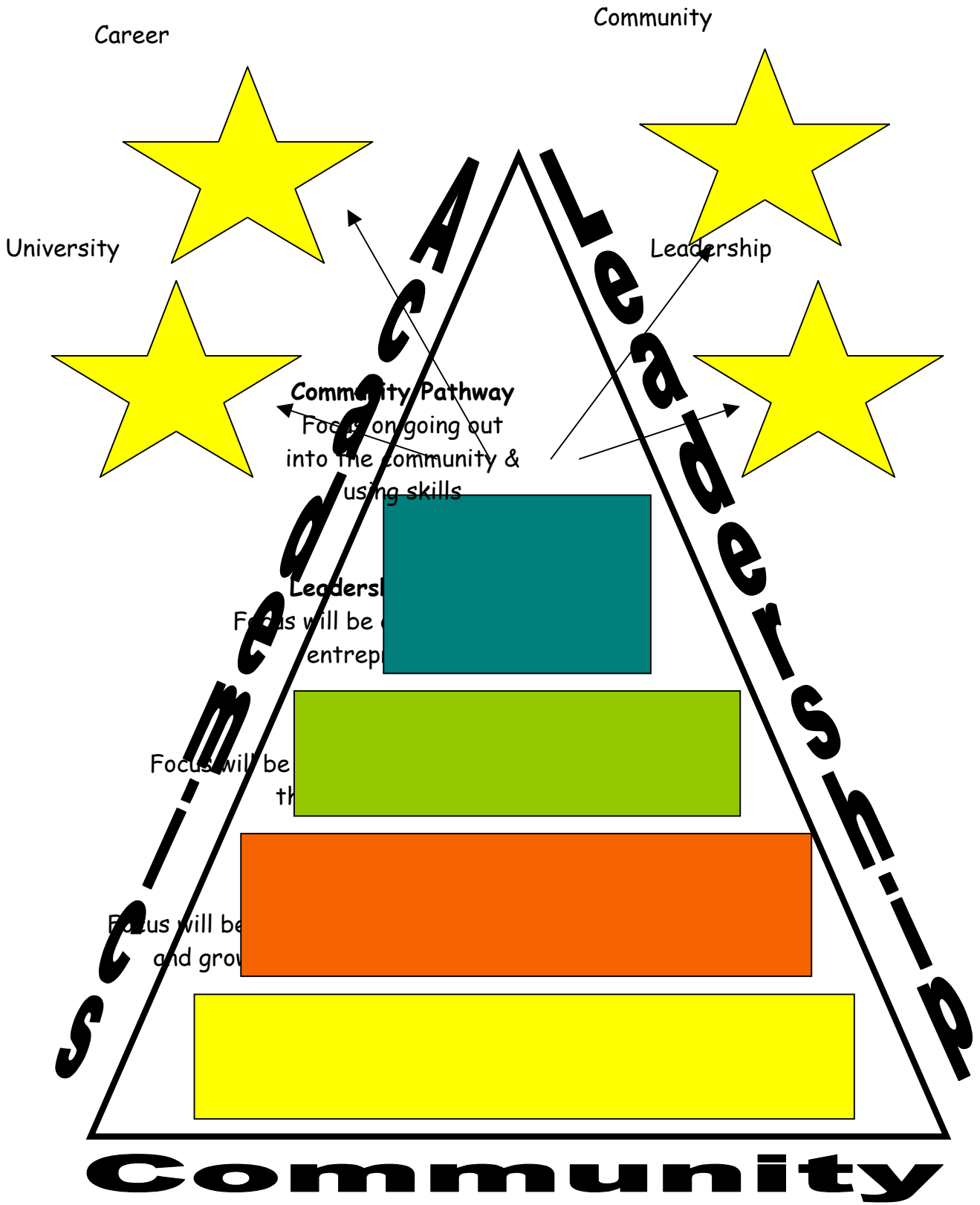
9th Grade Foundations Pathways: will center on binder organization, note-taking, team building, inquiry and collaboration basics. Students will explore community and school leadership options and declare a focus area by the end of the year. Each class chooses an area of service to school and complete their project as a group.

10th Grade Academics Pathways: review of 9th grade foundations and emphasis on CAHSEE and SAT Preparations. Classes will collaborate to plan for whole school attendance at a College Fair or to create an ALC College Fair. Student projects will focus on establishing ALC college contacts.

11th Grade Leadership Pathways: focus on leaders as a catalyst for change in society and personal leadership skills assessments. Students will receive academic support and prepare for college tests and applications. Classes will collaborate to provide a Leadership Conference for the ALC.

12th Grade Community: focus on transition to life after high school, completing college and scholarship applications, searching for internships or jobs and completion of the Senior Thesis. Classes will collaborate to create a Summer Options Fair for the ALC.

Note: Pathways classes will require occasional grade level meetings on Fridays to plan for community events and grade level projects.



Part Seven: Student Assessment and Graduation Requirements

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ Current LAUSD graduation requirements do not facilitate completion of college A-G requirements. ▪ The LAUSD requires Health, Life Skills and Computer courses for graduation. ▪ Some college level courses do not meet LAUSD graduation requirements. ▪ Individual teachers use project based assessment. ▪ District periodic assessments do not coincide with interdisciplinary curriculum. ▪ ALC staff analyze data regularly during weekly professional development. ▪ ALC students routinely write academic goals based on their transcript analysis. 	<ul style="list-style-type: none"> ▪ Graduation requirements will be directly aligned with the A-G Requirements. ▪ The Life Skills course will no longer be a graduation requirement. The content is more than imbedded in the four year Pathways curricula. ▪ The Pathways Senior Thesis will be a graduation requirement. ▪ The health curriculum will be distributed in the Global Awareness, Physical Health and Biology courses. ▪ Technology requirements will be embedded in academic and Pathways curricula. ▪ ALC will offer a wider range of college courses that meet graduation requirements. ▪ New graduation requirements will roll out by grade level starting with the freshman class of Fall 2008. ▪ ALC common assessments will coincide with our interdisciplinary curriculum. ▪ Data analysis will be expanded to ensure that the needs of all students and student groups are being met. ▪ Interdisciplinary assessments and common benchmarks and projects will allow for more thorough data analysis and use of data to determine future practices. ▪ The Academic Leadership Plan required in the Pathways curriculum will make long term and short term goal writing routine for all students.

Philosophy of Assessment: The Academic Leadership Community believes that we must develop multiple assessments to allow for each ALC student’s strengths to shine and to give each student the opportunity to demonstrate mastery of the standards and requirements for graduation. Assessments will be made transparent through the use of rubrics and oral and written instructions and demonstrations. Each course within a grade level core must include both formative and summative assessments. Authentic assessments such as portfolios, group and individual projects and presentations, common curricular periodic assessments, a final

exam, and daily assessments such as in class writings, quizzes, group tests and oral checks for comprehension shall be included in each course. Other forms of assessment such as oral exams and artistic expression of content are encouraged. Students will also be assessed using state tests (CST and CAHSEE) and college entrance tests (PSAT, SAT, ACT).

The ALC's focus on inquiry and discovery must be evident in our assessments, just as we must assess students' abilities to employ higher level thinking skills. ALC assessments will be process oriented and students will be involved in the grading process by setting goals, establishing and reviewing rubrics prior to assessment and assessing themselves and others using rubrics. Assessments shall be graded in a timely manner and students will be given time to review and, if appropriate, retake or revise their work. Student assessment data will be analyzed by the staff regularly during our professional development block to determine the success of individual students and the school as a whole and to determine our training and support needs as a staff.

Student Ownership of Assessment and Data: ALC students will analyze their personal transcripts to generate an Academic Leadership Plan (ALP) and track their own academic progress via their quarterly transcripts. Self analysis of GPA, standardized test scores and incremental progress in courses assists students in taking ownership of their learning and academic progress. Students can then create, refine or revise their ALP and generate relevant goals for the next grading period. Student transcripts and ALPs help advisory teachers support individual students as they make and strive to attain academic goals.

Students also use the ALP to generate proposals for leadership in the community after school, at lunch or during school vacations. The ALP helps students see the immediate relevance of learning and make connections between school, self and community involvement. What follows are examples of student transcripts and the ALP form.

Guzman, Erendira

August 14, 2007

Grade: 11	Grad Year: 2009	Overall GPA: 2.20
ID# 1192	Birth Date: 12/25/1989	Current Semester GPA: 2.00
EGuzman@academicleaders.net		UC/CSU GPA: 1.94
Check Email: mail2web.com or www.popmailchecker.com		Recent Test Scores: English: 43 Math: 58
Server: pop.bizmail.yahoo.com		High School Exit Exam: English: Passed Math: Passed
Credits: 139		



	Fall Semester	Spring Semester
9 th	B C LIFE SKLS 21ST C C WHG: MOD WLD A B C ENGLISH 9A A A ADV PE 1A A B SPANISH 1A A A ALGEBRA 1A	B /B/ ADV PE 1B D DDC WHG: MOD WLD B C CCC ENGLISH 9B C CCF AVID 1B A /B/ SPANISH 1B C CBB ALGEBRA 1B
10 th	B BBB AVID 2A B /B/ SPANISH 2A D FF/ ADV PE 1A F DC/ BIOLOGY A D DFC GEOMETRY A C ABD ENGLISH 10A	C CBB AVID 2B B /B/ SPANISH 2B C BCA ENGLISH 10B C /CD ADV PE 1B D FFC BIOLOGY A F DDC GEOMETRY B
11 th	C CCA INTRO ART A F FFF AP ENG LANG A C CCC US HIST 20TH A A BAB CHEMISTRY A B BAD AVID 3A B BAC ALGEBRA 2A	C CCD INTRO ART B D FFC CONTEMP COMP C BBC US HIST 20TH B C CCC CHEMISTRY B B BBA AVID 3B B BAA ALGEBRA 2B
12 th		
Intersession		

A-G & H.S. Graduation Requirements

Grade C or better

- (A-G required semesters)
- (A-G recommended semesters)
- (H.S. grad required semester)

A Social Studies
 (WHG AB, US History AB, Economics, Government)

B English
 (Eng 9AB, Eng 10AB, Amer Lit, Cont Comp, World Lit, Expos Comp)

C Math
 (Alg1 AB, Geo AB, Alg2 AB, Math Anal AB, Calculus AB)

D Lab Science
 (Biology AB, Chemistry AB, Physics AB)

E Language
 (4 semesters same language)

F Visual & Performing Art
 (2 semesters sequential class)

G College Prep Electives

Technology

Physical Education






Health Life Skills(AVID)

Grade Level Credits: 10th: 55 11th: 110 12th: 170 Graduation: 230
 AVID/Pathways Teacher: Duff

ALC Academic Plan

Requirements	Completed Courses	Schedule			
		Fall 2007			
CAHSEE Math	Math	A	#	#	# 5
CAHSEE English		1	#	#	# 5
Fitness Test	English	2	#	#	# 5
Service Learning		3	#	#	# 5
PSAT Test	Science	4	#	#	# 5
SAT Test		5	#	#	# 5
Pre-ACT Test	Foreign Language	6	#	#	# 5
		Spring 2008			
	Social Studies	A	#	#	# 5
Senior Portfolio		1	#	#	# 5
Exit Interview	Physical Education	2	#	#	# 5
		3	#	#	# 5
Classes to Retake					
	Art	4	#	#	# 5
	Health	5	#	#	# 5
	College Elective	6	#	#	# 5
		College			
	Life Skills	1	#	#	# 5
		1	#	#	# 5
	Technology	2	#	#	# 5
Achievements					
		3	#	#	# 5
		Summer/Adult School			
	Diploma Requirement	1	#	#	# 5
	A-G Requirement	1	#	#	# 5
	A-G Recommended	2	#	#	# 5
		3	#	#	# 5
		4	#	#	# 5
Credits		Grade Point Average (GPA)			
Graduation	220	Starting GPA			
Senior		4.0			
Junior	165	Fall GPA Goal			
Soph	110	3.0			
Frosh	55	Fall GPA Actual			
	0	2.0			
		Spring GPA Goal			
		1.0			
		Spring GPA Actual			
		0.0			
			5 WK	10 WK	15 WK
			20 WK	5 WK	10 WK
			15 WK	20 WK	5 WK

draft

List Academic Strengths	2007-2008 Academic Goal
List Academic Successes 	What are your Action Steps? 
List Academic Opportunity Areas 	How will you measure your success? What will success look like? 
List Possible Academic Goals 	What resources may help you succeed?

draft

ALC Leadership Plan

ALC/MCLC Community		Your Community	
List three of your Leadership strengths		List three of your Leadership strengths	
1		1	
2		2	
3		3	
List three activities or issues that interest you		List three activities or issues that interest you	
1		1	
2		2	
3		3	
Identify three needs in the community		Identify three needs in the community	
1		1	
2		2	
3		3	
List three ways in which your strengths and interests can be used to help improve the community		List three ways in which your strengths and interests can be used to help improve the community	
1		1	
2		2	
3		3	

2007-2008 Leadership Goal

What are your Action Steps?

How will you measure your success?

draft

What will success look like?

What resources may help you succeed?

Student's Signature _____ Date _____

Parent/Guardians Signature _____ Date _____

Advisory Teacher Signature _____ Date _____




**2007 - 2008
Academic Leadership
Plan**

Name _____

Advisory Teacher _____

Grade Level _____

Date _____

Name		Date	Grade Period
		ALP Short Term SMART GOAL	
		SPECIFIC: What will you do?	
		MEASURABLE: How will you measure your progress?	
		ACTION-ORIENTED: What specific actions will you take?	
		REALISTIC: Is your goal achievable?	
		TIMELY: How often will you work towards your goal?	
Subject Area		My GOAL	
What ACTION-ORIENTED steps will I take to get there?			
By When?		How will I know if I met my goal?	
My Strengths	My Challenges	My Needs	
Who can help me?		How can they help me?	

Attendance data, academic honors, and leadership and community activities will be added to the transcript for analysis and ALP development.

Portfolio Assessments and Presentations: Portfolio assessments and presentations encourage students to make decisions about what work will be assessed. Students must decide what elements to include in portfolios, reflect on their work, and present their work to staff and peers for assessment. Students will create portfolios and perform group and individual presentations for each course and complete a yearly cumulative project and portfolio for each advisory course. Beginning in the 9th grade foundations advisory and continuing in the 10th and 11th grades, students will create a personal portfolio and group project which will lead to their individual Senior High School Portfolio and Thesis Presentation in June of their 12th grade year.

Use of Technology: Since technology is central to each subject area, we will embed assessment of students' ability to use technology within the core curriculum. Individual and group projects will require that students use word processing, excel, and PowerPoint technologies and student proficiencies in technology will be a regular part of assessment rubrics. The Senior Thesis' and Portfolio will require extensive use of technology for a wide variety of purposes. In addition, beginning in the second semester of their sophomore year advisory students will be given an assessment of skills in technology. Once they have shown mastery, they will have passed the graduation requirement for the ALC.

Assessment Strategies: The Academic Leadership Community will regularly use and analyze data from the following student assessments:

- Initial assessments in mathematics, reading and writing for incoming students
- Initial assessments in mathematics, reading and writing for individual grade levels
- Group and individual portfolios
- Group and individual projects with presentations
- Group and individual content area quizzes and tests
- Group and individual writings, including in and out of class essays, research projects (requiring synthesis of materials and course learning) and creative writings and poems
- Common course midterm and final exams
- Common course writing benchmarks
- The California High School Exit Exam (CAHSEE)
- California State Tests (CST)
- Transcripts and Academic Leadership Plans (ALP), including revised academic and leadership goals
- Assessment of student attendance/punctuality for the advisory course curriculum and ALP
- Tutorial group and interdependence assessment rubrics to enhance collaborative learning and community expectations

Assessment of the ALC: Students and staff will be given regular opportunities to assess the progress of the Academic Leadership Community through the following means:

- Student evaluations of individual courses and staff at the end of each semester

- Analysis of overall quarterly student data during staff professional development, committee, leadership and governing board meetings
- Analysis of attendance data during staff professional development, committee, leadership and governing board meetings. Students are expected to meet or exceed the 90% threshold everyday.
- Analysis of standardized test scores, including the CAHSEE, CSTs, PSAT, SAT, ACT and AP tests during staff professional development and committee meetings
- Evaluations of staff by appropriate persons or committees (see Governance Structure)
- Senior Exit Evaluations and Interviews to be held by a team of staff, parents and community members

	All Students		9th Grade		10th Grade		11th Grade		12th Grade		
Overall GPA	Average GPA	1.93		1.59		2.29		2.43		2.48	
	Greater than 4.0	15	4%	3	3%	4	6%	5	6%	3	6%
	Between 3.0 and 4.0	52	14%	9	8%	13	21%	19	22%	11	20%
	Between 2.0 and 3.0	106	28%	27	24%	20	32%	28	32%	24	44%
	Between 1.0 and 2.0	135	36%	38	34%	21	33%	34	39%	16	30%
	Between 0.0 and 1.0	72	19%	35	31%	5	8%	1	1%	0	0%
	GPA equals 0.0	12	3%	8	7%	1	2%	0	0%	0	0%

	All Students		9th Grade		10th Grade		11th Grade		12th Grade		
Current Semester GPA	Average GPA	1.8		1.44		2.3		2.43		2.5	
	Greater than 4.0	32	10%	4	4%	9	15%	17	20%	1	50%
	Between 3.0 and 4.0	32	10%	6	5%	12	19%	13	15%	0	0%
	Between 2.0 and 3.0	71	22%	26	23%	16	26%	20	24%	0	0%
	Between 1.0 and 2.0	89	28%	37	33%	13	21%	24	28%	1	50%
	Between 0.0 and 1.0	92	29%	38	34%	12	19%	11	13%	0	0%
	GPA equals 0.0	29	9%	11	10%	1	2%	0	0%	0	0%

	All Students		9th Grade		10th Grade		11th Grade		12th Grade	
Number of A's	369	19%	92	14%	125	34%	130	25%	6	50%
Number of B's	339	18%	108	16%	78	21%	113	22%	0	0%
Number of C's	433	23%	159	24%	75	20%	134	26%	2	17%
Number of D's	304	16%	117	18%	45	12%	78	15%	2	17%
Number of F's	462	24%	189	28%	49	13%	61	12%	2	17%

Graduation Requirements: ALC graduation requirements will mirror the college A-G entrance requirements and will include:

- Incorporating personal health and technology into core classes
- Global Health
- Two years of Foreign Language
- A Senior Thesis Project and Portfolio (including a resume, cover letter, letters of recommendation and an exit interview)

Grading: Emphasis in grading shall be on meeting or exceeding state academic standards and college entrance requirements. All ALC courses will follow state academic standards and require students to show mastery of the standards. Therefore, staff will greatly limit the use of the academic grade "D" and encourage students to retake courses in which they have earned at "D" in order to effectively meet the standards of the course.

Part Eight: Leadership & Staff Selection

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ LAUSD policies regulate hiring and retention of our staff. ▪ Evaluations are completed by MCLC administrators in accordance with LAUSD policy. ▪ There is no opportunity for staff to evaluate school operations or administration. 	<ul style="list-style-type: none"> ▪ The ALC vision and Election to Work Agreement will guide hiring and retention practices. ▪ Staff will be hired into an inclusive environment where students with varying needs (including students identified with disabilities and language needs) are to be supported by a staff of teachers and support providers. ▪ Evaluation processes will reflect the ALC vision and Election to Work Agreement. ▪ Staff will observe and be observed by peers. ▪ Students will have an opportunity to officially and anonymously evaluate staff and school policies. ▪ The ALC Administrative Lead will complete final evaluations considering observations and student evaluations. ▪ Staff will have an opportunity to evaluate school policies and administrative staff.

Staffing Decisions and Evaluations: Staffing decisions will be based on the best interests of the school community. The ALC will make use of the autonomies to ensure that all teachers and administrators are fully committed to the school’s vision and core elements, including curriculum and assessment practices, activities, committee structures, Pathways, professional development and extended day requirements. Current staff members who cannot commit to the ALC vision and core elements will be permitted to transfer to other schools.

Beginning in the 2008-2009 school year all staff will be evaluated on their commitment to the ALC vision, the teacher Election to Work Agreement (including the job description) and the core elements. The design team will develop a staff evaluation rubric based on the above and a committee including the administrative lead and lead teachers will have the authority to determine whether or not staff members will be permitted to continue working in the school based on these evaluations.

First and foremost a sense of staff coherence, teamwork and mutual accountability shall be the guiding force in staffing decisions to be sure that our pillars of Academics, Leadership and Community are honored.

Leadership Structure:

Administrative Structure (See ALC Key Characteristics Section for a complete description of roles and responsibilities):

One Administrative Lead

One or Two Lead Teacher(s)

Six Staff Leadership Team members representing each of the ALC Committees

Curricular Staffing: The following is a possible staff list to reflect the positions required to staff a school of 400-425 students and meet the ALC curricular requirements.

Staff Title	# of positions
(1) Administrative Lead	4
(1) Counselor	
(2) Office Staff	
(3) Inclusion Specialists	6
(3) Inclusion Para-Professionals	
(5) English Teachers	18
(3.5) Math Teachers	
(2.5) Social Studies Teachers	
(2.5) Science Teachers	
(1) Art Teacher	
(1) Physical Education Teacher	
(1) ESL Teacher	
(1.5) Language Teachers	
(5) AVID Tutors	5
(0.25) Librarian	1
(0.25) Technology Support	
(0.25) College Counselor	
(0.25) Athletic Director	

Staff Selection and Expectations: Our Election to Work Agreement will contain the following teacher job description to endure staff selected to work at the Academic Leadership Community are committed to our vision and goals:

The Academic Leadership Community (ALC) is a student centered community. Students, educators and families work together to incorporate a rigorous academic curriculum with opportunities for developing one's own leadership abilities. The outstanding faculty and staff of the ALC is committed to providing equal access to all students and by doing so, we strive to promote the ideal of lifelong learning and to develop future leaders in the community.

The ALC not only provides the necessary support for students to gain admission to a four-year university, but also works to develop the various skills needed to succeed academically in college. Important skills such as time management, organization, note-taking, test preparation, critical thinking, and collaboration are the essential components of the required ALC advisory courses. The teacher of the advisory course will be in direct contact with students and parents, serving as a mentor and thus providing the personalization and continuity that is vital for monitoring each student's progress throughout high school.

ALC Teacher Job Description

"The ALC will recruit faculty and staff that are supportive of its vision and goals. We will seek to hire staff members who are well trained in their fields, have a commitment to excellence and leadership, and who believe in and will work to support the ability of all students to learn. Faculty and staff will envision themselves as co-learners with students, and as such will respect student ideas and abilities and work to encourage students to realize their greatest potential. Faculty and staff will be available and approachable; and students will be able to trust that all who work on behalf of the ALC do so with students' interests at heart."

--from the ALC Vision Statement

In addition to the job description and requirements set forth by UTLA and the State of California, candidates accepted into the ALC as educators agree to the following requirements in accordance with our three pillars - academics, leadership and community:

Academic:

- Participate in weekly content-area and grade-level professional development meetings
- Utilize Understanding by Design (backwards planning) framework as planning model
- Collaborate with ALC faculty to construct effective interdisciplinary curriculum
- Utilize AVID WIC-R methods during instruction
- Measure student achievement utilizing multiple assessments including project-based and authentic assessments
- Co-teach with Inclusion Specialists and para-professionals to ensure the academic success of all students
- Support construction of student's grade level projects and ALC Advisory portfolios
- Develop unit plans that build upon students' previous learning and aim to stimulate student achievement
- Continually monitor student achievement and tailor instruction accordingly
- Integrate technology in the classroom and encourage students to utilize technology when appropriate
- Differentiate instruction for students with varying learning styles and needs
- Commit to fully participate in all ALC and AVID professional development opportunities
- Keep current with advancements in content area and integrate said developments into curriculum
- Attend trainings offered by staff including the AVID Summer Institute

Leadership:

- Teach an advisory course each semester with a static cohort of students
- Maintain and nurture relationships with ALC Advisory students and their parents
- Act as the main link between ALC Advisory parents and the ALC
- Facilitate curriculum developed by ALC and assist with field trips, guest speakers, student internships, community relations, and college and career placement
- Participate in curricular development and interdisciplinary planning
- Provide appropriate mentoring and counseling for ALC Advisory students

- Be proactive and flexible, helping to create and maintain programs, activities and values that advance the ALC vision

Community:

- Maintain active, regular participation on an ALC committee
- Maintain active, regular participation in ALC student activities
- Participate and co-facilitate monthly, evening CHALC (Coffee House ALC) meetings
- Participate in occasional dinners with ALC faculty
- Participate in parent conferences, recruitment fairs, IEP meetings and other ALC stakeholder meetings
- Support clubs and athletic teams by attending MCLC events
- Participate in evaluations and facilitate individual and community goals
- Collect and analyze data with stakeholders to support the community vision and goals

Staff structures to support the diversity of ALC learners: The inclusive structure of the ALC will ensure that each of our students has equal access to the core curriculum and leadership and community opportunities. All staff must agree to envision all students as “our students”. There will be no divisions based on perceived or identified disabilities or language needs. Inclusion Specialists and para-professionals, trained to provide the necessary accommodations and modifications for identified students will serve all students who require support in order to succeed in a rigorous curriculum, while ensuring that those students identified with specific learning needs receive the support services identified in their Individualize Education Plans. Content area teachers will co-plan and teach with Inclusion Specialists and as a result will also provide the accommodations and modifications necessary to ensure student mastery of content standards. We will abide by California State mandates concerning English Language Learners while ensuring that ELL students enjoy full access to the ALC interdisciplinary curriculum and leadership and community opportunities.

Part Nine: Election to Work Agreement

The following agreement has been crafted using the guidelines set up cooperatively by the LAUSD, UTLA, and AALA for the LAUSD Pilot Schools Network and has been approved by the ALC design team. It was envisioned to fulfill the core vision, mission, and goals of the Academic Leadership Community.

I, _____, am voluntarily electing to work at the Academic Leadership Community Pilot School. By signing this Election Agreement I indicate that I understand and accept the vision of the Academic Leadership Community and the following terms and conditions of my employment.

The ALC Vision:

The Academic Leadership Community (ALC) believes that a healthy intersection of rigorous academics, leadership opportunities and a nurturing community will empower our students to reach their academic and professional potential. Thus, we declare our vision and purpose to be:

- ~ Providing a rigorous, college preparatory curriculum and encouraging lifelong learning,
- ~ cultivating each student's unique leadership identity,
- ~ and fostering a community that includes students, staff, families and community partners united to encourage students.

We measure our success by the lives of our alumni. If our students are able to continue their education after high school, pursue careers in harmony with their strengths and desires, exhibit community leadership, and experience general satisfaction in life, then the ALC has fulfilled this vision.

Overview of LAUSD Contract Language for Pilot Schools:

Administrators, teachers, guidance counselors, substitutes, and all other employees at Pilot Schools who fall under the jurisdiction of the UTLA or AALA and their respective contracts will be members of the appropriate UTLA or AALA bargaining unit. These employees shall accrue seniority in the system and shall receive, at a minimum, the salary and benefits established in the UTLA or AALA contract.

UTLA and AALA employees in Pilot Schools will be required to perform and work in accordance with the terms of the individual Pilot School proposal and annual election-to-work agreement. Pilot School governing bodies may make changes to their election-to-work agreements during the school year.

Employees shall work in Pilot Schools on a voluntary basis and may excess themselves at the end of the school year. No UTLA or AALA member may be laid off by LAUSD as a result of the existence of Pilot Schools.

The Los Angeles Unified School District retains the right to close a pilot school at any time if malfeasance, fiscal irregularities, or violation of the District's nepotism policy is proven to have taken place.

For further information concerning the Pilot Schools agreement between LAUSD and UTLA see Appendix A: Memorandum of Understanding Between Los Angeles Unified School District and United Teachers Los Angeles.

ALC Work Conditions: The ALC will abide by the agreements lined out by the LAUSD, UTLA and AALA. Other terms and conditions of employment will be determined by the ALC's governing bodies, rather than by the LAUSD employment contract. While not exhaustive, this election states the important terms and conditions of employment at ALC.

Hiring, seniority, salary and benefits: The ALC Administrative Lead and Lead Teacher(s) may select staff without regard to seniority or membership in the LAUSD and formulate job descriptions for the ALC staff. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements and you will continue to accrue seniority as you would if you were working elsewhere in the LAUSD. If hired, you will receive the salary and benefits established by the LAUSD contract and will be a member of the appropriate UTLA bargaining unit.

The ALC Yearly Calendar: A teacher work year calendar, including length of the work year, length of the work day, professional development time, conferences and holidays, shall be generated by the Staff Leadership Team and the Governing Board and shall be given to affected staff no later than December 15th of the previous school year. ALC staff, by a 2/3 vote, may override the proposed changes to the election-to-work agreement, sending it back to the SLT and Governing Board for revision. If a calendar has not been approved by February 1st, the previous year's calendar will remain in place. If after the start of the school year, the Staff Leadership Team or Governing Board wishes to alter the teacher work year schedule, the change must be approved by a 2/3 vote of the affect ALC bargaining unit staff.

The ALC will follow the LAUSD traditional year calendar with the following additions and changes:

- All ALC staff will participate in three professional development days prior to the opening of the school year. The third of which will be solely for the purpose of classroom preparation. Faculty members must document this time which can be completed anytime after the close of MCLC summer sessions and the opening of school (excluding the other two days designated for whole staff professional development). In addition first year teachers will be asked to participate in two additional professional development days prior to the opening of the school year.
- All staff will participate in a mid year, full day staff development event.
- All Staff will participate in a weekly staff development on Tuesdays between 1:00pm and 4:00pm.
- All staff will attend a week long professional development training during the summer months. This could include the AVID Summer Institute or an AP Conference.

The ALC Workday: The ALC staff workday shall begin at a minimum of 20 minutes prior to the beginning of the first class period each day and end at a minimum of 20 minutes after the close of the final period of the school day.

Each faculty member shall have ample self-directed staff time for one class period four days a week. If it is determined to be mutually beneficial to student schedules and the staff member for the teacher to work an auxiliary period, the teacher shall receive their regular salary as compensation. Additionally, only when beneficial to both student schedules and the staff member, a faculty member may elect to work a Flexible Work Hours Schedule, either working a zero or seventh period daily.

On Tuesday afternoons students will be released at lunch to complete their leadership development plans and staff shall agree to work from 1:00pm to 4:00pm for professional development purposes.

Additional commitments: In addition to the regular yearly calendar and workday obligations, ALC staff agree to support the ALC vision and smooth operations by making the following additional time commitments:

- Attendance at a monthly committee meeting. The date and time to be determined by individual committees.
- Attendance at IEP meetings as needed.
- Attendance at meetings for special school groups or programs such as AVID, Special Education Staff, ELL Staff, Advanced Placement instructors.
- Each faculty member will have Office Hours for students at a minimum of one hour per week with sign in sheets to monitor student use.
- Assistance in administrative coverage as needed to ensure the safety and well being of students and the smooth functioning of the school. Every attempt will be made to ensure that temporary administrative coverage assignments are distributed in an equitable manner.
- Coverage or substitute teaching duties should not interfere with a staff member's allotted weekly planning periods unless the staff member agrees and is compensated with their hourly salary rate.
- Attend a one week AVID conference in their first year as an ALC staff member and then at a minimum of once every three years for non-AVID elective teachers and each year for those who commit to teaching the AVID Elective course. All required conference fees shall be paid by the ALC.
- Attend an AP Conference for staff who agree to teach an AP course. All required conference fees shall be paid by the ALC.
- Attendance at ALC recruitment, orientation, and family events.
- Attendance at a monthly family conference or CHALC event.
- Participation in the WASC process.
- Administrators will teach at least one period daily.

Committee chairs will be compensated with an extra, self-directed class period for administrative duties.

Teachers must keep track of hours served. The hours will be monitored by the Administrative Lead and compensation monies will be distributed as bonuses at the end of the year up.

ALC Policies and Procedures: Please refer to the ALC Digital Teacher Handbook distributed at the beginning of each school year for a description of specific school policies and procedures.

Performance Evaluations: The ALC Pilot School will establish and the SLT and Governing Board will approve staff evaluation rubrics based on those established by the LAUSD. Administration will take into consideration self-evaluations, peer observations and student evaluations in their evaluations of staff. Administration shall also document the support services offered individual staff members. Copies of evaluations will be submitted to the staff member and filed with the LAUSD and the ALC in employee personnel files.

All ALC staff will complete a yearly evaluation of the school community. Evaluations will be compiled along with evaluations completed by students and parent and community representatives in our ALC Annual Report. Individual staff evaluations will be kept on file in the ALC office.

Dispute Resolution Processes: If a dispute cannot be resolved after a reasonable amount of effort then the following procedure should be followed:

1. The dispute shall be presented in writing to the ALC Administrative Lead or a Lead Teacher.
2. The teacher will meet with the Administrative Lead, or in the event that the conflict is with the Administrative Lead, with the Lead Teacher(s) to address concerns about the school's work rules and attempt to reach a resolution. The conversation and meeting results should be documented and signed by all parties. The teacher should have the opportunity to bring another colleague or school site representative to the meeting for support and advice. All meetings regarding disputes shall be kept confidential.
3. If the meeting with the Administrative Lead or Lead Teacher(s) does not result in a satisfactory resolution, the teacher may present the concern to the Co-Chair of the Governing Board. The conversation and meeting results should be documented and signed by all parties. The teacher should have the opportunity to bring another colleague or school site representative to the meeting for support and advice. All meetings regarding disputes shall be kept confidential.
4. If the dispute resolution within the school fails to uphold the democratically negotiated and ratified election-to-work agreement a committee made up of BZC staff, a UTLA representative and a member of the ALC Governing Board will serve as an appeal board. The conversation and meeting results should be documented and signed by all parties. The teacher should have the opportunity to bring another colleague or school site representative to the meeting for support and advice. All meetings regarding disputes shall be kept confidential. The decision of this joint appeal board shall be final.

Equity Issues: No person shall be discriminated against based on race, gender, religion or sexual orientation. If a staff member has concerns related to equity issues at the school, that staff member should follow the dispute resolution process or report concerns to the appropriate UTLA or LAUSD offices.

Excessing: All of our policies are aimed at transparency, communication, retaining quality personnel and maintaining a strong, healthy academic community.

Any staff member who wishes to excess his or herself from their duties at the Academic Leadership Community shall do so by March 15th. If the staff member has a change of heart after this time, he or she must reapply for their position. Similarly, the ALC Administration must excess staff by March 15th of a given school year.



By signing this document, I acknowledge that I have read all provisions of this election agreement and that I agree to all of its terms.

Dated: _____

Faculty Signature: _____

Name: _____

Address: _____

Phone Number: _____

Summer Contact Information: _____

Accepted by the Academic Leadership Community

By: _____
(Administrative Lead)

Please submit completed signature page to the ALC office by March 15th

Part Ten: Professional Development and Support

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ ALC staff meets almost weekly for an hour and fifteen minute professional development time. Exceptions must be made for MCLC content area meetings monthly and district mandated trainings. ▪ Buy-Back Days are optional and determined by the LAUSD. They are subject to district mandates. ▪ Conference attendance is not currently required. ▪ Budget constraints and whole site training priorities often regulate professional development. 	<ul style="list-style-type: none"> ▪ ALC staff will meet every week for an extended three hour block to allow for co-planning. ▪ ALC staff will commit to four full professional developments each summer. ▪ New staff will commit to two additional summer training dates. ▪ Staff will commit to attending the AVID Summer Institute or another week long approved professional development conference. ▪ ALC professional development will focus on data analysis and co-teaching, planning and differentiation of instruction to support students with varying needs.

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

Building a professional culture: In order to pursue a healthy professional culture the Academic Leadership Community will promote:

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

ALC Yearly Plan for Professional Development: The backbone of the ALC's professional development will be the four hour time block set aside weekly for consistent team building and co-planning. Additionally teachers will attend at least four, on-site day-long training and planning sessions per year and at least one four or five day off-site conference.

ALC Weekly Professional Development Block: Tuesday afternoon professional development blocks will be organized on a regular rotation. The specific calendar will be developed jointly and printed before the start of each semester. The rotation will be as follows:

Week One, Content/Grade Level Teams: focus will be on co-planning for content area classes. Teachers will meet by grade level teams or in content specific teams to work on units, lessons and common assessments. Students or adult partners may participate.

Week Two, Pathways/AVID Teams: focus will be on co-planning and analysis of AVID and advisory curriculum. Teachers will meet in AVID or pathways teams or by grade level to work on units, lessons, community projects or portfolios. Students or adult partners may participate.

Week Three, Specific Trainings: each semester a calendar of specific trainings requested by staff will be organized and presented by professionals outside the community, ALC staff members, students, parents or community partners. Some planned trainings include:

- Write your own IEP
- Connection between instruction, assessment & grading
- Team Building
- Co-Planning and Teaching
- Differentiating Instruction
- Counseling – supporting student needs
- Data Analysis and goal setting
- Curricular Design
- Understanding by Design
- Fair, equitable, informative grading practices
- Time management
- Teaching study skills
- AVID strategies
- Sharing Best Practices

Week Four, Data Analysis and Reflection: focus will be on analysis of student data related to grades, standardized testing, student population and attendance. Regular analysis of data will help us determine best teaching practices, school policies and student support needs.

On Site Day-Long Training and Planning Sessions: There will be four required on-site trainings per year, three in the summer before the opening of the fall semester and one in between the fall and spring semesters. Staff new to the ALC will commit to two additional day-long training and orientation sessions before school begins for the fall semester.

The agenda for summer PD days will be determined by the STL before the end of the spring semester each year and mid fall semester for the spring session. Generally the agenda for each day will involve a morning specific training session based on determined staff need and afternoon collaborative planning by grade level, advisory or content area teams.

Conference and Off-Site Trainings: Each staff member will commit to attending at least one conference to be paid for by the ALC each year. All other weeklong conference payments will be covered on a case by case basis. All new staff and AVID Elective teachers will attend the AVID conference. Others may attend the AVID conference or propose another conference to facilitate their professional development.

AVID Professional Development: The AVID Site Team will attend a three day winter conference in addition to the AVID Summer Institute. AVID Elective teachers will attend three daylong trainings each year. AVID optional day long trainings will be made available to all staff throughout the year.

Advanced Placement Trainings: All staff scheduled to teach an AP level course must attend an approved AP subject area training prior to teaching the course.

ALC Off-Site Professional Development: Once yearly the ALC staff will participate in a Community Building Weekend. This will be an opportunity for staff to get away together for team building activities, trainings, and planning. This weekend serves to nurture the ALC professional community.

Other approved ALC Professional Development Options: The ALC will generate and annually revise a list of approved conferences and trainings for staff. Any staff member can submit a referral for a conference to be added to the list. The SLT and Governing Board will approve conferences and trainings and make decisions about the equitable distribution of training funds.

The following is an initial list of approved trainings:

- Facing History
- Complex Instruction
- CABE
- Impact

Part Eleven: Student Support

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ Committees include only ALC staff members. ▪ No SST is currently in place at MCLC. ▪ Inclusion practices are in place. ▪ The ALC shares an ESL teacher with the other MCLC SLCs. ▪ Academic goals are currently encouraged. ▪ ALC priorities must be made within district budgetary constraints. 	<ul style="list-style-type: none"> ▪ The Academic Committee will be made up of staff, students, community members and family and will ensure that academic supports for individual students are in place. ▪ The Student Support Committee will be made up of staff, students, community members and family and will ensure that social supports for individual students are in place. ▪ The Student Support Committee will assemble Student Success Teams (SST) for referred students. ▪ Pathways and other classes will be co-taught by a general and special educator to ensure that proper supports are in place. ▪ ALP and Summer Goals will help ensure that students have identified their needs and that plans have been made to meet them. ▪ The ALC will give budgetary priority to appropriate and individualized student support needs, paying special attention to students identified with disabilities or English language needs.

Overview: The ALC was established on the three pillars of academics, leadership, and community because we understand that academic success is inextricably bound to social and emotional health. We believe that creating a community of acceptance of student differences and needs and utilizing all available resources to support our students is crucial to their academic success and preparation for life after high school. Because our student population continues to be underrepresented in college, for example, we understand that we need to do even more to prepare them academically, socially, and emotionally to be a person of color in their college communities.

Students have diverse needs. Therefore, in order to facilitate equal access to academic success for all of our students, we will provide a variety of academic, social and emotional supports and utilize our advisories, counselor, and committees to help determine what individual supports students need in order to achieve.

Pathways: Pathways courses are designed to ensure that each student receives the individualized support they need to be successful in school. Pathways teachers are trained in the AVID strategies to facilitate academic success and provide in class tutorial support for

each student. The Pathways curriculum will also focus on character development, appreciation of diversity and conflict resolution. The teacher of the Pathways course will be in direct contact with students and parents, serving as a mentor and thus providing the personalization and continuity that is vital for monitoring each student's progress throughout high school. It is often a student's Pathways teacher that becomes aware of more serious support needs such as health care, truancy, abuse, and homelessness. Having a wide array of support options once these more serious needs are discovered is crucial. Pathways classmates serve as a social network for each student. Team building activities and the collaborative nature of the course help ensure that each student has a vital social and academic role.

Additionally, each freshman Pathways student will be paired with one of our junior or senior students to ensure that they feel the immediate peer support necessary to fit in to our academic community.

Counselor: The ALC counselor provides the traditional academic supports to students and staff such as scheduling and college counseling, however, because of our strong AVID and Pathways programs, our counselor is afforded with more time to address the social and emotional needs of our students. The ALC counselor will facilitate counseling groups and be the committee chair for the student support committee.

Academic and Student Support Committees: Two of the ALC committees are specifically designed to meet the academic, social and emotional needs of our students. The Academic Committee ensures that academic support programs such as AVID, Pathways and inclusion run smoothly and meet student needs and that staff receive the training they need to offer and support our students in a rigorous academic curriculum. The Student Support Committee is specifically designed to create systems of support for students such as connections with community counseling, youth and tutoring groups, facilitating student support teams for individual students in need, and managing on campus services such as health care, counseling groups and academic tutoring.

Specific Academic Supports:

Pathways – provides teacher and peer academic supports including organizational training, tutorial groups and instruction in note taking, inquiry, writing and reading.

AVID: The AVID strategies are used schoolwide to support students academically. The AVID Elective class is available for qualified students who wish to apply. This course offers targeted support and increased academic rigor for students who plan to apply to a four year college upon graduation.

Inclusion: Inclusion Specialists facilitate support for students with learning disabilities to ensure their success in our academically rigorous classes. They ensure that they or a paraprofessional offer in class supports and co-teach with content area teachers to facilitate necessary accommodations and modifications to the curriculum. English Language Learners and students with disabilities are offered peer and college tutoring and collaborative strategies and projects ensure their access to the ALC curriculum.

Careful data analysis will determine the extent of intervention and support necessary for individual students.

After School Tutoring: Staff, college tutors and peers provide academic support in all subject areas. Students are individually paired with college or peer tutors and others can come on a “drop in” basis to work with ALC staff.

Community Academic Supports: Students are referred to Bresee, HOLA and ACLA for additional tutoring or academic supports.

College Fairs: Our 10th grade Pathways classes are responsible to plan a whole school fieldtrip to a college fair each year.

Santa Monica College Courses: We have a partnership with Santa Monica College and offer student the opportunity to take college level courses on our campus. This affords us the opportunity to support students directly as they take their first college level courses.

Honors and AP Level Courses: All students will have access to a variety of honors and AP courses.

The Curricular Team: This committee will meet monthly to plan and implement student supports for academic success in our rigorous ALC curriculum.

Specific Social Supports:

Pathways – provides a teacher mentor and peer support for each student. The Pathways teacher or peers are often the first to learn about a student’s personal or social support needs. The Pathways class often becomes a cohort of friends to support a student in need.

Student mentors – Student mentors will be trained to supply support for a peer or peers. Each freshman will be offered a mentor and others can either sign up or be referred to receive targeted peer mentorship.

Community services on campus – Certified community partners will be invited on campus to provide support groups and services for our students and to offer trainings during our Leadership Development time or after school.

Community Referrals: The ALC will continue to establish a referral program for physical, mental and emotional health services. We will also develop referrals for legal services, homelessness, families with disabilities, and issues of documentation.

Impact: Staff will be trained to lead student Impact groups around topics such as alcohol and drug abuse, violence, gangs, or family dysfunction.

The Student Support Team: The committee will meet monthly and work continuously to develop ideas to further student support systems, seek referral options and schedule student success meetings.

Safe School Ambassadors: Fifteen to twenty ALC students will be trained yearly as safe school ambassadors. They are trained to advocate for safety, run peer groups and keep a general eye out for threats to the safe school environment.

School Nurse and Health Services: The ALC will share health services with the other schools on the MCLC school site as well as develop a referral system for health care facilities in the community.

Truancy and Tardy Interventions: The ALC recognizes that the number one reason for failure in high school is absences, particularly truanancies and severe tardiness. Our Pathways program, regular data analysis, phone calling system and Student and Family Resource Center will all serve to address the issues of tardiness and truancy and to ensure the success of our students.

Summer Options: We recognize that how our students use their summer months has a strong impact on their health and welfare as students, family members and community leaders. Therefore, each ALC student will develop a plan in their Pathways course. We will have a Summer Options Fair in the spring semester and then students will write a Summer Plan involving any of the following: volunteer work, camps, sports, workshops, youth groups, trade schools, college courses, theater groups, police and fire explorer programs, and/or family excursions or responsibilities.

Part Twelve: Family and Community Engagement

The ALC as a Small Learning Community	The ALC with Pilot School Autonomies
<ul style="list-style-type: none"> ▪ MCLC is working to staff a Parent Center for the 2007-08 school year. ▪ Parents are currently invited to monthly CHALC (coffee house) and invited to school for individual and group conferences. ▪ An ALC parent serves on the MCLC SSC. ▪ Informal partnerships have been developed with community groups. 	<ul style="list-style-type: none"> ▪ The ALC will establish our own Family Resource Center. ▪ Parents will be invited to partner with the ALC on committees and the Governing Board. ▪ Community Partnerships will be formalized. ▪ Community partners will be invited to provide services to students on and off campus. ▪ Community partners will be asked to serve on committees and the Governing Board.

Overview: Since parents and family members are the first leaders in our students’ lives, they are our most important stakeholders after the students themselves. As such, we plan to include families in our school for input and support to the largest extent possible. We also recognize that in our community most students come from families in which both parents must work outside of the home or there is only one parent. Our families are busy and need support from the school as they support their teenage sons and daughters.

The ALC also recognizes that there are many wonderful organizations serving youth and families in our community. As we plan to meet the needs of our students and their families we need the support of community groups and individuals. Young people spend the bulk of their waking life as students in schools or in school related activities; therefore it is often at school that support needs are identified. Schools, however, cannot single-handedly provide a quality, rigorous education and meet all the support needs of their students and families. We know as our third pillar, community, indicates that connections with the community are crucial to the success of our school.

Family Engagement: The first step to healthy family engagement is to gain opportunities to get to know our families. Thus, many of ALC’s activities are designed simply to build relationships with our community and families.

- ALC Family Barbeque – This annual fall barbeque will bring ALC staff, families and community members together for a fun, informal relationship building time. Families and community members will have their first opportunity of the year to learn about ways in which the ALC will communicate with them and support them as well as ways in which they can be involved in the school.
- CHALC – CHALC stands for Coffee House ALC. This is a monthly informal coffee house where staff and families can get to know one another and discuss student and family needs in a warm, non-threatening environment.
- Home visits – Each Pathways teacher will make an informal home visit home to discuss student needs and to get a feel for the home environment of each student.

- Family surveys –In the beginning of the year a family survey will afford us the opportunity to learn about the basic family structure of each of our students, whom they live with, how many siblings, family jobs, etc. This will also help us establish an ALC family and staff directory. From time to time we will ask families for their input on school programs, community events, and other needs.

We have also built in avenues to communicate student successes and needs with our families.

- Pathways – One function of the Pathways class is to serve as a link between the ALC and our individual students and families. Each family will know that they have an ALC staff member to go to for information, support and to learn about ways in which they can get involved.
- Student and Family Resource Center – The ALC Family Center will provide a space where family members can drop in for help or referrals, set up appointments for Student Success Team Meetings, and receive trainings.
- Student led conferences – Each semester Pathways students will plan a conference for their parents, inviting them to school to see their work in portfolio, meet teachers and see their classes.
- Student Success Meetings – Families, staff, peers or the student will be given the opportunity to call a conference involving any or all of the stakeholders that are key to that student’s success. These conferences may be called to facilitate better success after a personal or educational crisis or called to strategize to meet future needs a student might encounter such as paying for college or finding success in honors courses.
- Classroom observations – Adult family members are welcome to sit in on their student’s classes to observe. This must be done by appointment.
- Report cards – Report cards will be issued every five weeks to ensure regular communication of student progress. Student transcripts and daily or weekly progress reports are always available upon request.
- Letters, calls or visits home – Staff will regularly call or write home to report improvements and accomplishments as well as struggles and needs.
- Educational opportunities and referrals – We will have at least one parent workshop each semester and a list of community partner groups in which to refer families who have individual needs.
- Newsletters – Monthly newsletters will help us regularly communicate whole school news, activities and needs to our families and community partners.
- Yearly calendar of events – Families will be given a yearly calendar of ALC events at the beginning of the school year, along with a refrigerator magnet reminding them to ask key questions of their student, such as; is your binder ready for Friday? Or, can I see your questions for tutorials this week?
- Yearly informational folders will be presented to each family. This folder will include a master calendar, a staff list with contact information, a list of community partners and services, a list of school services and a place to store student report cards, letters and meeting notes and agendas.

Our final tier involves opportunities for parent service to the school. Parents will be asked to participate in all of the following ways:

- Representation on the Governing Board – our Governing Board will have an adult family representative from each grade level 10th -12th.
- Participate in ALC committees – Each of our five committees will have at least one adult family representative.
- Work in our parent center – Our parent center will staff at least one adult family member each year and have at least one family volunteer per grade level.
- Volunteer to help with school events or activities – Family members will have the opportunity to chaperone events, supply food or decorations for CHALC, the ALC Family Barbeque, and student events such as dances and ceremonies. Parents can also plan or instruct events such as staff developments, family trainings, field trips, and student assemblies.
- Volunteer in classes – By the time students enter high school, traditionally family involvement in the classroom becomes rare. We hope to encourage adult family members to work with students as tutors or in collaborative groups, help decorate classrooms, or get involved in classes in any way that they feel comfortable.

Community Engagement: The Academic Leadership Community has been working this past year to make connections with community groups and individuals to develop partnerships that will benefit our students. We began as a program at Belmont High School four years ago and have had community speakers come in to present to students on a weekly basis. This has helped us make community connections and get individuals excited about the students and vision of our school.

We have also forged relationships with several community groups such as, Loyola Marymount University, Santa Monica College, Los Angeles City College, the LA Chamber of Commerce, Immanuel Presbyterian Church and the Staples Center Foundation. Our plan for the future is to organize these relationships and make more to forge firm partnerships to meet the educational, social, personal, and financial needs of our students, families and school community. Community Partners will have opportunities to work with the ALC in the following ways:

- Membership on the ALC Governing Board – Three members of our ALC Governing Board will be members of the community who will help us enact the ALC vision, set policy, generate community support and develop a budget.
- Membership on an ALC Committee – Each of our five ALC committees will have an appropriate community partner to support their planning and implementation.
- Offering Leadership Development opportunities for students – Each ALC student will need to partner with one or more community groups to meet their Leadership Development requirement. Community groups can offer workshops, volunteer opportunities or service for students after school on Tuesdays on campus for our freshmen or in their place of business for older students.
- Donating funds, services or human resources.
- Serving as a presenter to students, staff or families – We will continue to have weekly speakers for our students. Also, we would like community partners to present to staff and families during professional development or parent trainings.

- Mentoring staff or students – The ALC staff needs continued mentoring from LMU, SMC, the LA Chamber of Commerce and other groups to ensure that our vision and school programs are current and viable. Individual students will need mentoring from community partners as they develop their leadership skills in specific areas.
- Providing college entrance, courses, counseling or scholarships.
- Providing internships and jobs for students.
- Being part of a referral list for student or family services.

Part Thirteen: A Safe and Secure Campus

Overview: The Academic Leadership Community has developed our vision around the idea that in order for students to succeed they must be offered a safe, secure environment in which to learn. We know that we must personalize our environment and provide curricular opportunities for student to collaborate around the themes of character education, diversity appreciation and conflict resolution in order to create the right learning environment for our students. These are the primary reasons we have created our Pathways courses. We recognize that all stakeholders need to contribute in order to create a safe school, thus, we have in place many student and adult responsibilities to ensure a safe and secure campus.

Student Advocates for Safety: We will instill in each student the responsibility for a safe campus and provide the following concrete involvement opportunities:

- Safe School Ambassadors – Fifteen to twenty ALC students will be trained yearly as safe school ambassadors. They are trained to advocate for safety, run peer groups and keep a general eye out for threats to the safe school environment.
- Peer Mentors – Each junior and senior will have the opportunity to be trained to become a mentor for a freshman or for other students either new to the ALC or who need specific peer support.
- Student Success Meetings – Student representatives will be welcomed as positive supports for their peers.
- Community Watch – Students will be encouraged to participate in creating a safe, secure learning environment by participating in “Community Watch”, anonymously informing ALC staff of safety concerns.

Adult Advocates for Safety: All ALC staff, parents, guardians, and community partners have a part in creating a safe and secure school. While on campus each adult needs to be aware of their environment and looking for behaviors that either contribute to or detract from a safe environment. Positive reinforcement of positive behaviors is important just as intervening in situations that are potentially harmful is crucial. Adults such as parents, guardians and adult mentors need to listen to their student, discern any behaviors or ideas that may add or detract from a safe environment and inform the school. If a student is engaging in behaviors that are dangerous it is the responsibility of the parent or guardian to come to the school and be actively involved in the peace process.

Additionally, the ALC has the following concrete opportunities for adult involvement:

- *ALC Counselor:* Our counselor is afforded with time to address the social and emotional needs of our students. The ALC counselor will facilitate counseling groups and be the committee chair for the student support committee to ensure a safe environment.
- *School Police and Campus Aids:* Our school police and campus aids are employed solely to serve students and maintain a safe school environment. They are the leaders of the “Community Watch” movement, and work to have positive working relationships with all students, families, community partners and staff.

- *Impact:* Staff will be trained to facilitate student groups to meet students' social and emotional needs and to deter the use of drugs and alcohol. Students' social and personal struggles are the greatest threats to a safe campus.
- *Community Watch* – All adults on campus will commit to participate in creating a safe, secure learning environment by participating in “Community Watch”, keeping a watchful eye out for threats to school safety and reporting concerns.

Part Fourteen: The ALC Design Team Profile and Planning Processes

Design Team Profile:

- * May Lynn Castillo: English Teacher
- * Elisa Corral: Spanish Teacher
- * Adilene Delgado: Student Representative
- * Sandi Drinkward: English Teacher, ALC Co-Director
- * Marina Duff: English Teacher
- * Mary Erickson: Inclusion Specialist
- * Daniel Fernandez: Physical Education Teacher
- * Glenn Giokaris: Social Studies Teacher
- * Mike Herrmann: Math Teacher, ALC Co-Director
- * Sharon Kim: Student Representative
- * Robert Ly: Math Teacher
- * Giselle Macias: Student Representative
- * Sergio Macias: Parent Representative
- * Rosie Martinez: ALC Administrator
- * Jennifer Ocampo: Math Teacher
- * Jesus Rodriguez: Spanish Teacher
- * Scott Rowe: English Teacher
- * Afsaneh Safaie: Counselor
- * TBD: Parent Representative

Planning Process: A design team including any interested ALC staff members, parents, students and community volunteers has worked collaboratively to develop the school's vision and plan.

The vision began five years ago with the development of the AVID Site Team. This group established our core A-G honors curriculum and the community spirit of our vision.

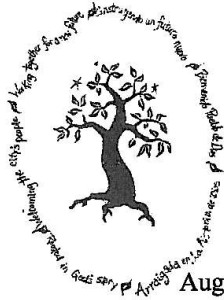
In 2005 the ALC Design team to establish our SLC was formed including six teachers and a group of students. This group envisioned and collaborated to write the RFP for our small learning community. We met with community and university partners such as Loyola Marymount School of Education Staff, Santa Monica College Deans and Dual Enrollment Staff, a pastor from Immanuel Presbyterian Church, and the advisory team for SLCs from Stanford University. We hired 13 more staff including two Inclusion Specialists and an Assistant Principal to work with our SLC. This group enacted year one of our vision and met weekly for professional development to co-plan, co-create and co-revise for our school.

In the fall of 2006 we collectively decided to pursue pilot school status and began to seek input from students, parents and our current community and university partners. We had several professional development and after school meetings to plan for the pilot school before the spring semester ended in June, including the pilot school trainings set up by the BZC. Six of us met for one week after school let out to continue work on the Pilot School RFP, and nine teachers attended the AVID Summer Institute and spent the afternoon sessions planning our advisory curriculum. We worked collaboratively via email throughout the summer to continue to develop and revise the RFP, and we met with parents, students and community

groups individually and in small groups to present our vision and RFP and seek input. The letters that follow show the support and input of our families and community partners.

Letters of Support:

Original, signed hard copies of the following letters of support are available in our office with our copy of this ALC pilot school proposal.



Immanuel Presbyterian Church Iglesia Presbiteriana Immanuel

3300 Wilshire Boulevard
Los Angeles, CA 90010-1702
website: immanuelpres.org

Phone: 213-389-3191
Fax: 213-487-9097
E-Mail: info@immanuelpres.org

August 29, 2007

To Whom It May Concern:

I am writing to express my enthusiastic support for the application of the Academic Learning Community to become a Pilot school.

In the early mornings in February of 2001, I watched my breath rise as I stood in the circle of light from the street lamp in front of Cahuenga Elementary. Parents were bringing their bleary eyed kids to catch the buses that would take them to their schools in the Valley. Our neighborhood schools were overcrowded and in crisis. In hopes of becoming better advocates, I had come with parents from our church to talk with the families and find out what they needed for their kids education. We learned a lot about the children's and the families' commitment to education and the barriers that they encountered at every turn.

The ALC, with its roots in the AVID program at Belmont, has been a source of hope and a place of thriving for students in our community. A transition to pilot school status would provide additional flexibility and resources to a team of educators and students who are poised to thrive.

The intentional synthesis of academics, leadership and community at ALC provide a holistic and grounded environment which nurtures the students of our community. I recognize that the autonomy and discretion that is afforded the leadership of a Pilot School will significantly aid the ALC in bringing the necessary resources to bear to create the desired outcome – the young adults of our community committed to life long learning, exercising leadership in the community.

I am eager to support this endeavor and have agreed to serve as a community representative on the Governing board.

Sincerely,

Rev. Elizabeth Gibbs Zehnder
Associate Pastor
Immanuel Presbyterian Church

*In the Heart of Los Angeles for Good!
¡En el corazón de Los Angeles para el bien!*

Frank Alton
Pastor

Elizabeth Gibbs Zehnder
Associate Pastor

Rod Sprott
Executive Director

Alberto Moke
Hispanic Ministries Director

Samuel Chu
Relational Ministries
Director

Edward Murray
Music Ministries
Director

Clelia Moke
Hispanic Women
Ministries

Alfonzo Servin
Facilities Manager

Nancy Spear
Food Pantry Director

Cecilia Ferreiro
Administrative Assistant

August 29, 2007

Dear Belmont Pilot School Selection Committee:

I am the Director of the Special Education Program at Loyola Marymount University and have had a long career preparing professionals to work with students with special education needs. I am also a strong believer in including these students with their typical peers as long as they have strong support.

To this end, I have been involved with the Academic Leadership Community (ALC) for almost two years. As they were drafting their proposal for Small Learning Community Status, I met often with Sandi Drinkward and Mike Herrmann in assist them with their inclusion program for students with special needs. I was able to connect them with different experts in the field of special education at LMU, other universities, and at LAUSD. We set up meetings and conference calls with schools with similar interests and helped to craft a vision of an inclusive school.

As ALC moves towards Pilot School status, I am more than willing to continue my full support, expertise and connections as a professor of education at Loyola Marymount University to the Academic Leadership Community. I will continue to be connected to the ALC in the following areas:

- Support and advice for the inclusion program
- Provide connections to relevant resources
- Connect ALC staff with other educational professionals
- Help to recruit new teachers
- Evaluate programs

The ALC is a wonderful school and will only improve if it is granted greater autonomy. Please let me know if you have further questions about my support for this school.

Respectfully,

Victoria L. Graf, Ph.D.
Director, Special Education Program
Loyola Marymount University

6353 West 6th Street
Los Angeles, CA 90048
310.213.6635 (home)
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noelbar@aol.com (email)

Noël Bazini-Barakat, RN, MSN, MPH

To Whom It May Concern:

I am writing to express my support for the Academic Leadership Community (ALC). I have known Sandi Drinkward and Michael Herrmann for many years and have witnessed their journey as educators first hand. I have served as a speaker for students at their school and offered advice concerning health related community organizations that can support their work in the field of education.

I am currently serving as the Director of Organizational Development and Training for the Los Angeles Department of Public Health and have had many positions in both nursing and public health in the past years including working in Maternal, Childhood and Adolescent Health, Nursing Administration, and the Toxics Epidemiology Program, and working as an Emergency Room nurse at Children's Hospital in Los Angeles. I also served as a clinical instructor and educator of students at UCLA's School of Nursing. During my years of study and practice I have made many contacts in the health community in Los Angeles.

The health needs in our community are often discovered in the school setting and the Academic Leadership Community is keenly aware that their students and families will need ties with community health services. As they and a team of educators move forward to become a pilot school, I will be available as a consultant to advise them as they seek to provide a holistic school environment. I will also continue my support by being available to speak to student groups and individual students who are interested in the field of nursing or public health.

I am excited about the vision of the ALC and look forward to being a partner with them as they serve students and their families in the Downtown area.

Sincerely,



Noël Bazini-Barakat

Hello: I am Ingrid's neighbor and I work downtown in the vicinity of the Contreras school. I work for the state, and I have been located in the downtown state building since 1991. I have two children who went through the entire LAUSD school system from kindergarten through the 12th grade. I am interested in advising the Contreras school on various issues, including governance, curriculum and health and safety issues. Ingrid asked me if I would be willing to write a letter to that effect, and I am, however Ingrid indicated she needed the letter by Tuesday. I have been out of town, returning early this past Wednesday morning. Is it too late to give you a letter? I could draft a letter tomorrow and send it. If you would like me to do that, please let me know. Also, if there is any other information you need, let me know what you want included in the letter.

Carol Pollack