GAGE AND CENTRAL COMMUNITY SCHOOL #2
The Communication and Technology School
At the South Region HS #2

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EXECUTIVE SUMMARY

A. Mission & Vision

State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will posses upon matriculation that will prepare them to be successful adults in the 21st Century.

Communications and Technology School Vision & Mission

The Communications and Technology School (CATS) is committed to creating digital and media literacy in all students regardless of socio-economic status and cultural background by bridging the technological divide through access and exposure to new media, technological tools and sociological theory. At no time in history has the knowledge divide been more economically pronounced as young people from poorer schools fall behind their peers who have more effective access both to technology and the intellectual skills which enable them to participate as "digital citizens." Students at CATS will follow a rigorous learning outline which starts by demystifying the technological world, teaches them to use technology to positively create change, and empowers them to critically examine the voice of media and question how and from where they, and their communities, intake information.

The mission of CATS is to empower learners with the skills to navigate the knowledge divide through access to technology, information and new models of communication regardless of socio-economic background and cultural history. In service of the school's mission, CATS staff will use project-based instruction; proven instructional strategies; and targeted interventions and accelerations to help all students actively learn from a rigorous, standards-based curricula. The curriculum will provide students with a strong foundation of basic reading, writing, mathematical and critical thinking skills. Curricula will also develop their ability to identify and solve problems both individually and collectively as well as develop fluency in the technological, collaborative and communications skills that facilitate success in college, career and life.

The CATS Graduate

The CATS graduate will leave school fluent in the skills needed to prepare for college or a job in the new economy. Graduates will have a deep understanding of systems that impact how knowledge is transmitted globally and be able to differentiate between effective, ethical and trust-worthy communication portals. Students will be able to use technology to access information and to communicate effectively with a wide variety of audiences through writing, speech, and the use of new media.

The CATS Educational Experience

Student engagement is key to the CATS experience and this is achieved through relevant and meaningful curricula, personalization of studies and a feeling of being connected to school and the world around them.[1] The CATS instructional program supports project-based learning and regular opportunities for real-world application of ideas in order to give students both an audience and a purpose for their coursework. Focusing on technology and communications skills builds on our students' existing strengths (by utilizing accessible technologies such as social media) and appeals to their interests by providing opportunities to learn to communicate with professional media technology. A small-school environment ensures students feel supported as they take educational risks, are nurtured in a community of supportive adults and given the individual attention they need to thrive.

[1] Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21; Yonezawa, S., Jones, M. and Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change.*.

The Communications and Technology School also functions as a part of the Gage and Central Community School small schools system, located at the South Region High School #2, in which four individual schools of 500 pupils share resources in order to more effectively reach their individual missions. These schools are: the Public Service Community School, The Communications and Technology School, the Green Design Community School, and the Performing Arts Community School. This model allows CATS to work individually to provide students with a personalized and responsive educational environment while sharing campus resources to provide services and programs such as safety, community engagement, cafeteria, and athletics.

Each small school shares the pedagogic approach described in the vision/mission statement for CATS. The Gage and Central Community Schools will work collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this, our schools will be:

- *Whole student centered* –meeting students' educational, health, safety and social needs;
- *All student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students;
- *Family focused* – providing a welcoming and supportive environment, and drawing on families as resources; and
- *Community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

B. Student Population

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

Each student will arrive at CATS with his or her own history, talents, challenges and potentials. The majority of our students and their families will have immigrated to the U.S. in search of new opportunities, while others will have deep roots in South Los Angeles.[2] Some students will have learning disabilities, some will speak English as a second language, and others, gifted and high achievers, will require additional challenges in order to grow as learners.[3]

The experience of the CATS design team, a collective 40+ years of working in South Los Angeles, tells us that given the right supports, all of our students can be successful in whatever path they choose after graduation – whether it be community college, a four-year college, a technical college or the workplace. Through their work in the creation of student leadership and journalism programs at Fremont High School, the design team has also seen the powerful effect of giving students a voice in their own schools and communities. This proposal describes how we plan to integrate these student experiences and supports throughout the curriculum. The proposal delineates the connections CATS has established with the community and the structural supports provided by the Gage and Central Community Schools.

C. Instructional Program

Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

In order to meet the diverse needs of CATS students, the design team has developed a research-based instructional program that provides for individualized, early and consistent supports for every student.

[2] Sending school data indicate that 91% of our students will be Latino and 9% will be African American.
[3] See Section 2.C. Addressing the Needs of All Students for more detail on student demographics and needs.

The instructional program provides an educational experience that is *individualized* to meet the needs of each student as well as *collective* in that students are not tracked by ability but work together to succeed.

The CATS teachers will use Grade-level Assessments, Response to Intervention and research-proven instructional strategies to identify and address the learning needs of our students. The **Grade-level Assessments** will be developed through the LAUSD online assessments portal by each grade-level team and given to students at the beginning and middle of the school year to identify skills that need to be emphasized across the curriculum, and identify individual students who need additional interventions. Through the **Response to Intervention** process, students will be identified for Tier 1, 2 or 3 interventions, with the appropriate interventions assigned and monitored by the student's grade level team and supported in class and through seventh period support classes and after-school tutoring. Additionally, all teachers at CATS will commit to using the **Instructional Strategies** of project-based learning,[4] differentiated instruction[5] and Specially Designed Academic Instruction in English (SDAIE)[6] in their classes, all of which have been proven to support the learning of populations of students similar to the CATS students. Teachers will also work within their grade-level teams to select and use other key instructional strategies to support student organization, thinking, and writing across the curriculum.

When schools connect core academics to a theme that is relevant to the lives of the students, it results in higher promotion, graduation and college acceptance rates than traditional high schools with similar populations.[7] Therefore, the CATS instructional program will also include multiple opportunities, both in and out of core classes, for students to apply their learning and develop their technology proficiency in real-world contexts. The use of multimedia in project-based learning classrooms leads to a student-centered experience,[8] which increases student learning and empowerment. CATS students will apply their learning not only through in-class projects, but also through a yearly service learning project in which they identify a need in the community and develop a plan to meet the need. Extension classes will give students opportunities to influence the school and community – organizing events, publishing a student-run newspaper and website, and in later years producing a radio and television station as well.

D. School Culture
Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

Communications and Technology School
The CATS climate will be one of student engagement and empowerment. Students will be held to rigorous standards, and will apply their learning to the school and community. They will have a meaningful voice in and true responsibility for every aspect of the school, and will be encouraged to make an impact on their community through service, advocacy, and activism. High expectations and strong support for students' academic achievement will be in place from ninth grade through twelfth grade. Curriculum will be college preparatory, challenging, and engaging, with multiple opportunities to communicate through writing, speaking, and the creation of digital presentations. Students will master

[4] Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report
[5] Tomlinson, C.A. (2005). Reconcilable Differences? Standards-Based Teaching and Differentiation. *Educational Leadership.* 58(1): 6-11.
[6] Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education;; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners.* Alexandria, VA: The Association for Supervision and Curriculum Development.
[7] Saunders, M. and Hamilton, E. (2010) Linking Learning to Life: A High School Transformation Effort. At www.edutopia.org and D. Stern, C. Dayton, and M. Raby, (2010), *Career Academies: A Proven Strategy to Prepare High School Students for College and Careers*. Berkeley, CA: Career Academy Support Network, University of California.
[8] Penuel, William R.;Means, Barbara. (1999). Observing Classroom Processes in Project-Based Learning Using Multimedia: A Tool for Evaluators. *The Secretary's Conference on Education Technology: Evaluating the Effectiveness of Technology.* Proceedings. Washington, D.C. 12 July 1999.

various technologies beginning in the early grades, with a focus on a different communications technology in the each grade.

Teachers will monitor student learning in their classes, offering extra support for those who need it. Extra time for enrichment and intervention is provided through the addition of a flexible seventh-period class. A resource teacher and English Language Learner specialist will develop accommodations for students with individualized education plans, English learners, and other struggling students. In addition, students' education will be personalized as they develop their specific projects and select internships, especially in the upper grades.
Other programs, electives, and extracurricular activities will develop student voice and put students at the heart of school decision-making. An independent student-run newspaper, and in future years, other student media such as radio and television stations, will provide a regular forum for student feedback and analysis. Student Council will play an integral role in the school. CATS students will hold voting seats on the building council—a decision-making body composed of representative students, parents, and staff members from all four schools on the site. The building council will be responsible for issues affecting all four schools, such as the shared use of facilities for sports, fairs and other outside events. All teachers will be encouraged to sponsor a club (for example, a video documentary club, a debate team, or a book group), and student membership and leadership in clubs will be encouraged through a "rush" process at the beginning of each semester. Parents will also be strongly encouraged to support students in their studies by being involved in community service with their children, sponsoring clubs at the school, attending courses in technology or English, or accompanying their children to local cultural attractions on the weekends.

CATS will also offer and provide students access to the following emotional and social supports:

- *Grade-level team* –The grade-level teachers will have students up to three times a day – for a core class, Advisory, and a support or extension class. They will meet regularly to identify students in need of intervention or support, and will work together to support all students at the grade level.
- *Emotional and Social Support Personnel* - A dedicated *counselor* will provide one-on-one and group counseling and act as triage for student emotional and social support referrals. In addition to the dedicated counselor, CATS is partnering with its sister school, The Public Service Community School (PSCS), to share a full time *Pupil Services and Attendance (PSA) counselor* to address the more specific and severe social and emotional needs of our students.
- *On-site Mental Health Services and Referrals* – The St. John's Child and Family Wellness Center will have a full-service clinic, including mental-health counseling, available on campus. The counselors who work with students at CATS will be able to refer students to St. John's as well as additional services and programs within or close to the community.

Gage and Central Community Schools Complex

The Gage and Central Community Schools Complex not only creates an opportunity for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefits from some of the features of a large school, including the additional resources of a community schools complex. The four small schools will pool resources to fund a centralized Operations Director and a lean centralized staff who will oversee campus-wide safety and other services such as facilities management, cafeteria, library and athletics – so that the small school principals can focus their time and energy on curriculum and instruction. Each school will also contribute to a robust whole-school culture by facilitating after-school programs connected to the theme of their school and collaborating regularly to share best practices and facilitate a culture of mutual support. The supports at the Gage and Central Community Schools Complex will also extend to the students' families and community through a community schools model that utilizes the school as a hub for the engagement of the community in the

education process and the development of relationships with variety of partners to offer a range of service and opportunities to our students, their families and the community.[9]

~~E. Accountability and Performance Goals.~~ **NOT REQUIRED - PER PSC 2.0 11/11/10 EMAIL**
Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

F. Community Analysis and Context
Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

The South Region High School #2 (SRHS#2) is located in an area with a rich history of culture, transformation, struggle and potential. In the early to mid 20th Century, Central Avenue (which runs directly west of the campus) was the music, arts and cultural center of the African American community in Los Angeles. In the late 20th Century and into the 21st Century, the community experienced major demographic shifts as African Americans sought new opportunities after housing desegregation and immigrant populations arrived from Mexico and Central America seeking new opportunities for their families. The community was and is also an area deeply impacted by high concentrations of poverty and frequent instances of violence.[10]

This community also shares many assets. Family is a major source of strength, with many multi-generational households and families living within close proximity to one another – grandmothers, aunts, uncles and cousins are all an integral part of the family, with many families taking in biologically unrelated children as one of their own. The churches in the community, and other communal spaces such as Bethune Park are always bustling with people and programs (community sports, toy share, parent and community groups, youth clubs) and a variety of local organizations and coalitions support the development of the businesses and periodic convergences to address important issues (Central Avenue Business Association, Florence/Firestone Community Leaders Program).

All of the teachers in the CATS design team have taught in the community for at least 4 years. Two of us grew up in the community, and one graduated from Fremont High School. We are all drawn to teach in this area because we saw the need and we realized the potential. While teaching at Fremont High School, we saw that despite the challenges our students faced, if given the right supports and encouragement, they could thrive. Our goal in creating CATS is to personalize the educational experience for each student and systemize the supports that work for our students and their families throughout the small school. Our goal in becoming part of the Gage and Central Community Schools Complex is to connect the individual potentials, supports and assets of the community with each other and the school to create a powerful web of support through which no student will fall.

Over the summer of 2010 the Gage and Central Community Schools Planning Team began an outreach and information gathering process: attending community meetings, walking the neighborhood, surveying parents at Bethune Park and calling former students, parents and colleagues to participate in the process

[9] See Section 9: Community Engagement Strategies for a detailed list of our current partnerships.
[10] Nicolaides, B. (2002). *My Blue Heaven.* Chicago, IL: University of Chicago Press. (304); Sides, J. (2003). *L.A. City Limits.* Berkeley and Los Angeles, CA: University of California Press. (196); This information is based on a combination of personal experiences and conversations that the design team members have had with people who live in the community and is supported with 2000 US Census data - 90% of the population in Tract 5328 is Hispanic or Latino, 50% of the population is foreign born and 100% of the foreign born population is from Latin America (specifically Mexico); 56% of children under 15 are living below the poverty level.

of creating the vision and elements of the school(s). Before commencing the writing process, we gathered the data we collected at Fremont and from our conversations and surveys,[11] conducted a needs assessment, and based our initial proposal elements on our findings. The key elements of the needs assessment is summarized below and addressed throughout the proposal (see footnotes).

- education needs: early identification of skill deficiencies;[12] early, frequent and relevant interventions for skill deficiencies; challenging, interesting and relevant curriculum and projects to engage students;[13] in-class supports through instructional strategies[14]
- social needs:[15] focused attention to help students make the right decisions and deal with the challenges; guidance on goal setting and accomplishment
- health needs:[16] nutrition counseling/supports to find (advocate for access to) and prepare healthy food; mental health counseling (including drug and alcohol use prevention & cessation); physical health – regular checkups, optometry, dentistry
- safety needs:[17] safe passage to and from school and a safe environment on school campus

We have continued to include the community in the process through a series of community meetings in October and November where we shared elements of our proposal and asked for input. Many elements of the final proposal have been and will continue to be edited to reflect the insightful input and creative ideas that we gained from our community meetings.

We will continue to engage the community through meetings throughout the spring as we continue to shape the specifics of the schools (start time, schools colors, safety plans, behavior policies). The campus-wide Community Schools Council led by a Parent and Community Coordinator[18] will engage all resource providers and stakeholders in an ongoing implementation process guided by the Coalition for Community Schools tool kit. This process involves identifying a common vision; operationalizing the vision into concrete long term and short term goals; creating a plan w/ detailed strategies and benchmarks; gathering the appropriate data to monitor progress towards the goals.

G. Leadership

Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

Each school as well as the campus as a unit function under the supervision of design teams. The campus design team members have the whole campus in mind and are responsible for developing and implementing the campus-wide elements such as school safety, parent and community engagement and resource coordination. The campus-wide design team members contribute over 100 years of collective experience with the LAUSD and in South Los Angeles. The diversity and depth of experience within the campus-wide design team has facilitated the creation of a plan that addresses the needs of the students, faculty, students, parents and community. Please see Section 10. Attachment – Applicant Team Bios for details.

The Gage and Central Community School design team members are focused on curricula, instruction and developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers on the Gage and Central Community Schools design

[11] Section 8 Attachment: *Gage and Central Existing Data Summary* for details
[12] See Section 2.C. Addressing the Needs of All Students and Section 4.C. Student Assessment Plan
[13] See Section 2.B. Core Academic Curriculum
[14] See Section 2.D. Instructional Strategies
[15] See Section 3.C. Social and Emotional Needs
[16] To address our students' health needs, we are partnering with St. John's Child and Family Wellness Center.
[17] See *Building a Safe Community* in Section 3.A. School Culture and Climate
[18] See Section 10.B.ii. School Level Committees

team have a combined 30 year history of working with students in South Los Angeles.[19] Their understanding of the student population, commitment to Coalition of Essential School philosophies,[20] and knowledge of key instructional approaches and strategies have contributed tremendously to the development of this proposal and are integral to the successful implementation of the plan for the school. We have not selected a leader for the Green Design Community School. The proposed leader for the school has experience opening a new school as well as strong relationships within the community. Additionally, she will have developed a strong foundational knowledge in what makes a good small school leader, she will value and understand the processes and structures necessary for authentic collaboration, she will maintain a reflective practice with the goal of continuous improvement as a leader, and her approach to school leadership is that of supporting teachers through providing the resources, professional development and encouragement they need to do their jobs. Please see Section 10. Attachment – Applicant Team Bios and Section 11.A Principal Selection for details.

The *Communications and Technology School* design team members are focused on curricula and instruction as well as developing a safe, healthy and collaborative environment in which students are challenged and supported to meet high academic expectations. The teachers and staff members on the CATS design team have a combined 40-year history of working with students in South Los Angeles.[21] Their understanding of the student population, knowledge of key instructional approaches and strategies, and experience with the real-world application of student learning[22] have contributed tremendously to the development of this proposal, and are integral to the successful implementation of the plan for the school. Please see Section 10 for details.

H. School Governance Model

Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner?

Educational research (and our experience as teachers) demonstrate the importance of putting student need at the center of the decision-making process, and the value of allowing the people who know the students and their needs to make those decisions.[23] The small school size (500 students) of CATS will facilitate the personalization necessary to put student need at the center of the decisions, and the pilot school model provides necessary autonomy and flexibility.

This proposal delineates the process for identifying, addressing and evaluating success with meeting student needs. The key components of this process (grade-level collaboration, support and extension classes) require additional time and commitments on the part of our teachers.[24] The flexibility permitted through the pilot MOU and Elect-to-Work Agreement allows for the addition of the time and commitments. The autonomy provided through per pupil budgeting allows for the use of school resources to decrease class size and compensate the teachers for this additional work.[25]

CATS teachers are committed to engaging students in project-based learning, using common instructional strategies across the curriculum, integrating technology into the curriculum, and working collaboratively to analyze and utilize student-level data. The implementation of these fundamental elements of the plan will require a great deal of professional development and collaboration time. The pilot MOU and Elect-

[19] See Section 8.B for details on the GCCS design team's history in the community.
[20] See Section 2.A. for details
[21] See Section 8.B for details on the PSCS design team's history in the community.
[22] Two of the design team members ran the school-wide leadership program at Fremont. Two other members ran the leadership program for their SLCs. A fifth member founded and advised the student journalism program in the Magnet school.
[23] Louis, K.S., et al (2010). *Investigating the Links to Improved Student Learning.* The Learning from Leadership Project. Ontario Institute for Studies in Education. Commissioned by: The Wallace Foundation.
[24] See Section 3.F. School Calendar and Schedule for details.
[25] See Section 2.B.i for more details on pilot status and curricular autonomy.

to-Work agreement will provide CATS with the flexibility needed to engage all teachers in a summer-time pre-opening *Teacher Orientation,*[26] weekly professional development/collaborative planning meetings,[27] and additional professional development retreats during the semester break and end of the year.[28] While we plan to use opening funds and Title I money to fund the majority of the professional development time, the budgetary flexibility may also be used to allocate funds for this purpose.

Pilot status will also grant the flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar. The CATS plan includes the utilization of the LAUSD Comprehensive Assessment Program[29] in conjunction with regular grade-level meetings, support classes and weekly professional development meetings to identify struggling students early, implement a tiered *Response to Intervention* plan to address the learning needs of all students (at the appropriate level of intensity), and monitor their successes and challenges.

Finally, the pilot MOU will allow the CATS staff the autonomy to hire and retain highly qualified teachers who are committed to working in a collaborative environment where teachers have more decision-making power, take on more responsibility to implement the decisions and base all decisions on the needs of the students.[30]

[26] See Section 5.C. Teacher Orientation for details
[27] See Section 5.B. Professional Development Plan for details
[28] See Section 5.D. Professional Development Calendar for details
[29] See Section 4.C. Student Assessment Plan for details
[30] After the first year of implementation – see Section 12 Staffing for details.

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction

a. Instructional Philosophy:

Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Our students come from a community with great potential for family and community support and involvement. Many of our students' parents immigrated to the United States from Latin America so that their children could have educational opportunities. Most of these parents work long hours to support their families. The students also regularly contribute to their families by taking care of siblings or working alongside their parents. Long work hours and many obligations often keep families away from schools. A school that is better integrated into the lives of families, offering opportunities for family interactions and providing critical resources such as health and job services, will give South L.A. parents the ability to support and impact the school and its students.

Many of our students will have strong family support, but they also will have critical educational needs. Four of every five students will be living in poverty. Virtually all of them will come from a community where they regularly witness gang violence and experience threats to their safety. Very few students at the feeder middle schools or the sending high school are at proficiency in math or English. Some students need basic literacy and numeracy. All students are impacted by a lack of reading materials, basic technology such as computers and Internet access, and other educational resources in the community.

In addition, a majority of our students will be English language learners, some of whom will need English as a Second Language instruction. All will need language support in their core classes. Some students will have special needs, including linguistic processing deficits, autism, speech impediments, emotional disturbance, or a gifted and talented classification. Many students in and out of these categories will need remediation and support in basic math and English skills, as well as emotional support and additional academic challenges.

The students, their families and the community surrounding South Region HS #2 need and deserve a school that will meet their needs and help them reach their potential. Our overall vision for the Gage and Central Community Schools is to work collaboratively within and across the small schools model to provide all students with a supportive and challenging education that will prepare them for college, career and life. To do this, our schools will be:

- *Whole student centered* –meeting students' educational, health, safety and social needs;
  All student inclusive – including, but not limited to English learners, standard English learners, special education and gifted students;
- *Family focused* – providing a welcoming and supportive environment, and drawing on families as resources;
- *Community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

Beyond the core values shared by all of the Gage and Central Community Schools, the Communications and Technology School is committed to graduating students who are socially concerned and involved, media- and technology-literate, and able to communicate powerfully, think critically, and effect change in their communities. During their time at CATS, students will regularly make connections between their classrooms and the real world, and they will examine the world with questioning, compassionate minds.

In addition, they will learn to be media-savvy: to evaluate and use media to inform and enhance their participation in their communities and the larger world.

Every graduate of the Communications and Technology School will be well prepared for college and a 21st-century career. Graduates will be able to use technology to access information and the world and to communicate effectively with a wide variety of audiences through writing, speech, and the use of media.

The goals of the CATS instructional program are to:

1. Prepare students for the academic demands of college and 21st century careers
2. Teach the California State Standards and prepare students for the more skill-based national standards to be introduced in 2014-15
3. Provide the necessary supports for students to be successful in standards-based classes
4. Connect students to the school and the community with regular opportunities for meaningful engagement and real-world applications
5. Develop students as master communicators through regular opportunities to speak, write, and use media technology

Relevant and real-world curricula, personalization and a feeling of being connected to school increase student engagement in school.[31] Our program implements project-based learning and regular opportunities for real-world applications that give students an audience and a meaningful purpose for their coursework. In addition, a focus on technology and communications skills builds on our students' existing strengths (by utilizing accessible technologies such as social media) and appeals to their interests by providing them opportunities to learn to communicate with professional media technology.

We intend to implement this philosophy and meet our students' instructional needs through the use of the following core elements:

Project-based learning

A project-based learning (PBL) environment differs from a traditional classroom in several key ways. The action moves from the teacher lecturing to the student creating, the nature of learning shifts from memorization to discovery, and the classroom transforms into a lively forum for sharing ideas and asking questions. Relevant PBL facilitates engagement across all student groups, including struggling students, English Language Learners and gifted students.[32] Within highly-structured, teacher-facilitated student group work, students learn from one another. Students learning English as a second language are provided with multiple opportunities to practice language use in a lower pressure environment (compared to whole-class instruction).[33] PBL will be used in all core classrooms, with teachers developing projects based on real-world problems and devoting class time to monitoring and supporting student progress. Support classes may be used to assist struggling students in completing relevant portions of their projects.

The group structure allows multiple opportunities for students to speak in academic language, which is critical for English learners. Heterogeneous groups allow all students to play the role of both teacher and learner. The project structure requires all students to use high-level thinking skills and offers opportunities for the teacher to provide additional challenges to gifted students. Individual students are held

[31] Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21; Yonezawa, S., Jones, M. and Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change.*.

[32] Barron, B.J.S., Schwartz, D.L.,Vye, N.J., Moore, A., Petrosino, A., Zech, L. and Bransford, J.D. (1998). 'Doing With Understanding: Lessons From Research on Problem- and Project-Based.

[33] Waxman, H.C. & Tellez, K. (2002). Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education

accountable through group roles that assign each student a particular task and an assessment at the end of class.

Core teachers will regularly assign in-class projects that require students to solve real-world problems. Grade-level teachers will also plan regular cross-curricular projects. These topics will be selected and projects developed by core subject teachers, who will devote class time to monitoring and supporting student progress.

Real-world application of learning

In addition to completing projects that simulate real-world contexts, CATS students will have frequent opportunities to apply classroom learning outside of the traditional classroom. Advisory classes and monthly "work days" will allow for school-wide implementation of meaningful service learning projects that require students to apply their knowledge to solve problems and address needs in the community, with deepening levels of involvement each year. By the final project in their senior year, students will have made a lasting impact on their community and be able to describe their projects' results to a committee of community members, parents, and teachers. In addition to teacher assessment of standards mastery in these projects, the community panel will assess the impact of each project on the neighborhood to cement the real-world connection.

Students will also complete an internship or work-study during the 11th or 12th grade. Internships will allow students to work with local media organizations or firms with a technology focus, such as the Intersections South L.A. blog sponsored by USC's Annenberg School of Journalism.

In addition, media- and communications-based electives will be offered in a seventh period throughout a student's four years at the school, giving students a daily opportunity to apply their technological and communications skills by producing a newspaper, magazine, television program, or website, organizing student activities, or advocating for student needs at building council meetings.

Use of technology

When schools connect core academics to a theme that is relevant to the lives of the students, it results in higher promotion, graduation and college acceptance rates than traditional high schools with similar populations.[34] In CATS, the integration of technology throughout classes and in thematic electives will both build on student interest and strengths with technology and social media. It will expose students to new technology skills such as professional-grade photography and videography, digital art, web design, layout and audio production that will prepare them for high-tech careers. [35] The use of multimedia in project-based learning classrooms leads to a student-centered experience,[36] which increases student learning and empowerment.

Students will maintain a digital portfolio that displays selected coursework, grade-level projects, and extracurricular contributions and demonstrates their mastery of communications and technology. This

[34] Saunders, M. and Hamilton, E. (2010) Linking Learning to Life: A High School Transformation Effort. At www.edutopia.org and D. Stern, C. Dayton, and M. Raby, (2010), *Career Academies: A Proven Strategy to Prepare High School Students for College and Careers*. Berkeley, CA: Career Academy Support Network, University of California.

[35] Since South Region High School #2 is a new site, we do not yet know what technology will be available to us. We are currently working with the interim principal to prioritize technology in the start-up purchasing, and we have some existing media technology (such as DSLR cameras and design software) obtained through grants. Students also will have access to professional equipment through regular visits from students at USC's Annenberg School of Journalism. We will continue to aggressively pursue grants, as well as capitalize on technology already in our students' possessions, such as cell phone video and digital cameras.

[36] Penuel, William R.;Means, Barbara. (1999). Observing Classroom Processes in Project-Based Learning Using Multimedia: A Tool for Evaluators. *The Secretary's Conference on Education Technology: Evaluating the Effectiveness of Technology*. Proceedings. Washington, D.C. 12 July 1999.

portfolio will integrate all the digital platforms mastered by students across their four years in CATS, including social media, video, web design, and another self-selected specialized skill selected in the student's senior year.

Focus on communication
In a community that often lacks a voice, students must become effective advocates for themselves and their community, both in and out of school. A focus on communication skills, and the application of those skills through regular classroom structures[37], service learning projects, project-based learning in core classes, and electives such as the school newspaper and other school media, leadership, and debate club, will support students in developing these communication and advocacy skills.

Small school environment
Research shows strong correlations between student motivation, personalization and goal setting.[38] Considering the extensive academic, social, and emotional needs of many of our students, the small school environment is critical for providing this personalization. With only 500 students, the adults at the small school will be familiar with every student and will be able to develop meaningful relationships with a significant percentage of the student body. The master schedule allows for a "total student load" for each teacher of approximately 130 students.[39] This means that throughout the semester, each teacher will be responsible for educating 130 students. This number is higher than the 75-student load recommended by Ted Sizer,[40] but it is lower than the 150-175 students for whom a teacher in a traditional 6-period day is responsible.

B. Core Academic Curriculum
Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC).
Our curriculum will be:
Standards-based
In creating the curriculum for all classes, our teachers will utilize the California State Content standards to determine specific content-area learning goals. Teachers will collaborate in content-alike groups to develop a vertical plan that builds critical literacy, numeracy, and thinking skills from year to year. Teachers will collaborate in grade-alike groups to develop a horizontal plan that incorporates basic skills standards across the curriculum within each grade. Math, science, and history textbooks will be aligned to the California standards. English teachers will use novels, non-fiction books, essays, poetry, short stories, and visual texts to support and engage students in achieving mastery of the ELA standards. Teacher-developed projects, assignments, and assessments in every course will be designed so that students have multiple and varied opportunities to attain and demonstrate mastery of the content standards. Teachers will meet regularly across content areas to develop and review these projects. Resource teachers will assist in implementation and help to support all students.

College and career preparatory

[37] Discussed more in depth in section 2d
[38] Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology*, 88, 715-730; and Hidi, S. and Harackiewicz, J.M. (2000). Motivating the Academically Unmotivated: A Critical Issue for the 21st Century. *Review of Educational Research.* 70 (2): 151-179
[39] See section 3f for more details.
[40] Sizer, T. (1984). *Horace's Compromise.* New York: Houghton-Mifflin.

Every student will take the coursework necessary to meet the minimum A-G requirements in their first three years (with the exception of history & English, which require four years). After students have met the minimum A-G requirements (except English/history), they will be offered more flexibility in the school day to participate in internships, take additional Advanced Placement classes, expand their leadership in school organizations such as leadership and journalism, or extend their service learning projects. Ninth and tenth grade classes will integrate the Springboard instructional strategies[41] to prepare all students for Advanced Placement courses, which will be offered in grades 10-12 and will give students opportunities to experience college classes and earn college credit. All students will be required to take at least one AP class during their time in CATS. The integration of technology and the implementation of project-based learning throughout the curriculum will prepare students for the demands of 21st century careers.

Accessible to all students

Ninth and tenth grade core classes will integrate Springboard instructional strategies in order to prepare all students for Advanced Placement courses. For students who are identified by test scores, grades, or teacher and resource specialist observation as needing additional support, CATS will offer English and math support classes during the instructional day. These support classes will be taught by core teachers and will offer tutoring and additional skills practice, allowing students to keep up with challenging coursework and strengthen foundational literacy and numeracy skills. Beginning in the 11th grade, support will include CAHSEE prep classes in both English and math. Students who fail either section of the exam in the 10th grade will be identified and placed in targeted support classes during the instructional day so that all CATS students complete this graduation requirement as soon as possible. English learners who have finished ESL but have yet to redesignate as fluent English proficient will take an additional English language skills class, also during the instructional day, in order to support their development as readers, writers, and speakers of English.

Infused with technology

Technology proficiency is critical to our students' ability to market themselves in a global economy.~~,~~ and Integrated technology use will engage students and build on their strengths. We envision a school where students regularly use technology to achieve learning objectives and communicate with the world around them. For example, a ninth grader might go to her English class, bringing with her the flip camera she checked out over the weekend to videotape her father talking about his childhood in Mexico and then her brother talking about his own life in Los Angeles. After a mini-lesson on using detail to create tone and establish theme, she opens up a laptop and uses Final Cut Pro to edit her family's story and establish a contrast between the two childhoods. She will later present her final video to the class and upload it to her digital portfolio. The next period, in her study and technology skills elective, she learns how to use Microsoft Excel, which she will later use to create data tables in her algebra class. After lunch, she goes to biology, where she is working with a group to complete a webquest investigating disease transmission, the results of which she will post to her science classroom's blog for homework. She finishes her day in journalism, where she checks in with the news editor and heads out to take photos of the parent center for a feature the newspaper will be publishing that month.

Limitations will exist as we work to secure funding and amass the necessary technology to completely implement our vision. We are working with the interim principal to ensure that the site has mobile MacBook laptop carts and the software necessary to allow students to edit video and design newspaper and magazine layouts. However, with limited funding, these materials will need to be shared among

[41] Springboard is the College Board's Pre-AP program for 6-12 grade students. The program uses Understanding by Design and curriculum mapping to embed AP and college expectations and support into lower-level coursework. See section 5 for more information about how this program will be implemented.
<http://www.hostcollegeboard.com/springboard/microsite/curriculum.html>

many classes, and many projects at first will have to be based on technology that students own such as cell phones and digital cameras. To accommodate students who do not have these devices, teachers will have to effectively coordinate group projects to ensure equitable distribution of technology and write Donors Choose proposals for smaller items. USC journalism students will visit classes on a regular basis to give students experience with their professional equipment. We will aggressively pursue grants with the goal of fully equipping our school with all necessary resources within the first five years.

Graduation Requirements
The CATS graduation requirements meet the California high school graduation and the requirements necessary for public university acceptance in California (the A-Gs). The A-G requirements are indicated next to the course titles in parentheses. The minimum credit requirement is the same as LAUSD graduation requirements (230) because we will be part of LAUSD and recognize that students will be transferring in and out of our school, and we do not want to limit their ability to graduate on time. Please see the section 2 Curriculum Plan attachment for specific A-G course requirements.

In addition to completing the A-G requirements, CATS students will complete at least one Advanced Placement course and at least one internship related to the thematic focus of media and technology. Potential partnerships include local print, radio and television media organizations. We have already established an internship program for 10-12 juniors to work as writers, photographers, and designers for the Intersections South L.A. blog. Students will also be required to complete a service learning project each year.

CATS A-G requirements and four-year plan
Four-Year Plan
The CATS four-year plan outlines the technology focus, communications focus, service learning project, and digital portfolio elements for each year, as well as required classes and additional learning opportunities for all students.

YEAR ONE
Technology Focus: Students will use **video** technology in their service learning project and in at least one project in each 9th grade core class. Students will gain experience with commercial and professional video cameras and will know how to film, edit and upload video to the web.
Communications Focus: Students will speak to small groups and full classes of other 9th graders in order to persuade and inform. Students will be exposed to a variety of writing types across the curriculum—lab reports, narratives, essays, research papers, reflections, and charts and graphs—and will write regularly in each type.
Service Learning Project: Students will research and map the community's strengths and needs. This project is assigned and supported in 9th grade core classes as well as advisory and monthly work days.
Digital Portfolio Minimum Requirements: Service learning project demonstrating research skills; reflection on service learning project; one English essay; one English narrative; a selection of math learning logs; a videotaped conversation in Mandarin or English (for students in ESL and ELS); one science project; one project from any class that uses video.
Courses:

Core Classes	**Additional Learning Opportunities**
English 9 or ESL	Math support class
Algebra I or Geometry	English Language Skills
Biology	Elective: journalism, leadership, speech,
Study and Technology Skills	digital imaging, or web design
Mandarin or English Language Skills	
Physical Education	

YEAR TWO

Technology Focus: Students will use social media to advertise their service learning project and in at least one project in each core class. They will gain experience with branding and professional presentation to the public.

Communications Focus: Students will speak in front of small groups of familiar adults and small groups and classes of students. They will continue to write for various purposes, and they will publish at least one piece of writing on the web, in the school newspaper, or in the community.

Service Learning Project: In small groups, students will research a specific need in the community and organize a single-day event or produce a resource that will benefit the community. Projects will be coordinated during the advisory period and on monthly "work days," and students will present and defend project proposals before an advisory committee of student-selected teachers, parents, and community members.

Digital Portfolio Minimum Requirements: Reflection on process and impact of service learning project; one English essay; one English narrative; a selection of math learning logs; one science project; one published work; one project from any class using social media; one cross-curricular project (English/history or math/science).

Courses:

Core Classes	**Additional Learning Opportunities**
English 10 or ESL	Math support class
World History or AP World History	English Language Skills
Marine Biology or AP Biology	Elective: journalism, leadership, speech,
Geometry or Algebra 2	digital imaging, or web design
Mandarin	Credit recovery
Physical Education	

YEAR THREE

Technology Focus: Students will use **web design** to display information and connect their own knowledge to outside resources in at least one project in each core class.

Communications Focus: Students will speak in front of large groups of students and adults for a variety of purposes. Students will determine the type of writing required for the demands of a particular project and produce extensive writing for a variety of purposes.

Service Learning Project: In small groups, students will research a specific need in the community and organize a continuing action or produce a multi-part resource to address that need. Projects will be coordinated during the advisory period and on monthly "work days," and students will present and defend project proposals before an advisory committee of staff-selected teachers, parents, and community members.

Digital Portfolio Minimum Requirements: Reflection of process and impact of service learning project and discussion of plan for next year's follow-up project; one project from each class that uses writing in some way; one project that demonstrates web design mastery; one cross-curricular project.

Courses:

Core Classes	**Additional Learning Opportunities**
American Lit/Contemporary Composition	Math support class
or AP English Language	English Language Skills
U.S. History or AP U.S. History	Elective: journalism, leadership, speech,
Chemistry or AP Chemistry	digital imaging, or web design
Algebra 2 or Math Analysis	Credit recovery
Digital Imaging	Internship or work study
Mandarin	Coursework at LATTC or El Camino

YEAR FOUR

Technology Focus: Students will specialize in a technology that they will regularly use in real-world settings throughout the year. Some students may choose to deepen their understanding of video, radio, and web technologies, editing audiovisual content for the school newspaper's website, serving as webmaster for a class or a school club, starting a video documentary club, or doing an internship at a radio station. Other students may choose to explore other technologies – using inDesign to lay out pages for the school newspaper, taking sports photography for the yearbook, or interning at an advertising agency that uses digital imaging.
Communications Focus: Students will speak in front of large groups of students and adults for a variety of purposes. Students will determine the type of writing required for the demands of a particular project and produce extensive writing for a variety of purposes.
Service Learning Project: Students will revise and re-implement their 11th grade project to better serve the community and leave a lasting impact. At the end of the year, they will defend their project and explain its impact to a panel of community members, parents, and teachers.
Digital Portfolio Elements: Service learning project reflection; reflection on learning and growth throughout high school; college essays; one project from each class that uses both writing and technology; one cross-curricular project; three pieces of evidence that demonstrate application of technology and communications skills to real-world contexts.

Service learning projects and digital portfolios will be evaluated by a panel of teachers, community members, and peers using a common rubric. Students will use this rubric to guide the development of their projects, and will be responsible for presenting and defending their work to the panel.

Courses:

Core Classes	**Additional Learning Opportunities**
Modern Lit/Expository Composition or AP English Literature	Math support class
Government/Economics or AP Gov.	English Language Skills
Math Analysis or AP Calculus or AP Statistics	AP elective
Physics or AP Environmental Science	Credit recovery
Journalism, Leadership, Speech, etc.	Internship or work study
Internship or Work Study	Coursework at LATTC or El Camino

WASC Initial Visit Process
During August of 2011 the Governing Council will review the *Conditions of Eligibility* to be considered for WASC Affiliation[42] as part of its ongoing monitoring of the implementation of the PSC plan.[43] By September 30, 2011 the principal will submit at *Request for WASC Affiliation* form with the $150 application fee. The school will then be provided with an *Initial Visit School Description* form that requests information regarding the purposes and operation of the school and evidence of the school's status in relation to the conditions of eligibility. During professional development time as part of the end of the semester reflection process, the faculty will review WASC's *Conditions of Eligibility Rubric*, complete the *Initial Visit School Description* form and gather the appropriate documentation. Upon receipt of the forms, the Executive Director of WASC will schedule a two member, one-day school visit, after which they will make a recommendation regarding the school's readiness for initial affiliation which include the following possibilities and related responses by the school:
- *Not granted affiliation* means that one or more of the conditions was not met. In the extremely unlikely event that this is the recommendation, the principal will call an emergency meeting of the

[42] See the WASC Initial Visit Procedures Manual for details on all WASC procedures mentioned in this section.
[43] See Section 14. Attachment – *Implementation Plan* for details.

Governing Council and faculty to address the Conditions of Eligibility not met, and resubmit for a second visit ASAP.

- *Candidacy* means that the school qualifies for accreditation and will be directed to submit a first-year progress report indicating progress being made in meeting the recommendations of the initial visiting committee. After submitting this report, the school remains in candidacy status until the full accreditation visit within 1 – 3 years (depending on the recommendation of the committee).
- *Initial Accreditation* means that all conditions of eligibility have been met to the satisfaction of the visiting committee, and the school must apply for full accreditation within 1 – 3 years (depending on the recommendation of the committee).

i. Autonomy

Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

Autonomies

The curriculum and instruction autonomies provided through the Pilot School MOU and the elect-to-work agreement will allow us to:

- Replace the non-A-G health and life skills requirements with technology/study skills elective
- Develop school-based assessments that align with our content-area and grade-level curricula and pacing.[44]
- Have the budgetary flexibility necessary to focus personnel and resources on teaching and learning (smaller class size, technology in the classroom, specialists to facilitate learning).
- Hire teachers based on their commitment to the CATS vision and willingness to work in a highly collaborative environment, rather than on seniority.[45]
- Spend the additional time necessary to collaboratively develop a curriculum that meets the needs of our students and analyze student data to revise the curriculum and develop instructional strategies to best meet the needs of each student.[46]
- Provide more time during and outside of school for teachers to meet with students and their parents to provide feedback on their progress and to support them in goal setting and achievement

Community, Work-Based, and Service-Learning Opportunities

As indicated in our curriculum introduction and four-year plan, and as later described under school culture and climate, making connections and building community within and beyond the school is a fundamental component of CATS. The strategies to implement this component are woven throughout this proposal; however, the key strategies can be summarized as follows:

- All schools at the Gage and Central Community Schools Complex will collaborate with local businesses, organizations, associations and governmental agencies to provide students, their families and the community with important services and support located at the school site or through referral relationships. These partnerships will also provide students with opportunities for real-world learning through collaborative projects, mentoring, consulting on campus, internships, volunteering and work-study off campus. Through these complex-wide partnerships, as well as the specific partnerships developed by CATS, students will be exposed to a wide variety of careers and will have the opportunity to put their learning into practice in real-world work environments.[47]
- The yearly service learning project, coordinated through advisories and monthly school-wide "work days," require students to apply their knowledge to solve problems and address needs in the community, with deepening levels of involvement each year. A community advisory panel assessing

[44] See section 4: Assessments and school-wide data for more details
[45] See section 12: Staffing for more details
[46] See section 2.b.ii Curriculum Development for more details
[47] See Section 9.B. Key Community Partnerships for more details.

each project's impact (in addition to teacher assessment of standards mastery) cements the real-world connection and application.[48]

- The seventh period for the last 50 minutes of each day provides an opportunity not only for student remediation but also student engagement in the school community through classes that ask students to apply their knowledge of technology and communications, such as journalism, leadership, speech, and web design. Students will be able to change these classes each quarter, so a student who passes the math CAHSEE and no longer needs that level of academic support can join the journalism class in October. The position of these courses at the end of each day allows for a natural continuation of the class after school; even students who take support classes during seventh period can join an activities class after school. Students will be encouraged to join school organizations in a "rush" process at the beginning of each semester. In addition, all students will be required to contribute to student media in the form of book reviews and other course projects.
- Student internships or jobs at media outlets and other organizations allow students to apply and enrich their communications and technology knowledge in a setting outside of school.
- In-class projects will regularly require students to solve real-world problems. These topics will be selected and projects developed by core subject teachers, who will devote class time to monitoring and supporting student progress.

ii. Curriculum Development

If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

The CATS curriculum development, reflection and editing processes will engage teachers horizontally in grade-alike teams and vertically in subject-alike teams in the creation of overarching frameworks that will guide the development of individual course curriculum. Teachers will use the California State Standards and CST Blueprint, the Common Core State Standards, the Statements of Competencies from the UC/CSU/CCC report on academic literacy, and the four-year plan outlined in this section of the RFP to develop the curriculum. The attached timeline outlines the development of the CATS curriculum.

C. Addressing the Needs of All Students

Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

Addressing the individual learning needs of our students: The CATS Learning Supports System

Data on the area high schools and feeder schools[49] demonstrate that our students will be arriving in 9th grade with a wide variety of learning needs that vary from English language and standard English language learners to students with special education needs and/or very low skills to gifted students who need additional challenges to grow as learners. In order to meet the diverse needs of our students, we have developed a plan that provides for individualized, early and consistent supports for every student. Our goal is to provide an educational experience that is individualized to meet the needs of each student, but also collective in that students are not tracked by ability but work together to succeed. We plan to achieve this goal by heterogeneously grouping students in their core classes, providing differentiated instruction, and incorporating instructional strategies that support the learning of all students.[50] Additionally, we have developed the following support system:

Struggling students will be enrolled not only in the core English, math, and study/technology skills classes, but also in **English language skills, math support, or study skills**. The English language skills

[48] See the four-year plan in Section 2.B for more details.
[49] See Section 8 "Community Analysis and Context" for details.
[50] See section 2.d "Instructional Strategies" and section 5 "Professional Development" for details.

class will focus on preparing students to redesignate as English proficient on the CELDT and supporting them in their core English class. The course will emphasize extensive reading at the students' independent reading levels, one-on-one writing coaching, and academic conversation. The math support class will engage students in practical math that supports them in strengthening their numeracy skills. In addition, the math support curriculum will be aligned with Algebra I instruction and responsive to class needs, so if students have not mastered an Algebra I concept, the math support teachers will focus on that concept so students can be successful in Algebra I. The study skills class will enroll a small number of students who have no experience with technology or are extremely disorganized and provide additional support in mastering those critical skills. It will supplement the study skills and technology elective that all ninth grade students will take.

Our **summer bridge program** for entering 9th graders will serve as an orientation to the CATS theme, academics and culture. It will also provide an important opportunity for early assessment of student skills, and a jump-start for students lacking in one or more skill area. Students will participate in the Mathematical Diagnostic Testing Project, created by the UCs and CSUs, to identify areas of strength and weakness for each student and to inform placement in math classes. Students will also take a reading diagnostic that will inform ninth grade teachers of student reading levels and establish a baseline against which to measure student growth. During the bridge program, students will complete one English-based and one math-based project that will expose students to the intensive reading, writing, speaking, and technology use that CATS will require and also develop a culture of community and collaboration. Some students will also work with teachers and tutors one-on-one to strengthen basic literacy and numeracy skills. Our goal is to provide the program to all incoming 9th graders, but our focus will be on outreaching to the families of students who perform below basic or far below basic on one or more section of the California Standards Test (CST) in the 8th grade.

In addition to the assessments made during the summer bridge program, our teaching staff will develop **skills and content-area assessments** that are integrated with the curriculum and pacing of each content area[51]. These assessments will be conducted school-wide each quarter. These assessments (with other authentic and project-based assessments conducted in each class) will be used by teachers as immediate feedback regarding what students are learning and not learning in each class, and facilitate adjustment of curriculum and re-teaching if necessary. The school staff will analyze the data from these assessments to identify patterns that may need to be addressed with school-wide supports or re-focused resources. Assessment results, along with grades, will be available to students and parents through an online grading and assessment program such as School Loop.

All students will track their learning and demonstrate proficiency in the core technologies and communication skills through **digital portfolios**. The portfolios will include student reflections each year. Digital portfolios will always be available for students, parents, and teachers to access and review, but students will formally explain their digital portfolio to their advisor once each semester, so the advisor can assess progress and determine strengths and needs.

The primary emotional, social, and disciplinary support for students will be conducted through **grade-level teams**. These teachers will teach grade-level students for at least two classes–in a core class, in advisory, and sometimes in a support class or elective as well. Grade-level teams will meet regularly, in pairs during conference periods and as teams of 4-6 during professional development, to establish and implement a grade-level discipline plan, discuss individual student progress or lack of progress, address concerns across the grade level, and monitor students' emotional and social health, addressing problems or referring to counselors when necessary.

[51] See Section 4.C. Student Assessment Plan for details

Specialized Learning Populations

Through our Learning Supports System, we will address the basic needs of every student at CATS. However, we also recognize that particular populations require specialized supports and services to be successful. In this section, we will introduce each specialized learning population and summarize the supports and services that we will employ to meet their needs (listed in order of expected population size, from largest to smallest).[52]

Students in need of intensive intervention in English and/or math - The 2008-2009 feeder school (Edison Middle School) CST scores indicate that with a 9th grade student population of 125, CATS should expect to serve approximately 84 students who start 9th grade with a lack of basic ELA and/or mathematical skills. Additionally, these students will come to us with needs in different skill areas. For example, a student may have a firm understanding of how to use supporting evidence to defend a thesis, but struggle to identify relevant evidence when writing about a text. Our first goal with these students is to identify them and their areas of challenge as soon as possible – during our summer bridge program or on one of the first days of school. Students can then be directed to necessary support classes, and teachers can differentiate planning to address the specific needs of these students. The second goal is to engage them in their own learning, so that they understand their existing skills, their areas of missing skills, and the best strategies for them to learn, and can begin to advocate for their educational needs. Core teachers, the resource teacher, and support class teachers all will focus on developing in students the skills, self-knowledge, and bravery to advocate for themselves.

Students experiencing poverty - The 2008-2009 sending school (Fremont Senior High) demographics indicate that with a 500 student population, CATS should expect to serve approximately 400 students who qualify for Free and Reduced Priced Meals (an indicator of poverty). Students experiencing poverty do not learn any differently than middle class or wealthy students; however, students experiencing poverty do experience poverty-related issues that may impede their learning – health problems, lack of housing, absence of a quiet study space at home, missing school due to any of the above referenced issues or due to work. To address these issues, all of the Gage & Central schools will be collaborating to create a Community Schools Complex in which health, housing, legal and other important support services can be accessed at the school site. Additionally, the personalization offered through our grade-level teams and small class sizes will facilitate the attention and flexibility needed to help students cope with issues of poverty while meeting the expectations of quality work and participation.[53] This is of key importance as in the world of college and work, professors and employers will expect that students meet their expectations regardless of any issues they may be facing in their personal lives. Finally, the flexibility offered through our internship/volunteer/work-study program gives students who must work to help support the family an opportunity to integrate their work experience with their academic experience and not have to choose one over the other.

Students who speak English as a second language – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500 student population, CATS should expect to serve approximately 20-30 students who require English Language Development instruction (ESL 1-4), with approximately 5-10 students needing some kind of primary language assistance.[54] Overall, our expected total English Language Learner (ELL) population is approximately 200 students.[55] CATS will offer our ELLs an inclusive and supportive academic program to build English language proficiency and academic content knowledge. In our general education classrooms ELLs will learn and demonstrate content-area knowledge through projects, and have frequent opportunities to practice listening and speaking in English

[52] See Section 6 "Serving Specialized Populations" for details.
[53] See Section 4.A. Assessment Philosophy for details.
[54] CDE Dataquest ELL Report
[55] Local District 7 Certificated Staffing Allocation chart

through highly structured and collaborative group-based classroom activities and projects.[56] Research has demonstrated that the aforementioned instructional strategies, with the appropriate structures and supports, contribute to the learning of ELLs within the general education classroom.[57] Beyond their general education classroom experience, English Language Learners will receive the following supports:

- Early and accurate identification and placement (CELDT Initial Assessment)
- Lower- and upper-level ESL classes with teacher-created curriculum and assessments that align with the core technology and communication goals as well as prepare students to pass the CELDT. Newcomers will take the intro-level ESL class and an additional language support class in seventh period. Upper-level ESL students will have one self-contained class and also be enrolled with the general education population in English 9.
- English Language Skills, described earlier in section, for students who are finished with ESL courses but have yet to redesignate as fluent English proficient
- English Language Learning (ELL) Specialist position – this teaching position will work similar to a special education resource specialist position for the 20-30 students who require English language development instruction. This teacher will work within the core content classrooms and conduct individual and group pullout sessions.[58]
- Bilingual coordinator position (shared with PSCS[59]) – to facilitate CELDT testing and provide support to core teachers on using SDAIE and differentiation to meet the needs of their English learners
- Potential pilot program in collaboration with UCLA's Civil Rights Project: Project SOL (Secondary Online Learning) "focused on specific school-based interventions and teacher-supported, online curriculum designed to accelerate the content learning of Spanish-dominant secondary school students." This program will:
    - Provide supplemental instruction via Mexican-developed and California standards-aligned online curricula in Spanish in several core curriculum areas both in class and after school.
    - Articulate the school-based intervention with online supplemental teachers in Mexico.
    - Provide a course translation protocol developed by the University of California and the Mexican Department of Education so that students can be given California (or U.S.) credit for courses they have taken in Mexico.
- Professional development for all teachers regarding the language acquisition process in all modalities (speaking, listening, reading and writing), SDAIE strategies,[60] differentiation for English language learners, and cooperative learning as a strategy for language acquisition
- Collaboration and alignment between ESL/ELS teacher, ELL specialist, and general education teachers.

Students with learning disabilities – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, CATS should expect to serve approximately 40-60 students who require special education services (either RSP and SDP[61]), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate

[56] Cohen, E. (1994). *Designing Groupwork: Strategies for the Heterogeneous Classroom.* Columbia: Teachers College Press.
[57] Long, M.H. and Porter, P.A. (1985). Group Work, Interlanguage Talk and Second Language Acquisition. *TESOL Quarterly,* 19(2): 207-228; Rance-Roney, J. (2009). Best Practices for Adolescent ELLs. *Educational Leadership.*
[58] We are currently researching English Language Skills development curriculum and programs (online or software) that will allow the ELL Specialist to tailor the curriculum to the learning needs of each of his/her students.
[59] Some positions will be shared between PSCS and CATS. Please see Section 13. Finances for details on position sharing.
[60] See section 2.D "Instructional Strategies" and section 5 "Professional Development" for more details.
[61] Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

instruction.[62] Based on this research, our students with special learning needs will spend the majority of their day in the least restrictive environment/ general education classrooms, with the following supports in place:

- Special education clerk shared between the CATS and PSCS small schools (serving no more than 150 students)[63].
- Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI) and student assessment process.[64]
- Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year.
- Partnerships with organizations that provide additional supports for students with special needs such as additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.[65]
- For our RSP students, our resource/inclusion specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 28-32 students.
- For our SDP students, our special education teacher/inclusion specialist(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students.
- As determined by the district's special education division, we may be receiving students with orthopedic impairments, mental retardation, autism, emotional/behavioral challenges and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at CATS in *at least* our Advisory program so that *all* of our students will receive the social benefits of participating in a diverse learning environment.
- Staffing – as with the hiring of the general education staff, it is crucial that CATS have complete autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.[66] To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).[67]
- Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.[68]

Students who need an extra challenge – The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, CATS should expect to serve approximately 20 students who demonstrate gifted capacities.[69] The first step is to appropriately and accurately identify

[62] Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.
[63] See Section 12. Staffing for details on shared personnel.
[64] See Section 6 Attachment: *RTI Process* and Section 6 Attachment: *Service Plan for Special Education* for details.
[65] See Section 9.B. Key Community Partnerships for more details.
[66] Buell, Martha J. , Hallam, Rena , Gamel-Mccormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability*, Development and Education. 46(2) 143 - 156.
[67] See Section 12 "Staffing" for details.
[68] See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.
[69] Based on 4% GATE for 2008-2009/Fremont School Report Card

students who need additional challenge to be successful. This identification will take place through previous GATE program placement/identification, previous CST scores, grades in previous courses, and teacher/counselor recommendations. We will also identify students who need extra challenge through our summer bridge program and beginning of the year assessments. Once identified, students will work with their counselor and family to set appropriate goals for the school year. Students in our accelerated learning program will have access to the following ways to extend their learning experience at CATS:

- Multiple opportunities to take Advanced Placement classes
- Opportunities to take courses at LATTC and El Camino
- Internships and service learning projects that require students to solve real-world problems
- Leadership and creative opportunities in school organizations such as journalism and leadership

In addition, the school will provide professional development/GATE trainings for all core content area teachers to strengthen higher order thinking skills, provide academic rigor, nurture creative and critical thinking abilities, and assist in social/emotional development.

Students with credit deficiency - The 2008-2009 sending school (Fremont Senior High School) data indicate that with a population of 500 students, we may have as many as 315 10-12th graders who are not at grade level (i.e. credit deficient).[70] While our goal is to reach our students and address their learning needs before they fall behind, we recognize that some students will still have this need, and we may also receive students from other schools/districts/states/countries who will arrive at CATS in need of additional credits to graduate. To address the needs of our students who are credit deficient, we will offer intensive summer sessions, as well as opportunities for students to make up missing coursework and show mastery of content standards in their current classes, even after the grading period has ended. We will also work with after-school programs such as Beyond the Bell to allow students to make up classes outside of the school day.

D. Instructional Strategies

Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Addressing the individual learning needs of our students: Instructional Strategies

We have established the learning needs of our students, and discussed the philosophical approaches, curriculum, and support structures that we will employ to meet those needs. However, without the day-to-day use of instructional strategies that facilitate students' access to the skills and content being taught in the classroom, learning will not take place. Thus, the CATS teachers will be trained in (or updated on), will plan with, and will commit to using the following well-researched instructional strategies throughout all grades and across the curriculum. These strategies will support all our students in achieving mastery of content standards.

Project-Based Learning (PBL) – *Project-Based Learning* is a model that engages students individually or in small groups to combine both prior knowledge/skills and new knowledge/skills to create a project as opposed to taking a test or writing an essay. Projects are defined as "complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision-making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations."[71] In addition, research has shown that project-based learning is engaging for all students - struggling students, ELLs and gifted students.[72] At CATS, the

[70] Based on 63% of students not at grade level on Fremont School Report Card)
[71] Thomas, J. (2000). *Review of the Research on PBL*. San Rafael, CA: Autodesk Foundation Report.
[72] Waxman, H.C. & Tellez, K. (2002). Effective Teaching Practices for English Language Learners. Washington, D.C.: The Office of Educational Research and Improvement (OERI) of the US Department of Education; and

principal, design team members, and newly hired staff will use a combination of professional development modules and planning materials from Understanding by Design (see below), the Coalition of Essential Schools, The Center for Advanced Research and Technology (CART), Edutopia, and the Center for College and Career to develop a complete guide to planning, implementing, monitoring and assessing project-based learning. This guide will include specific modules relating to differentiation within a project-based classroom, language/learning supports for English Language Learners, and group-work introduction and facilitation guides for students new to working collaboratively. Project-based learning will be one of the first professional development sessions taught to incoming teachers and will be integrated throughout the teacher orientation retreat professional development and curriculum planning sessions. Additionally, throughout the school year, the mentor teachers (knowledgeable in PBL) will individually support new (or new to PBL) teachers in implementing PBL in their classrooms, and the professional development committee will monitor teacher need (through PD evaluations and individual conversations) and provide additional supports and training in project-based learning.[73]

Understanding by Design (UBD) – Also referred to as "backwards planning," the UBD approach to planning instruction *starts* with the learning objectives for a particular lesson or unit and works "backwards" to the assessments that will measure whether or not students have met the learning objectives. UBD then establishes the learning activities that will meet students where they are, drawing on their prior knowledge and developing the skills and knowledge necessary to meet the learning objectives. During the summer at the Teacher Orientation Retreat, the CATS faculty will use UBD in conjunction with Curriculum Mapping[74] in collaborative content and grade-alike groups to develop the curriculum frameworks and in small groups or as individuals in the development of individual courses.[75]

Differentiated instruction – Teachers will use a variety of differentiation strategies including varied graphic organizers, cooperative grouping, supplementary texts, audio-visual sources, interest centers, small group instruction, and multiple opportunities to demonstrate mastery to meet the diverse needs of ELLS and students with special learning needs. Differentiation will be addressed in the beginning-of-the-year PD and revisited based on teacher need throughout the year.

Specially Designed Academic Instruction in English (SDAIE) focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.[76] Training (or review) in SDAIE strategies will be provided for all teachers during the *Teacher Orientation Retreat* and will be integrated throughout curricula planning sessions. Additionally, throughout the school year, the mentor teachers (knowledgeable in SDAIE strategies) will individually support new (or new to SDAIE) teachers in implementing SDAIE in their classrooms.

Organizational strategies – The ninth grade study and technology skills class will introduce students to organizational strategies that will be implemented in every class. Students will create and maintain their digital portfolios, as well as maintain a binder with all coursework and a planner with all homework. Core teachers will support this organization by providing students hole-punched papers for ease of binder organization and setting aside time in the schedule to write down homework, as well as by regularly providing time for students to update their digital portfolios.

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[73] See Section 5.C. Teacher Orientation for details.
[74] See Section 3.B.ii for more detail on Curriculum Maps
[75] See Section 2.B.ii Curriculum Development and 5.C. Teacher Orientation for more details.
[76] Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners.* Alexandria, VA: The Association for Supervision and Curriculum Development and Fitzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work.* Manchester: Cogent Catalyst.

Speaking strategies—Teachers will support students in developing speaking skills by integrating strategies that promote informal speaking such as think-pair-share, Save the Last Word for Me, and literature circles into their curriculum; as well as providing opportunities for students to demonstrate mastery of content through more formal speaking strategies such as Socratic seminar, group presentations, debates, and performances. Many of these strategies are drawn from the AVID (Achievement via Individual Determination) program. Specific strategies to introduce across classes will be identified and practiced at the Teacher Orientation Retreat.

Writing strategies—Teachers of all subjects will support students in developing writing skills by integrating strategies that promote informal writing such as quickwrites, reflections, and dialectical journals into their curriculum. In addition, all courses will require students to write in timed situations as well as follow the writing process for longer, formal reports or essays. Specific strategies to introduce across classes will be identified and practiced at the Teacher Orientation Retreat.

3. School Culture and Climate

A. Description of School Culture

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

The CATS student experience

The CATS climate will be one of student engagement and empowerment. Students will be held to rigorous standards and will apply their learning to the school and community. They will have a meaningful voice in and true responsibility for every aspect of the school, and will be encouraged to make an impact on their community through service, advocacy, and activism. High expectations and strong support for students' academic achievement will be in place from ninth grade through twelfth grade. Curriculum will be college preparatory, challenging, and engaging, with multiple opportunities to communicate through writing, speaking, and the creation of digital presentations. Students will master various technologies beginning in the early grades, with a focus on a different communications technology each grade.[77]

All students will be expected to participate in the Advanced Placement program, hold an internship, and complete projects with real-world implications during their time in CATS. In order to ensure that all students will be successful in these endeavors, we will provide intensive support and intervention beginning in ninth grade, both in school and through partnerships with Youth Policy Institute, City Year, and other organizations. Students will be motivated by seeing their projects in action in the school and community. In order to communicate the value of engagement and participation, we will reward both academic achievement and excellence in service to the school or community.

Teachers will monitor student learning in their classes, offering extra support for those who need it.[78] Students' education will be personalized as they develop their specific projects and select internships, especially in the upper grades. Students will experience and be exposed to a variety of extracurricular activities, media, and community involvement that will enable them to design projects, select internships, and participate in service opportunities that deepen their understanding and skill in a particular area. These students will work closely with a faculty advisor to ensure that their projects are meaningful to them, relevant to their academic advancement, and useful for the community. Advisors will work closely together, with the parent/community coordinator, and with partner organizations to evaluate and support the creation of these community projects.

Other programs, electives, and extracurricular activities will also develop student voice and put students at the heart of school decision-making. An independent student-run newspaper, and in future years, other student media such as radio and television stations, will provide a regular forum for student feedback and analysis. Student Council will play an integral role in the school. All students will have an opportunity to vote for student council representatives and for their advisory class representatives. Advisory class representatives will form a Student Senate that provides suggestions and feedback to the student council representatives at weekly student council meetings and serves as a link between student council and the student body, ensuring that all students are regularly participating in the student governance process. Separate from student council, additional CATS students will hold voting seats on the building council. Students will be nominated by CATS faculty, staff, and other students; CATS students will then vote on

[77] See section 2.B for more details on technology integration at CATS
[78] See Section 2.C for specific support structures

their representatives. Student membership and leadership in clubs will be encouraged through a "rush" process at the beginning of each semester.

Safety at CATS

Research demonstrates that small schools are safer than large schools.[79] This is primarily the result of all students being known by the adults on campus and students taking pride and ownership of their school. The majority of a student's day will be spent within the CATS building, which is separate from the other school buildings, and we will implement the following safety strategies within our small school:

- *Adult presence* - The adults present at CATS will not be limited to teachers and staff, but include parents, family members and community members[80] who are on campus as part of our safety volunteers program (see above) and/or are part of the CATS Parent Ambassadors.[81]
- *Supervision* - During pass periods, the CATS teachers will be at their doors, monitoring student behavior (and welcoming students into class), and CATS staff and volunteers will walk the halls monitoring behavior and encouraging students into class. During class time, the CATS out of classroom personnel, campus security and volunteers will coordinate a supervision schedule.
- *Student ownership and trust* – As part of our culture-building and curriculum, the CATS faculty will instill in students a sense of ownership of their school, as well as inspire a level of trust that will enable students to share concerns regarding safety with an adult.
- *Positive Behavior Support Plan* –CATS will adopt the common behavior expectations for students and staff created by the Safe Schools Team. In addition to these expectations, the school principal and counselor will work with staff and students to create a Positive Behavior Support Plan that outlines specific classroom behavior expectations, develops positive rewards for positive behavior, and establishes processes for addressing as well as consequences for inappropriate or dangerous behavior. Prior to school opening, CATS will have an "Interim Behavior Support Plan,"[82] which will be edited within the first few weeks of school and communicated within our small school.

Gage and Central Community Schools Complex

The Gage and Central Community Schools Complex creates an opportunity not only for students to receive the individualized attention and focused resources and supports provided through a small school, but also benefit from some of the features of a large school as well as the additional resources of a community schools complex.

The Four Small Schools will work together to share educational support staff such as a school psychologist, librarian, and a career and college counselor. Schools will also pool resources and personnel to create a school-wide athletics program (taking place after school so as to prioritize academics during the school day); a community library (that welcomes students during the day and the community after school and on the weekends); a welcome center (where families and community can gather, take classes and learn from each other); and a college center and counselor. Each school will contribute to the whole-school culture by facilitating after-school programs connected to the theme of their school.

The Community Schools Complex will expand beyond our students to incorporate their families and the community surrounding the school. Based on community schooling models such as the lauded "Harlem

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[79] Meier, Deborah W. "Small Schools, Big Results." *The American School Board Journal* 182, 7 (July 1995): 37-40; Cotton, K. (1996). Affective and Social Benefits of Small Scale Schooling. *ERIC Digest.* ERIC Clearinghouse on Rural Education and Small Schools; Darling-Hammond, L., Ancess, J. and Wichterle Ort, S. (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal.* 39(3): 639-673.

[80] All non-LAUSD employees on campus will go through the appropriate LAUSD registration process and attend a Gage and Central volunteer training. They will be identified by lanyards or jackets that will be kept at the school site.

[81] See Section 3.D. Parental Involvement for details.

[82] See Section 3 Attachment: *Interim Positive Behavior Support Plan*

Children's Zone," the Gage and Central Community Schools (GCCS) Complex will act as a hub for a variety of partners to offer a range of service and opportunities to our students, their families and the community.[83] The GCCS Complex has already developed multiple community and external partnerships.[84] Once we have successfully established the aforementioned partnerships, our Parent and Community Coordinator will continue to bring in legal, housing, child-care and additional educational programs and services for our students, their parents and the community.

Safety is an important campus-wide issue and in order to facilitate a secure campus, the Gage and Central Safe Schools Council[85] will bring together faculty, student and parent/community representatives from each small school to collaboratively develop and implement school-wide safety policies including, but not limited to: common campus-wide behavior expectations, a uniform/lanyard policy, safety volunteers, and a community policing environment.

B. Student Support and Success

Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

A successful student at CATS is a capable reader, writer, speaker, mathematician, and critical thinker who is able to use a variety of communications technologies, including video, social media, and web design. An internship and extensive involvement in extracurricular and school-based leadership activities enable our students to be well prepared for college and/or a career. All students will have completed the A-G requirements, as well as at least one Advanced Placement class.

Many supports will be provided for students to prepare them to meet these challenging expectations by their graduation and to support them in being successful.[86] The small size of the school facilitates our counselor and teachers' abilities to quickly recognize when students are struggling and to provide or arrange immediate intervention and support. Community partners such as YPI will support this work.[87] Students who cannot meet the standards of a class during the course of a school year will receive small, intensive credit recovery classes during the winter and summer that are designed to strengthen their skills, thus getting them back on track to graduation. In addition, students who mastered some but not all of the content in a particular course will be given a window of time in which to bring up their grades to retroactively pass the course. These supports and safety nets will give students the confidence and skills necessary to attend school and excel.

Students will also be required to take responsibility for their own learning, and contribute to the success of their classmates. Ninth graders will be introduced to this procedure in their study and technology skills course. A structured mentoring system, Link Crew, will partner volunteer upperclassmen with two or three ninth- or tenth-grade mentees. The mentors guide their mentees through orientation and offer support throughout the mentees' first two years of school. Outings such as movie nights and ice skating trips will develop bonds between these students and reward them for participation in the program.

The school's constant focus on connecting instruction to the real world will also contribute to student motivation.[88] We will also celebrate academic and extracurricular success with schoolwide recognition.

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[83] http://www.communityschools.org/ and http://www.hcz.org/
[84] See Section 9. Community Engagement for details
[85] See Section 10.B.ii. School Level Committees for details.
[86] See Section 2.C. Addressing the Needs of All Students for details of support structures
[87] See Section 9.B. for details
[88] Darling-Hammond, L. (2008). Creating Excellent and Equitable Schools. *Educational Leadership*. 65(8): 14-21; Yonezawa, S., Jones, M. and Joselowsky, F. (2009). Youth engagement in high schools: Developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change.*.

Communication to parents with regular letters and phone calls home about their students' triumphs enables parents to remain well-informed about their children's progress.[89]

C. Social and Emotional Needs

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

Our student population is one with an unusually high proportion of students needing extensive social and emotional support. To serve this population of students, the Gage and Central Community Schools Complex will direct significant resources toward the social and emotional needs of our student body, both in and out of school, such as the PSA and school psychologist to be shared with the Public Service Community School.

The small school structure, combined with advisories and small class sizes, enables teachers to know all students well and to identify potential needs, provide assistance/intervention and monitor student progress. Grade-level teams will meet weekly during common planning periods or professional development, and will regularly check in about students who seem to be struggling academically, socially, or emotionally. Same-sex advisories taught by grade-level teachers that provide a space for girls and boys to talk about issues that are important to them will both provide support for students and facilitate the identification of students who are experiencing difficulty. Teachers will receive training from the school counselor in how to identify students with additional social/emotional needs, how to address those needs, and when to refer a student to the counselor or other support personnel.

In addition to our school-based personnel, our students will have access to multiple on and off-site resources through our community schools complex. The services (e.g. health services, nutrition counseling, parenting classes, gang intervention, etc) will be made available through direct access (for student, family, community "walk-ins"), through a referral from our counselor, and/or through outreach programs developed in a partnership between the students, the school staff and the partner. For example, (1) a program offering nutrition counseling may work school-wide with the student leadership team or the Parent Ambassadors to create and advertise an after-school cooking class or (2) a service learning group may work with St. John's on-campus clinic to create a campaign and system for getting all students to undergo an annual physical at the clinic.[90]

The data from our primary sending school (Fremont Senior High School) shows an 86% attendance rate for the 2008-2009 school year.[91] We cannot support the learning or help with the social or emotional needs of our students if they are not at school. At CATS *attendance monitoring and related counseling* is a major priority. To address this priority, grade-level teams will be responsible for monitoring the attendance of their students and addressing absences with the student and his or her parent/guardian. When the number of absences becomes excessive (exceeding 5 for the semester), the teachers will immediately refer the student to the PSA counselor. The counselor will work with the student's grade-alike team, the student and the student's parent/guardian (and the school principal if necessary) to address the issues catalyzing the absences. In addition, the PSA counselor will monitor attendance weekly to identify students who have exceeded 10 absences per semester but have not been referred. This provides an additional safety net to catch students before their absences start to negatively impact their education. In addition, the CATS leadership team (which includes teachers, students and parents) will develop an attendance incentive plan to recognize students who attend school regularly.

[89] See section 3.E Parental Involvement for more details.
[90] See Section 9.B. for existing and potential partnerships details.
[91] 08-09 LAUSD School Accountability Report Card

Finally, the collaborative nature of many of the central elements of the school, such as project-based learning, student council and journalism programs, also facilitates student social interactions. All incoming ninth graders will participate in the two-year Link Crew program described in the previous section. Many will continue on as mentors in their junior and senior years, providing another social connection for students. In addition, students will learn collaborative skills in their content-area classes and apply those skills in core classes and elective courses, developing student relationships and adding an extra layer of social support for all students.

D. College and Career Readiness
Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

Preparation for college and career will be a central component of the school. Students will be regularly required to apply their knowledge during in-class projects, speeches, and presentations, as well as through outreach and service in the community. This connection between knowledge acquired in school and application in the world will be enhanced through required internships for upperclassmen and a junior/senior project that requires students to address a problem in the school or community. Along with a challenging college preparatory curriculum and involvement in the school's extensive extracurricular offerings, these experiences will truly prepare students to be successful and productive in college and careers.

Within every core content area, the curriculum will model that of a college course – beginning with a class syllabus, outlining expectations at the beginning of the class, including final projects, readings, etc. In the 9th grade there will be major scaffolding to guide the students through the course, and as students proceed to 11th and 12th grade, this scaffolding will be strategically withdrawn until students are able to follow a college-structured class by meeting assignment deadlines and preparing for exams without frequent teacher reminders. Additionally, student collaboration and project-based learning mimic the processes that occur within the workplace and will be scaffolded (particularly in the 9th and 10th grades) so that students learn how to work collaboratively. The development of work-related skills such as clear communicating, punctuality and problem solving will be part of the rubrics for the project-based assignments.[92]

Beyond the core curriculum, CATS staff will collaborate with the school-wide college center to develop a college-going culture on campus. The college center will open with a college and career counselor and two educational aides in the 2012-2013 school year, when each small school has a senior class. The college center will be a hub of resources for students – connecting students with college and scholarship information and resources, organizing visits from college representatives, hosting college fairs, and coordinating college-going culture weeks during which students and teachers raise awareness on campus about college. In addition, the college counselor will support advisory teachers and English teachers in communicating to students the requirements for college and supporting students in compiling a strong application and obtaining scholarships and financial aid. The CATS counselor will perform grad check with students twice a year to ensure they are on-track to completing the A-G requirements.

All CATS students will also go on regular visits to colleges and universities. In ninth and tenth grade, students will visit a community college, a California State University, a University of California, and a private college. They will use their developing media skills to create video and radio reports of their experiences. In eleventh grade, students will take an overnight trip to visit a variety of colleges and

[92] http://www.p21.org & http://www.essentialschools.org/

universities in northern California or other states. These trips will expose students to potential schools and assist them in choosing a college that is a good fit for them.

E. Parental Involvement

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

Parent[93] participation is critical to the success of students at any age, yet in high school parents are often left of out of the educational experience. At CATS, our goal is to create a culture where parents are viewed as partners in working towards the common goal of graduating every student career and college-ready. To create a culture that will help us meet those goals, the Gage and Central Small Schools Complex is partnering with One L.A.,[94] a non-profit organization dedicated to facilitating collaboration among adults in the service of achieving common goals for children and the community. With One LA, the school faculty, staff, and administration will participate in trainings and meetings with parents, community partners and community members to identify, train and support all adults willing to participate, lead, learn and work to improve the education of our students. Within this context of collaboration we will implement the following structures, policies and practices to support building and maintaining relationships between our staff, our students and their families.

Gage and Central Community Schools Complex

In the community input/feedback meetings that we have held regarding this proposal, parents have expressed an interest in having one central location at the Gage and Central campus for parents to be welcomed to the school, provided with important and requested information, and to be directed to the appropriate small school. From this input, we have decided to create a complex-wide *Welcome/Resource Center* for parents, community members and other visitors to the school. The center will be the first place that visitors to the school will enter. The culture of the center will be informal and inviting and will include information regarding high-school graduation, college, career, special education, English language learning, community meetings, and student and school celebrations. The center will be the location for parent classes (ESL, parenting, healthy cooking) and information sessions (graduation, A-G requirements, college funding) and also encourage spontaneous social interactions where teachers/staff, parents, and community members can gather to share ideas and strategize around a particular issue or topic. The four schools will pool resources to fund a full-time parent and community coordinator.[95]

Communications and Technology School

It is critical to CATS, as a community school and a school focused on communications, to establish meaningful, ongoing relationships between the parents and guardians of our students and the school staff. We picture parents regularly visiting our campus, sponsoring clubs, attending informational sessions about college, bringing younger children to reading hour at the library, observing classes, and applauding their children during presentations and project displays. To create this culture, we plan to implement the following structures, policies, and practices, as well as to continue to collaborate with parents to improve communicate and build relationships among all stakeholders.

- *Teacher/Parent Collaboration Room*
- *Parent Partnerships* – We will reach out to parents to participate at CATS in a variety of ways: participate in the CATS governing council; take part in the hallway supervision practices of the school; attend teacher meetings/professional development; observe classrooms using the classroom

[93] It is important to note that in regards to outreach and participation, we see a "parent" as any person who is taking responsibility for a child. This could mean a biological, foster or adoptive parent, a legal guardian, or any family member who cares about the child (such as a grandparent or an older sibling). This recognition does not extend to releasing private information or a student into the care of anyone but the person(s) stated in the student's record.

[94] See Section 9.B. Key Community Partnerships for details, and for more information on One LA, please see http://onela-iaf.org/

[95] See Section 11 Attachment – *Job Descriptions* for details..

observation form; assist a teacher in the classroom; sponsor or participating in a lunchtime or after-school club, participate in community panels to evaluate the impact of service learning projects.
- *Celebrations and Events* – Throughout the year, parents will be welcomed to campus to learn about our school and celebrate their child's success (e.g. beginning of the year welcome potluck, mid-year awards celebration, and end of year exhibitions/celebrations).
- *Parent Input/Feedback* – Including a comments/suggestions box and a year-end parent survey
- *Connections* - We will use technologies such as Teleparent and School Loop to maintain regular communications with parents, and allow parents to access their students' grades and contact teachers whenever they wish. We will also reach out in more personal ways, such as distributing student media to parents and making phone calls when students are successful.

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

Our school's schedule was created based on 6 major priorities: *Longer class periods* (approximately 90 minutes) to allow for more concentrated time to go into depth on experiments, discussions and project work; *grade-alike teacher grouping* that allows the four core teachers (English, math, science and social studies) to share the same students – this facilitates personalization, cross-curricular instructional strategies, and cross-curricular projects; *small class sizes* (<30 for core classes) and decreased total student load[96]; *advisory time every day* ; *common planning time* for grade-alike core-subject partnerships (math/science and English/social studies); and w*eekly professional development time* to give teachers without common planning time during the day a weekly opportunity to check-in regarding student needs, participate in professional development, and collaboratively plan.

The schedule that best fit these requirements is a 7 period A/B schedule in which students attend six classes in a A/B structure four days out of the week with a 7th period meeting every day. The fifth day of each week every class meets for an hour, or 30 minutes on professional development days. One day per week will be shortened every week to provide for consistent professional development time.[97]

i. Autonomy
Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

Autonomy will allow teachers to create an elect-to-work agreement that allows the flexibility to address the needs of our students, while maintaining a respect for teacher work-days, providing sufficient time to plan, collaborate and breathe. We will outline our draft Elect-to-Work Agreement in more detail in Section 12. Staffing, but the sections relevant to schedule are:
- In order to provide sufficient time in Advisory and 7th period, we added 5 minutes to the school day on Tuesday – Friday.
- Teachers will teach 5 core classes and a support class – either remedial or supplemental – during 7th period.
- Professional development/collaboration time is scheduled for every week

G. Policies: *For Independent Charter Schools Only* Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline. **NOT APPLICABLE**

[96] The "total student load" for each teacher will be at approximately 130 students. This means that throughout the semester, each teacher will be responsible for educating 130 students. This number is higher than the 75 student-load recommended by Ted Sizer,[96] but it is lower than the 150-175 students for whom a teacher in a traditional 6-period day is responsible.
[97] See Section 3 Attachment: *School Schedules* for the Gage and Central school-wide bell schedule, teacher schedules/master schedules and sample student schedules.

4. Assessments and School-wide Data

A. Assessment Philosophy

Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

Assessment is integral to the CATS' goal of ensuring that our students are effective communicators who are connected to the world around them and who have the skills, knowledge, and habits of mind to be successful after college. Providing clear expectations, using regular formative assessments and providing feedback to students as part of the assessment process improves student performance within the classroom and on standardized tests.[98] Regular usage of formative assessments has a larger impact on the learning of low achieving and special education students than on other student populations.[99] The CATS faculty will use the following framework based on this research for developing, implementing and revising assessments for all students.

Clear Expectations and Goal Setting: It is important for the teacher and students to know where the semester, unit and lesson are going prior to commencing work.[100] CATS teachers will use the *Understanding by Design* curriculum mapping process to set learning goals for the entire semester and communicate those goals to students. Goals will be communicated to students through a semester syllabus and an outline of the focus standards and learning goals at the beginning of each unit. Students' digital portfolios will provide important input for student and teacher feedback and reflection.

Formative Assessments - Feedback and Reflection: Formative assessments create a feedback loop between students and teachers. Throughout the year, CATS teachers will use assessment results to reflect on their teaching, and to determine which skills, concepts or information must be re-taught. Students will be encouraged to see assessments as "checkups" rather than judgments, and will learn to use assessments as part of their own reflective learning process.

Summative Assessments: Ultimately, at the end of a unit, a semester and a school year, it is important to assess what students have and have not learned, both for the purposes of assigning grades and credits and for teacher and student reflection. At CATS, our goal is to move to a more holistic view of student learning, where students are assessed not only by their performance at a moment in time, as through the existing standardized exams, but also on the body of work they have produced over the course of a school year. In addition to the standardized summative assessments required by the state, all students at CATS will complete and present an annual project linking their work in the community with their knowledge of that year's technology focus, as well as maintain a digital portfolio including assessments from multiple classes that demonstrates their learning throughout their four years at CATS.

B. Autonomy

Describe how the school will use assessment autonomy to maximize student learning.

CATS will use its autonomy to create and tailor assessments and assessment schedules to our population. Data from the feeder schools[101] shows clear demarcation lines for performance bands through specific content strands. Early evaluation of these specific skill sets allows for focused instruction in the core content areas, individualized instruction in support classes, and identification of low performing students for the *Response to Intervention* (RTI) process.

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[98] Black, P., and Wiliam, D. (1998a). Assessment and classroom learning. Assessment in Education, 5 (1): 7-74; Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18 (2).

[99] Black, P. and Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80 (2): 139-148. (Available online: http://www.pdkintl.org/kappan/kbla9810.htm.)

[100] Research demonstrates that it is particularly important to facilitate learning for ELLs; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners.* Alexandria: Association for Supervision and Curriculum Development.

[101] See Section 2.C. Addressing the Needs of All Students for details.

During summertime professional development (see section 5) and during the first semester of the year, the faculty of each department will create school-wide curriculum-based benchmarks. These benchmarks will be standards-based, prepare students for the CAHSEE and CST, and will be aligned with the overall CATS curricular, pacing and assessment plans at each grade level. While these benchmarks may include multiple choice questioning or project-based assessment, it is critical to CATS' focus on communication that each benchmark also contains writing tasks.

C. Student Assessment Plan

Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Grade-level Initial, Mid-year, and End-of-year Assessments

Early skills assessment for all students and regular skills assessment in conjunction with focused intervention for struggling students is fundamentally important to catching students *before* they fail. At CATS, we will conduct school-wide assessments at the beginning, middle, and end of each school year. The first assessment will focus on grade-level skills in reading, writing and math, using a research-based commercial assessment.[102] The first assessment will be administered during our summer bridge program and during the first week of school. Analysis of this initial assessment data will be used to place students in appropriately challenging courses; allow grade-level teams to identify specific skill areas to target across the curriculum; create a baseline for all students from which we will measure their progress with a mid-year and end-of-year assessment; be used to place students in appropriate intervention courses during the school day; be used to guide the curriculum within these intervention courses; and identify students for the RTI process.[103]

CATS students will be assessed through frequent projects and other assessments, as well as the quarterly benchmark assessments developed by each department. In every subject area, these assessments will involve a writing element and will ask students to reflect on their own thinking and learning over the course of the unit or through the development or creation of a project. The results of these benchmarks will be used to determine what skills should be re-taught or focused on in preparation for the CAHSEE and CST exams taken in spring. Analysis of these mid-year assessments will allow grade-level teams to reflect on their teaching on a quarterly basis; identify skills/content that needs to be re-taught or reviewed, and identify specific skill areas to target across the curriculum; provide a benchmark for all students to measure against the baseline; and be used by the student to reflect on his/her learning on a quarterly basis.

At the end of the year, students will take standardized exams as well as present and defend the results of their community projects before a panel of community members, CATS parents, and faculty and staff, who will score projects based on a common rubric. Their annually updated electronic portfolio will include self-selected assessments from throughout the year.[104] Both the community project and digital portfolio will demonstrate student learning throughout the year and will be requirements for promotion and graduation. In addition, all CATS students are required to take at least one AP exam before graduating; results of these exams will be used to inform instruction for the following year. Analysis of these end-of-the-year assessments will allow grade-level teams to reflect on the year, and adjust the curriculum for the following year; provide a benchmark for all students to measure against the baseline; and be used by the student to reflect on his/her learning.

[102] We are currently researching Renaissance Learning and McGraw-Hill Assessments.
[103] See Section 6. Serving Specialized Populations for details on the RTI process.
[104] See Section 2B Four –Year Plan for digital portfolio requirements

Project Based Learning and Presentations: At CATS, the majority of our assessments will be project-based. Projects are an advantageous form of assessment as they provide opportunities for differentiation and for students to demonstrate their learning in multiple ways. This is of particular relevance when teaching in a fully inclusive class of students with widely diverse learning needs. The projects will be developed by teacher teams during the curricula development process[105] after a project-based learning training in which teachers will learn how to develop, implement and assess projects.[106] Every member of the design team has experience with project-based learning and will support all new (and new to PBL) teachers in planning and implementing PBL throughout the year. As part of our emphasis on both technology and communication, students at CATS will present their projects in public forums, such as the community panels to assess the impact of service learning projects.

Multiple ways to demonstrate knowledge acquisition: Another benefit of the project-based learning approach to assessment is that it allows for students to demonstrate their knowledge acquisition in a way in which they feel most comfortable and confident. Some examples of the diversity of assessment options are: open ended questions, oral presentations/tests, audio/visual presentations, formative and summative multiple choice tests, recreation of primary documents with analysis, performance of scenes, guidebooks, essays and portfolios.

Multiple opportunities to be successful: Throughout a particular unit, students at CATS will be provided with multiple formative assessments and multiple opportunities to do well on those assessments. If a student performs poorly on an assessment, the student will have the opportunity to correct the assignment and turn it in for a higher grade. This fulfills the purpose of the assessment (learning) by providing the student with an opportunity to understand what he or she did incorrectly and correct it. At the same time, it creates an environment that does not structure assessments as punitive measures but rather as opportunities for learning.

Standardized Content Assessments: We also recognize that our students must possess the skills and confidence necessary to perform well on standardized tests. Through our coursework and individualized supports, the CATS teachers will provide students with the basic skills and content knowledge they need to perform well on the tests. Beyond that, we will address the following specific test preparation components throughout the curricula.

Test-taking strategies: In addition to teaching content, we will instruct students in such skills as how to break down a writing prompt (such as those on the CAHSEE), use the process of elimination, skim for responses and use context clues to identify word meanings.

Test analysis for targeted instruction: Prior to beginning the school year, the principal will facilitate grade-alike and content-alike team analysis of prior year CST data (strand analysis) and benchmark assessments to look for patterns of student performance, and target the identified challenge areas across the curriculum. CAHSEE results will be shared with parents and put in the students' record. For students who failed either part of the CAHSEE, the principal/support staff will compile the reports for each advisor to share with his/her student and for intervention teachers to plan strategies and supports.

Specialized Assessments: Additional assessments for specialized populations at CATS includes the California Alternate Performance Assessment (CAPA), the California Modified Assessment (CMA), the California English Language Development Test (CELDT), the PSAT/SAT/ACT, the Advanced Placement Exams, and the Physical Fitness Test (PFT).

[105] See Section 2B.ii. Curriculum Development for details.
[106] See Section 5.C. Teacher Orientation for details.

Student Assessment Timeline

Grade	Time	Assessment
9/10/11/12	September	Initial Grade-level Assessment
9/10/11/12	September/October	CELDT Annual Assessment
9/10/11	October	Practice SAT (PSAT)
11/12	October/November	CAHSEE test (for students who have not passed yet)
9/10/11/12	Early February	Mid-Year Grade-level Assessment
9	February – March	Physical Fitness Test (PFT)
10/11/12	March	CAHSEE
9/10/11	May	CST/CAPA/CMA
11/12	May	Advanced Placement (AP) Exams
9/10/11/12	June	End-of-year Grade-level Assessment
9/10/11/12	June	End of the Year Celebration/Exhibition

D. Assessment Development
If applicable, submit a timeline that outlines plans to develop assessments for the proposed school prior to school opening.

The majority of the school-wide assessments offered at CATS are state-required and developed outside of the school. However, we will develop internal *grade-level initial, mid-year and end-of-year school-wide assessments* prior to the school year, and revise them based on student need and prior assessments. Please see attachment for detailed timeline.

E. Data Collection and Monitoring
Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

Graduation Rates and Senior Exit surveys: *Collected in June*
While the graduation rate is the ultimate summative assessment, we must also understand the factors that have contributed to these numbers. All 12th grade students will be surveyed at the end of their senior year (whether they are graduating or not).[107] The data from these surveys will be analyzed by the principal and professional development and data team and shared with all teachers to use in their grade-alike team curriculum development and advisory supports development. Data will also be used by the principal to determine what additional resources or supports for teachers and students are needed.

Student retention and Exit Surveys: *Collected when a student signs out of the school*
Data collected by an SLC at the sending school (Fremont) indicates that (not including drop-outs), the transient rate is approximately 20%, meaning that 20% of the students checked-out of Fremont to attend schools elsewhere. At CATS, we will clearly document (through leaver-codes and ISIS notes) the departure of students. We will also use exit surveys to identify why students are leaving the school and determine what our sphere of influence is regarding student retention.

Students at grade level: *Collected mid-year and end-of-the-year*
Through monitoring number of credits each semester, advisors and the school professional development and data team can identify students in need of intervention before they fall too far behind. Data will be

[107] We will not have seniors during our first year (2011-2012) so the survey will be developed in a collaborative effort between the 11th grade Advisory teachers and their students.

used by advisors to consult with their students, and used by the principal, professional development and data team and counselor to identify students for intervention.[108]

Attendance: *Monthly report monitored by principal. Bi-weekly reports monitored by grade-level teams.* This information will be used to identify students who are not attending classes before absences lead to academic problems.[109]

CAHSEE Passage and Parent Reports: *Collected after each CAHSEE administration*
Student reports will be distributed to parents and advisors within 10 days of receipt from the state. Grade-level teams will analyze CAHSEE data at each semester, prior to curriculum development.[110]

CST Strand Analysis: *Analyzed at the beginning of each school year by grade-level teams*
CST Strand analysis exams the specific standards and areas within each CST test.[111]

Digital Portfolios: *Analyzed at the end of each school year by grade-level teams*
Teachers will analyze a random selection of student digital portfolios for evidence of student proficiency in writing and technology use. Findings will inform selection of targeted cross-curricular skills and curriculum development.

F. Graduation Requirements
For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

All CATS students will be required to complete the A-G coursework to graduate. Please see the Section 2 Curriculum Plan attachment for specific required courses.

Additional Requirements - In addition to completing the A-G requirements, CATS students will complete at least one AP course and at least one internship related to the thematic focus of media and technology. Potential partnerships include local print, radio and television media organizations. Students must also complete an annual service learning project that uses their content knowledge and technology proficiency to meet a need in the community, and students must upload the required elements to their digital portfolio.[112]

Monitoring Students' Progress to Graduation - At CATS, the student's advisor and counselor (in collaboration with the student and his/her family) are responsible for monitoring the student's progress towards graduation. Starting in grade 9, the advisor will review graduation and college requirements with the student and the parent/family member, then regularly update the student's graduation progress throughout the student's tenure in CATS. Additional progress checks will be made by the counselor on the following schedule: once per year during 9th and 10th grade, once per semester for 11th and 12th grade.

Advisors will work closely with the rest of the grade level team, meeting regularly to discuss student progress in the core classes. On a quarterly basis, teams will recommend students for the appropriate 7th period intervention class, or clear the student to take a thematic elective during that period. It will be the advisor's responsibility to take this information to the student, fill out the appropriate form, and deliver it to the counselor for programming. For students who have been identified as needing additional interventions, there are several monitoring tools that will be used (e.g. weekly progress reports, daily attendance reports, academic contracts). These tools will be available as part of the CATS Faculty Handbook, and available in the main office.

[108] See Section 2.C. Addressing the Needs of All Students for intervention strategies.
[109] See Section 3.C. Student Social and Emotional Needs (attendance monitoring) for more details.
[110] Please see *Testing Analysis for Targeted Instruction* in Section 4.C. for CAHSEE analysis for targeted instruction.
[111] Please see *Testing Analysis for Targeted Instruction* in Section 4.C. for CST strand analysis for targeted instruction.
[112] See Section 2.B Four-Year Plan for details on digital portfolio requirements

5. Professional Development

A. Professional Culture

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

Research shows that student achievement improves when teachers work collaboratively in a professional community "to improve their practice and improve student learning."[113] As a key part of the professional culture at CATS, we will establish connections between the administrators, teachers and support staff, as well as parents, community members and local organizations. Essentially, everyone who is responsible for the education of the students will be introduced to and committed to the following philosophies regarding the professional culture at CATS.

Connection across the subjects – Grade-alike teams will collaborate to make links among the content areas through teaching focus content-standards, common skills and academic vocabulary across the content areas as well as through thematic projects that integrate two or more content areas. Grade-level teams will also meet regularly about student needs and provide a net of social and emotional support. The grade-alike team grouping will be first introduced during the *Teacher Orientation Retreat* (see below), and will be the primary structure for professional development sessions throughout the school year.

Connection across the grades – Content-alike teams will collaborate to ensure vertical integration within a content area, making sure students learn the necessary skills and content knowledge upon which they will build each year. This will be introduced to teachers during the *Teacher Orientation Retreat* (see below) and will become a common practice as content-alike teams work together in monthly professional development meetings to discuss best practices and vertically integrate the content-standards and curricula from 9-12th grades.

Connection across the schools – Through our building council, resource and personnel sharing, the four schools at the Gage and Central Community Schools Complex will collaborate to provide the variety of services offered at large high school while maintaining the individualized attention, instruction and resource direction found at small schools. Sharing knowledge and best practices across the schools will also be made possible through engaging content area teachers in a bi-annual "Meeting of the Minds" meeting/retreat.[114]

Connection to the community – CATS will collaborate with the families of students, community members, and local associations and organizations to provide a multitude of learning opportunities and supports for students. These connections will be coordinated by the complex-wide Community Coordinator (parent involvement),[115] the CATS/PSCS Work-based Learning Coordinator (internships, work-study, volunteering, etc),[116] and the Community Schools Coordinator/Site Director (partnerships management).[117] Through faculty meetings and professional development sessions facilitated by One LA[118] dedicated to *community connections* (see PD schedule below), the CATS faculty and the above-

[113] Louis, K.S., Leithwood, K., Wahlstrom, K. and Anderson, S.E. (2010). *Investigating the Links to Improved Student Learning.* The Learning from Leadership Project. University of Minnesota: Center for Applied Research and Educational Improvement and University of Toronto: Ontario Institute for Studies in Education.

[114] A major problem cited by small schools teachers is the lack of other teachers who are teaching the exact same class (i.e. Algebra, American Literature or Physics). To address this, the New Technology Foundation has developed a "Meeting of the Minds" events for content-area teachers from multiple schools to gather and share best practices. See http://www.newtechnetwork.org/newtech_events for more details.

[115] See Section 3.E. Parental Involvement for details.

[116] See Section 3.D. College and Career Readiness for details.

[117] See Section 9.B. Key Community Partnerships for details.

[118] See Section 3.E. Parental Involvement and Section 9.B. Key Community Partnerships for details.

referenced coordinators will work collaboratively to integrate parents into the learning process, expose students to real-world work experiences and develop synergistic relationships between the faculty, the curriculum and the community schools partnerships.

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

The CATS Professional Development Plan is based on the principles of a "Professional Learning Community." In the book, *Learning by Doing*, the authors define the following commitments that must be made by all participants (administrators, teachers, and support staff):[119] A *Focus on Learning* – All participants will work together to set goals regarding what students will learn, monitor students' learning, and implement the necessary supports to facilitate student learning.[120]A *Collaborative Culture and Collective Inquiry* – All participants will work collectively to build shared knowledge on the best way to achieve their goals and educate their students. *Action Oriented* – All participants will act on their learning, implementing new instructional strategies and curriculum in their own classes.

Then, the authors suggest, that the work of a "professional learning community" combines the three above referenced principles in a reflective cycle, in which all participants work collaboratively during weekly professional development time[121] to review student data to determine need (CST, CAHSEE, and Grade-level assessments), set student learning goals, identify instructional strategies (including training in strategies as needed), implement the strategies (including strategy implementation check-ins), and use student data to reflect on the success of the strategy (and make necessary adjustments) .

A note on differentiation: Teachers will arrive at CATS with varying degrees of expertise in different experience areas. Just as with our students, we will "assess" what teachers know/need to know through a reflection period and survey at the conclusion of our *Teacher Orientation Retreat* which will take place in the summer prior to the start of the school year (see below). The professional development and data team[122] will then examine the areas where teachers require additional training and arrange for professional development sessions and/or individualized support (through a teacher mentor or the principal) to take place during the school year. Additionally, the reflections and survey data will identify the teachers with knowledge or skills in a particular area and the professional development and data team will approach those teachers to be trainers for sessions about which they are knowledgeable. It is also important to note that in addition to the information obtained during the retreat reflection, the principal will make it a priority to be in classrooms regularly.[123] This presence will be designed to identify best practices (so they can be shared) as well as identify particular challenges teachers are experiencing (so they can be supported). Without directly revealing who the teachers are, the principal can inform the professional development and data team of particular areas of need for professional development.

[119] DuFour, R., DuFour, R., Eaker, R., and Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work.* Bloomington: Solution Tree Press.
[120] See Section 4: Assessments and School-wide Data for more details regarding goal setting and monitoring student success; See Section 2.C. Curriculum and Instruction – Addressing the Needs of All Students for more details on the specific supports and challenges for student learning.
[121] See Section 5.D. Professional Development Calendar for details
[122] See Section 10.C.ii. School Committees for details on the professional development committee.
[123] See Section 11. School Leadership for details.

C. Teacher Orientation

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

Three-week Teacher Orientation Retreat

Research on school program implementation indicates that professional development and collaborative planning time including *all faculty* and held *prior* to the school opening is critical to the success of the program.[124] Thus, CATS will utilize its resources to hold a three week *Teacher Orientation Retreat* for all teaching staff, which will be facilitated by the design team. All hired teachers will be expected to attend this retreat (and it will be part of the Elect-to-Work Agreement[125]). The first week of this retreat will involve a series of full-day professional development seminars conducted by design team members. These seminars will be based on the overall vision of the Gage and Central Community Schools and introduce the philosophies and instructional strategies outlined in this proposal. All participants will complete a brief reflection in a blog entry at the end of each day to emphasize the CATS focus on reflection and technology integration and to maintain evidence of professional growth. Prior to this week, as part of the hiring process,[126] teachers will be asked to read, reflect on and commit to the Curriculum and Instruction, Culture and Climate, Assessment and School-wide Data, and Professional Development components of the proposal. This establishes familiarity with the elements to be addressed during the *Teacher Orientation*. The design team will use the written components of the proposal within the trainings, referring back to the overarching vision and philosophies guiding the work.

Day One: Since this will be the first day that the staff will be working together as a whole, we will first get to know each other on a personal level- understanding why teachers chose education and our hopes for the school. We will then transition into a discussion about our goals for our students and what defines a "successful student."[127] We will also use materials from the Coalition of Essential Schools[128] to introduce teachers and staff to the shifts that must occur when moving from a large comprehensive high school model to a small school model.

The rest of the week will be introductory sessions guided by the instructional strategies outlined in Section 2.D. of this proposal. Our goal is to provide a foundation for teachers to plan during the second and third weeks of the retreat (see below).

Days Two and Three: Project Based Learning and Understanding By Design[129] - Prior to the teacher orientation, the principal and the design team will use a combination of professional development modules and planning materials from Understanding by Design; the Coalition of Essential Schools; The Center for Advanced Research and Technology (CART); Edutopia; and the Center for College and Career to develop a complete guide to planning, implementing, monitoring and assessing project-based learning. This guide will include specific modules focusing on differentiated materials within a project-based classroom, language/learning supports for English Language Learners, and group-work introduction and facilitation guides for students new to working collaboratively.

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[124] Datnow, A. and Castellano, M.E. (2001). Managing and Guiding School Reform: Leadership in Success for All Schools. *Educational Administration*. 37(319); Stringfield, S. et al. (1998). Scaling Up School Restructuring in Multicultural, Multilingual Contexts. *Education and Urban Society.* 30(3); Coburn, C.E. (2007). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher.* 32(6).

[125] See Section 12.C. Staffing: Autonomy for details

[126] See Section 12.C. Staffing for details

[127] This conversation can be informed (but not limited) by the G&C Vision, the CATS vision and the "what is a CATS graduate" piece of Section 2.A. Instructional Philosophy of this proposal.

[128] There are a multitude of tools available online at http://www.essentialschools.org/resources. We will also be using excerpts from the book. Feldman, J., Lopez, L., and Simon, K.G. (2006). *Choosing Small*: *Essential Guide to Successful High School Conversion*. San Francisco: Jossey-Bass.

[129] Resources: Coalition of Essential Schools online resources;

Days Four and Five: Teaching Students with Specialized Learning Needs – This session will be facilitated by our special education teacher(s) and ESL teacher(s). Using Section 2.C. *Addressing the Needs of All Students*, we will review the various populations that we are expecting to serve at CATS, and discuss the strategies and practices that we will put in place to create a fully inclusive and supportive learning environment for all students. *On day four*, the featured instructional strategies will be: *using differentiated materials* and *Specially Designed Academic Instruction in English* (SDAIE).[130] *On day five*, the design team will introduce teachers to the *Responsiveness to Intervention Training (RTI)* process that we will be using at CATS. In order for the levels of intervention to be successful, the teachers need to understand the part that teachers play in the process. During this session, teachers will also be introduced to the grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process.

Day Six: Springboard strategies – This session will focus on introducing and familiarizing teachers with the Pre-AP Springboard program for the core subjects, and on making connections and integrating these strategies into other non-core subject areas.

Day Seven: Technology Projects – Teachers will meet in grade-level teams to plan the projects students will complete using a common technology (9th grade: video, 10th grade: social media, 11th grade: web design.) During this session, teachers will familiarize themselves with the appropriate technology, create projects that integrate the technology thoughtfully into their curriculum, and coordinate the implementation of these projects across the subject areas. Teachers may also use this time to write Donors Choose proposals for additional hardware or software, dependent on funding and the requirements of their projects.

Day Eight: Service Learning Projects – Teachers will meet in grade-level teams to develop the goals, requirements, and rubrics for the community-based service learning projects. During this session, teachers will also create a calendar for these projects, including goals for "work days" throughout the year.

NOTE: We may have teachers who are not familiar with all of the instructional strategies introduced at this retreat. One professional development session is not sufficient for teachers to become comfortable using these strategies. Our goal is to strategically place our design team members across content areas and grade levels so each content-team and grade-level team will have a design team member to facilitate the planning for the year, and the integration of the above instructional strategies into the curriculum. As noted earlier in this section, the professional development and data team and the principal will work throughout the year to support all teachers in the implementation of their designed curriculum and instructional strategies.

The remainder of the second week is structured to implement the Curriculum Development process described in Section 2.B.ii of this proposal. This development will utilize CST data from the prior year,[131] Understanding by Design Curriculum Maps,[132] California state standards frameworks, standards-based textbooks (if available), materials from the previous professional development sessions and the CATS proposal (Sections on Curriculum and Instruction and Assessments). Teachers will work in grade-alike teams and in content-alike teams to create overarching frameworks and then work individually or in small groups (depending on need) to create individual course curriculum and syllabi for the first semester.

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[130] Resources: Fitzell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work.* Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners.* Alexandria: Association for Supervision and Curriculum Development.

[131] Our hope is that the majority of students coming from Edison and Fremont will have been entered into ISIS prior to this retreat, and we will be able to run reports of CST strand data for each grade-level and content-area.

[132] http://www.educationworld.com/a_curr/virtualwkshp/virtualwkshp004.shtml

Day Nine: Content Standards Framework (vertical integration) Each content area team will review the CST strand data from the previous year (incoming students) and identify the areas of skills/content area deficiencies within each content area. Using this information and the California content standards frameworks, the teams will develop a 4-year curriculum map for their content area that includes the "power standards" to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year.[133]

Day Ten: Grade-alike thematic/standards framework (horizontal integration) **-** Each grade-alike team will review the CST strand data from the previous year (incoming students) and identify the areas of skills deficiency that can be addressed across the curriculum. Using this information and the Advisory and content standard frameworks as guides, the teams will develop a 4-quarter curriculum map for each grade level. Each curriculum map will contain the theme, standards, skills/habits to be taught each quarter and the related assessments.[134] During this planning session, the grade-alike teams will also create at least one of the two cross-curricular projects to be taught during the 2011-2012 school year.

Week Three: Teacher work time - During the remainder of the retreat and additional days during the summer (depending on funding), teachers will work independently and/or collaboratively (depending on need) to develop a curriculum map and syllabus for each class for the first semester. Teachers may also use this time to do additional work on the technology and service learning projects as necessary.

Retreat Reflection (Day 15) – On the final day of the retreat, to begin establishing a reflective culture at the school, the retreat participants will reflect on the past three weeks, discuss what went well and what needs improvement. The Professional Development Committee will use this information as they develop future PD plans.

All of the teachers required to staff CATS may not be hired by July 2011. To address this issue, the school principal, in consultation with relevant content area experts,[135] will develop a UBD curriculum map, general unit and lesson plans and a syllabus for the first semester during the month of August. Newly hired CATS teachers will be introduced to this curriculum map to use as a guide, and will be encouraged to make it their own. Additionally, the CATS design team will offer the first week of the July retreat (above) for all newly hired teachers during the week prior to school opening. For teachers hired after this time (and in the years to follow), all of the materials used during the first week retreat will be put into an *orientation notebook*, to be used by a mentor teacher to introduce the new teacher to the school.

After the initial orientation, the school's professional development calendar (see below) will focus on analyzing student data, identifying skill needs, learning about and implementing instructional strategies to teach those skills, and reflection/improvement. Beyond the formal professional development sessions, teachers new to CATS will have a mentor teacher from their grade-alike team or content area (depending on the need) to assist them on a weekly basis and address their learning needs individually.

[133] Resources: CST strand data reports for incoming students organized by content area (My Data); California Content Standard Frameworks.
[134] Resources: CST strand data reports for incoming students organized by grade-level and skills areas (My Data);
[135] In addition to the internal content area teams, a design team member has relationships with UCLA content-area experts who can assist in the development of curriculum.

D. PD Calendar

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

The attached table outlines all of the professional development sessions that CATS will have throughout the school-year, with the majority of the sessions occurring during the *professional development meeting* that will take place every Monday from 1:30pm-3:25pm (a shortened day for students).

It is important to point out that the majority of the after school professional development sessions will be *grade-alike* meetings and the format of the PD will follow the *Professional Learning Community Continuous Improvement Process*. This process (described briefly above) starts with analysis of the student data that we will collect from the *Grade-level Initial Assessment.*[136] Based on that analysis, teachers will determine specific skill areas that need to be addressed across curricula, set learning goals for students and discuss the potential strategies (from the instructional strategies listed above and in section 2.D. Instructional Strategies) to address them. At that point, teachers with experience in a particular strategy will conduct trainings on that strategy for the rest of the team (if no internal teacher has experience, the principal will bring in an expert/trainer). After the training, the teachers will discuss how to implement best practices in their classrooms and will begin implementation. Meetings during implementation will involve looking at student work, reflecting on implementation and making improvements where necessary. During this period, it will also be possible for teachers to visit each other's classrooms to watch the implementation of a particular strategy. Towards the end of the semester, the teachers will develop the *School-wide Benchmark Assessment* based on learning goals set at the beginning of the semester. After students have taken the benchmark assessment, teachers will analyze the data to determine what was successfully taught, and on what skills they need to focus for the next semester. The cycle begins again.

E. Program Evaluation

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

- Professional development committee will meet once a month to reflect on impact of professional development time and refine plan as needed
- Reflection process will provide regular feedback on usefulness of professional developments
- After every professional development retreat or sequence (as some weekly professional development sequences will last over several weeks), we will provide anonymous teacher feedback/evaluation forms for the professional development committee to review
- Program modification is built into the schedule through the Professional Learning Community Continuous Improvement Process
- After the first semester the grade-alike teams will look at the learning goals that they set (focus standards/skills) and review the mid-year assessment data to determine if those goals have been met. If they have, then we continue with our professional development process. If not, we will assess our process to determine how we can improve.

[136] See Section 4.C. Student Assessment Plan for details

F. Autonomy

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

- Autonomy and control over our professional development will allow teachers to implement curricula, plans and programs outlined in this proposal
- Our PD program is integrated into school curricula and is based on our students' needs.[137]
- Additional time in the schedule to allow for weekly professional development meetings[138]
- Due to the importance of teachers learning and collaborating together beyond the school day, we are writing requirements for (paid) professional development/curriculum planning meeting attendance into our Elect-to-Work Agreement.[139]

[137] See Section 2 Curriculum and Instruction for details
[138] See 3.F.i. Schedule Autonomy
[139] See Section 5.C. Teacher Orientation

6. Serving Specialized Populations

A. Special Education

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

In the attached *Service Plan for Special Education* you will find detailed descriptions of our planning, implementation and monitoring processes for the special education program at CATS. In the summaries below, we outline the ***personnel*** responsible for and the ***key processes*** involved in the implementation of our special education plan.

Personnel

The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, CATS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP[140]), with the potential of also serving students (or classes of students) with mental retardation, autism, emotional/behavioral challenges or orthopedic impairments. The following personnel will be responsible for meeting the needs of these students.

The school *principal* is the person ultimately responsible for the appropriate implementation and monitoring of the special education program at the school. To ensure this, the principal will meet (before/after school or during PD time) once per month with the special education clerk and special education staff to discuss any challenges or issues that need to be addressed. Additionally, the principal will conduct (with the assistance of the special education clerk), an implementation review of the school's special education program within the first 30 days of the new school year using the *School Self Review Checklist,*[141] after which time, the principal will conduct follow up checks in January and April regarding the elements that were not or partially in place during the initial review.

CATS will share one *special education clerk* with the PSCS small school (serving no more than 150 students in special education)[142]. This will provide the clerk with enough time to complete the necessary compliance monitoring and documentation and perform the following duties:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Calendar IEP meetings in consultation with the student's case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled).
- Communicate the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-level team, confirming attendance of the case carrier, an administrator (or designee) and at least one member of the grade-level team, and sending a reminder the day prior to the meeting (via email).
- Communicate the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting), and sending a reminder home with the student or via phone the day before the meeting.
- Ensure that the goals section of the IEP is mailed to the parent after the meeting.
- Monitor the sign in logs for the itinerant special education staff, and conduct spot checks that the appropriate information has been entered into Welligent.
- Monitor each small school office periodically and refill/update the following publications and forms as needed:
    - Are You Puzzled by Your Child's Special Needs? brochure

[140] Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).
[141] LAUSD Reference Guide: REF2624.5 School Self Review Checklist, Students With Disabilities: 2010-2011
[142] See Section 12. Staffing for details on shared personnel.

- A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)
- Student Enrollment form
- Student Information Questionnaire for Parents and Guardians
- Request for Special Education Assessment form

Special Education Teachers

For our RSP and SDP populations, we will be provided with special education teacher/case carrier positions by the LAUSD at the ratios of 28-32 to 1 for RSP and 12-14 to 1 for SDP. Through supplementary funding and staffing part time positions, our hope is to keep the ratios close to 25 to 1 for RSP and 12-1 for SDP so that the staff may appropriately fulfill their case carrier and instructional responsibilities. The staff for these positions will be hired by a team representing general education and special education teachers/staff, students in special education and their parents, and will be reviewed for their qualifications, credentials and prior experience working in special education and general education environments. Their responsibilities will include:

- Review school enrollment records/SIS to identify all students with special needs in the school.
- Provide a copy of each student's IEP to the student's advisor and grade-level team (within the first 30 days of the student's enrollment)
- Request an initial informal "meet and greet" IEP meeting upon the enrollment of every new student (at the beginning and throughout the year).
- Request an annual IEP update meeting at least one month prior to the due date.
- Communicate IEP outcomes and goals to the student's advisor and grade-level team after the annual IEP meeting.
- Complete the necessary updates, changes and notes within Welligent after each IEP meeting, and throughout the school year.
- Participate in behavior intervention observations and meetings for students in their case load, and support the general education staff in implementing the appropriate interventions
- Collaborate with general education teachers during professional development to facilitate understanding the IEP and incorporate the appropriate accommodations and modifications into the general education classroom.
- Monitor and support the implementation of the specific accommodations and modifications within the general education classroom.
- Provide in-classroom assistance to students
- Co-plan and co-teach with English and math teachers to support classes with many RSP or SDP students
- Conduct pullout sessions as indicated on the student's IEP (RSP)
- Conduct pullout sessions and self-contained classroom time as indicated on the student's IEP (SDP).

Based on the feeder/sending school population and as determined by the district's special education division, we may be receiving students with mental retardation, autism, emotional/behavioral challenges, orthopedic impairment and/or who require CBI. Some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at CATS in *at least* a seventh period extension class (such as journalism) so that *all* of our students will receive the social benefits of participating in a diverse learning environment.

General Education Teachers

Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from

specialists, *and* training for all teachers in how students learn and how to differentiate instruction.[143] Based on this research, our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. To support our general education staff in this work, we will provide professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching and co-teaching strategies that have been proven to facilitate the learning of students with learning disabilities.[144]

Itinerant Special Education Teachers

The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to):

- Speech and language
- Audiological services
- Adaptive Physical Education
- Occupational therapy
- Inclusion specialists for students with moderate to severe challenge (for inclusion in the general education/least restrictive environment setting)

Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. He/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.

Key Processes

The implementation of a special education program involves multiple complex processes that must be implemented and monitored. The monitoring responsibilities are described in the personnel section above the details of each process are included in Section 6 Attachment: *Special Education Service Plan.* To summarize these key processes:

- Search and Serve:
    - It is fundamentally important that all students receiving special education instruction and services prior to enrollment in our school are identified as soon as possible upon enrollment so that there is no disruption to the support and services the students need to be successful.
    - It is also important that parents have access to important information and materials regarding special education services and opportunities as well as information regarding the process to request an assessment for their child and the process to file a complaint if they feel their child's needs are not being met.
- Intervention program: At CATS we will use the Response to Intervention process - a three tiered academic intervention process that involves a cycle of assessment, interventions that vary in individualization and intensity, depending on the tier. This process is utilized within the general student population *prior* to recommending a student for a Student Study Team (SST) and special education assessment.
- Positive Behavior Support Plan: We will engage in a multi-level (campus-wide and small school-focused) positive behavior support program for all students to establish clear expectations, prevent

[143] Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership.* 58(6): 86-88.
[144] See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

inappropriate behavior and encourage appropriate (positive) behavior. As needed, this program will be supplemented for the special education population by specific coaching by the special education teachers. When inappropriate behavior occurs, we have a three-tiered intervention program for all students that involves observation, analysis of potential causes of the behavior and the appropriate consequences *and* supports to address the behavior.

- IEP Process: The special education clerk and case-carriers will work together to schedule, conduct and appropriately follow up on IEP meetings and the decisions made within them.
- Identification and Assessment of Students: For students who are not receiving special education services and are not responding to Tier 3 academic interventions, we have a process in place to refer student for a student study team (SST), conduct an investigation regarding the implemented interventions, determine potential exclusionary factors, and monitor for over-referring of a particular ethnicity prior to a recommendation for special education assessment.
- Standards-Based Instruction: Whether a student is receiving grade level or alternative standards, we have a process in place for our special education teachers to work in collaboration with general education teachers to provide students with a standards-based education and the supports they need to access the standards.
- Transition Planning: All students at CATS will be prepared for life after high school. For our students in special education, in addition to the development of skills and habits that will help them be successful, we will provide the mandated transition assessments and plans, as well as provide information to parents and students regarding governmental, employment-related and college-based services available to students and adults with special needs.
- Extended School Year (ESY): We will follow the process outlined in the LAUSD Reference Guide 5276.1 regarding the data collection, analysis and documentation required to recommend a student for the Extended School Year program.
- Professional Development: Our general education professional development will involve collaboration time with special education teachers, and specific training involving special education instruction, supports and processes.
- Parent participation: In addition to our general education parental involvement plan, we will outreach to and provide specific information and opportunities for the parents of our students in the special education program.

7. Performance Management - NOT REQUIRED PER PSC 2.0 11/11/10 EMAIL

8. Community Analysis and Context

A. Description

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

South Central High School #2 is located in South Central Los Angeles, an area that is composed primarily of Hispanic immigrants, many of whom do not speak English. This demographic is reflected in the student population of the feeder school, John C. Fremont High School, which is more than 90 percent Hispanic and about 9 percent African American. About 80 percent of the students at Fremont are English Language Learners. Close to 80 percent also qualify for the Free or Reduced Lunch Program. The numbers from the middle schools that will feed into this new high school are nearly the same, with Edison Middle School and L.A. Academy reporting about 90 percent Hispanic student population and about 10 percent African American. This will be the first high school ever built in this area, where currently many students walk or take public transportation to Fremont or Jefferson.

One of the greatest strengths of this community is a strong belief and reliance on family and religion. Family-centered environments are evident in households and public spaces such as parks and schools, where one sees cousins and grandparents walking side by side to school or grocery shopping. Currently, churches and parks near the area provide limited resources to families, such as an elderly center for seniors at Roosevelt club, the Bethune Block Club for community members, and the Presentation of Mary Church Youth Club for teenagers. These different groups and resources are evidence of the strong focus on family and community involvement. It is clear that families in this community genuinely care about improving the quality of life for community members and educational opportunities for students who live in this area. Presently students and families are anticipating the opening of this high school with great hopes that it will serve the academic needs of students who deserve a quality education and exceptional high school experience.

The critical needs of this community are many and varied. There is a lack of essential services and resources such as emotional and social support, counseling, neighborhood safety, legal aid, financial support and job creation. The community is plagued with drugs, gangs, violence, and poverty. Community members struggle on a daily basis to support their families and maintain their health and safety.

There are few health services and clinics, and many community members can't receive such services because of their legal status or financial circumstances. There is an overall need for a comprehensive healthcare facility that can provide an array of services such as dental, optometric, nutrition, and even planned parenthood services for the community. Many times students with vision or dental problems go untreated due to the lack of such services. These health issues have negative consequences for the quality of life and education of students in this community. A child whose vision has not been tested may sit in a class for years experiencing trouble learning because she or he may need something as simple as a pair of glasses. There is also a high rate of diabetes and obesity in this community because of lack of nutritional information. A comprehensive healthcare facility with nutritional services would be a great aid in counseling community members and families about proper nutrition, diet, and exercise. Children and adults would greatly benefit from resources that could instruct them about eating habits, the importance of exercise, and preparing well-balanced meals.

Street sanitation, homelessness, safety, and beautification of public spaces is also an area of high need. It is not uncommon to see surrounding streets or alleyways with broken furniture, abandoned vehicles, or trash. Students who walk to school oftentimes encounter such unpleasant obstructions. This issue poses a sanitation and even health hazard to the community. Besides this, students and community members

often encounter homeless people begging or sleeping on the surrounding areas. These are often people of the community who have lost their homes and possessions and are left to live on the streets. Public spaces such as parks and large walls are often filled with graffiti by opposing gangs, claiming their territory and in turn making the neighborhood visually unappealing and unsafe. Students who witness such issues on a daily basis are impacted and affected by years of neglect that the community has suffered.

The community suffers from political apathy. Many are unaware, uninformed, or simply feel disempowered to vote in local or statewide elections. Since the community is primarily Spanish speaking, may lack the appropriate information to make informed decisions about issues that affect them directly. A community center that informs, educates, and encourages political participation would be an asset that would positively impact this community.

Access to literacy, books, and internet service is another area of need for this community. There is only one public library in the vicinity, located at the cross streets of Florence and Miramonte. The number of books and resources found in this library are not enough to serve such a large community. Students and community members should have more books and computers available to them. A large majority of the students that attend Fremont and Jefferson do not have computers or internet access in their homes. This presents a great obstacle to them when conducting scholarly research, completing college applications or simply typing papers for class. Libraries, books, and computers are essential for the success of students in communities of high need.

All of these areas of need have had a great influence on our rationale for selecting this community for the creation of the proposed school complex. This will be the first high school built in this area of the community. The community and students are in dire need of a community high school that will not only address their educational needs and academic achievement, but will also provide other essential services that will enhance their own development, health, and safety, as well as that of their families and community members. The proposed school complex will provide each student with an individualized and rigorous education that will enrich their lives academically, emotionally, and socially. This proposed school is different in that it not only seeks to improve the quality of the academic education of high school students in the community but it also seeks to address other underlying issues that directly affect community members, including students and their families. A high school that provides students with an education that will prepare students for college, careers and beyond, while at the same time providing resources and services that will enhance the quality of life and knowledge of community members and families will be a great asset for the community of South Central Los Angeles. That is why the Gage and Central Schools Complex is working closely with external agencies such as St. John's Child and Family Wellness Center, Youth Policy Institute, and the Los Angeles Educational Partnership, in order to provide resources and services to students and the community.

B. Background/Support

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

All members of the design team have had extensive experience working in this community. Many are passionate, dedicated educators that have served the community by working as teachers or counselors at Fremont High School. For many this is the only community that they have worked in. In addition, two of the team members grew up in the community and attended one of the feeder middle schools, Edison Middle School. One of the design team members was a student at Fremont High School. These community members have experienced the obstacles and hardships that many of the students in the

community are currently experiencing. The entire group is extremely committed to serving the students of South Central Los Angeles. They believe that the students of South Central Los Angeles have amazing potential and deserve a high quality education that will empower them as they seek higher learning in college and in their careers. The design team members know that the students who live in this community have a great thirst for knowledge and that they deserve to attend a high school that will cater to their academic, emotional, and social needs.

In the summer of 2010, the Communications and Technology School design team partnered with three other design teams, the LAUSD District 7 and UTLA to form the Gage and Central Community Schools Planning Team. Since the summer, the team has been outreaching to the community, and during the fall, the team started building community partnerships and holding community meetings. The list below represents connections made thus far in the process, and the goal is to continue building community supports and relationships through outreach and parental and community engagement structures built into the schools.

Community Members	Parents	Students/Alumni
Isaac Walker (design team)	Maritza Friely	Neyda Barajas (design team)
Edgar Hernandez (design team)	Cecilia Torres	Bianca Cortes (design team)
Joel Vaca (design team)	Rosa Gonzalez	Erik Arguelles
Joseph J. Titus	Maria Madrigal	Antonia Alfaro
Mary Rose Cortese	Maria Robles	Alberto Holguin
Helena Walker	Mirna Rico	Roxana Maldonado
Quanisha Cline	Maria Montalvo	Edwin Hernandez
Alejandro Ramirez	Quirino Aguilar	Jorge Ramirez
Odilon Urtz	Lilia Mora	Julio Cortez
Nancy Gonzalez	Ricardo Cortez	Ruth Cortez
Jose Vaca	Ofelia Gonzalez	Elena Vaca
Jennifer Gomez		Mike Vaca
Joel Vaca (design team)		Mariela Martinez
		Luis Arteaga
		Edgardo Mendoza
		Angel Lopez

In addition to the individuals, the Gage and Central Community Schools planning team is developing relationships and forming partnerships with community organizations, including Bethune Park, St. John's Hospital, USC's Annenberg School of Journalism, and One L.A. Please see Section 9.B. for details.

9. Community Engagement Strategy

A. Engagement Plan

Explain the team's vision for engaging the community and the underlying theory that supports it.

The Gage and Central school complex envisions collaborating extensively with students, parents, and community members. By establishing close relationships and open communication with the community, the school complex will be able to achieve its goals of providing a high quality education to students as well as serving the needs of the community.

The inspiration for community engagement at the Gage and Central Community Schools is drawn from the writing of Robert Putnam, the experience of One LA, the lessons learned from the Harlem Children's Zone and the tools from the Coalition for Community Schools. In his book, *Better Together,* Robert Putnam defines social capital as "networks of relationships that weave individuals into groups and communities."[145] The value in such capital, especially when financial capital is lacking, is the integration of previously isolated resources and the resultant support system. As we discussed in the section on Community Analysis, there are already resources in the area around the South Region High School #2. Our goal is to integrate those existing resources in combination with the resources provided through the school and additional external resources to create a web of support that will benefit our students, their families and the community.

In his work creating the Harlem Children's Zone, Geoffrey Canada learned the importance that the education system plays in the development of any community support system. In Harlem, Canada initially turned to the public schools as the most logical place to integrate previously isolated supplemental services such as computer labs and reading programs. Finding resistance and bureaucracy in the public school system, Canada eventually turned to the charter schools model to become the hub for the Harlem Children's Zone. The CATS design team's hope is that with the innovative leadership of LAUSD, exemplified by opportunities such as the Public School Choice Process and pilot schools, our schools will be encouraged to "think outside the box" to become a hub of community resources and activity. It is also important to note that Canada started *outside* of the schools with the goal, pushing inward with his ideas for change. The Gage and Central Community School design teams believe that our strength is starting *within* the schools and building an integrated system of individuals, resources and supports as part of our foundation.

A final important source of information and inspiration is the Coalition for Community Schools.[146] The Coalition based their work on the following goals (which are very similar to the goals and vision outlined in this proposal): Children are ready to learn when they enter school and every day thereafter; all students learn and achieve to high standards; young people are well prepared for adult roles in the workplace, as parents and as citizens; families and neighborhoods are safe, supportive and engaged; and parents and community members are involved with the school and their own life-long learning. Beyond this vision and guiding framework, the Coalition for Community Schools provides online support through multiple toolkits for planning, implementing and evaluating a Community School program, and direct supports through connecting schools with each other and annual conferences.

B. Key Community Partnerships

Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships.

[145] Putnam, R. and Feldstein, L.M. (2003). *Better Together: Restoring the American Community.* New York: Simon and Schuster.
[146] http://www.communityschools.org/

The CATS design team members genuinely care about outreaching to parents and building strong bonds of communication and mutual help. It is essential that parents become involved in the education of their children. In order for this to happen they need to be aware and informed about every aspect of the school. Many times parents in this community fail to participate actively in the education of their children due to language barriers, a lack of time or information, or an unwelcoming environment in the schools. We will address these obstacles to participation by providing bilingual, informational, and welcoming meetings in which parents' and community members' input, comments and concerns will be valued and used for the benefit of the school. See section 4.E Parental Involvement for the specific structures that will encourage parental and community involvement. In addition to parent participation, the involvement of the community and external partnerships is fundamental to the success of our schools. Our strategy for this involvement is as follows:

Planning and Development - As discussed in the Community Analysis section, design team members have had individual conversations, attended meetings, and held community meetings to engage community organizations and individuals regarding what they see as the needs of the students and community, and their ideas regarding how to address those needs. During this time, sections of the proposal were shared with community members (in group and individual settings) for additional feedback and input. Organizations not currently operating in the area, but who will be able to meet specific needs identified in our initial needs assessment have also been engaged (see table below for details).

Implementation – Through the schools' Community Schools Council led by a Parent and Community Coordinator,[147] all resource providers and stakeholders will be engaged in an ongoing implementation process guided by the Coalition for Community Schools tool kit and facilitators from One L.A. This process involves: identifying a common vision (outlined in the PSC proposal), operationalizing the vision into concrete long term and short term goals, creating a plan w/ detailed strategies and benchmarks, and gathering the appropriate data to monitor progress towards the goals.

Evaluation – As a key part of the implementation process, the Community Schools Council[148] will engage in a continuous evaluation through progress monitoring. For example, if a goal for the year is to have all students receive an annual health screening, then the council will set benchmarks regarding the number of students to be screened each month. If after three months the benchmarks are not being met, the council will reassess the outreach and implementation strategies. Additionally, at the end of each year, the council will evaluate the progress towards the goals they set for the year (using the Coalition toolkit), and review the needs assessment and school plan (the PSC proposal) to determine goals and implementation strategies for the next year. At the end of every five years, the Community Schools Council will conduct a new needs assessment in the school and community to re-prioritize the needs to be addressed, and reach out to addition resources as needed.

To achieve the above referenced goals, the Community Schools Council will draw on the existing resources within the school and the community, as well as the external partnerships that we have developed based on the initial needs assessment. Please see Section 9. Attachment *Key Community Partnerships* for a table of current partnerships and letters of support.

[147] See Section 10.B.ii. School Level Committees
[148] See Section 10.B.ii School Level Committees

GOVERNANCE, OVERSIGHT and LEADERSHIP
10. School Governance and Oversight

A. School Type
Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

We are applying to operate our school as a pilot because the pilot MOU provides a governance council and elect-to-work agreement that enables flexibility in school structure and decision-making on budget, curriculum and schedule. Using this flexibility in governance, CATS will develop an adaptive school, one where school structure and decisions are based on the needs of the current school community.[149] CATS will utilize the pilot MOU to attract and retain highly qualified teachers, modify the school day to provide more support for students and teachers, and implement extended professional development weekly and during the semester breaks. Budget flexibility will allow CATS to allocate funds for the professional development needs of the school based on the current needs of the students and teachers.

The pilot MOU enables CATS to provide extended services for students that include a diversity of intervention courses, enrichment courses and afterschool tutoring. Students will be required to do grade level projects that relate to the school's theme. Therefore the pilot MOU will allow a modified bell schedule so that students have the capacity to work on their cross curricular projects during the school day. The schedule and budget flexibility allow for a more focused instruction, intervention for students who need additional academic support. Furthermore, the elect to work agreement will allow for teachers to teach six classes out of seven so that class sizes overall will be reduced for the small school, creating a more personalized learning environment.

B. Applicant Team Capacity
List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

Our design teams, like our school plan, operate at two levels. The complex-wide design team members have the big picture in mind and are responsible for consulting on and developing the complex-wide elements such as school safety, parent and community engagement and resource coordination. Their biographies are attached. The following are members of the CATS design team:

Riley Vaca (teacher, English)
Ms. Vaca joined the Math/Science Magnet located at Fremont High School in 2005. For five years, she taught an array of English courses including AP English Literature and SAT prep. She also served as journalism advisor from 2008-2010, helping students to found and publish the Magnet Chronicles, a monthly student-run newspaper, and its online counterpart. As journalism advisor, she formed a relationship with the Annenberg School of Journalism at USC, bringing college students onto Fremont's campus to mentor the Chronicles staff. Ms. Vaca was steadfastly dedicated to building college-going culture at Fremont, running annual workshops on application essays and developing a 4-day Northern California Colleges trip that exposed hundreds of students to college life. Additionally, Ms. Vaca was a part of Fremont's testing team and a contributor to the WASC accreditation plan. Currently, Ms. Vaca is working at Camino Nuevo Charter High School, and is learning a great deal about teaching in grade-level teams and how to implement them in a small-school setting. At the Communications and Technology

[149] Garmston, R, & Wellman, B. (1999). *The Adaptive School: a Sourcebook for Developing Collaborative Groups.* Norwood, MA: Christopher-Gordon Publishers, Inc.

School, Ms. Vaca will teach English and develop the journalism program, building connections, partnerships, and internship capacities with local media organizations.

Jasmine Lucas (teacher, English)
Ms. Lucas was a part of the Culture and Language Academy (CALA), a small learning community at Fremont High School from 2005-2010. During those five years, she taught a wide variety of English courses, including AP English Language, ESL, and Speech/Leadership for the CALA community. She served as department co-chair for both the English and ESL departments, and as lead teacher of CALA for the 2009-2010 school year. As lead teacher of CALA, Ms. Lucas worked with a large population of English Language Learners, and prioritized redesignation as well as enrolling and supporting language learners in challenging AP courses. Additionally, Ms. Lucas co-authored the school's QEIA proposal and was a member of the school's testing team. Currently, Ms. Lucas is working at the Mendez School of Engineering and Technology, where she is gaining experience with digital photography and layout as the yearbook advisor. At the Communications and Technology School, Ms. Lucas will teach English, develop the use of technology through the journalism program, and use her knowledge and experience to ensure ELLs are supported and integrated fully into the CATS community, including the AP course requirement.

Bianca Cortes (teacher, English as a Second Language)
Ms. Cortes is a lifelong resident of South Los Angeles and a graduate of Fremont High School (class of 2003). She taught English, ESL and English Language Skills at Fremont from 2007-2010 as a part of the Culture and Language Academy (CALA) SLC. As a member of the community, Ms. Cortes has a unique understanding of her students, allowing her to advocate passionately and successfully for their needs. Ms. Cortes is a champion of literacy and has worked to ensure language learners are challenged, supported, and exposed to a rich curriculum. Currently, Ms. Cortes is working at the newly opened UCLA Community School at the Robert F. Kennedy Community Schools Complex, where she is gaining valuable insight into working with the mixed-level ESL courses necessitated by the small school model.

Johnny Jauregui (teacher, science)
Mr. Jauregui served as a science teacher (2005-2010) in the Academy of Travel and Tourism community (AOTT) at Fremont High School. As a science teacher, he developed the marine biology program at Fremont and collaborated with the science department to expand the marine biology program to all three tracks. As an advisor for Student Government, he supervised and coordinated school-wide events and senior activities, including Homecoming and Graduation. Mr. Jauregui took a leadership role at Fremont, serving on the School Site Council and leading a writing team to finalize Fremont's Single Plan for Student Achievement for the 2009-2010 school year. Mr. Jauregui is currently a science teacher and AVID Coordinator at Orthopaedic Medical Magnet High School and is pursuing his administrative credential through the Cal State Dominguez Hills Urban School Leaders Program. At the Communications and Technology School, he will teach science and will play a key role in developing student activities, as well as implementing the use of AVID strategies across the school.

Noehmi Garcia (teacher, science)
Ms. Garcia taught at Fremont High School from 2005-2010 as a part of the Culture and Language Academy (CALA) SLC. In those five years, Ms. Garcia taught biology, AP Biology, Inter-Coordinated Science and AVID, as well as serving as an advisor for Student Government. As a part of CALA, Ms. Garcia gained experience serving the needs of EL students in the integrated classroom, presenting on "EL Strategies for Secondary Science" at the UCLA-sponsored *With Different Eyes* Conference in 2008. Ms. Garcia also served as science department co-chair and as a member of Local School Leadership Council. Ms. Garcia currently works at the newly created Digital Media Magnet at University High School. She is also pursuing her administrative credential through the Cal State Dominguez Hills Urban School Leaders Program. At the Communications and Technology School, she will play a key role in integrating

technology into the science department, and will draw on her experience coordinating student government across three tracks to create similar relationships and structures across the four small schools.

Joel Vaca (teacher, math)
A lifetime resident of South Los Angeles, Mr. Vaca began working at Fremont High School in 2000. During his 10 years at Fremont, Mr. Vaca taught a wide range of math courses, including CAHSEE prep math and AP Calculus. He was an active and decision-making member of the Fremont community, serving as AP coordinator (2008-2010) as well as an elected representative to Local School Leadership (2006-2008) and School Site Council (2002-2010.) Currently, Mr. Vaca is teaching the College Preparatory Math (CPM) curriculum at the newly opened UCLA Community School at the Robert F. Kennedy Community Schools Complex, where he is gaining insight into potential challenges associated with the opening of a small pilot school, and the strategies to avoid or address these challenges when we open the Communications and Technology school. He will use his experience with CPM to develop project-based learning within the math department and across the subject areas. He will also be integral in building AP capacity and ensuring students are appropriately challenged by and successful in AP courses.

Patricia Mendivil (Senior Administrative Assistant)
Ms. Mendivil has served as a senior administrative assistant at Fremont High School since 2005. During her three years as SAA for the Fremont High School's Science and Technology Magnet Program, she collaborated with several Magnet coordinators and counselors to develop a strong and supportive magnet program. Ms. Mendivil has also worked with the Title I and Bilingual Coordinator at Fremont High School to prepare categorical budgets and the Single Plan for Student Achievement. She provided Spanish interpretation and translation services for the school site council and local school leadership meetings at Fremont High School. Her organizational and communication skills will be instrumental in making CATS an effective learning environment.

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

The Pilot School model shifts decision-making authority from the administration and district to the school community, ensuring that all stakeholders take responsibility and accountability for student learning. When a community feels they are authentically involved in the decision-making process, they will be more inclined to ensure the school reaches its goals.[150] In order to achieve a shared decision-making school culture, CATS will implement five small school councils or teams that are inclusive of all stakeholders. In addition, CATS will collaborate with the other small schools in the complex-wide councils to ensure a culture of shared leadership that is focused on student achievement.

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

Complex-wide
Building Council
Composition: Operations Director (facilitator), small schools principals (4), representatives from the community schools and student councils (2).

[150] Blankstein, A.M. (2004). *Failure is not an option.* Thousand Oaks, CA: Corwin Press.

Function: To make and approve all complex-wide decisions regarding shared elements, procedures and policies (e.g. staff, budget, schedule, school selection/enrollment process for students, facilities, safety and discipline).
Instructional Council
Composition: Operations Director (facilitator), small schools principals (4)
Function: To provide an opportunity for the small school principals to share instructional resources and collaborate to share best practices to improve practices across all four schools.

Student Leadership Council
Composition: Operations Director (facilitator) and students elected to be small school representatives (4 students per school – 1 per grade level).
Function: To develop and coordinate complex-wide student activities (dances, inter-mural sports and activities).

Community Schools Core Leadership Council
Composition: Parent and Community Coordinator (facilitator), parents, community members, external partners, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.
Function: To develop, implement and evaluate the Community Schools components that support the needs of our students and the community. To develop leadership among community members to inspire empowered civic engagement.

Safe Schools Council
Composition: Operations Coordinator (facilitator), school safety staff (police, aides, volunteers), parents, community members, students, teachers, small school principals and complex-wide administrators and staff. Participation is voluntary, and anyone may attend the meetings.
Function: To develop, implement and evaluate a *Complex-wide School Safety and Behavior Expectations Plan*.[151]

Communication and Technology School
Governing Council
Composition: See Section 10.C. below
Function: To make and/or approve all decisions regarding small school elements, procedures and policies (e.g. staffing, instruction, budget, programming, safety and discipline).

Data and Professional Development Team
Composition: Principal (facilitator), counselor and one teacher volunteer from each grade-level team.
Function: To collect student-level data, create and facilitate analysis procedures for the professional development meetings, and conduct needs assessments within the faculty to develop all-faculty, grade-alike or small group professional development sessions.

Advisory Support Team
Composition: Four teacher volunteers with previous advisory experience and success, and the principal or counselor.
Function: To develop an advisory curricula menu and support teachers who are having difficulty implementing their advisory program.

CATS Student Leadership

[151] See Section 3.A. *Building a Safe Community* for details.

Composition: Up to 30 students may volunteer or be recommended for CATS Student Leadership. The team will meet as part of the 7th period leadership class curriculum. Additionally, as students are elected to represent CATS in the Complex-wide Student Council, they will join the class and take part in small school student leadership in addition to representing the school at the complex-wide meetings.
Function: To develop the small school's identity and culture through creating activities, events, celebrations, competitions, etc.

Parent Leadership Team
Composition: CATS Parent/Community Representative (facilitator) and parent volunteers.
Function: To develop processes and outreach strategies to promote parent participation in the small school in order to support student learning. It is important that the parent representatives on the Governing Council and Gage and Central Building Council participate in these meetings.

C. School Governance and Oversight
i. Governing Council
Describe the composition of the Governing Council and the process for membership selection.

Composition
As per the pilot MOU, the CATS governing council will comply with the School Site Council model and will consist of twelve members.[152] Half of the membership shall be the principal, four classroom teachers (elected by CATS teachers), and one school staff (elected by CATS staff). The other half of the governance council shall consist of three parents and community members (elected by parents) and three student representatives (elected by the entire student body). All members will have equal voting rights.

Membership Selection Process
CATS will follow the election regulations outlined in the LAUSD Bulletin 4148.1:
- Public and written notice stating the purpose and time of the meeting at which elections will be conducted shall be given at least ten (10) working days prior to such meeting using all reasonable means of communication.
- Schools must provide SSC orientations to all stakeholder groups represented on the council, at least five (5) working days prior to the election.
- Elections must be held at least five (5) working days after orientations have been conducted and ten (10) working days after notices were sent to stakeholder groups.
- Each school must have more than 20 parents present in order to conduct the SSC parent election. Council members are elected by peers. Membership on the SSC is determined by ballot.
- School staff representatives and student representatives must be elected prior to the election of parent and/or community representatives.
- The principal is responsible for staff, student, and parent elections and should jointly supervise all elections. The elections of various stakeholder groups that represent employees of the District shall be conducted by their respective bargaining units, through their elected representatives. The principal may participate in the counting of the ballots in any such election.
- Election of members and officers shall be concluded by the second Wednesday of October.

[152] The information regarding the School Site Council model is drawn from LAUSD Bulletin 4148.1 and Article XXVII, Sections 2.0-2.9 of the UTLA contract and Education Code 62002.5 and 52852.

11. School Leadership

A. Principal Selection

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

Criteria for selecting the Communication and Technology School principal

The vision and goals of the Communication and Technology School are based on the premise that all students can learn and will succeed if provided with quality instruction and support. The CATS principal must share this philosophy and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life. The applicant selected to be principal at CATS will:

- Have experience working as a secondary school teacher in a school similar in demographics to the CATS school.
- Promote and support the vision and goals set forth by the school community.
- Support the elect to work agreement and the decisions made by the governance council.
- Develop a response to instruction and intervention system that will ensure all students succeed in the regular school day program.
- Create positive relationships with students through frequent classroom visits, lunch supervision, and participation at student activities and events.
- Speak with students and parents in their preferred language or be willing to learn a student's home language in order to foster an inclusive learning environment.
- Build the leadership capacity of teachers, staff, parents and students and ensure that school decisions are representative of all stakeholders and laser-focused on student achievement.
- Implement an open-door policy for parents and attend parent meetings and events.
- Model exemplary instruction and leadership through participation in the class during classroom observations, and during professional development.
- Collaborate with teachers and staff to improve instruction, intervention and student support.
- Consistently inform faculty, staff, students and parents of school progress throughout the school year.

In addition to meeting the above criteria, the applicant must meet the district criteria for the "Small Schools Principal" (Temporary Advisor) position:

- hold a California Administrative Services Credential
- have a Master's degree
- five years successful full-time public school certificated service
- three years experience as a teacher in a K-12 public school program
- two years experience at a middle or senior high school, grades 6-12
- At least one year verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Selection Process: It is critical to have an excellent pool of qualified and high quality applicants from which to select a principal. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals, small school principals and SLC lead teachers, and drawing from within the design team. Since hiring a principal will be the first priority after the approval of the school, there will not yet be a Governing Council in place. Thus, the hiring process will be conducted by the CATS Design Team and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

B. Leadership Team

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

The leadership team of the Community and Technology School will initially be the design team,[153] all of whom have experience with standards-based instruction, data collection/analysis, curriculum planning and instructional strategies discussed in this proposal. The design team will act as the trainers during the Teacher Orientation Retreat.[154] Then, each design team member will be programmed within a particular grade so that each grade-alike team will have the support of a design team member throughout the first school year. However, the goal is that as early as the Teacher Orientation Retreat, the newly hired teachers will begin to take on leadership roles and responsibilities. It will be a requirement in the Elect-to-Work Agreement that each teacher participates in at least one leadership council or team. This participation is critical to the success of our school because at a small school everyone must share the responsibility for the students.

The process of setting goals, planning curriculum/instruction, implementing interventions and monitoring the success of the students will be the primary responsibility of each grade-alike team, will take place during weekly professional development time and will be guided by the *Grade-Level Initial, Mid-year and End-of-year* assessments, and additional data as needed.[155] The small schools principal will attend these meetings, provide the supports the teachers need to engage in this process, and monitor student success across all grade-levels through a regular analysis of assessment, attendance, and student promotion data.[156]

Gage and Central Community Schools Complex Operations Director

In addition to the small school leadership, it is critical that a campus with four small schools and 2000+ students have a complex-wide leadership plan to ensure the appropriate oversight and coordination of all shared spaces, resources and personnel. The design teams have studied similar school complexes, as they have made the transformation from large comprehensive to multiple small schools such as Kearny High School in San Diego (2004), or have started as a shared complex from the very beginning such as the Mendez, Miguel Contreras, Esteban Torres and Robert F. Kennedy complexes in Los Angeles (2007+).[157] The research indicates that it is most productive and beneficial to have multiple small schools of equal size making equal contributions to the shared facilities, resources and personnel,[158] and a centralized operations director for at least the first two to three years. To see the job description and responsibilities of the Operations Director, please see Section 11. Attachment – *Job Descriptions*.

Criteria for Operations Director

The job of an Operations Director at a shared school site is unique and thus will require person with a unique skill set to fulfill the responsibilities of this job. On a large campus serving 2000+ students, it is important that the director have the capacity to manage multiple issues simultaneously. On a school complex structured as four small schools sharing certain facilities, resources and personnel, it is also important that the director be collaborative and have experience in facilitating collaborative relationships.

[153] See Section 10.B. Applicant Team Capacity for more biographical information on the design team members
[154] See Section 5.C. Teaching Orientation for details
[155] See Section 4.C. Student Assessment Plan for details
[156] See Section 4.E. Data Collection and Monitoring
[157] The San Diego and Miguel Contreras research was conducted as part of a larger research project on which Ms. Hamilton worked at UCLA. The Mendez, Torres and RFK research is derived from our experiences working on those campuses and/or through conversations with individuals working on those campuses.
[158] See Section 13 Finances for more detail.

In addition to the above referenced qualities, applicants must meet the following criteria:

- experience in an LAUSD high school, preferably with experience opening a new school building
- California Administrative Services Credential
- Master's degree
- five years successful full-time public school certificated service
- three years experience as a teacher in a K-12 public school program
- two years experience at a middle or senior high school, grades 6-12
- At least one year verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select the Operations Director. Thus, applicants will be recruited through posting on the LAUSD website, outreaching to current and former assistant principals and principals, and qualified individuals participating in educational leadership programs at UCLA and the Cal State Universities. Hiring the Operations Director (along with the small school principals) will be the first priority after the approval of the school. Thus, the hiring process will be conducted by representatives from each small school design team, parent and community members of the complex-wide design team, and the LAUSD District 7 High School Director, with final approval by the District 7 Superintendent.

C. Principal Evaluation

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The LAUSD, District 7 High School Director of Services will be responsible for evaluating the Operations Director and the four small school principals, using follow the LAUSD evaluation process (including additional recommendations from the "Teacher Effectiveness Task Force Report"):

- At the beginning of the year, the Operations Director and principals will submit an Initial Planning Sheet (IPS) that outlines his or her goals and objectives for the school year.
- The District 7 Director will hold an individual conference with the Operations Director and each principal to review the IPS and discuss strategies for implementation
- The District 7 Director will make him/herself available throughout the year for advising and consulting
- The District 7 Director will visit the campus and observe the Operations Director and each principal at least one time per semester, and provide feedback
- In April, each small school will conduct surveys of its students, parents, teachers and support staff regarding the overall school culture, curriculum and instruction and including evaluations of the principal and Operations Director.
- In May, the District 7 Director will use the survey results, observation notes, and available student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to review the Planning Sheet and complete the standard LAUSD Stull Evaluation for the Operations Director and each small school principal.

12. Staffing

A. Staffing Model

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

This section will be structured in the same way the previous two sections have been structured, with a division between the complex-wide staffing needs (split between four schools), and small school staffing. Each section will be further divided into "First Year" and "Second Year +" with a few notes regarding projected needs for years three through five.

Projected complex-wide staffing needs: The complex-wide staffing plan is based on a combination of projected operational and facility needs and the complex-wide vision of inclusion and collaboration. The list below indicates each position and a brief description of the position and related responsibilities.

First Year Projected Staffing Needs

- *Operations Director*[159] - Responsible for all shared facilities, resources and staff. Facilitates collaboration among small schools/principals.
- *Operations Coordinator* - Responsible for school-wide safety and discipline (for serious issues that require police involvement) and oversees athletics program
- *Parent/Community Coordinator*[160] - Manages the Welcome Center, coordinates and conducts workshops for parents, recruits, processes, trains and manages parent and community volunteers, provides resources and information to parents, students and community.
- *Office Tech* - Manages front office, and supports the Operations Director and Operations Coordinator
- *Educational Aides (2)* - Support central office technician and parent/community coordinator.
- *School Police* - On a school campus of 2000+ students in an area with high levels of gang activity, it is critical to have on-campus police support. The school police will work closely with the operations coordinator and the Gage and Central Community Schools Safety Council to create and implement a complex-wide safety plan and facilitate a safe community-policing environment.
- *Campus Aides (4)* - Support the operations coordinator and school police.
- *Librarian* - If funded by LAUSD, the librarian will collaborate with the small school principals to support the learning of the students within each school during the first year.
- *Library Aide* - Support librarian
- *School nurse*[161]- Manages school health office/clinic, facilitates emergency care, manages student health records and collaborate with School-based health clinic staff to provide health services and education to students.
- *School Psychologist* - Participates on Student Study Teams at each small school, conducts psycho-social assessments to determine eligibility for special education.
- *Plant manager* - Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school.
- *Building & Grounds Workers, Facilities Attendants and Gardeners* – assist the plant manager and keep the school buildings and grounds clean.
- *Food Services Manager* and *Workers* – manage and work in the cafeteria.

[159] See Section 11 Attachment Job Descriptions for more details regarding this position.
[160] The position title for funding purposes is "Parent/Resource Liaison"; See Section 11 Attachment – Job Descriptions for more details regarding this position.
[161] Responsibilities summarized from LAUSD Bulletin 989: General Guidelines – School Nurse Responsibilities

Second + Year projected staffing needs: At the end of each school year, the Building Council will meet and review the complex-wide personnel use for the previous year and determine if there are any additional needs or excess positions for the next school year. Our only existing plan for added complex-wide positions in the 2nd year of operations is to hire a College and Career Counselor with 2 educational aide assistants to assist our 12th grade students.

Communications and Technology School Staffing Needs

The staffing goal for the CATS is to minimize administrative staff and decrease class size. This goal serves two major purposes. First, the decrease in class size will give each teacher more time with his/her students to individualize instruction, give consistent and thoughtful feedback and provide timely interventions. Second, the decrease in overall student load means that teachers are able to take on responsibilities beyond core subject instruction to address the needs of the whole student – such as meeting regularly with students that the grade-level team has identified as needing additional support, making home visits, and implementing a grade-level discipline plan and academic achievement rewards. This staffing strategy connects directly to our goal of personalizing our students' educational experiences and addressing the social and emotional needs of our students.

First Year Projected Staffing Needs

During the first year of operations, the PSCS team will share a special education clerk,[162] and possibly (depending on available funding and approvals), a PSA counselor with the Communications and Technology School. Projected staffing needs for the small school are described in the list below, and based on a projected population of 375 students in grades 9-11, with a population similar to the sending school (Fremont High School).[163]

- *Small School Principal*[164] - Responsible for all PSCS instruction, facilities, resources, staff and students. Works collaboratively with the Operations Director and other principals to facilitate complex-wide operations.
- *Guidance Counselor* - Counsels students on academic, college, career and socio-emotional issues (individually, support group or referral), conducts graduation/ILP checks with students, develops and support advisory curriculum, and facilitates implementation of the Positive Behavior Support Plan.[165]
- *Senior Administrative Assistant* - Manages small school office, student records and payroll. Assists principal and guidance counselor as needed.
- *Educational Aides (2)* - Support the Senior Administrative Assistant, guidance counselor and teachers
- *Community Representative* - Participates in Complex-wide Community Schools Core Leadership Council as the parent/community representative for PSCS. Facilitates the PSCS Parent Leadership Team meetings. Manages PSCS Parent/Community office space and parent volunteers.
- *General Education Teachers (15)* - Use standards-based instruction and appropriate strategies to provide students with a quality education and supports to be successful in college, career and life.
- *ELL Teachers*[166] *(2)*- Work within the core content classrooms, conduct individual and group pullout sessions and teach ESL Learning Lab session per day.
- *Special Education Teachers*[167] *(2)* - Monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions, self-contained classroom time, and learning center/lab time as indicated on the student's IEP.
- *Itinerant special education teachers* - Depending on student population, visiting special education teachers may offer specialized services to students. Please see Section 6 for details.

[162] See Section 6 Serving Specialized populations for a detailed description of the special ed clerk's responsibilities
[163] See Sections 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.
[164] See Section 11 Attachment - Job Descriptions for more details regarding this position
[165] See Section 3 Attachment – Positive Behavior Support Plan
[166] See Section 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.
[167] See Section 2.C. Addressing the Needs of All students – *Serving Specialized Populations* for details.

Second Year + Staffing Needs: For the 2012-2013 school year, there will be a full cohort of 500 students in grades 9-12 and an addition of 3 to 4 core teachers (depending on student need and funding availability). A Digital Arts teacher and a Work-Based Learning Coordinator will also be added for that school year. Depending on a needs assessment, available funding and personnel,[168] positions may part-time or full-time. In addition to these foreseen staffing needs, the Governing Council will conduct a personnel review at the end of each school year, and determine if there are any additional needs or excess positions for the next school year.

B. Recruitment and Selection of Teachers

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

Just as with our staffing plans, the recruitment and selection plans will be divided into first and second + years as the union restrictions for new schools shift between the first and the second year.

Recruitment and Selection – First Year

CATS is submitting a waiver to request that one classified staff position and six teacher positions be reserved for members of the design team.[169] The remaining positions at each small school will be reserved for teachers who wish to transfer from Fremont High School (the sending school). Once the schools have been approved, the CATS faculty will outreach to all teachers at Fremont. The teachers will be provided information about each school, including the overall vision, expectations for teachers and the Elect-to-Work Agreement. Teachers at Fremont who wish to transfer to Gage and Central will specify the small school they wish to join, and if more teachers apply than are spaces, the transfers will be based on seniority. All teachers who transfer to the new schools will be required to sign an Elect-to-Work Agreement. If fewer teachers apply than are spaces, the criteria recruitment and selection process described below will be followed.

Recruitment and Selection – Second+ Years

Criteria for selecting teachers: The vision and goals of CATS are based on the philosophy that all students can learn and will thrive if provided with quality instruction and the appropriate supports. Teachers must share this philosophy and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life. This work is the basis of the criteria for selecting teachers and is as follows: applicants selected to teach at the Communications and Technology School will:

- demonstrate mastery of their discipline content, and a familiarity with content standards.
- be willing to collaborate with colleagues to develop, implement and regularly evaluate the success of standards-based, backwards-planned and responsive curricula and instructional strategies.
- develop a reflective practice in which they take responsibility for the learning of his/her students.
- be willing to work in a full inclusion environment, and provide the differentiation, interventions, and accelerations necessary to support struggling students and keep advanced students challenged
- be comfortable with using project-based learning both for formative and summative assessments.
- demonstrate experience with or interest in learning Understanding by Design curriculum development and SDAIE, differentiation, various educational and media technologies, and strategies for facilitating student speaking and writing across the curriculum.
- be eager to actively engage students and their parents in the learning process
- demonstrate an interest in engaging with students beyond the core curricula through participation in an every day advisory class

[168] See Section 13 Finances for details.
[169] See Section 14.B. Waiver for details

- be willing to sign the Elect-to-Work agreement[170]
- be willing to participate in weekly professional development sessions

Selection Process: It is critical to have an excellent pool of qualified and high quality applicants from which to select CATS teachers. Thus, applicants will be recruited through posting on the LAUSD website, asking for recommendations from contacts in teacher education programs at UCLA, CSULA and Dominguez Hills, and outreaching to known current and former quality teachers within LAUSD. The hiring team for teachers will include the teachers who will work with the teacher (grade-level team), a student representative, a parent representative and the principal. The process will entail a review of submitted resumes and a reference check on selected resumes. Once a small pool of applicants has been selected, members of the hiring team will then interview and observe a sample lesson for those with selected resumes and positive reference checks. The hiring team will review the above referenced criteria prior to commencing the hiring process, and will use the language of the criteria when discussing the qualifications and appropriateness of the applicant for the position.

Teacher Retention: It is important to hire qualified and high quality teachers for CATS, but it is equally, if not more important to retain these teachers as well. Thus, the Communications and Technology School will implement the following strategies to maintain high levels of retention with its quality teachers.

- The principal will provide an annual survey, regular feedback/input opportunities for teachers, and facilitate processes and structures for teachers to participate in the decisions that impact them (including shaping the Elect-to-Work Agreement).
- The principal will be support-oriented, not compliance-oriented.
- The principal and counselor will have an open-door policy for teachers in need of support; and supports will be built into the weekly professional time through using a student protocol to collectively process challenges.[171]

C. Autonomy

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

Of all the autonomies granted through the pilot schools model, the staffing autonomy and the Elect-to-Work Agreement are the most critical to the success of CATS. The above section outlined the specific criteria that will be used to identify teachers who will help to achieve the goal of preparing every student for college, career and life. The *hiring autonomy* permitted through the pilot schools model allows CATS to hire teachers who share that vision, and are willing to work towards making it a reality.[172]

However, it is the *Elect-to-Work Agreement* that is CATS' most powerful tool in recruiting, supporting and retaining teachers who are committed to the vision of the school. The expectations for every teacher regarding instruction, collaboration, participation in professional development and taking on additional responsibilities are clearly outlined in the agreement and will be shared as part of the hiring process. It is the design team's hope that even in the first year without hiring autonomy, teachers will elect to join CATS because they understand the school vision, believe in the essentials of this proposal, and are committed to doing the work necessary to achieve that vision.

The Elect-to-Work Agreement is a living document that will be evaluated by the entire staff at the end of each year for its effectiveness and feasibility, and edited as needed. As mentioned above, a key component of a successful school is retaining quality teachers. The goal at CATS is to recruit high-quality, career teachers and facilitate a process wherein the teachers can shape the work agreement keeping the students needs at the center, and keeping their own quality of life in mind.

[170] See Section 12 Attachment Elect-to-Work Agreement
[171] See Section 5. Professional Development for details on the student protocol.
[172] With the exception of the first year sending school requirements.

D. Evaluation

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

The CATS principal will be responsible for evaluating all teachers and staff at the small school, following the LAUSD evaluation process (including additional recommendations from the "Teacher Effectiveness Task Force Report"):

- At the beginning of the year, each teacher will submit an Initial Planning Sheet (IPS) that outlines specific curricular/instructional, collaborative/participatory and professional development goals for the year (based on the components of the Elect-to-Work Agreement).
- The principal will hold an individual conference with the teacher to review the IPS and discuss strategies for implementation.
- The principal will observe each teacher at least one time per month, and provide feedback in a timely manner. For each feedback document, the teacher will complete a brief reflection and plan to address the feedback points.
- For teachers identified as needing additional support and guidance, the principal will hold a conference with the teacher to identify the specific issues, make recommendations and offer supports (which may include increased observations, mentoring and professional development). A UTLA representative may be present at the conference and all documentation regarding this conference will be provided to the teacher within four working days of the conference.
- In April, CATS will conduct a survey of its students, parents, teachers and support staff regarding the overall school culture, curriculum, and instruction, and including questions about teachers. These surveys will be anonymous, but tracked by grade level. The surveys will not be used for evaluative purposes, but the teachers will be asked to review the surveys as grade-alike teams, and to incorporate their reflection on survey results in their self-evaluation.
- In May, the teacher will complete a self-evaluation based on the IPS goals.
- In May, the principal will use the self-evaluation, observation/feedback/reflection documentation, and student data (school-based assessments, CAHSEE, CELDT, attendance, grades) to conduct an end-of-year reflection and conference with each teacher in which the principal and teacher discuss the findings and develop plans for the next year. The principal will evaluate the teachers on a collaboratively developed Evaluation Report based on the Elect-to-Work agreement.

This evaluation process implements the following recommendations made by the District's Teacher Effectiveness Task Force:

- Incorporates multiple measures or data points
- The addition of gradations to the evaluation form to allow for the identification of exemplary teachers or those who need more guidance and support

Additionally, as recommended in the District's Teacher Effectiveness Task Force, the CATS principal commits to following the annual evaluation with:

- Public recognition of exemplary teachers
- Ramifications for teachers who do not address or show an effort to address the specific issues and recommendations documented during two or more conferences during the school year. Or teachers who fail to participate in the additional supports provided to facilitate their improvement (mentor meetings and additional professional development). These ramifications may include:
    - Recommendation of additional observations, mentoring, and professional development
    - A "below standard" on the CATS Evaluation Report
    - Recommendation to the Governing Council teacher transfer (if prior to March 16)

13. Finances

A. Financial Sustainability

Discuss how your school will sustain its vision, mission and goals relying only on regular District funding.

South Regions High School #2 is a hybrid of small schools that have the autonomy to make important instructional, staffing and budgetary decisions for their students, but must also commit to complex-wide collaboration and resource-sharing. This approach is fundamental to the financial strategy for the entire complex and individual small schools. Collaborative decisions regarding funding for the school wide campus will come through the Building Council. All decisions will be based on the complex-wide school vision, mission and goals as stated in the executive summary of this proposal with a focus on using funds to foster a safe learning environment across all four schools.

Communication and Technology School

The goal at the small school level is to dedicate as many resources as possible to the classroom, keeping class size small and minimizing administrative positions. To accomplish this, teachers will take on additional responsibilities (hallway supervision during pass periods, academic intervention, addressing non-extreme behaviors, etc.) instead of relying on an administrator and out of classroom personnel. Funds will also be used for professional development and common planning time so that teachers can develop project-based lessons, integrate the school's theme into the curriculum, and create common assessments and systems of monitoring student success.

Considering the above priorities and staffing plan, the design teams have developed a preliminary budget based on a projected per-pupil and categorical funding for the 2011-2012 school year. Please see Section 13. Attachment – *Preliminary Budget* for details.

B. Additional Funding

To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

All of the resource needs discussed within this proposal can be met within the budget provided by LAUSD and the state and federal categorical funds. However, additional support is currently being pursued by all design teams in the form of partnerships and grants from educational foundations. For example, St. John's Child and Family Wellness Center will be establishing a health clinic at the South Region HS #2 to provide health services (primary care, mental health and dentistry) to students during the school day and to the community after school hours. The Youth Policy Institute has also committed to partner with the Gage and Central Community Schools and direct some of their resources to provide services to our students and community. Currently, the SRHS #2 is being considered as a site for a public computer and job-training center, funded through a Federal Recovery Act grant to provide broadband internet access to communities in need, and job-training services to the community. Additionally, once the schools have been approved and can be submitted as part of a grant, the Youth Policy Institute plans to work with the schools to provide additional supports as needed.

The CATS design team is pursuing a partnership with the USC School for Communication and Journalism to provide internship opportunities for CATS students. CATS design team members are also pursuing several grants opportunities to enhance the technology and communication theme and bring additional resources to the small school.

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

Complex-wide
Through the autonomy of Transparent Budgeting/Budgeting for Academic Achievement, the schools will be able to develop a complex-wide structure wherein each of the four small schools contribute equally to a "central pot" of money from which shared positions can be funded. These shared positions will focus on the operations, maintenance and safety of the campus as a whole, as well as provide a welcoming centralized location for parents to find information and engage with the school. The centralized focus on the daily management of the campus allows the small schools to concentrate on the learning needs of their students.

The primary complex-wide goal for the first year is to establish the basic policies, processes and personnel to facilitate an organized, safe and welcoming campus. As such, the goal is to establish what resources are needed and develop a plan to share these resources evenly across all four schools. A preliminary needs assessment is based on a student population of 1500 students shared across four schools for the 2011-2012 school year. The schools expect to hire a College and Career Counselor and one additional campus aide to help manage the 500 students added in 2012-2013. The addition of other complex-wide personnel is not anticipated. However, prior to the budget meetings for the next school year, the Building Council will meet and review the complex-wide personnel and determine if there are any additional needs or excess positions.

Communication and Technology School
CATS will expend money in accordance with its mission statement, which is to ensure students learn through using the latest in media technology and communication. CATS will lower its out of classroom expenses by enabling all CATS teachers and staff to have additional responsibilities as stated in the elect to work agreement. Expenses will be reduced in the area of administrative and out of classroom expenses with teachers teaching an additional intervention or enrichment elective. Not only will this reduce class sizes, it will allow more funds for classroom resources that are relevant to the school's technology and communication theme.

Year One: Preparing for a New School
In the first year, funds will be prioritized for preparing all stakeholders for the proposed blocked schedule, project-based lessons, and research-based instruction and intervention. This includes extensive professional development for teachers and staff during the summer prior to the start of the 2011-12 school year. CATS will also expend funds to pre-assess students prior to the start of the school year and provide intervention and support starting in the summer and if funding permits, will continue through the year.

Year Two: Response to Instruction and Intervention
Funds will be focused on creating an academic support system that ensures all students who need intervention are identified and accommodated based on their needs. This includes funding extensive professional development and common planning time to ensure there is a comprehensive instruction and intervention program to support all students. A system of student support will be a budget priority for every school year.

Year Three: Extending the Technology and Communication Theme
In the third year, the focus will be to purchase additional equipment and supplies to support the theme-based learning projects. By the third year, teachers and students would have had experience with basic multimedia technology and therefore more funds may be invested to support theme-based learning.

Year Four and Five: Building a Sustained Theme-Based School Community
Funds will be prioritized on creating a cohesive school built on the school's technology and communication theme. Funds will be used for students to extend their learning through field trips, and extended field based projects relevant to the school's theme. Further funding will be provided to engage parents and the community in supporting student learning using technology and communication.

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

Prior to opening will be a slightly different process than after opening because all stakeholders will not be identified and the governing council (SSC) will have not yet been formed.

First year Budget Development Process

- Complex-wide design team members will meet with small school principals to determine the centralized needs of the whole school complex, developing a list of non-negotiables and prioritizing other preferences.
- The small school principals work with the fiscal specialist to determine what their contribution to the centralized needs will entail (and a portion of money is set aside from each small school budget).
- The small school principals take the remaining budget to their Interim Governing Councils (design team) to determine the small school's needs for year one, and create a preliminary budget based on projected per-pupil and categorical funds. During this time, the Interim Governing Council also develops a preliminary site plan based on the PSC proposal.
- If the small school needs more money and there are still "negotiables" in the complex-wide budget, there is another meeting of the complex-wide design team and small school principals to negotiate.
- Due to restrictions on categorical funds, the small schools will start the year with per-pupil funding only (unless the schools are able to procure a loan from the LAUSD for the categorical monies).
- Once the school year starts and the official governing council is elected, the governing council reviews and edits the site plan and the categorical budget and submits to the state.

Second Year+ Budget Development Process
A similar process to that outlined above will occur while school is in session, during the spring, and involve the Building Council and the Official Governing Council rather than the Complex-wide Design Team and the Interim Governing Council. Additionally, it should be noted that all budget meetings will be public and all decisions will be transparent, with meeting announcements, agendas and meeting notes posted on the Complex-wide list-serve.

14. Implementation

A. Implementation Plan

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

Complex-Wide

As mentioned in the previous section, the majority of the complex-wide program will be implemented during the first year of operations. Our priorities for this implementation are described in detail in the Appendix G – *Implementation Plan* and are outlined below:

Year One Priorities

- Establish complex-wide personnel and responsibilities
- Develop, establish and communicate a complex-wide safety plan
- Develop, establish and communicate complex-wide leadership councils
- Create, staff and publicize complex-wide Welcome Center

Year Two Priorities

- Create, staff and publicize complex-wide College and Career Center

Communications and Technology School

It will take three years to fully and effectively implement all of the elements described in this proposal. During the first year, the school will prioritize the foundational instructional, organizational and operational elements. In the second year, with the addition of a 12th grade class, the school will implement the elements needed to support a college-going culture, and expand the coursework to include a Digital Arts class and a piloted work-based learning program. In addition, elective courses such as journalism may add an additional section outside of seventh period to increase opportunities for older students to take on leadership roles. Finally, in the third year of operation, the school will fully implement the work-based learning program. In addition to the plans outlined below (described in more detail in Appendix G), the CATS governing council will conduct an annual review each year to determine needed improvements and additions for each new school year.

Year One Priorities: Getting down to Basics

- Establish professional development and common planning time
    - 3 retreats
    - weekly meetings
- Develop, establish and communicate the Positive Behavior Plan
- Fully implement key instructional programs:
    - Initial/mid-year/end-of-year assessments and Response to Intervention process
    - Support/extension seventh period classes
    - Advisory
    - Special education and ELL inclusion
- Develop, establish and communicate leadership teams
    - Governing council (priority – SSC)
    - Data and professional development team
    - Service learning support team
    - Student leadership team
    - Parent leadership team
- Identify potential funding sources for additional technology
- Implement processes to address:
    - CAHSEE/CELDT/CST Testing
    - WASC

Year Two Priorities: College and Career Preparation

- Continue to develop and improve all basics referred to above
- Teacher Orientation Retreat for newly hired teachers; additional PD for continuing teachers
- 12th grade advisories focus on college application/financial aid processes
- College and Career Fair
- Pilot work-based learning program (develop relationships with media organizations, establish policies and processes with LAUSD and on campus)
- Introduce Digital Arts as Fine Arts elective
- Write grants for additional technology

Year Three Priorities: Full Technology Implementation

- Continue to develop and improve all basics referred to above
- Implement full work-based learning program
- Continue to pursue grants for additional technology

B. Waivers

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year.

The Communications and Technology School is applying for pilot status wherein all below referenced waivers are included.[173] However, for the sake of clarity, the areas of this proposal that require waivers are outlined below and requested specifically in the Appendix.

Staffing (Article IX-A)

- First year - Hiring priority given to the classified staff member and six teachers on the design team
- Placement within the school is based on the PSC plan and student need, not on seniority
- After first year hiring is not seniority based

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour)
- Tutoring requirements (100 minutes per week)
- Participation in at least one leadership council/team
- Required (compensated) PD time (up to 25 days/year)
- Weekly professional development day moved to Monday

Transfers (Article XI. 2.0)

- administrative (Governing Council) transfer of a teacher not meeting expectations[174]

[173] See Section 11 Attachment – *Elect-to-Work Agreement* for details.
[174] See Section 11.D. Teacher Evaluation for details.

GAGE AND CENTRAL COMMUNITY SCHOOL #2
The Communications and Technology School
At the South Region HS #2

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Additional Attachments

(not able to include the following attachments in the main document due to formatting issues)

Letter of Intent	1 page
Assurances Form (Appendix H)	3 pages
Service Plan for Special Education (Appendix D)	26 pages
Implementation Plan (Appendix G)	6 pages

Communications and Technology School Appendix

Section 2 Attachment - Curriculum Development Timeline

Feb/March 2011	**Service Learning Project Framework** – based on the four-year plan (see Section 2.B), the school design team will develop the service learning projects, ensuring that they incorporate the focus technology and communications skills for each grade level, and identify community resources than can be marshaled to support the research, needs assessments, and implementation of student projects, and to create the community panels that will advise and assess the 10^{th}-12^{th} grade projects.
April/May 2011	**Content Standards Framework (vertical integration)** – each content area expert on the design team (English/social studies/math/science) will develop a 4-year curriculum map for their content area that includes the "power standards" to be addressed each year. The content area curriculum maps will be used as a content standards framework by the grade-alike teams as they plan the grade-alike curriculum maps for the school year. Once the school is fully staffed, vertical content-alike teams will revisit these draft curriculum maps and make necessary changes.
June/July 2011	**Grade-alike thematic/standards framework (horizontal integration) -** After the school has been staffed for the 2011-2012 school year, each grade-alike team will use the four-year plan and the content standard frameworks as a guide to develop a 4-quarter curriculum map for each grade level. Each curriculum map will contain the theme, standards, focus skills/habits and major assessments/projects to be taught each quarter.
August/Sept 2011	Individual teachers will develop detailed curriculum maps, unit plans and course syllabi for their classes based on the grade-alike thematic/standards framework.
September 2011	Professional Development will include an introduction to the service learning projects and related community resources, Vertical Curriculum Map, Grade-alike/horizontal curriculum maps and detailed curriculums as part of the new teacher induction.[1] In addition, during professional development, teachers will review and practice all instructional strategies and techniques described in section D.

[1] See Section 5, Professional Development for details

Communications and Technology School Appendix

Section 2 Attachment - A-G Requirements

Course	**Credits**	**Specific Required Courses**
Social Science (A)	30 credits	3 years -World History or AP World History -US History or AP US History -Government and Economics or AP Government
English (B)	40 credits	4 years -English 9 -English 10 -English 11 or AP English Language -English 12 or AP English Literature
Mathematics (C)	30 credits	3 years (chosen from Algebra 1, Geometry, Algebra 2, Math Analysis, AP Calculus AB, and AP Statistics)
Science (D)	30 credits	3 years -Biology -AP Biology or Marine Biology -Chemistry or AP Chemistry; expanding to offer Physics and AP Environmental Science as the school expands
World Language (E)	20 credits	2 years of Spanish or Cantonese
Visual and Performing Arts (F)	10 credits	1 year (digital imaging, media arts, or drama)
Physical Education	20 credits	2 years
Thematic Elective (G)	20 credits	2 years -Grade 9: study and technology skills class -Leadership, Journalism, Speech, or Web Design; expanding to other electives as the school expands
Academic Elective	10 credits	Most ninth graders will take a supplemental period of either math or English. In addition, we hope to grow our Advanced Placement program to offer additional college-prep electives such as AP Psychology and AP Human Geography.
Advisory Participation	20 credits	5 credits per year
Total	**230**	

Communications and Technology School Appendix

Section 3 Attachment - CATS Sample Course Schedule

Positions highlighted in gray are common across grade levels.

Ninth Grade

	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7
English *Advisory 9*	English 9	English 9	English 9	English 9	Conf	English 9	CAHSEE ELA Prep
Math *Advisory 9*	Algebra 1	Algebra 1	Geometry	Algebra 1	Algebra 1	Conf	Math Support
Science *Adv. 9*	Biology	Biology	Biology	Biology	Biology	Conf	Leadership
Skills *Advisory 9*	Study and Technology Skills	Study and Technology Skills	Study and Technology Skills	Study and Technology Skills	Conf	Period out to coordinate technology	Skills Support
P.E. *Advisory 9*	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	Conf
Language *Advisory 10*	Cantonese	Cantonese	Cantonese	Cantonese	Cantonese	Cantonese	Conf
ELS Teacher *Advisory 9*	English support	English support	Intro ESL	Upper ESL	Conf	English support	ESL support
ELL Teacher* *Advisory 9*							ESL support
Resource Teacher* *Advisory 9*							Learning support
SDP Teacher* *Advisory 10*							Learning support

Communications and Technology School Appendix

Tenth Grade

	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7
English *Advisory 10*	English 10	Conf	English 10	English 10	English 10	English 10	Journalism A
Math *Advisory 10*	Geometry	Algebra 2	Conf	Geometry	Algebra 1	Geometry	CAHSEE Math Prep
Science *Advisory 10*	AP Biology	Marine Biology	Conf	Marine Biology	Marine Biology	Marine Biology	CAHSEE Math Prep
History *Advisory 10*	World History	Conf	AP World History	World History	World History	World History	Speech
P.E. *Advisory 9*	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	Conf
Language *Advisory 10*	Cantonese	Cantonese	Cantonese	Cantonese	Cantonese	Cantonese	Conf
ELS *Advisory 9*	English support	English support	Intro ESL	Upper ESL	Conf	English support	ESL support
ELL* *Advisory 9*							ESL support
Resource Teacher* *Advisory 9*							Learning support
SDP Teacher* *Advisory 10*							Learning support

Communications and Technology School Appendix

Eleventh Grade

	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7
English *Advisory 11*	English 11	AP English Language	English 11	Conf	English 11	English 11	Journalism B
Math *Advisory 11*	Conf	Algebra 2	Geometry	Algebra 2	Math Analysis	Algebra 2	Math Support
Science *Advisory 11*	Conf	Chemistry or Physics	Chemistry or Physics	Chemistry or Physics	Chemistry or Physics	AP Chem or AP Physics	Math Support
History *Advisory 11*	US History	US History	AP US History	Conf	US History	US History	CAHSEE ELA prep
Fine Art (begins year 2) *Advisory 11*	Digital Art	Conf	Digital Art	Digital Art	Digital Art	Digital Art	Web design
P.E. *Advisory 9*	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	Conf
Language *Advisory 10*	Cantonese	Cantonese	Cantonese	Cantonese	Cantonese	Cantonese	Conf
ELS *Advisory 9*	English support	English support	Intro ESL	Upper ESL	Conf	English support	ESL support
ELL* *Advisory 9*							ESL support
Resource Teacher* *Advisory 9*							Learning support
SDP Teacher* *Advisory 10*							Learning support

*The ELL, resource, and SDP teachers will support core English and math classes through co-teaching and pull-outs in periods 1-6, then hold a support class for students during period 7. For example, the resource teacher may support a ninth grade English class period 1, a ninth grade Algebra 1 class period 2, an eleventh grade English class period 3, a tenth grade English class period 4, a tenth grade Algebra 1 class period 5, and an eleventh grade Algebra 2 class period 6. The resource teacher will choose these classes based on the concentration of resource students within a class. Conference periods during each two-day period will be determined by the resource teacher in consultation with core teachers, based on whether their assistance is needed in class on a particular day. The seventh period support class will pre-teach critical components of the English and math curriculum.

Section 3 Attachment - Preliminary Bell Schedule

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast	8:00-8:30 Breakfast
8:30-9:00 Period 1	8:30-10:00 Period 1	8:30-10:00 Period 2	8:30-10:00 Period 1	8:30-10:00 Period 2
9:05-9:35 Period 2				
9:40-10:10 Period 3	10:05-11:35 Period 3	10:05-11:35 Period 4	10:05-11:35 Period 3	10:05-11:35 Period 4
10:15-10:45 Period 4				
10:50-11:20 Lunch –2 schools Period 5 –2 schools	11:35-12:05 Lunch	11:35-12:05 Lunch	11:35-12:05 Lunch	11:35-12:05 Lunch
11:25-11:55 Lunch –2 schools Period 5 –2 schools	12:10-1:40 Period 5	12:10-1:40 Period 6	12:10-1:40 Period 5	12:10-1:40 Period 6
12:00-12:30 Period 6	1:45-2:15 Advisory	1:45-2:15 Advisory	1:45-2:15 Advisory	1:45-2:15 Advisory
12:35-1:15 Advisory	2:20-3:10 Period 7	2:20-3:10 Period 7	2:20-3:10 Period 7	2:20-3:10 Period 7
1:20 - 3:10 PD				

6 hour 40 minute work day

5.8 hours of instructional time

Credit range for 5 (credits) / one semester = 200 – 300 minutes per week (LAUSD Bulletin 1100)
1-6th period – A/B days = 90 minutes x 2 days = 180 minutes + PD day (30 minutes) = **210 total minutes per week**
7th period – A/B days = 50 minutes x 4 days = 200 minutes + No PD day = **200 total minutes per week**

Section 3 Attachment -CATS Sample Student Schedules

9th Grade - *A Student who needs more of a challenge*

A DAY		**B DAY**	
1st Period	English 9	2nd Period	Study and Technology Skills
3rd Period	Geometry	4th Period	Biology
5th Period	PE	6th Period	Cantonese
7th Period	Journalism	7th Period	Journalism

9th Grade - *A Student who needs more assistance*

A DAY		**B DAY**	
1st Period	English 9	2nd Period	Algebra 1
3rd Period	Biology	4th Period	Study and Technology Skills
5th Period	English support	6th Period	P.E.
7th Period	Math support*	7th Period	Math support*

10th Grade - *A Student who needs more of a challenge*

A DAY		**B DAY**	
1st Period	AP Biology	2nd Period	Algebra 2
3rd Period	AP World History	4th Period	P.E.
5th Period	English 10	6th Period	Cantonese
7th Period	Journalism	7th Period	Journalism

10th Grade - *A Student who needs more assistance*

A DAY		**B DAY**	
1st Period	English 10	2nd Period	English support
3rd Period	P.E.	4th Period	Geometry
5th Period	World History	6th Period	Marine Biology
7th Period	Math support*	7th Period	Math support*

11th Grade - *A Student who needs more of a challenge*

A DAY		**B DAY**	
1st Period	Cantonese	2nd Period	AP English Language
3rd Period	AP US History	4th Period	Digital Art
5th Period	Math Analysis	6th Period	AP Physics
7th Period	Journalism	7th Period	Journalism

11th Grade *- A Student who needs more assistance*

A DAY		**B DAY**	
1st Period	English 11	2nd Period	Algebra 2
3rd Period	Physics	4th Period	Digital Art
5th Period	US History	6th Period	English support
7th Period	CAHSEE Math Prep*	7th Period	CAHSEE Math Prep*

*7th Period classes are 8-week courses, so a student in math support who improves in his/her math class can transfer to an extension class such as journalism or leadership at the quarter

Section 3 Attachment – Interim Positive Behavior Support Plan

Behavior Expectations

The principal at the Communications and Technology School will:

- be at school, on time, regularly
- be prepared to help students, teachers, and parents
- expect excellence and quality work from all students
- act with respect towards staff and students
- be available to students, staff and parents for questions, comments, concerns or ideas

The office staff at the Communications and Technology School will:

- be at school, on time, regularly
- be prepared to help students, teachers and parents
- expect excellence and quality work from all students
- act with respect towards students

All teachers at the Communications and Technology School will:

- be at school, on time, regularly
- be prepared to teach students with lessons, assignments, notes, etc.
- expect excellence and quality work from all students
- act with respect towards students
- be available for discussion about grades or to help students with their work

All students at the Communications and Technology School will:

- be here, on time, regularly
- be prepared for class with pencil or pen, paper, notes, books & other required materials
- make an effort to participate in class and learn from your teachers
- create quality work
- act with respect towards each other and the adults present at this school

Behavior Consequences

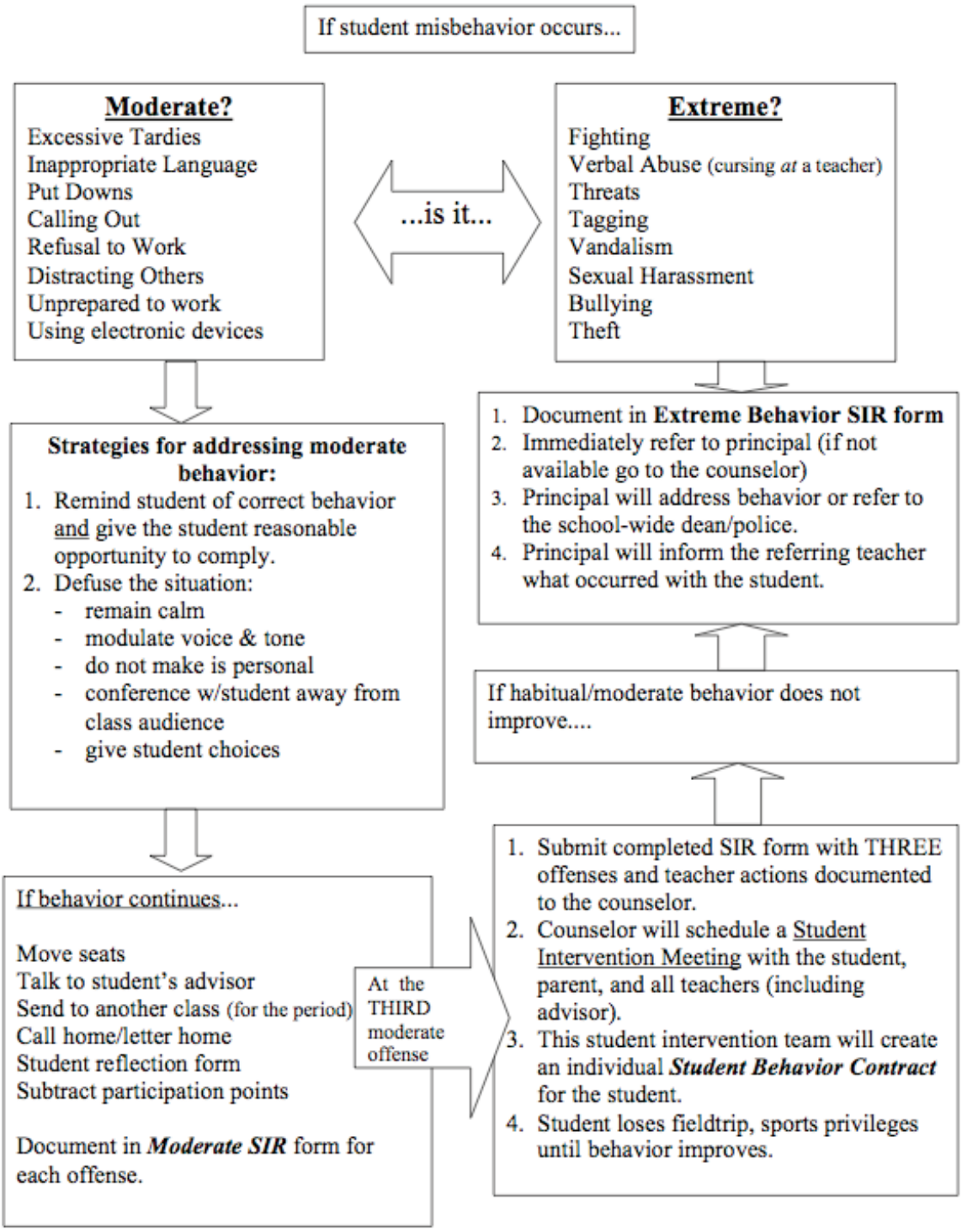
Positive Consequences – The CATS Governing Council will collaborate with the Student Council to develop positive behavior rewards and celebrations for individuals and classes who meet and exceed the behavior expectations.

Negative Consequences - If the principal violates the behavior expectations, students, teachers and parents are encouraged to complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, students and parents are encouraged to take the concern to the High Schools Director at District 7 at the District 7 Offices (contact information here). Teachers are encouraged to take the concern to the UTLA Chapter chair.

If the school staff or a teacher violates the behavior expectations, staff, students and parents are encouraged to complete an anonymous feedback form and put it in the Feedback Box in the front office. The feedback forms will be read, addressed and responded to once per month by the Governing Council. If the suggestion/feedback is not addressed or remedied within two months, staff, students and parents are encouraged to contact the principal directly (contact information) or take the concern to the High Schools Director at District 7 at the District 7 Offices (contact information here).

If a student violates the behavior expectations, staff, teachers and the principal will engage the following process:

Student Behavior Management Flowchart



Section 4 Attachment - Curriculum Development Timeline

July 2011	Teachers will participate in a 3 week *Teacher Orientation Retreat*, during which they will attend training sessions regarding curricula development, specific instructional strategies and assessments[2] During the *Teacher Orientation Retreat*, teachers will also develop several curricula frameworks that incorporate Advisory/theme, content-standards and grade-level pacing.[3]
August 2011	The principal/leadership team will use the curriculum frameworks as a guide to develop the Grade-level Initial Assessment in the LAUSD MyData assessment program. The Renaissance Learning skills test will be given separately, and primarily as a screen for our *Response to Intervention* Process.
September – November	After the start of the school year, the grade-level teacher teams will use professional development time to evaluate the effectiveness of the Grade-level Initial Assessment (what did it tell us, what didn't it tell us, how can we improve the assessment?). Using the information from the effectiveness analysis and the curriculum maps for the second semester (which will include focus standards for the CST and CAHSEE), the grade-level teams will use the MyData Assessment program to create the mid-year assessment.
March – May	The grade-level teams will repeat the above referenced process to reflect on the mid-year assessment and create an end-of-the-year assessment that measures the students' growth over the year (using standards from the curriculum map for the year).
June	As part of the end of the year retreat, teachers will discuss the effectiveness of the Renaissance Learning and MyData Assessments to determine if we will use them for the following year. If these tools are not to be continued, it is the responsibility of the principal and the leadership team to explore other options and present those options at the beginning of the year retreat in August/September.

[2] See Section 5.C. Teacher Orientation for details.
[3] See Section 2.B.ii. Curriculum Development for details on grade-level curriculum framework/map development.

Section 5 Attachment - Professional Development Calendar

Structure	Description	Frequency
Retreats - Full-day sessions - All staff attend (with grade-alike and content areas breakouts)	School orientation and curriculum planning for new teachers (see above)	3 weeks summer prior to open 1 week make-up session in Aug
	Review student-level data, reflect on 1st semester and set learning goals for 2nd semester	After 1st semester benchmark test results have been collected/analyzed
	Review student-level data, reflect on 2nd semester/year; adjust curriculum for next year	1 weekend during the school year
Grade-Alike Meetings[4] - after school - 1.5-2 hours - All staff/grade-alike grouping	Every meeting will start with a 10-15 minute "student protocol"[5] The remainder of the meeting will be used to follow the *Professional Learning Community Continuous Improvement Process* over the course of one semester (see above for details). This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation. At the end of each quarter, this time will further be used to determine student placements during 7th period interventions, or to clear students for 7th period electives.	2 times/month during *after-school professional development meetings*[6] Notes: During times of increased need, the content-area meetings, Advisory team, and whole-school meetings will be replaced by grade-alike meetings
Content-Area Meetings - after school - 1.5-2 hours - all staff/content-area grouping	Content area teams will meet to share best practices across the grades, focus on content-specific instructional strategies and to develop and check-in on vertical integration of the content standards within the 9-12 curriculum.	Once/month during the *after school professional development meetings*

[4] We recognize that some teachers will teach across multiple grades (particularly Spanish, ESL and Special Education); to address this, we will set up a professional development schedule for these teachers to ensure they have sufficient collaboration/PD time with each grade-level team.

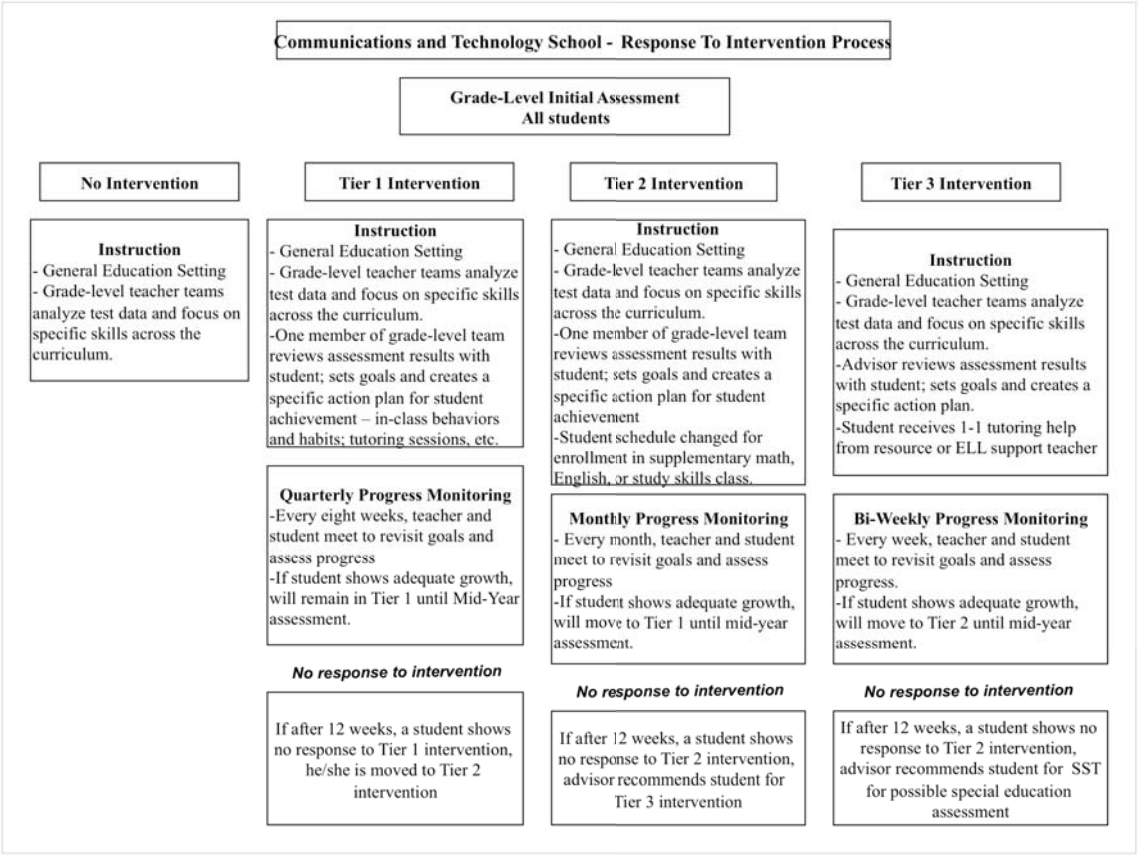
[5] The "student protocol" is a strategy used at the Metwest school in Oakland as a collaborative protocol for teachers to use to address specific students who are struggling in their class.

[6] "After school professional development meetings" will be held every week. Please see Section 3.F. School Calendar/Schedule for details.

Whole-School Meetings - after school - 1.5-2 hours - all staff	On occasion, as whole-school professional development needs are identified by the principal or professional development committee,[7] all staff will meet to review data, learn a strategy or discuss a school-wide instructional issue. Note: The *whole-school meetings* during this time will always be instructionally focused. Operational issues will be handled during faculty meetings, which take place after school.	As needed during the *after school professional development meetings* *Examples:* - Technology trainings on hardware (digital cameras, etc.) and software (Adobe, Final Cut Pro, etc.) that students will use for content-area projects - Project-based learning/group training and breakouts based on need - Community Connections meetings
Meeting of the Minds - across schools - content-area groups	Content-area groups meet across the 4 small schools to share best practices and focus on content-specific instructional strategies.	1 – 2 times per year; depending on funding, it will be a half-day, full-day or after school meeting.
Common Planning Time - grade-alike dyads	Grade-alike math/science and English/social studies teachers will have 3 days per week with a common planning period (a total of 210 minutes per week). This time can be used to check in on shared projects, particular students or instructional strategies.	3 days per week
Additional Trainings/Conferences	As the district provides, money is available or grants are available, teachers at CATS are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning. Upon return from these conferences, the teachers will be required to share what they learned with the staff.	As available, throughout the year *Examples:* Special Education Career and Technical (CTE) Gifted and Talented (GATE) Advanced Placement (AP) English Language Learners (ELL) Coalition of Essential Schools Fall Forum Springboard Summer Institute and related trainings Specific media/technology trainings
Additional Planning Time	All teachers are expected to have a syllabus, curriculum map and unit plans completed prior to the beginning of the semester.	CATS will provide paid time during the summer and breaks to create these elements.

[7] See Section 10.C.ii. School-level Committees for details

Section 6 Attachment - Response-to-Intervention Process



Section 9 Attachment: Key Community Partners and Letters of Support

School Resources

Resource	Role
Complex-Wide Welcome/Resource Center	This location, which opens out to the visitors' parking lot, will serve as the nerve center that will bring together internal structures, external partnerships, parents and community. At the Welcome/Resource Center, parents and community members can get information about the school & programs (and their child, with the appropriate identification), check in and be directed to the appropriate location/small school, attend informational talks, receive services from one of our partners, participate in parent/community councils, volunteer or just spend time in a positive and energetic environment. Please see Section 3.E. for a full description of the Welcome/Resource Center.
Parent/Community Coordinator	The person in this full time position will manage the Welcome/Resource Center with the help of a full-time office tech and parent volunteers. Additionally, this person will lead the Community Schools Council and work closely with the Operations Director to manage the external partnerships. Please see Section 3.E. for a full description of the Parent/Community Coordinator.

Community Resources

Resource	Role
Parents and Community Members	Through volunteering in the Welcome Center, in the small schools, as security and on the Community Schools and other leadership councils, parents and community members will help shape the overall school culture and contribute to its success.[8]
Bethune Park	Next door to the school is Bethune Park, a location that houses existing community resources such as a toy exchange, parenting classes, parent meetings, community meetings (Bethune Block Club), and community sports.
Los Angeles Police Department and Sheriff's Department	The Operations Director and Safe Schools Council[9] will work with local police and sheriff's departments to implement violence prevention and safety programs on campus and in the community surrounding SRHS#2.

External Partnerships

Resource	Role
One L.A.	Based on their history of working with divergent and previously isolated communities, the schools have partnered with One L.A. to facilitate the work of our Community School Council.
St. John's Child and Family Wellness Centers	School-based health clinic to provide the students and community with in-house primary care, mental health and dentistry, with referral services to local facilities for optometry and more advanced medical care.
Youth Policy Institute	Will work with the Building Council and individual small schools to provide services and resources. Potential services/resources: grant writing, community computer lab/job training program, tutoring and after-school programs.
Los Angeles Educational Partnership	Providing a link to the Edison and Miramonte Community Schools services through their on-site director of services, with the goal of eventually creating a clear and supportive pipeline for students from pre-K through graduation. LAEP will also partner with the individual small schools for professional development.
Intersections: The South Los Angeles Report at the USC's Annenberg School for Communications and Journalism	Annenberg School students will work with CATS students to provide them experience with professional radio, video, and web-based media technology and support them in reporting on their community. CATS students will contribute to the South Los Angeles Report, and the school will offer an internship program to a group of CATS juniors and seniors.

[8] See Section 3.E. Parental Involvement for more details on volunteer involvement and coordination.
[9] See Section 10.B.ii. School Level Committees for details.

November 22, 2010

Los Angeles Unified School District
333 S. Beaudry Ave.
Los Angeles, CA 90017

RE: Letter of Support for Gage and Central Community Schools for SRHS #2

To Whom It May Concern:

One LA – IAF is pleased to support the application of Gage and Central Community Schools in their application for South Region High School #2.

One LA is a broad-based, non-partisan organization of local, dues-paying member institutions, including congregations, schools, unions and other nonprofit organizations throughout Los Angeles County. It is affiliated with the Industrial Areas Foundation (IAF), the oldest and largest national organizing and leadership development network in the United States.

One LA's work in schools focuses on the building of relationships among various stakeholders: teachers, parents, administrators and other community leaders; the identification of and research on issues of mutual self-interest; and disciplined, organized action. The construction of this network of relationships within the school allows students to see adult stakeholders learning from each other and working together to create a collaborative learning environment. Further, the willingness of these stakeholders to work together around a collective agenda provides the opportunity for them to exercise the relational power to effect change and influence decisions affecting the school-site.

In partnering with Gage and Central Community Schools, One LA seeks to

- Identify teachers, parents, administrators and other adults connected to institutions within the community who have an interest in the well-being of the South Region High School #2 and its success, and then work with these leaders establish a common vision and agenda.
- Train leaders to intentionally address the school culture.
- Train leaders to evaluate the political environment within the City and school district, and search for opportunities within the system to take action for positive change.

Again, One LA supports the application of Gage and Central Community Schools and looks forward to working with them in their goal to create a high quality and collaborative learning environment at South Region High School #2.

Sincerely,

Sr. Maribeth Larkin

One L.A. – I.A.F.
1545 Wilshire Boulevard, Suite 328 • Los Angeles, CA 90017
(213) 273-8420 fax (213) 273-4727

USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA

November 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Annenberg School
for Communication

School of Journalism

Annenberg Radio News

Dear Superintendent Cortines:

Intersections: The South Los Angeles Report at USC's Annenberg School for Communications and Journalism is excited to support the Communications and Technology School (CATS) at the Gage and Central Community Schools Complex. We share the design team's vision for a school that uses media and technology to empower students and the community.

Students at the Annenberg School have a presence in several South Los Angeles high schools. Our students mentor in journalism and other courses, helping to give students news literacy awareness, writing practice and multi-media skills. Work produced by high school students is published on our website: www.intersectionssouthla.org.

We will build on these experiences in our partnership with the Communications and Technology School. In addition to providing the above resources, we will establish an internship program that allows CATS students to become regular contributors to the Intersections South L.A. website and to gain professional experience working with an editor and meeting deadlines. In addition, we will work with the school staff to suggest potential media technology grants that will add to students' experience in using and understanding media.

The Newspaper Association of America Foundation has found that high school journalism students earn higher grade point averages, score better on the ACT college entrance examination and demonstrate better writing and grammar skills in college, compared with students who do not study journalism. We hope that by teaching exposing students in South Los Angeles to journalism and multi-media storytelling skills we will instill a sense of empowerment and foster a lifelong commitment to civic engagement.

University of
Southern California
3502 Watt Way
Los Angeles,
California 90089-0281
Tel: 213 740 1079
ascradio@usc.edu
www.annenbergradio.org

We strongly support this plan for a community-based, media-focused school, and we look forward to working with CATS and the Gage and Central Community Schools Complex.

Sincerely,

Willa Seidenberg
Associate Professor of Professional Practice
Director, Intersections: The South Los Angeles Report
and Annenberg Radio News
seidenbe@usc.edu
213-740-4301

YOUTH POLICY INSTITUTE
Founded 1983

Headquarters

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Los Angeles, CA 90014

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www.ypiusa.org

November 22, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

It is my pleasure to submit a letter in support of the Public School Choice proposals for Gage and Central Community Schools, being submitted for the South Region High School #2.

The Youth Policy Institute has committed to partner with the Gage and Central Community Schools and direct our resources to provide services to the students and community.

Currently, the SRHS #2 is being considered as a site for a public computer and job-training center, funded through a Federal Recovery Act grant to provide broadband internet access to communities in need, and job-training services to the community. Additionally, once the schools have been approved and can be submitted as part of a grant, the Youth Policy Institute plans to work with the schools to provide additional supports as needed.

We support the work of the Gage and Central Community Schools and encourage you to approve their plans for four small schools on the site of the South Region High School #2.

Sincerely,

Dixon Slingerland
Executive Director

San Fernando Valley Office: 13630 Van Nuys Boulevard, Suite 101, Pacoima, CA 91331 · Phone: (818) 899-5550 · Fax: (818) 899-5588

Section 10 Attachment Complex-Wide Team Bios

Russell Thompson, Ed.D. (LAUSD District 7, Director of Services)
Dr. Thompson has worked for over 30 years in the Los Angeles Unified School District, with 20 years of service as an administrator in high schools with similar populations to that projected for SRHS#2. During his time as an administrator, Dr. Thompson gained experience and knowledge in all the aspects of education that are critical to the successful implementation of a school program. His most recent assignment as the LAUSD District 7 Director of Services has provided him with additional experience and insight into the school reform process. Dr. Thompson has played an instrumental role in the collaborative work to develop strong proposals that will meet the needs of our students. As the Director of Services, Dr. Thompson will also play a key role in supervising and supporting the Operations Director and the small school principals in the implementation of the Public School Choice Plans.

Christopher Arellano (UTLA South Area Representative)
For seven years, Mr. Arellano has worked in South Los Angeles as a UTLA area representative, helping support local chapters and individual teachers, and acting as a dispute mediator when needed. Knowledgeable in the UTLA contract and LAUSD personnel policy, and possessing a background in political and community organizing, and social work, Mr. Arellano has played a critical role in helping the planning teams incorporate union and district policies into the plans, while always maintaining a focus on the needs of the students. Additionally, Mr. Arellano and UTLA have facilitated access to important resources such as UTLA experts on the PSC process, LASDI reviewers, copying/supplies, time for writing, and yummy food during our meetings! As we implement our plans, Mr. Arellano will continue his role as facilitator, helping us to shape a culture where teachers and administrators work in collaboration to meet the needs of our students.

Erica Hamilton (Coordinator, Gage and Central Community Schools)
Ms. Hamilton worked for six years as an English teacher at Fremont High School, during this time she developed important knowledge and skills in all of the instructional strategies proposed in the Public Service Community School (PSCS) proposal.[10] In 2005, Ms. Hamilton collaboratively developed the Pathways Small Learning Community with her fellow teachers, under the guidance of the Los Angeles Coalition of Essential Schools (LACES). Through this experience, Ms. Hamilton became well-versed in the Coalition Common Principles and the value of using student-level data to improve instruction and interventions. In 2007 Ms. Hamilton left Fremont to pursue her doctorate in Urban Schooling at UCLA, focusing on small schools development and leadership, and working as a LACES leadership coach at Roybal High School. Since early 2009, Ms. Hamilton has been working with her former colleagues and students to develop the plan for the PSCS and since early 2010 has acted as coordinator of and key writer for the Gage and Central Community Schools planning team. Ms. Hamilton also earned an administrative services credential, plans to complete her Ph.D. in the spring of 2011 and will apply to be the principal of the PSCS.[11]

Edgar Hernandez (Parent Representative)
Mr. Hernandez has lived in South Los Angeles since 1983 and has been a student, parent and community advocate and volunteer in South Los Angeles schools for over 10 years. With a focus on public safety and educational access, Mr. Hernandez has participated (and continues to participate) in such programs as the Kids Watch Safety Program and USC's Neighborhood Academic Initiative. He is currently employed as a Parent Resource Liaison at Drew Middle School, and has additional experience as an Education Aid

[10] See Section 2.D. Instructional Strategies for details.
[11] See Section 11.A. Principal Selection for details.

Coordinator and Community Representative at Manual Arts High School and Crenshaw Community Adult School. Additionally, Mr. Hernandez has helped his own children navigate their own high school experiences (at Manual Arts and Foshay Learning Center) and college application/going process so he knows from first hand experience the challenges and rewards of such a process. One of Mr. Hernandez's sons graduated from MIT and the other two are currently attending Cal State, Northridge, and Cal State, Los Angeles. Mr. Hernandez has attended almost all of our community outreach meetings, and has joined our complex-wide design team. His insights into safety issues and parent/community engagement and his creative ideas regarding uniforms maintenance/enforcement and parent participation have contributed tremendously to the development of our plans for the complex and individual small schools. Once the school is approved, Mr. Hernandez will be applying for the position of Parent/Community Coordinator for the Gage and Central Community Schools Complex.[12]

Isaac Walker (community member)
Mr. Walker has lived in the community around SRHS#2 since 1965 and has volunteered at Bethune Park for 38 years. During that time, Mr. Walker coordinated a variety of sports teams and events at the park, getting to know the children and families in the community, and both of his children (now teachers) grew up participating in the athletics programs of the parks. Mr. Walker is a member of the Bethune Block Club, a community organization created to bring the community together around issues that impact the neighborhood. He is very excited about the potential for the Gage and Central Community Schools to provide the education the adolescents in the community deserve, and to act as a catalyst to bring the community together around a common goal of education. Mr. Walker has attended several community meetings and contributed his knowledge of the community needs to our proposal. He is acting as a consultant on the whole complex proposal-writing process, and will play and important role in engaging the community in making the plans into reality.

[12] The Parent/Community Coordinator position is the Gage and Central Complex name for a Parent Resource Liaison. See Section 11 Attachment - *Job Descriptions* for details.

Section 11 Attachment - Job Descriptions

Responsibilities of the small school principal

- Supervision and support of the instructional program aligned with the vision of the school, including standards-based instruction.
- Counseling services, including peer and college counseling
- Master schedule
- Staff development and professional learning communities
- Administration of classroom discipline, including detention and parent conferences.
- Teacher evaluations
- Collaboration to develop a common bell schedule
- Provide a UTLA-approved selection process for one of the following school governance structures: Shared Decision Making Council (SDMC), School-Based Management (SBM), Expanded School-Based Management Model (ESBMM), or Pilot School Model.
- Support and provide oversight of a School Site Council (SSC), Compensatory Education Advisory Council (CEAC), and English Language Advisory Council (ELAC).
- Substitute teachers
- Textbooks
- Instructional program for English language learners
- Instructional program for students with disabilities
- Collection of lesson plans
- Budgets and purchasing
- Keys
- Identification of students to receive lockers
- Attendance monitoring
- Field trips
- Stull evaluations
- Per-pupil budgeting
- Banked-time staff development days
- Administration of CAHSEE, CST, CELDT, CAPA, and common assessments.
- Title I and all other categorical programs
- Time reporting and payroll for small-school staff members

Communications and Technology School Appendix

Responsibilities of the Operations Director

- Physical plant
- Administration of campus discipline and supervision, including tardy prevention, lunch detention, in-school suspension, Saturday school, arrests, expulsions, and gang prevention. Serve as liaison with school police, the Los Angeles Police Department, and the Los Angeles County Sheriffs Department.
- Cafeteria services
- Physical education department (each P.E. teacher will coach at least two sports.)
- Athletics and cheerleaders
- School-wide student activities, including dances, senior activities, prom, yearbook sales, etc.
- Student store and associated student body budget
- Emergency operations (fire, earthquake, inter-group relations)
- Mediation process as needed among small-school principals. (Final decisions, if agreement cannot be reached via consensus, will be decided by a vote of the four principals. In the event of a tie vote, the director of high schools will make the final decision.)
- Liaison with adult school program
- School nurse
- School health clinic
- Physical plant
- Bus transportation
- Welcome center and registration office
- Main telephone switchboard
- Civic center permits
- Emergency operations and school crisis team
- Library and college/career center
- Lockers
- School-wide peer mediation program
- Sexual harassment policy
- SIS and ISIS
- School web site
- School-wide activities calendar
- Time reporting and payroll for operations staff

Responsibilities of the Parent/Community Coordinator (Parent Resource Liaison)

- Manage the Welcome Center and staff (educational aides and volunteers)
- Coordinate and conduct workshops for parents to be more effective in their children education
- Recruit, process, train and manage parent and community volunteers
- Answer phones, design flyers, translate/interpret, keep inventory and records
- Provide resources and information to parents, students and community

Section 12 Attachment - *Elect-to-Work Agreement*

Communications and Technology School Election to Work Agreement (2011-2012)

I, _____, am voluntarily electing to work at the Communications and Technology School (CATS). By signing this Election Agreement, I indicate that I understand and accept the vision and mission of the CATS and the following terms and conditions of my employment.

Gage and Central Community Schools Vision and Mission:

All of the schools within the Gage and Central Community Schools Complex commit to working collaboratively within and across the small schools to provide all students with a supportive, challenging and standards-based education that will prepare them for college, career and life. To do this our schools will be *whole student centered* –meeting students' educational, health, safety and social needs; *all student inclusive* – including, but not limited to English learners, standard English learners, and special education and gifted students; *family focused* – providing a welcoming and supportive environment, and drawing on families as resources; and *community connected* - collaborating with organizations and businesses to meet the needs of our students, families and the surrounding community.

Communications and Technology School Vision & Mission:

Beyond the core values shared by all of the Gage and Central Community Schools, the Communications and Technology School is committed to graduating students who are socially concerned and involved, media- and technology-literate, and able to communicate powerfully, think critically, and effect change in their communities. During their time in CATS, students will regularly make connections between their classrooms and the real world, and they will examine the world with questioning, compassionate minds. In addition, they will learn to be media-savvy: to evaluate and use media to inform and enhance their participation in their communities and the larger world.

Our mission is to use project-based instruction, research-proven instructional strategies and targeted interventions and accelerations to help all students actively engage in a rigorous, standards-based curriculum that will prepare them with a strong foundation of basic reading, writing, mathematical and critical thinking skills, the ability to think through and solve problems (individually and collectively), and an adeptness in the technological, collaborative and communications skills that facilitate success in college, career and life.

Commitment to the Communications and Technology School (CATS)

I have read and agree with the CATS vision and mission. I understand that CATS is a full inclusion school and I will be teaching heterogeneously grouped classes with students of widely varying learning styles and needs. I agree to use project-based learning, differentiated instruction, additional interventions (support classes/advisory), and collaborate with my colleagues to meet the needs of our students.

I acknowledge that professional development, collaborative planning and reflective practice are valued by CATS faculty, and I agree to actively participate in all planned professional development to advance my knowledge and skills as a teacher, and engage with my colleagues in regular collaborative planning sessions to assess student needs, reflect on student work, and revise and develop curriculum and instructional strategies.

I understand that CATS is a vibrant small school community within a safe and caring large school

complex due to the participation of all teachers at the small school and/or school complex level, and their willingness to engage with parents, community members and community partners. I am committed to taking on additional roles beyond my teaching responsibilities, and participating in small school and complex-wide events and activities whenever possible.
I understand my responsibilities include:

Curriculum and Instruction
- Collaborating with CATS faculty and working independently to construct effective and engaging standards-based curriculum.
- Participating in grade-level and vertical planning meetings.
- Utilizing the Understanding by Design curriculum planning framework.
- Differentiating instruction for students with varying learning styles and needs within my classroom and through additional interventions and accelerations in the seventh period support classes.
- Collaborating and co-teaching with special education and EL teachers and para-professionals to ensure the academic success of all students.
- Developing lesson and unit plans that build upon students' previous learning, and provide the necessary scaffolding to allow them to engage with rigorous standards.
- Measuring student achievement with multiple assessments -- project-based, performance-based, essays, selected-response and constructed-response -- as assessments *for* learning (formative) and *of* learning (summative).
- Continually monitoring student achievement and tailoring instruction accordingly.
- Integrating technology in the classroom and facilitating student use of technology during projects
- Providing opportunities for students to speak and write in every class
- Providing test preparation strategies for CST, SAT and ACT and explicitly preparing students for the CAHSEE.

Collegiality, Collaboration and Environment
- Having an "open door" approach to teaching in which other teachers and staff are welcome at all times in my classroom.
- Creating a welcoming, orderly, print-rich and engaging classroom environment.
- Seeking and welcoming constructive criticism from peers, administration, students, community members, and families.

Additional Roles and Duties
- Participating in at least one CATS school team or GCSC council.
- Teaching one support or extension class in addition to the core classes.
- Offering tutoring after school to students at least twice per week
- Teaching one advisory class per semester, during which I facilitate and guide students' service learning projects
- Maintaining and nurturing relationships with CATS students and their families
- Helping supervise or plan at least one extra-curricular event or one club each semester
- Addressing commonplace behavior issues within the classroom (or with grade-level team)

Professional Growth
- Developing an Initial Planning Sheet (IPS) at the beginning of each school year that outlines curricular and instructional goals for the year.
- Participating in an ongoing observation, feedback and improvement practice with my peers and the principal.
- Participating in annual self-evaluation and performance evaluation with the principal.

- Participating in the Teacher Orientation Retreat[13], bi-annual data analysis and reflection retreats, and all professional development sessions during the weekly professional development time.

Salary, Benefits, Seniority and Membership in a Bargaining Unit

I understand that I maintain the status of an LAUSD employee who works in a Pilot School:

A. These employees shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA ("Agreement"). The parties agree this constitutes authority to establish non-uniform Salaries pursuant to Government code 3543.2(e).

B. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority as provided in the California Education Code.

C. These employees shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

Work Hours and Schedule

I understand that:

- The workday for teachers will begin 10 minutes before the first bell and will end 10 minutes after the last bell.
- Teachers will participate in and be compensated for ten (10) professional development days before school starts, two (2) days of mid-year planning prior to the end of Winter Break and three (3) days of reflection and planning at the end of the school year for as long as funding is available.
- Teachers will be asked to provide tutoring after school at least once per week.

Distributed Leadership in a Pilot School

I understand that teachers will:

- Participate in at least one CATS team or GCCS council
- Participate in regular and collegial discussions about school policy, curricula, and all other school-related topics, with the goal of democratic decision-making and transparent school operations.
- Contribute to dialogue around school issue in a collegial, productive, and timely manner.
- Expect to take responsibility for addressing behavior issues and implementing changes in school operations, rather than view this as the domain of the "administration".
- Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school.

Equity Issues

I understand that 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 contact the Equal Opportunity Section within LAUSD offices (213-241-7633).

Dispute Resolutions

I understand that the processes and procedures for dispute resolution will be determined by the Governing Board of the Public Service Community School.

[13] Or makeup session if not hired in time for the retreat.

Release of Employment at The Communications and Technology School (transfer)
I understand that:

Permanent teachers may unilaterally and voluntarily transfer from the Communications and Technology School by March 15 of each year. Similarly, The Communications and Technology School Governing Council may unilaterally transfer teachers by March 15 of each year. Teachers are expected to fulfill all contractual obligations outlined in this Election-to-Work Agreement and in the UTLA contract. These include, but are not limited to attending school regularly and punctually, providing lesson plans when absent, calling for a substitute, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. In the event of such transferring, permanent teachers will be placed on the system-wide list, subject to the terms and procedures of the UTLA Contract.

Dismissal
I understand that I am subject to dismissal from LAUSD in accordance with existing law.

Signatures
I voluntarily elect to work at the Communications and Technology School. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Name: _____

Date:_____

Principal: _____

Date:_____

Section 13 Attachment - CATS Budget 2011-2012

Total Expected Enrollment	375
Attendance Rate (dist.)	0.92
ADA	345
Per Pupil Funding	$3,745
Projected Per Pupil Budget	**$1,292,025.00**

Categorical Funds	Rate	% at Fremont	Project Number of Students	Projected Fund
S046 (federal title I)	687.00	0.80	300.00	206,100.00
E046 (title I parent involvement)	345.00	0.80	300.00	103,500.00
N539 (state title I)	19.75	0.80	300.00	5,925.00
S539 (state title I)	19.00	0.80	300.00	5,700.00
1N78 (PD only – NCLB)	30.00	0.80	300.00	9,000.00
S176 (title III – bilingual)	75.00		0.00	0.00
S536 (federal bilingual ELs)	422.00	0.04	15.00	6,330.00
S536 (federal bilingual RFEPs)	272.00	0.16	60.00	16,320.00
N536 (state bilingual ELs)	83.00	0.04	15.00	1,245.00
N536 (state bilingual RFEPs)	54.00	0.16	60.00	3,240.00
			Projected Categorical Budget	**357,360.00**

Projected Expenditures	**FTE**	**Total Cost**	**Per Pupil**	**Categorical**	**Notes**
Complex Contribution					
Operations Director	0.25	121,092.00	30,273.00		administrator
Operations Coordinator	0.25	63,173.00	15,793.25		out of classroom teacher
SAA	0.25	45,722.00	11,430.50		SAA if handles payroll
Ed. Aides	0.5	34,433.00		17,216.50	
Parent/Rsc. Liaison	0.25	44,770.00		11,192.50	E046
School Police	*Central fund				
Campus Aides (5 day/wk)	0.25	42,740.00		10,685.00	central fund + 0.25 for shared additional
College/Career Counselor	0	70,885.00			2nd year
Librarian	Central fund				
Library Aide	0.25	38,507.00	9,626.75		
School Nurse (3 days/wk)	0.25	55,326.38	13,831.60		day + ¾ central fund?
School Psychologist (2 days)	0.25	41,415.39	10,353.85		
Plant Manager	0.25	52,471.00	13,117.75		A-basis
Custodians/grounds	0.25	38,589.00	9,647.25		Central fund + 0.25 for shared additional
School facilities attendant	0.25	32,874.00	8,218.50		Central fund + 0.25 for shared additional
Custodial Overtime					
Gardener	Central fund				
Food Services Manager	Central fund				
Food Services Employees	Central fund				
P.E. Teacher	1	63,173.00	63,173.00		
Athletic differentials	Central fund				If we require teacher to coach
Shared by two schools					
PSA Counselor	0.5	103,538.46		51,769.23	Title I
Special Ed. Clerk	0.5	45,722.00	22,861.00		
Elective Teacher	0	63,173.00	0.00		
CATS					
Principal	1	113,072.00	113,072.00		
Counselor	1	70,885.00	70,885.00		
SAA	1	45,722.00	45,722.00		
Community Rep. (20 hrs/wk)	1	12,000.00		12,000.00	E046 or bilingual
General Ed. Teachers	14	63,173.00	884,422.00		
ESL teacher	1	63,173.00	63,173.00		
ELL teacher	1	63,173.00	0.00	63,173.00	Bilingual
Special Ed. Teachers (2)	Central fund				
IMA	1	12,000.00		12,000.00	Title I
Substitutes (10 days)	16	2,601.40		41,622.40	
PD additional time (10 days)	16	3,263.20		52,211.20	Title I (326.32 per day)
Teacher differentials	4	1,425.20		5,700.80	1425.20/teacher

Teacher X time (7th period)	16	1,820.82		29,133.12	
Total Estimated Expenses			**$1,385,600.44**	**$306,703.75**	

*Central Fund = dollars allocated in "district-wide programs money taken out of per pupil funding

Potential Additional Funds
Measure R
Adult School Satellite (additional custodial)
Beyond the Bell
Startup funds (HAAT received 1.6 million)

Section 14 Attachment - Waiver #1

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: South Region High School #2 **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article XI. 2.0
Waiver Description : (Describe the actions that require a waiver) Transfers - administrative (Governing Council) transfer of a teacher not meeting expectations
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) It is critical to the success of the Communications and Technology School plan that every stakeholder commits to the mission and vision of the school and supports the development of a collaborative culture with shared responsibility and an intense focus on student success and achievement. In a small school, it is especially critical that every stakeholder be working together toward the same goal. The ability to transfer a teacher who is not meeting expectations and not trying to improve, or for a teacher to transfer themselves if they do not see themselves as a good fit for the school, is critical to the success of the school and its students.

Requesting Administrator's Approval:

_____ _____
Principal/Administrator Date

_____ _____
Local District Superintendent/Division Head/Designee Date

Section 14 Attachment - Waiver #2

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: South Region High School #2 **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX-A
Waiver Description : (Describe the actions that require a waiver) Staffing - First year - Hiring priority given to the classified staff member and six teachers on the design team - Placement within the school is based on the PSC plan and student need, not on seniority - After first year, hiring is not seniority based
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) The plan for the Communications and Technology School is built on the strengths and expertise of the teachers and staff members on the design team. Their expertise will allow the extension classes to be rapidly and effectively implemented. The design team members have experience and knowledge in the core elements of the PD plan. Their expertise is necessary for the successful implementation of the school proposal, for the effectiveness of the high quality professional development that has been outlined in the proposal, and to support other teachers throughout the school year. Staffing is critical at a small school, where every teacher must be fully committed to the mission and vision. The ability to hire teachers based on qualifications other than seniority will support students in achieving at the highest level possible.

Requesting Administrator's Approval:

_____ _____
Principal/Administrator Date

_____ _____
Local District Superintendent/Division Head/Designee Date

Section 14 Attachment - Waiver #3

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

PUBLIC SCHOOL CHOICE 2.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: December 1, 2010

School/Office: Communications and Technology School **Local District/Division:** LD 7

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived) Article IX.
Waiver Description : (Describe the actions that require a waiver) Work Hours and Schedule - Additional on-site time requirement (1 hour) - Tutoring requirements (50 minutes per week) - Participation in at least one leadership council/team - Required (compensated) professional development time (up to 25 days/year) - Weekly professional development day moved to Monday
Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) A majority of students at the Communications and Technology School will be below grade level in English or math. An extended school day allows for an additional period to provide critical support and extension for students. Required tutoring after school for targeted students gives teachers the time and space to meet the critical educational needs of these students. Participation and collaboration among teachers and other stakeholders is central to the plan for the Communications and Technology School. The requirement that teachers serve on at least one leadership council or team and that they participate in additional, paid professional development supports the development of a culture of shared leadership and collaboration. Moving the weekly professional development day to Monday will create the least complicated schedule. Students will attend all classes on Monday and alternate days of block scheduled classes during periods 1-6. This will keep the schedule consistent each week.

Requesting Administrator's Approval:

_____ _____
Principal/Administrator Date

_____ _____

Communications and Technology School Appendix

Local District Superintendent/Division Head/Designee Date

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION	
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **LAUSD D7/UTLA/Gage & Central Community School #2: Communications and Technology School** **Riley Vaca and Russ Thompson**	
Address: 6100 S. Central Ave., LA, CA 90001	**Phone Number: see above**
Website *(if applicable)*: http://gageandcentralschools.com/	**Email Address:** **rlt4802@lausd.net**
School site for which your team is submitting a Letter of Intent	**South Region HS #2**
School type for which your team is applying	**Small pilot school (500 students)**

List the name and contact information of your design team members below:

Name:	Phone:	Email address:	School/Affiliation
1. Erica Hamilton			**UCLA**
2. Russ Thompson			**LAUSD District 7 Dir. School Services**
3. Christopher Arellano			**UTLA**
4. Edgar Hernandez			**Parent Liaison**
5. Isaac Walker			**Community Liaison**
6. Joel Vaca			**LAUSD Teacher, Math**
7. *Riley Vaca			**LAUSD Teacher, English**
8. Jasmine Lucas			**LAUSD Teacher, English**
9. Noehmi Garcia			**LAUSD Teacher, Science**
10. Johnny Jauregui			**LAUSD Teacher, Science**
11. Bianca Cortes			**LAUSD Teacher, English**
12. Patricia Mendivil			**LAUSD, Clerical**

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ *Traditional* ☒ *Pilot* ☐ *Network Partner* ☐ *ESBMM*

☐ *Independent Charter* ☐ *Affiliated Charter*

Name of School ***South Region High School #2***

Name of Applicant Group/Applicant Team ***Central and Gage Community School #2: Communications and Technology School***

Lead Applicant Riley Vaca; Russ Thompson

Title of Lead Applicant LAUSD English teacher; LD7 Director of Student Services

Mailing Address 10616 S. Western Ave. Los Angeles, Ca. 90047

Phone Number *Fax Number (323)242-1390*

Email Address

Website (if available): http://gageandcentralschools.com/

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

☐ *The Applicant Organization/Applicant Team listed above is comprised of a FOR-PROFIT ENTITY.*

☐ *The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

☒ *The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).*

☐ *The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited

to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus.*

Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Riley Vaca and Russ Thompson

Title of Lead Applicant LAUSD English teacher; LD7 Director of School Services

Signature of Lead Applicant _____ *Date* 11/28/2010

Name of Board President* _____

Signature of Board President* _____ ***Date*** _____

****The additional name and signature of the Board President is only applicable to organizations with***

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Gage and Central Community School #2: Communications and Technology School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	**Search and Serve**	It is the principal's responsibility (with the support of the Special Education Clerk) to maintain the following publications and forms in the school office: o *Are You Puzzled by Your Child's Special Needs?* brochure o *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)* o *Student Enrollment form* o *Student Information Questionnaire for Parents and Guardians* o *Request for Special Education Assessment form* The principal/special education clerk will prominently display information regarding the LAUSD Complaint Response Network/Parent Resource Network in the school office and in the parent/community welcome center. The school will use the following processes to identify students with disabilities who enroll in CATS: - Upon enrollment, review the standard LAUSD student enrollment form (Section D.1. identifies students who have received special education services, have a current Individualized Education Program or students with a Section 504 Plan). - Use Welligent and ISIS, and the records directly transferred from the feeder or sending school to identify each student's special education needs and/or IEP/504 Plan. - After enrollment, the special education clerk will work with the RSP and SDP case carriers to identify all students with special needs in the school. - The case carriers will send a copy of each student's IEP to the student's advisor and grade-alike team, and use time during a PD meeting to discuss the IEP elements and address questions. Staff Orientation - As part of professional development[1] all teachers will: o Be trained in the Special Education Process as outlined in the LAUSD Special Education

[1] See Section 5: Professional Development for details

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0 ***APPENDIX D***
SERVICE PLAN FOR SPECIAL EDUCATION

Applicant Team Name: Gage and Central Community School #2: Communications and Technology School

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		Policies and Procedures Manual (pg. 14). o Be trained in the Response to Intervention Process o Be introduced to the special education programs offered at our school o Review student IEPs o Discuss and be trained in strategies for integrating students with special needs into the classroom o Be trained in differentiation, and classroom modifications o Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications - Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office.
Outcome 2	**Intervention Programs**	Students with IEPs or 504 plans will receive individualized services provided and coordinated by the RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans. These students are considered as receiving Tier 3 (special education) interventions in addition to the general education assessments and interventions described below. CATS will use the Research-based Response to Intervention (RTI) process to identify and assist "at risk" students who are not receiving special education services. This process is introduced in Section 2.C Addressing the Needs of all Students (including Section 6 Appendix: RTI Process Chart), and contains the following steps: - Conduct an initial assessment at the beginning of the year.[2] - Depending on the cut-offs and percentiles recommended within the assessment, students will be identified as "no intervention, "Tier 1 intervention" and "Tier 2 intervention." o Students identified as "no intervention" and will receive the following instruction: ▪ General Education Setting

[2] We are currently researching assessments, and are leaning towards the ***Renaissance STAR Reading and Math assessments.***

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		▪ Grade-level teacher teams analyze assessment data and focus on specific skills across the curriculum.[3] o Students identified for "Tier 1" intervention will receive the following instruction/intervention ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ One member of grade-level team reviews assessment results with student; sets goals with student & creates a specific action plan for the student and his/her teachers that includes in-class modifications and supports, student behaviors and habits, and specific tutoring needs ▪ After school tutoring will be recommended ▪ Teacher informs parents about their child's identification for Tier 1 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment[4]) every 8 weeks. ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 1 intervention until the mid-year assessment. ▪ If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for Tier 2 intervention. o Students identified for "Tier 2" intervention will receive the following instruction/intervention ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Grade-level teacher teams analyze assessment data and focus on specific skills across the curriculum.

[3] See Section 2.D. Instructional Strategies for details regarding the instructional strategies teachers will use across the curriculum.
[4] The follow-up assessments will be connected to the initial assessment (LAUSD Assessment Portal).
[5] See section 2c for more details on these support classes.
[6] The follow-up assessments will be connected to the initial assessment (LAUSD Assessment Portal).).

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		▪ Teacher reviews assessment results with student; sets goals with student & creates a specific action plan for the student and his/her teachers that includes in-class modifications and supports, student behaviors and habits, and specific tutoring needs ▪ After school tutoring time will be recommended ▪ Students will be enrolled in a supplemental math, English, or study skills class[5] ▪ Teacher informs parents about their child's identification for Tier 2 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment[6]) after 8 weeks ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 2 intervention until the mid-year assessment ▪ If the student does not show adequate growth (not responding to intervention); student will be identified for a special education Student Success Team (SST).

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Outcomes 5, 17 and 18 LAUSD Board Policy	**Discipline Foundations Plan and Behavior Support**	**Prevention**[7] *Campus-wide* All students at CATS will follow the behavioral expectations outlined in the Gage and Central Community Schools behavior expectations for common areas. These expectations will be developed by the complex-wide Safe Schools Team in the weeks prior to the school opening, communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time: - each school will have a uniform, or specific colored polo shirt - all students will be at school and in class on time - all students will respect school property (because it is their property too) To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the school opening). To monitor behavior on campus, the Gage and Central Community Schools complex will employ LAUSD campus police, campus aides, and engage and train parent volunteers in our *Safety Volunteers* program to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe. It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Gage and Central brag board located in the Parent and Community Welcome Center.

[7] A detailed description of the Gage and Central and PSCS complex, small school and community safety plans, personnel, and organizing bodies can be found in Section 3.A Description of School Culture: *Building a Safe Community*.

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		Small School In addition to the campus-wide expectations, CATS will establish, communicate and monitor behavioral expectations within the small school building and classrooms. Similarly, these behavioral expectations will be established by a committee of parents, students and teachers prior to the school opening, and communicated during the first week of school. Some examples of classroom expectations are: - be prepared for class with paper, pen, notebook and reading material - participate in class activities, assignments and homework - act with respect towards classmates, teachers, substitutes and other guests: o listen while others are speaking o use appropriate language for the classroom o speak to others how you wish to be spoken to All small school and classroom behavior monitoring and consequences will be addressed by the school counselor and/or principal following our Positive Behavior Support Plan.[8] As needed, students will be referred to the school police for more serious infractions such as violence or drugs. Finally, CATS will celebrate positive behavior both individually through calling home for students who have done something well (see details in Section 3), through student awards ceremony at the end of the semester and year, as well as through healthy competition between advisory classes regarding fewest tardies and highest attendance. **Intervention**

[8] See Section 3 Attachment – *Interim Positive Behavior Support Plan* for details
[9] See Section 3.A. Description of School Culture - *Building a Safe Community*

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		A great deal of inappropriate or negative behavior is rooted in a lack of problem solving and communication skills, which result in fights. We will be addressing this issue campus-wide through implementing a student mediation program based on the Human Efforts Aimed at Relating Together (HEART) program to assist students in learning non-violent strategies for solving problems.[9] Additionally, drug and alcohol use as well as other self-damaging and inappropriate behaviors can reflect poor coping skills for issues at home or social difficulties on campus. To address this, our Positive Behavior Support Plan will include Tier 1 interventions such as: - conferences with an advisor, counselor and family (and case carrier if in special education) - referrals to individual counseling, drug cessation programs or support groups (on and off campus) Finally, many inappropriate classroom behaviors are typically avoidance strategies for students who are facing academic challenges. It is very important to identify this factor and thus, as part of our Positive Behavior Support Plan, the initial triage team (counselor/principal) will review the student's grades and attendance in ISIS prior to making a decision regarding the appropriate intervention, which may include a discussion with the student's teachers, tutoring or additional support classes to address the learning challenges the student is facing. If a student is not responding to Tier 1 interventions, we will implement the following Tier 2 intervention process: - Counselor (or case carrier for special education students) observes student in class to identify potential issues or triggers. - Counselor/case carrier meets with students, the student's grade-level team and the student's parent to address the issue, discuss specific positive behaviors or strategies to appropriately address the situation/issue/trigger. The agreements will be documented in a Behavior Support Plan/Agreement. - Student is referred to our IMPACT program. If a student is not responding to Tier 2 interventions, we will implement the following Tier 3 intervention

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		process: - The BICM certified special education case carrier within our small school will review the existing documentation (referrals, observations, grades/progress reports & all interventions and related notes), and conduct a Functional Behavioral Assessment. - Based on the available data and assessment, the case carrier will work with the student, the student's family and the student's advisor to create an Individualized Behavior Support Plan that involves daily monitoring and rewards for positive behavior.
Necessary for Planning, will be provided	**Description of Student Population**	The 2008-2009 sending school (Fremont Senior High School) demographics indicate that with a 500-student population, CATS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP[10]). Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, *along with* focused pullout sessions, direct support from specialists, *and* training for all teachers in how students learn and how to differentiate instruction.[11] Our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. Many of the teachers on the CATS design team have experience with successfully integrating students with special learning needs (both RSP and SDP) into the general education classroom, as well as experience in co-teaching with special education teachers. As we add new teachers to our team, we will use our weekly PD time and new teacher mentoring to share our knowledge

[10] Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).
[11] Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

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		and experience to expand the capacity of the school to successfully integrate the students with special learning needs into the classrooms and overall school community. Additionally, as indicated in the research, it is important that our students with special learning needs receive supports within and outside of the general education classroom to be successful. We outline these supports below and in the "special education program description" section: - For CATS students receiving resource specialist services (RSP), our RSP case carrier/resource specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 25-30 students. - For-CATS students in the Special Day Program (SDP), our SDP case carrier/special education teacher(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students. As determined by the district's special education division, CATS may be receiving students with mental retardation, autism and/or who require CBI. Some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include *every* student at CATS in *at least* an extension class (such as journalism) so that *all* of our students will receive the social benefits of participating in a diverse learning environment. Finally, it is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development that all teachers will receive, strategies for co-teaching, in classroom support and teacher collaboration for supporting students with special learning needs will be addressed.

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Outcome 2	**Special Education Program Description**	As referenced above, CATS students with special learning needs will have access to grade-level standards-based education within the general education environment, with the supports in place to facilitate student success.[12] In addition to the daily supports of our special education case carrier/teacher(s), CATS will have the following supports within our special education program: - Space in the small-school office will be designated as a Learning Center available all day for individual pull out sessions and/or small group work time with a special education teacher. - Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI), SST and assessment process.[13] - Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. - Partnerships with organizations that provide additional supports for students with special needs, such as

[12] See above section and Section 3.D. Instructional Strategies for details regarding differentiation and supplemental materials.
[13] See Section 6 Attachment: *RTI Process*

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		additional mental/physical health supports through St. John's Child and Wellness Center and independent living skills services through Partnership for Active Learning Services.[14] - Staffing – as with the hiring of the general education staff, it is crucial that CATS have autonomy in the hiring and evaluation of all special education staff (including special education aides). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary.[15] To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).[16] - Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching strategies that have been proven to facilitate the learning of students with learning disabilities.[17] - Participation of special education teachers and aides in weekly professional development sessions and grade-level curriculum planning, implementation and reflection sessions.

[14] See Section 9.B. Key Community Partnerships for more details.
[15] Buell, Martha J. , Hallam, Rena , Gamel-Mccormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability*, Development and Education. 46(2) 143 - 156.
[16] See Section 12 "Staffing" for details.
[17] See section 2.D "Instructional Strategies" and section 5 "Professional Development" for details.

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Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	Proper IEP identification, communication and monitoring are crucial to supporting students with special learning needs. We addressed the initial identification and communication process for IEPs within the "Search and Serve" section above. Once identified, we have the following process in place to support the successful implementation of a student's IEP: CATS will share one special education clerk with the PSCS small school (serving no more than 150 students)[18]. This clerk will be responsible for: Calendaring IEP meetings in consultation with the student's case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled). Communicating the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student's advisor, and sending a reminder the day prior to the meeting to all participants (via email). Communicating the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting, and translation of the IEP is available upon request), and sending a reminder home with the student or via phone the day before the meeting. Ensuring that the goals section of the IEP is mailed to the parent after the meeting. Each student's case carrier will be responsible for: Requesting an initial informal "meet and greet" IEP meeting upon the enrollment of every new student (at the beginning and throughout the year). Requesting an annual IEP update meeting at least one month prior to the due date. Completing the necessary updates and changes within Welligent after each IEP meeting. Communicating IEP outcomes and goals to the student's advisor and grade-alike team after the IEP meeting.

[18] See Section 12. Staffing for details on shared personnel.

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		All IEP meetings will occur within the designated special education office within our small school office to provide for access to Welligent during the meeting and optimal privacy. We realize that getting a new school started will be a challenge, thus we have set the following goals for the future (to be implemented during the 2nd and 3rd years of operation): - Three IEP meetings per year; with the ultimate goal of having a check-in at the beginning of the year, a mid-year check-in after the first semester and an end-of-the-year annual update and adjustment/changes based on the successes and challenges the student experienced during the year. - Engaging students more thoroughly in the IEP process by teaching them how to write their own IEP components.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	Please see the above section on "Interventions" for our Tier 1 and Tier 2 Response to Intervention Assessment process. If a student is not responding to our Tier 2 interventions, the student's advisor (who is responsible for monitoring the students response to intervention) will refer the student to the school psychologist for a Student Study Team (SST). The SST referral will be made available to teachers online, within the teacher's handbook and in the special education office. The form will include the following information: - student information - including ethnicity to monitor referrals by ethnicity (and address issues of over-referral) - including ELL background and status to identify potential language issues that may be misinterpreted as special education issues. - background information checklist regarding the interventions attempted (with accompanying documentation: assessments, observations, student work samples, etc). This checklist will also include a requirement that the student's cum is reviewed for interventions attempted prior to arrival at the school. - teacher's perspective regarding students positive traits/areas of success, known reinforcers and specific

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		reason for the referral. Once the student is referred, the school psychologist will schedule and attend an SST meeting with the student's parent, general education teacher (advisor), and administrator. During this meeting, the SST will develop a strategic and individualized intervention plan for the student, which will then be communicated to the student's grade-alike team and implemented. The student's advisor will continue to monitor the student for response to intervention. If the student does not respond to the interventions outlined by the SST, the parent will be notified and then decide whether the student should be assessed for special education. If the parent requests assessment, the school psychologist will conduct the assessments to determine the student's special learning needs. The student will be assigned to a case carrier for an initial IEP meeting. If the parent does not request an assessment, the advisor and grade-level team will continue with the Tier 2 assessments and interventions, and strategic interventions outlined by the SST.
Outcome 2	**Instructional Plan for students using grade level standards**	For a full description of our grade-level California content standards-based curriculum/planning, instructional strategies and supports for learners, please see Sections 2.B. Core Academic Curriculum, 2.B.ii. Curriculum Development, 2.C. Addressing the Needs of All Students, 2.D. Instructional Strategies, and 3.C. Professional Development-Teacher Orientation. The specific elements of the above referenced sections that are most relevant to this document are: *Grade Level materials* - All students will have access to grade-level materials (Williams-approved textbooks and books/plays as well as timely reading materials from newspapers and magazines). - All students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding,

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		pre-writing activities, and design of formative assessments.[19] - Students with special learning needs will be provided with supplemental reading materials that address the same topics and themes (we will be selecting our textbooks with the quality of supplemental materials as a major consideration). - Students will have access to the technology at CATS and will gain extensive experience with the focus technology at each grade level *Curriculum Planning* - All of our staff will use Understanding by Design (UBD) for curriculum development - Also referred to as "backwards planning," the UBD approach to planning instruction *starts* with the learning objectives for a particular lesson or unit and works "backwards" to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are, draw on their prior knowledge, and develop the skills and knowledge necessary to meet the learning objectives. - Our curriculum will also be planned and adjusted by the grade-level teams during the weekly professional development meetings based on analysis of student assessments for specific skill needs. This is a strategy to focus on particular skills across the curriculum. *Accommodations and Modifications* - In addition to the above referenced supports, teachers in the general education classrooms will be provided with each student's IEP and monitored by the student's case carrier regarding implementation of the specific accommodations and modifications outlined in the student's IEP. - Some of the additional in-class accommodations may include: Front of room/proximity to teacher seating

[19] Fitzell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work.* Manchester: Cogent Catalyst and Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners.* Alexandria, VA: The Association for Supervision and Curriculum Development.

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		More time on projects/assignments/tests Different ways of showing learning (projects, presentations, verbal exams) - Some of the additional in-class modifications may include: Differentiated rubrics and tasks Pull-out sessions for specific skills concentration and/or support classes *Data-based Decision-Making* - All students will be assessed at the beginning, middle and end of the year regarding basic skills and content knowledge. Analysis of these assessments will occur during professional development time as well as an examination of common skills issues across the grade level. Grade-alike teams then utilize instructional strategies across the curriculum to address the identified skills or content area deficiencies. - Students who have been identified for RTI process Tier 1 or 2 interventions from the initial, middle or end of year assessments will receive differentiated instruction and supplemental materials in the core classes, more individualized attention in support classes or after-school tutoring (guided by a grade-level or advisor-led analysis of the student's assessment results and classwork), and regular follow-up assessments to monitor the students response to intervention (done by the student's advisor). - Students receiving special education services (Tier 3) will receive all of the above referenced assessments, supports and interventions. In addition, the student's case carrier will identify the student's specific skills and content area deficiencies through analysis of initial, mid-year and end-of-year assessments, as well as regular follow-up assessments. The case carrier will then provide the needed in classroom, pull-out session and learning lab/center supports to each student.

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Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	Alternate standards are taught and assessed within the English Language Arts, mathematics and/or science content areas and indicated on the student's IEP. Students being taught the alternate standards take the California Alternate Performance Assessment (CAPA) and typically receive the majority of their instruction in a highly individualized, self-contained, and multi-grade classroom. However, in some cases, parents request that their child receive the alternate standards instruction within the general education classroom. In both cases, CATS is prepared to provide our students with the indicated instruction and environment. Though the school building (SRHS#2) was not built with the small-sized, self-contained classrooms in mind and has a very limited number of general education classrooms, we have identified small teacher work rooms and a meeting space in the small school office that can used by a special education teacher to teach self-contained classes of 6 or fewer students. Additionally, teachers at the school complex have experience in providing alternate standards instruction within the general education classroom. These teachers (and the special education teacher(s)/case carriers) will provide the necessary training and supports to general education teachers. It is important to note that whether the student is in the general education classroom or a self-contained classroom, it is the responsibility of the student's case carrier/teacher to develop and provide the teachers with the alternate standards curriculum, and formative/summative assessments. The case carrier will analyze the CAPA data for each student to develop a specialized learning plan that addresses the student's learning needs.

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Outcome 13	**Plan to provide Supports & Services**	The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to): - Speech and language - Audiological services - adaptive P.E. - occupational therapy - inclusion specialists for students with moderate to severe challenge (for inclusion in the general ed/least restrictive environment setting) Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	The special education clerk, principal and case carrier will work with the LAUSD District Office of Transitional Services and the South Central Regional Center to provide students with important supports and services to facilitate their transition from high school to adult living. These services include, but are not limited to: - Independent living skills (CATS is partnering with Partnership for Active Learning Services, Inc. to provide independent living skills supports through the South Central Regional Center). - Introduction to the Regional Center and special needs/disabilities advocacy organizations - Transition services/information trainings for special education case carriers/teachers At the school, the case carrier will be responsible for ensuring: - that all students over 14 have completed an Individual Transition plan; and that steps of that plan are being followed.

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		- Students have completed a transition assessment (indicated in their IEP) prior to their 16 birthday - Students receiving a diploma, certificate of completion or aging out of the system have a "Senior Inventory" and "Summary of Performance" on file in their records (and are provided a copy). All juniors and seniors will receive direct instruction, information and opportunities to participate in fieldtrips, job shadowing and internships that will prepare them for college and career. In addition to this, students with special learning needs and their parents will be invited to: - Attend multiple transition-focused talks/meetings throughout the school year. - Attend college visits that include a focus on special education and disabled access and supports programs, locations and personnel – with the goal of also introducing our students to students with learning challenges currently attending the college. - Visit potential workplaces that accept and support individuals with learning or other disabilities – with the goal of also setting up internships for our students at these locations.

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Federal requirement	**Access to Extra-Curricular/Non academic activities:**	Participation in extracurriculars such as journalism and leadership and the opportunity for every student to apply in-class learning to real-life tasks is central to the purpose of CATS. It will be a priority of the school to incorporate every student – including those in SDP – into the seventh period extension classes and after-school clubs that encourage students to practice and grow their skills in communication and technology. At CATS, we plan on building an inclusive environment as well as the inclusive culture that fosters a sense of connection and community among all students at the school.[20] To that end, we will: - fully integrate all students in special education into the advisory classes - to the extent that it is safe for the student(s), encourage all students in special education to participate in school activities and inter-mural sports - encourage students in special education to participate in our small school and complex-wide leadership class – we feel that this is particularly important because having a student with special needs on the leadership team provides insight to needs that general education students might not think of when planning activities and events. - enroll students in special education in a media-based elective during their four years - provide student mentors for students in special education to introduce them and help them adjust to new or unfamiliar environments such as dances, activities, and clubs - provide IEP information, supports and training to all electives teachers as well as core academics teachers.

[20] See Section 3.A. Description of School Culture for more details on developing an inclusive school culture

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	**Providing Extended School Year**	According to LAUSD Reference Guide 5276.1[21] "An IEP team may determine ESY is necessary when a student with disabilities demonstrates: (1) significant regression corresponding with limited recoupment of previously achieved skills; or (2) a loss of critical skills for students accessing the alternate curriculum; or (3) special circumstances or factors that indicate the need for ESY services." To identify students in need of ESY, the IEP team will: - gather the appropriate data (progress monitoring/IEP information, pre and post-test data before and after instructional breaks, various assessments, student work, observations and medical reports). - Analyze the data for: o issues of regression and recoupment o indication of the potential loss of independent functioning and critical self sufficiency skills over the summer (for students with severe disabilities) o identification of special circumstances that may necessitate ESY (at critical stage in development of life skills or absent due to medical issues) - Make a decision based on the data (this is done every year; a student's access to ESY is not automatic) - Document the decision: o Provide rationale o Identify needs and goals for the ESY period o Identify support services the student will receive during ESY (support services the student receives during the year are not automatically carried into the ESY period) - Assist parent in completing the necessary application paperwork for ESY

[21] See REF 5276.1 (Nov 1, 2010) for details regarding the process and attachments that we will use as part of the process.

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APPENDIX D

Applicant Team Name: Gage and Central Community School #2: Communications and Technology School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	**MCD Outcomes (to be woven among others)**	The below listed MCD outcomes are integrated into this service plan as well as throughout the entire Communications and Technology School proposal: 1: Participation in Statewide Assessments, English Language Arts 2: Participation in Statewide Assessments, Mathematics 3: Graduation Rate 4: Completion Rate 5: Reduction of Suspension 6: Least Restrictive Environment 7A: Least Restrictive Environment, SLD, SLI, OHI 7B: Least Restrictive Environment, MR, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services 14: Parent Participation at IEP Meetings 15: Timely Completion of IEP translations 16: Qualified Special Education Teachers 17: Behavioral Support Plans for students with Autism or Emotional Disturbance 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance

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APPENDIX D

Applicant Team Name: Gage and Central Community School #2: Communications and Technology School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	**Professional Development**	As part of our *Teacher Orientation Retreat*, all teachers will receive training on: - Using differentiated materials in the general education classroom - Specially Designed Academic Instruction in English (SDAIE).[22] - The Responsiveness to Intervention Training (RTI) process - Grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process. New teachers (and/or teachers new to the above-referenced strategies and processes) will receive mentor support from a special education or experienced teacher through class visits and weekly meetings. Special education teachers/case carriers will participate in the weekly professional development and planning sessions, and suggest/provide special education-focused input, information, supports and training as needed.

[22] Resources: Fitzell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work.* Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners.* Alexandria: Association for Supervision and Curriculum Development.

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Applicant Team Name: Gage and Central Community School #2: Communications and Technology School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	**Staffing/Operations**	*Recruitment and hiring* - During the first year of operations we will have 375 students and we are required by UTLA to accept teachers from Fremont High School in relation to the number of students transferring. We expect to receive approximately 20-30 students receiving special education services (both RSP and SDP), which should translate into one RSP teacher and one SDP teacher. Our plan is to outreach to the special education department at Fremont as soon as we are approved for SRHS#2, share our plans with the teachers, and see who is interested in transferring. This recruitment process will also involve an introduction to our Elect-to-Work Agreement (if we are approved as a pilot) that will outline the additional responsibilities and time commitments required for all teaching staff at CATS. - After our first year of operations, as our special education population grows with the overall population of the school (roughly 500 students with an expected special education population of 40-60 students). If the numbers increase enough to afford us additional special education position(s), we will recruit teachers based on word-of-mouth, through our connections at the teacher training program at Cal State Los Angeles and Cal State Dominguez Hills, and through LAUSD job fairs. Applicants will be reviewed for the appropriate training, credentials and experience and then partake in an interview that will include the principal, a special education teacher, a general education teacher, a special education student (and parent if possible). - Our hope is that through the pilot schools or through direct negotiations with SEIU, we will also be able to identify, recruit and interview special education assistants/aides as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff who are interested in participating in a collaborative work environment. *Service Ratios and Clerical Support* - As referenced in the above section on expected student population, we expect to serve 20-30 RSP and SDP students during the 2011-2012 school year and 40-60 RSP and SDP students starting in year 2012. The ratios we expect for the first year are 5-10 students in the SDP and 20-25 students in RSP, then increasing to 10-15 students in SDP and 25-30 students in RSP.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		- As referenced in the above IEP Process section - CATS will share one special education clerk with the PSCS small school (serving no more than 150 students)[23]. This will provide the clerk with enough time to perform the duties outlined throughout this service plan as well as complete the necessary compliance checks and paperwork. *Specialized equipment and health protocols* - Every classroom at CATS has large set of lockable closets that can be used to store smaller items such as headphones and specialized keyboards. - Every two classrooms share a lockable storage room that can be used to safely store larger equipment. - Additionally, there is space within the special education office to store equipments as needed. - Health protocols will be noted by the case carrier, shared with the student's advisor and grade-alike team with an easily accessible copy kept in the small school office and with the school nurse.
	Fiscal	**N/A**

[23] See Section 12. Staffing for details on shared personnel.

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APPENDIX D

Applicant Team Name: Gage and Central Community School #2: Communications and Technology School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	**Parent Participation**	Parent participation is very important for all students at CATS and across the Gage and Central Community Schools Complex. Please see Section 3.E. Parental Involvement for details regarding the ways we will be incorporating parents into the culture and structures of both Gage and Central and CATS. To summarize here, we will have: - a complex-wide Welcome Center and Parent/Community coordinator - regular complex-wide chats regarding issues parents care about - a CATS teacher/parent collaboration room - multiple ways for parents to partner with our small school (governing council, supervision, parent ambassadors, classroom observations) - regular celebrations and events for parents to attend - advisor-parent connections (which includes parent participation in the student's goal development, achievement and celebration within their Individualized Learning Plans) - opportunities for anonymous parent input and feedback (which also includes, as indicated in the "Search and Serve" section above, a means for parents to contact LAUSD Complaint Response Network/Parent Resource Network if their complaints are not addressed in a timely manner). - translation available at all events/meetings where parents are present as well as in the office In addition to the above referenced parental involvement elements for all students, parents of our students with special needs will: - receive early notice and reminders for IEP meetings (that will be scheduled with their time/day preference in mind), and will receive the goals portion of the IEP in the mail shortly after the meeting. - be encouraged to participate in leadership bodies both campus-wide and within the small school - be invited to attend informal chats and more specific/detailed trainings regarding issues important to students in special education and their parents (such as the transition meetings referenced above).

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation ?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
COMPLEX-WIDE					
Complex-wide Personnel in place Section 3.A.	Year one	Operations Director	Complex-wide staff Section 12.A.	All complex-wide personnel have been hired, have clear job descriptions	Observation
Complex-wide Safety Plan Section 3.A.	Year one	Operations Director	Complex-wide Safety Staff	Complex-wide safety plan in place and communicated to all 4 principals	Complex-wide safety plan
Complex-wide Leadership Structures Section 10.B.2	Year one	Operations Director	Participation of teachers, students, parents and community, G&C list-serve	Building Council Instructional Council Student Leadership Council Community Schools Cncl	Agendas & meeting notes (posted on list-serve) Meeting observation
Complex-Wide Welcome Center Sectioin 3.E.	Year one	Operations Director	Parent/Community Coordinator & Welcome Center location	Complex-wide welcome center is operational (see specific description in Section 3.E.)	Center is decorated Information is up Parents are present
Complex-Wide Career and College Center	Year two	Operations Director	Career and College Counselor & C/C Center location		
CATS					

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation ?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Communication System in Place	*Year one July 2011*	*Principal*	*n/a*	*CATS List-serve up & running*	*n/a*
Teacher Orientation Retreat Section 5.C.	*Year one August 2011*	*Principal*	*Funding for 18 teachers x 15 days of PD (startup $)*	*All teachers will have attended the T.O.R.*	*Teachers versed in instructional strategies; curr. for 1st semester developed.*
Positive Behavior Plan Established and Communicated	*Year one Opening week*	*Principal & teachers*	*Positive behavior plan*	*Positive behavior plan doc Teachers know processes & have appropriate forms*	*Review of document Interviews with teachers Observation*
Technology Integrated in Curriculum Section 2.C.	*Year one September 2011*	*Principal & teachers*	*18 Computer Carts (x10 computers); video cameras; Adobe Creative Suits and Final Cut Pro software; wireless access*	*Technology present and functional*	*Observation*
				Students have LAUSD ID for internet use/access	*Documentation of Student Access (permission forms)*
				Project-based learning integrates technology	*Observation of courses, assignments*
Extension and Support classes in place Section 2.C.	*Year one October 2011*	*Principal & teachers*	*All teachers hired; time for teachers to co-plan for common classes; resources for events and publications*	*Syllabi for 8-week support classes*	*Observation*
				Real-life applications for extension classes (newspaper in production; leadership events; opportunities for public speeches)	*Products from classes, documentation of events*
RTI Process Established	*Year one November 2011*	*Principal*	*Above referenced*	*All students have taken Initial Assessment*	*Initial assessment data*

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation ?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Sections 4 & 6			weekly PD time; access to LAUSD assessment portal; common time in school day for grade-level teachers	Initial Assessment data analyzed (PD)	Initial assessment data Analysis
				Students identified for RTI process (PD)	RTI student ID list
				Plan for each student in tier 2/3 recorded in grade-level meeting notes and student's file	Documentation in meeting notes and student documentation
				Plan for student implemented in core classes and support classes	Observation in courses (using student goals as a guide)
Leadership Teams Established Section 10.B.ii	Year one December 2011	Principal & team leaders	Teacher, student and parent participation	Governing Council Data & PD Team Advisory Support Team Student Leadership Team Parent Leadership Team	Meeting agendas & notes Observation of meetings
EL Inclusion Section 2.C.	Year one December 2011	Principal & EL teachers	PD/collaboration time & teacher participation	Collaboration between ELL specialist and core teachers; evidence of co-planning and differentiation	Observation of classes for differentiation for ELs Ongoing - monthly grade checks for all students in ESL
Special Education Inclusion Section 2.C.	Year one December 2011	Principal & special ed teachers	PD/collaboration time & teacher participation	Collaboration between resource specialists and core teachers; evidence of co-planning and differentiation IEP intro mtg complete	Observation of classes for differentiation Ongoing - monthly grade checks for all students in special ed Updated IEPs
Instructional Strategies Section 2.D.	Year one December 2011	Principal & Teachers	Professional Development & supports for	Project-based learning Understanding By Design	Evidence of PBL & diff instr/SDAIE during classroom observations

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation ?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
			teachers	Differentiated Inst/SDAIE	(princ)
				Technology Use Opportunities to speak Opportunities to write	Evidence of inst. strategies providing these opportunities during class obs (principal)
Professional Development Process/Plan in place Section 5.D.	Year one December 2011	Principal & Data/PD team leader	PD & Data Plan	PD & Data Plan completed and communicated to teachers	PD & data plan Observations
Parent Involvement Established	Year one December 2011	Principal & Community Rep	Parent room; Community Rep Parent volunteers	Parent room decorated Parents present in room & at school	Parent visit sign-in sheets Parent volunteer sign-ins
Technology grants identified	Year one December 2011	Principal & selected teacher	information about grants available to LAUSD	Grants identified; assigned to writers	Principal-kept list of grants and responsible staff member
Counselor has completed grad checks with 10th & 11th grades	Year one February 2012	Counselor	n/a	documentation of grad checks in student files	documentation of grad checks in 10/11 student files; Counselor log of mtgs.
Mid-year Assessment Section 4.C.	Year one February 2012	Principal & teachers	access to LAUSD assessment portal	All students have taken assessment	assessment data/analysis Student ID list
Mid- year data review and PD Retreat	Year one February 2012	Principal & teachers	PD time for 1 full day (weekend)	analyze mid-year assess data grades/attend determine interventions	agenda/notes from meeting data analysis and evidence of data

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation ?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
					informing upcoming instruction
Start WASC Process	*Year one March 2012*	*Principal*	*N/A*	*WASC documents completed & visit scheduled*	*WASC documents completed & visit scheduled*
Interventions in place based on Mid year data review (Section 4.C.)	*Year one March 2012*	*Principal*	*Documentation from mid-year review*	*Strategies discussed at mid-year review retreat in place in classrooms*	*Observations & feedback sheets (principal)*
Testing Plan in Place CST & arrangements made for AP & SAT tests	*Year one April 2012*	*Principal and Counselor (+ gov council)*	*Testing documents*	*Testing plan for CST communicated to teachers*	*Testing plan for CST communicated to teachers*
End of year surveys	*Year one April 2012*	*Principal*	*Survey*	*Survey*	*Survey*
Grants written and submitted for necessary technology	*Year one*	*Principal & selected teachers*	*Paid time for grant writing*	*Submitted grants*	*Submitted grants*
IEPs updated	*Year one May 2012*	*Principal, special ed clerk & special ed teachers*	*N/A*	*IEP documentation*	*IEP documentation*
Counselor has done grad checks with all 9th graders	*Year one May 2012*	*Counselor*	*n/a*	*documentation of grad checks in 9th grade student files*	*documentation of grad checks in 9th grade student files Counselor log of mtgs.*
End-of-year Assessment Section 4.C.	*Year one June 2012*	*Principal & teachers*	*access to LAUSD assessment portal*	*All students have taken Assessment*	*assessment data/analysis Student ID list*

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation ?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*
End of year retreat	*Year one June 2012*	*Principal & teachers*	*PD time for 5 days*	*Agenda & notes Analysis Plans for next year*	*Agenda & notes Analysis Plans for next year*
Community panels in place for review of service learning projects	*Year 2*	*Principal & advisors; parent rep*	*Community connections and partnerships*	*Panels review student projects*	*Community panel assessments of student projects*
College/financial aid assistance in advisory	*Year 2*	*Principal, Advisors, College and Career Counselor*	*College counselor to coordinate support*	*Students have applied to colleges and completed FAFSA*	*Roster of seniors with applications submitted and FAFSA submitted*
Pilot work-based learning program	*Year 2*	*Principal, WBL Coordinator*	*WBL coordinator; community partnerships*	*Group of students partnered with media/technology organizations for internships*	*Student logs and reflections Record of WBL communication with orgs*
Implement full work-based learning program	*Year 3*	*Principal, WBL Coordinator*	*WBL coordinator; community partnerships*	*All students partnered with media/technology organizations for internships*	*Student logs and reflections Record of WBL communication with orgs*