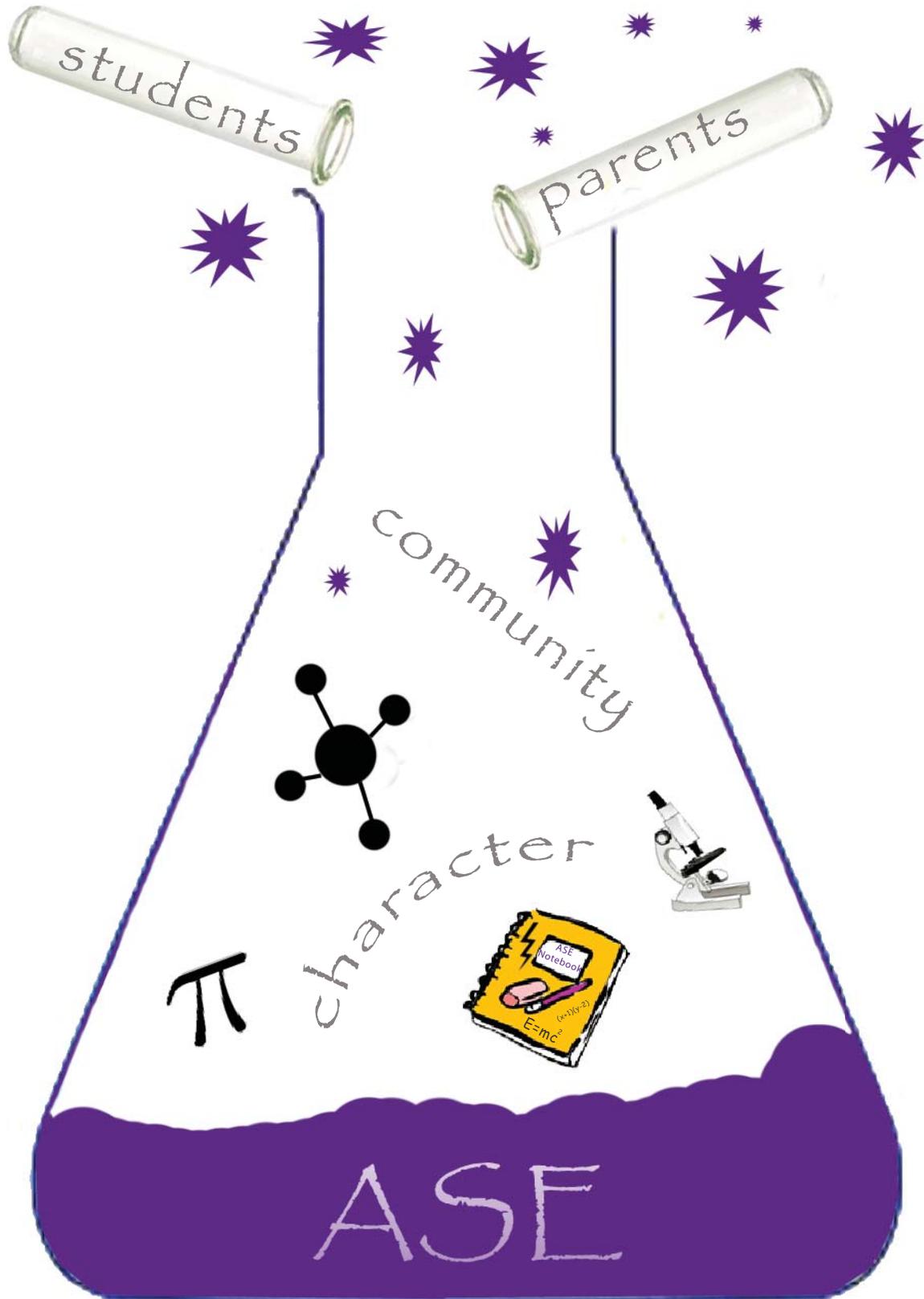


# The Academy of Scientific Exploration Presents: The Formula for Success



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**Academy of Scientific Exploration  
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# EXECUTIVE SUMMARY

## 1. Executive Summary

**a. Mission and 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 possess upon matriculation that will prepare them to be successful adults in the 21<sup>st</sup> Century.*

### Vision

The Academy of Scientific Exploration (ASE) will cultivate a community of learners devoted to academic excellence, equitable access, and individual integrity. Our academic program will develop critical thinkers and lifelong learners who attain mastery in all core subjects, emphasizing math and science, in order to become college-prepared and career ready. ASE will meet the needs of diverse learners and teach all students effective communication and leadership skills while building character as a means to empower all stakeholders to make a positive impact in their community.

### Mission

The Academy of Scientific Exploration will provide a relevant, rigorous, high-quality, standards-based curriculum with an emphasis in mathematics, science, and technology. Students will complete a college-prep curriculum that fulfills A-G requirements and features community service and project-based learning strategies. To ensure equitable access, students will participate in enrichment, intervention and test-preparation programs based on individual need determined by multiple data-driven assessments. A character-focused curriculum will be embedded throughout the educational experience, and students will demonstrate leadership through activities based in collaboration, team building, advocacy, mentorship, community outreach and service. ASE will empower all stakeholders -- parents, teachers, students, administrators, and the community -- to play a vital role in the development of student education, character, and leadership skills.

### Core Beliefs

The Academy of Scientific Exploration believes that all students have a right to a high quality education, and, when given a productive learning environment, have the ability to learn and succeed. In conversations with community members, the San Fernando city council determined that there is a strong need for a population ready for 21st century careers in the sciences. ASE will implement an adaptive project-based curriculum with an emphasis in mathematics, science, and technology. Students will gain mastery of a broad knowledge base that best prepares them to take advantage of a wide range of educational and employment opportunities after high school. This educational background will lead to post-secondary educational opportunities and careers in the fields of education, engineering, forensic sciences, scientific research, business, health careers, and the jobs that are yet to be created.

Upon graduation from the Academy of Scientific Exploration students in addition to gaining expertise in math and sciences, will demonstrate mastery in all core subjects. They will be able to utilize current technology and media to achieve their educational and professional goals. They will possess the tools to be effective communicators in both verbal and written forms.

Students will also gain essential skills in leadership and teamwork that will allow them to succeed in the modern educational system and workplace. ASE will foster the development of positive habits of mind,

including collaboration, connection, presentation, reflection, expression, and evidence.

In keeping with our vision statement, we will develop a curriculum that promotes excellence, access, and integrity. All students at ASE will perform to their best potential while creating an inclusive environment that celebrates cultural differences and the individual worth of all stakeholders.

**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.*

Most of the students who will attend Valley Regional High School #5 are currently attending Sylmar and San Fernando High School or their feeder middle schools. 96% of them identify themselves as Latino, with most families originally from Mexico. Approximately 10% of our future students have special needs and another 8% are identified as gifted. Our future students are multilingual. Approximately 27% are English Learners while almost 44% have been reclassified as fluent in English. 86% of SFHS students and 68% of SHS students are considered economically disadvantaged.

These statistics are no surprise to the design team of the Academy of Scientific Exploration. On average, design team members have thirteen years experience teaching the youth of San Fernando, Sylmar and Pacoima. We have taught them in the classroom, counseled them, led them in special projects, and coached them in Academic Decathlon. They are our students.

The Academy of Scientific Exploration believes that our students are best served by an excellent academic program that is accessible to all no matter what subgroups they may belong to. We will serve the needs of the individual student as we help that student develop the integrity he or she will need to succeed in the 21<sup>st</sup> century job market.

**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.*

The Academy of Scientific Exploration will motivate and engage the students of San Fernando, Sylmar, and Pacoima by focusing instruction on science, mathematics, technology, and medicine. We believe that this focus will allow us to appeal to our students' multiple intelligences.

The design team of the Academy of Scientific Exploration has chosen a collection of research-proven strategies to create an instructional program that will lead to high student achievement. We have divided these strategies into two varieties: instructional design strategies and classroom strategies.

#### Instructional Design Strategies

The Academy of Scientific Exploration will create an excellent standards-based A-G curriculum that will create college-prepared, career-ready students by harmonizing three strategies. Instructional units will be created using Project-Based Learning (PBL). Student need will be assessed by Response to Instruction and Intervention (RtI<sup>2</sup>). Using Strategic Scheduling, we will be flexible enough with instructional time to provide students with multiple opportunities for success.

We envision an instructional schedule where every student attends core classes where his or her need is assessed and met in a special Strategic Lab Class at the end of the day. For one student that may mean intervention instruction in reading while for another it may mean an enrichment project in field science.

### Classroom strategies.

Every teacher at the Academy of Scientific Exploration will employ strategies that have been proven effective in making a rigorous curriculum accessible to students of every learning style. Among them are SDAIE strategies, Thinking Maps, and Writing Across the Curriculum.

In addition, our advisory periods will feature character education courses developed by Character Counts and the Institute for the Habits of Mind in order to educate the whole student.

All of these strategies have been proven in individual research studies to be effective with the students that we will serve. Most notably, they help create the conditions observed by Douglas Reeves in “90-90-90” schools.

**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.***

The Academy of Scientific Exploration will create a culture conducive to high student achievement and learning.

Students will be engaged in a rigorous curriculum and will challenge themselves to excel. As they become prepared for college and career, students will be in a process of character development that will transform them into healthy collaborators and student leaders.

Academy students will be engaged in their community and will value the service that they can provide for others. They will grow to see that education can be a means for change in the world and will feel empowered to create their own future.

In order to support them, the staff, faculty, and parents of our community will work together to create a safe environment for the development of our students. Discipline will be the rule and emotional support services will be provided.

It is our hope to create a community of learning for all stakeholders that will allow for risk-taking and self-improvement.

**e. Accountability and Performance Goals: *Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.***

Not applicable. This section will be addressed in the post approval process.

**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.***

Valley Regional High School #5 will serve the communities of Pacoima, San Fernando and Sylmar. Our communities are known for strong families that have a sense of community pride and cultural identity. Our parents and caregivers hold strong values and opinions on how their children should be educated. Our students have personal strengths and experiences to draw upon as they pursue their education. Among them are creativity and enthusiasm waiting to be tapped. In addition, the communities are filled with organizations that are interested in supporting our youth.

Despite these assets, there are also needs. Our communities are among the poorest in the City of Los Angeles. The majority of families face education, employment, and technology resource deficiencies. Our students have extraordinary responsibilities outside of school that make focusing on education difficult.

The communities also lacks resources that are often more readily available in more affluent areas. Bookstores, healthy food chains, entertainment, science centers are not to be found. Moreover, the communities also lack well paying jobs that offer pathways out of poverty.

The Design Team of the Academy of Scientific Exploration believe that providing students with a good education will help them make a positive difference for their communities and for future generations. Our efforts have been invested in this community for many years. Many members of our design team were raised and still reside in the communities. As such, we see first-hand the need for education and economic improvements in this area. For these members of the ASE team it is important to give back to help the people who are now their neighbors.

**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.***

The Academy of Scientific Exploration will be governed by a flat organization structure featuring shared decision-making and school-based management.

The Governing School Site Council, composed of representatives from all stakeholder groups and the Principal, will guide all school operations. This council will oversee a Hiring Board, CEAC, ELAC, and an Instructional Council. The Instructional Council will oversee a Data Team and a Professional Development Team.

The Design Team members of the Academy of Scientific Exploration will occupy positions on every council. We have substantial experience in developing and implementing high quality curriculum with the target student population in the city of San Fernando and the surrounding communities.

The Principal of the Academy of Scientific Exploration will be a member of the Governing School Site Council. In addition to possessing an administrative credential, the Principal will be a dynamic and innovative leader who shares the vision of establishing a successful autonomous pilot school, committed to our vision and mission. The Principal will have strong community relation skills and the ability to create meaningful partnerships for the school.

**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, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.***

The Academy of Scientific Exploration will be governed as an autonomous pilot school within LAUSD. Pilot schools are small schools that have autonomy in decision-making concerning budget, staffing, instructional program, and governance. As such, they are not bound by many Board rules, District policies, and Union commitments.

As we the Design Team constructed this plan for the Academy of Scientific Exploration, we have taken care to develop a program that is flexible and adaptive in order to best serve the ever-changing environment of 21<sup>st</sup> century education. The pilot school model will help us make data-informed changes quickly to meet needs as they arise.

We believe that a pilot school committed to a scientific, technological future that values academic excellence, provides access for every student, and respects the dignity of every one of its stakeholders will best serve the youth and families of Valley Regional High School #5.



# 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.*

The Academy of Scientific Exploration believes that all students have a right to a high quality education, and, when given a productive learning environment, have the ability to learn and succeed. In conversations with community members, the San Fernando City Council determined that there is a strong need for a population ready for 21<sup>st</sup> century careers in the sciences. ASE will implement an adaptive project-based curriculum with an emphasis in mathematics, science, and technology. Students will gain mastery of a broad knowledge base that best prepares them to take advantage of a wide range of educational and employment opportunities after high school. This educational background will lead to post-secondary educational opportunities and careers in the fields of education, engineering, forensic sciences, scientific research, business, health careers, and the jobs that are yet to be created.

Upon graduation from the Academy of Scientific Exploration students in addition to gaining expertise in math and sciences, will demonstrate mastery in all core subjects. They will be able to utilize current technology and media to achieve their educational and professional goals. They will possess the tools to be effective communicators in both verbal and written forms.

Students will also gain essential skills in leadership and teamwork that will allow them to succeed in the modern educational system and workplace. ASE will foster the development of positive habits of mind, including collaboration, connection, presentation, reflection, expression, and evidence.

In keeping with our vision statement, we will develop a curriculum that promotes excellence, access, and integrity. All students at ASE will perform to their best potential while creating an inclusive environment that celebrates cultural differences and the individual worth of all stakeholders.

At the Academy of Scientific Exploration, we believe our student population will be best served by a relevant and rigorous curriculum that, as research suggests, is data driven, offers multiple opportunities for success, and is flexible in the use of time (Reeves, 2003; Marzano, 2001). In order to accomplish those three goals, we have designed a program that synergizes three instructional design strategies: Response to Instruction and Intervention (RtI<sup>2</sup>), Project Based Learning (PBL), and Strategic Scheduling (Block Schedules/ Advisories/ Lab Classes). All three of these educational practices have been confirmed by research to be effective in under performing urban schools. (This research is discussed in detail in section 2.b.)

The Academy of Scientific Exploration will use Strategic Scheduling to maximize the use of instructional time. Block classes will run 90 minutes every other day. In addition, students will attend a traditional Advisory class for 55 minutes every day and a Strategic Lab Class for 50 minutes a day. These strategies will allow us to be flexible with our use of time. Morning advisory classes will support students in their social and academic development while Strategic Lab Classes will be used for intervention, enrichment, and test preparation projects.

Morning Advisory teachers will stay with students for two years. They will guide students through a character development program (Character Counts), a creative problem-solving program (Habits of

Mind), and will supervise compilation of a portfolio (9<sup>th</sup> & 10<sup>th</sup> grade) and completion of a community-based science research project (11<sup>th</sup> & 12<sup>th</sup>).

Content specialist will teach afternoon Strategic Lab Classes. Classes will be formed every eight weeks to target data-identified student needs. Each class will take the form of a project with the purpose of intervention, enrichment, or test preparation.

It is our intention to develop a “library” of 8-week projects that can be taught during afternoon lab classes as the data directs.

School-wide RtI<sup>2</sup> data collection and analysis will provide information to help students choose an appropriate lab class based on their assessed need. Lab classes will improve personalization and student engagement and motivation.

Instruction at the Academy of Scientific Exploration will be data-informed at every level, both in core classes and advisory periods. We will use multi-tiered RtI<sup>2</sup> methodology school-wide to track student progress in core classes. Teachers will use data to plan standards-based instruction and to identify students in need of intervention or enrichment. Our goal is that data-driven instruction will lead us to a 100% graduation rate.

Project-Based Learning, both inquiry-driven and place-driven, will be a part of all instruction at the Academy of Scientific Exploration. Teachers will implement it in core classes, in interdisciplinary projects, and in Strategic Lab Classes. Projects will be designed to cover California Standards, to connect student with the community and workplace, and to offer multiple opportunities for success.

At the Academy of Scientific Exploration, we believe that these three design strategies work well together to achieve our vision of creating academic excellence, equitable access, and individual integrity. Flexible scheduling offers the opportunity to mold instruction to an individual student’s need. RtI<sup>2</sup> helps us identify students for special projects and decides what those projects will look like. PBL offers students multiple chances to succeed on the standards.

**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) accreditation.*

To develop a relevant curriculum that empowers our students to achieve our goals of excellence, access, and integrity, we have thought about our experience with the student population of San Fernando and the academic research that identifies appropriate design strategies. (Attachment 1: Work Cited and Resources)

Project-Based Learning (PBL): In order to engage students of all learning styles, ASE will implement both inquiry-based and place-based projects in individual classrooms and interdisciplinary settings. PBL has been shown to be authentic and rigorous. It requires students to apply learning, explore possibilities, and establish working relationships with adults in the community. PBL offers teachers the opportunities to use multiple assessments (Steinberg, 1998) giving students multiple opportunities for success (Reeves, 2003). Further, PBL naturally puts students in their zone of proximal development (Vygotsky, 1978). Finally, it fosters the use of multiple modalities of communication from hand-built models to computer-based multimedia (Markham, 2003).

## Strategic Scheduling (Block Schedules/ Advisory Periods/ Strategic Lab Classes)

Linda Darling-Hammond has written that advisories “make sure no student falls through the cracks.”

A traditional advisory teacher can serve as an advocate for students and a point-person for parents (Darling-Hammond, 2002). Studies show that the more a student struggles academically, the more they appreciate having an advisory (McClure, 2010). Our advisory teachers will be armed with RtI<sup>2</sup> data and the opportunity to send students to lab classes for intervention or enrichment.

Our Strategic Lab Classes will allow the Academy of Scientific Exploration to incorporate some of the most successful strategies of 90-90-90 high schools. Our students will spend more time on core skills (reading, writing, math) and will also be exposed highly-engaging subjects in the Humanities and Sciences including new media and technologies. (Reeves, 2001). The lab classes will give time for intervention based on RtI<sup>2</sup> data that many schools struggle to find (Canter). Social studies and science classes in particular will provide opportunities for students to apply and expand their language and math skills.

## RtI<sup>2</sup>

RtI<sup>2</sup> is a multi-tiered program that assesses student ability and matches them with appropriate intervention. Although currently used mostly to identify students with special needs, RtI<sup>2</sup> data also can be used to shape instruction, inform decisions, and design education programs (Strangeman, et al., 2006). At the Academy of Scientific Exploration, RtI<sup>2</sup> will be conducted using common benchmark assessments in core classes and will be collected, analyzed, and interpreted by a data specialist. The results will be shared with classroom teachers, advisory teachers, students, and parents.

### RtI<sup>2</sup> Three Tiers of Intervention

- Tier 1 is the foundation and consists of scientific, research-based core instructional behavioral methodologies that are culturally responsive and relevant. Instructional practices and supports are differentiated and aligned to grade level standards and benchmarks to support all students in the core curriculum.
- Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavior supports to groups of targeted students who need additional time and intensity in instructional and/or behavior support.
- Tier 3 consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student’s rate of progress. Tier 3 interventions are developed for individual students using the Problem-Solving Process.

Data from RtI<sup>2</sup> will be used to identify groups of students in need of intervention and enrichment. Research has shown that RtI<sup>2</sup> works most effectively at secondary schools that can arrange time for students to receive the extra help they need (Canter). This is often achieved through block scheduling and study halls. At the Academy of Scientific Exploration, RtI<sup>2</sup> data will help us design and select students for our special lab classes.

### The Interconnectedness of these Three Instructional Strategies

We believe in the efficacy of PBL, RtI<sup>2</sup>, and Strategic Scheduling in improving excellence, access, and integrity for students of the Academy of Scientific Exploration. Also, we anticipate a synergistic benefit will occur when they are used together.

To be truly effective, each strategy relies on the others. RtI<sup>2</sup> will identify student needs but will rely on Strategic Scheduling for instructional time to act on the information and PBL to create curriculum to address the need. PBL creates content for student learning but relies on RtI2 to identify what standards need to be addressed and Strategic Scheduling to provide the time for instruction. Finally, Strategic Scheduling provides flexibility for instructional time, but relies on RtI2 to identify what standards to address and PBL to plan what to teach. Not only do these strategies work well together, they compensate for inherent weaknesses that arise when they are implemented by themselves.

### Core Curriculum

At the Academy of Scientific Exploration, we are excited by the opportunity for personalized learning extended by our three instructional strategies. However, these classes are an extension of what will be an excellent standards-based academic core that satisfies the A-G requirements for high school graduation. Our goal is to enable our students to do well on annual assessments including the CELDT, CAHSEE, and CSTs, and to graduate college-ready and career-prepared. We aspire to a 100% graduation rate.

The chart below shows the course sequence for a typical student at the Academy of Scientific Exploration.

Course Schedule with A-G requirements

9th Grade	10th Grade	11th Grade	12th Grade
English 9 or Honors English 9  “B” requirement	English 10 or Honors English 10  “B” requirement	American Lit. Or A.P. English Language  “B” requirement	Expo Comp or Honors Adv. Comp or A.P. English Lit. “B” requirement
Algebra 1 Or Algebra 2 “C” requirement	Algebra 2 Or Geometry “C” requirement	Geometry Or Math Analysis “C” requirement	Math Analysis Or Calculus “C” requirement
Biology Or Honors Biology  “D” requirement	Advanced Biology Or A.P. Biology  “D” requirement	Chemistry Or H. Chemistry  “D” requirement	A.P. (Environmental Science/Chemistry/Physics) Or Physiology “G” requirement
Geography (1 semester) Or Health (1 semester)	H. World History or World History  “A” requirement	Honors U.S. History or U.S. History  “A” requirement	A.P. Government and Politics/Economics Or Principles of American Democracy/Economics “A” requirement
P. E.	P. E.	Technical Ed	Elective

		(Bio-Med Tech) “G” Requirement	“G” requirement
Foreign Language  “E” requirement	Foreign Language  “E” requirement	Foreign Language (Optional) Or Elective “E” or “G” requirement	Visual Art and Performing Art (Digital Imaging)  “F” requirement

### Accreditation

In order to ensure that graduates of the Academy of Scientific Exploration earn a diploma that conveys the understanding that they completed a quality educational program, the academy will undergo an accreditation process. The Western Association of Schools and Colleges utilizes a protocol for accrediting schools entitled *Focus on Learning*. This accreditation process serves a vehicle to move school community members into meaningful, school-wide improvement and accountability. The Academy of Scientific Exploration will follow the Focus on Learning protocol and timeline as outlined by the Western Association of Schools and Colleges. The academy plans to open its first year with grades 9-11, and add 12<sup>th</sup> graders year two. This will allow us to adhere to the following timeline:

Prior to Year 1, the Academy of Scientific Exploration will participate in trainings and orientations, develop a student/community profile, clarify expected school-wide learning results, and work on understanding the use of WASC criteria. These activities will occur during Summer 2011. During the months of August thru January of Year 1 the academy will examine student programs, gather data based on WASC criteria, synthesize information and evidence, create a school-wide action plan based on focus group findings, develop action steps to support the plan, and establish a follow-up process.

During March of Year 1, the Academy of Scientific Exploration will host a site visit by the WASC accreditation committee. After this visit, the academy will implement and monitor the school-wide action plan and its impact on student learning.

- 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.***

Our three-part instructional model (Rtl<sup>2</sup>, PBL, and Strategic Scheduling) is a process model that is adaptive to specific, personalized student needs. It will empower every student to achieve academic excellence, provide access to intervention and enrichment, and respect the individual integrity of every learner.

The model will allow faculty members to make corrections and enhancements as the data dictates. We will be able to make rapid and agile changes according to assessed needs of our students. Our school curriculum will reflect the needs of the students who attend ASE.

The Academy of Scientific Exploration believes that students need to be exposed to community, work-based, and service learning opportunities in order to develop character and integrity as a community member. All three of these kinds of learning opportunities will help students apply the skills they have

acquired in their academic classes to the real world. They also build the student’s collaboration skills that are key to success in the 21<sup>st</sup> Century job market. Interstate and international collaborative projects will also be pursued. We will involve university partners, community-based organizations, and professional groups in projects conducted in our core classes, interdisciplinary settings, and Strategic Lab Classes.

The Academy of Scientific Exploration design team has already contacted and discussed involvement with CSUN, the UCLA Writing Project, Youth Speak Collective, Los Angeles Educational Partnerships Valley Neighborhood Collective, Parent Pioneers and Educare. We will place our students in varied real-world settings in order to make their educational experience relevant.

Our students will employ computer-based video conferencing and social media tools to effect collaborative interaction with individuals and groups in the community and beyond.

**ii. Curriculum Development: *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.***

The Academy of Scientific Exploration will develop curriculum that is standards-based, rigorous, and relevant to our student population. This curriculum will utilize standards based textbooks, and professional development time will be devoted to ongoing review and additional curriculum development. All curriculum and assessments developed will be based on the Content Frameworks for California Public Schools, along with utilizing the instructional strategies, as indicated in this proposal. The curriculum development process will be organized and lead by the Lead Teacher. The Lead Teacher will design the curriculum development plan, identify the responsible content specific teacher, and set and enforce deadlines. Prior to the opening of the school year, the curriculum development plan is as follows (See Also Attachment 2):

**Curriculum Development Plan**

Timeline:	Activity	Persons Responsible
March 2011	Set goals and objectives for curricular development process. Assign responsibilities to individual members.	Design team members
March 2011	Select textbooks. Identify need for instructional materials and order them.	Design team members
April 2011	Envision grade-level expectations. Construct an assessment calendar. (benchmarks, periodical assessments, CSTs, etc.) (see “benchmark assessment plan”)	Design team members
May 2011	Select and hire faculty	Principal, Lead teacher and Hiring Board
May 2011	Plan course syllabi. (Common objectives, lessons, and units.) Write benchmark assessments	Design team members and newly-hired teachers working within disciplines
June 2011	Assess individual need for Professional Development. Research PD opportunities.	Lead teacher & individual teachers.
June 2011	Complete master schedule. Assign classes.	Principal, Lead teacher, and counselor
July-August 2011	Write syllabi. Collaborate with grade-level and same-discipline teachers. Complete	Teachers

	professional development	
August 2011, buy back days	Review policies and procedures. Train in school-wide strategies.	All faculty and staff.
August 15, 2011	Opening day	

Our Lead Teacher, Dana Neill, will supervise the process of developing curriculum. Dana has experience in curriculum development as the lead teacher for San Fernando’s Teachers Career Academy. She will coordinate and delegate responsibilities among design team members.

**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).***

We would like to stress that our instructional model, with its reliance on Project Based Learning informed by RtI<sup>2</sup> data and provided flexible time by our Strategic Scheduling, is a curriculum inherently responsive to variations in student need. Each student at the Academy of Scientific Exploration will pursue a personalized curriculum plan that supports his or her unique educational requirements.

It is entirely possible, that if the data identifies a need for a Strategic Lab Class to serve the specific needs of a subgroup, that class can be formed. For example, AP Biology students may be given time to work with a University researcher or a group of English Learners get extra help in preparation for the CAHSEE.

Our general education classrooms will feature a mixture of ability-groups working together in a constructivist environment to achieve mastery of standards. Teachers will use a variety of assignments and assessments to allow access to curriculum and multiple opportunities for success for all students. Computer based learning tools will be used to further differentiate instruction.

Teachers will apply instructional strategies proven to work with students with diverse learning styles. These strategies include scaffolding / SDAIE, writing across the curriculum, Interactive Notebooks, and Thinking Maps.

**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.***

In addition to our instructional design strategies (PBL, RtI<sup>2</sup>, and Strategic Scheduling), Academy of Scientific Exploration teachers will use several classroom strategies that have been proven effective with students of diverse learning styles. These are strategies that have been used effectively at San Fernando High. When used to support our instructional design strategies, these classroom strategies will help create academic excellence, equitable access, and individual integrity. (Attachment 1: Work Cited and Resources)

Scaffolding: A process in which a teacher offers initial support to student learning that is gradually removed as the student gains independence. It is especially effective with English Learners, struggling students, and other students who have difficulty with verbal instruction. (Smagorinsky, 2007)

SDAIE: A pedagogical approach intended for teaching various academic content (such as social studies, science or literature) using the English language to students who are still learning English. The teacher

modifies the way he or she uses English in order to include all learners, particularly ESL, EL, and SEL students. (Cummins, 1981)

Thinking maps: Graphic organizers that are student-generated and use a consistent symbology to represent different thought processes. The eight maps help English Learners, struggling readers, and visual learners express the relationships between ideas. (Hyerle, 2004)

Cornell Notes: A note-taking system originally developed for college students. It accommodates reflection and meta-cognition among students at all learning levels. (Pauk, 1993)

Interactive notebooks: A formative portfolio that enables students to be creative, independent thinkers and writers. They also create personalized communication between students and teacher and are adaptable for students with differing learning needs. (Teacher's Curriculum Institute, 2010)

Bread and Butter Strategies: A part of Dennis Parker's Strategic Schooling reform model. These practices promise significant gains in a school's API.

Writing across the curriculum: an approach that attempts to weave writing assignments throughout all content areas. It reinforces the writing process in all classes through the use of a common 6-trait rubric. (NWREL, 2010)

Habits of Mind: Dispositions that are skillfully and mindfully employed by characteristically intelligent, successful people when they are confronted with problems, the solutions to which are not immediately apparent. Students will become more resilient, effective learners. (Institute for the Habits of Mind, 2010)

Character Counts: An approach to developing core values in students that support educational attainment and promote a learning community that works together with respect for all individuals. (Josephson Institute, 2010)

**e. Early Care Education: *Describe how you will reach out to and address the needs of young children ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).***

Not Applicable. The Academy of Scientific Exploration will not be offering services to teen parents and their young children.

### **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 Academy of Scientific Exploration's culture will be based upon 3 core principles. These principles are the foundation upon which we serve students. We believe that these principles will help our students to achieve success and reach their full potential.

1. **Academics:** The Academy of Scientific Exploration expects academic excellence. The Academy will provide students with an environment where each student feels safe, valued, and worthy of an exceptional education. Our mission is to cultivate a community of learners devoted to academic excellence, equitable access to learning resources, and to individual integrity. We believe that maintaining high standards and expectations, while working together with parents, will lead to high achieving students that are devoted to academic excellence, critical thinking and becoming life long learners. The Academy will provide our students with extended learning opportunities within and beyond the school day, so that they can build their academic knowledge, develop real world skills and creative habits of mind ensuring success in their post-secondary endeavors. These principles are consistent with LAUSD's Culture of Discipline: guiding principles for the school community and Culture of discipline: Student expectations (Attachment 5 and 6: LAUSD's Culture of Discipline). The Academy also aims to establish a college going culture in which students choose to pursue higher education. Exposure to colleges, universities, and academic settings will aid students in acclimating to the higher education environment thus ensuring their success. The culture of our school sets high standards for all students and supports and reinforces the vision, mission, and instructional program.

2. **Character** – The Academy of Scientific Exploration expects excellence in conduct. The Academy will use the Character Counts educational curriculum to motivate and empower our school community to live a life of integrity. The Academy will focus heavily on helping students shape and build their moral character by fully implementing the Character Counts Curriculum. Evidence shows that “CHARACTER COUNTS! Improves the lives of the adults who teach it — and the communities that embrace it. CHARACTER COUNTS! Helps kids make better choices to make everyone's life better.(CC) One critical area of character development for our students will involve the safe and ethical use of social media on the Internet. Students will experience academically related use of social media as part of our academic program. Integral to all research projects at the Academy of Scientific Exploration, students will practice the legal and ethical use of all forms of data harvested from the Internet.

3. **Leadership** – The Academy of Scientific Exploration expects our students to be leaders. Students will be actively involved in the community through service learning projects. These projects will be determined by student interest and community need. Students will have opportunities to take an active role in leadership through ASE student government. A lab course will be dedicated to developing student leaders and mentors. The mentors will be trained to lead activities with incoming freshman during advisory periods. Mentors will also assist in student recruitment, parent engagement activities, and community outreach. Through these opportunities, students will put into practice leadership skills which will be invaluable to their future success.

The Academy of Scientific Exploration will develop, maintain, and support a positive culture and climate that promotes student learning. The Academy will use an Advisory period which focuses on Habits of Mind, Character Counts, and the 7 Habits of Highly Effective Teens curriculum. The Academy advisories and afternoon lab courses will be a critical component in introducing, implementing and supporting the envisioned culture and climate of our school. Small class sizes will also help in maintaining the personalization needed with students and families to ensure everyone's success.

The Academy of Scientific Exploration will also promote a culture of adult learning by providing time within the Academy's schedule for professional development and collaboration. This will ensure that our teaching staff is continually working on improving their instructional practices and learning new research based strategies that will improve academic excellence, equitable access, and individual integrity.

**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?***

The Academy of Scientific Exploration believes that student success entails all students learning the skills needed for them to achieve their greatest potential. To ensure that our students are college prepared and career ready the Academy will provide a rigorous and relevant A-G curriculum. Successful students will meet all A-G requirements upon graduation. Students' will score proficient or advanced on state exams and pass the CAHSEE. Academy students will maintain a high standard of conduct and demonstrate good character. To ensure that these goals are met, we will scaffold appropriately to realize our vision and bring outside resources into our community of learners so that their education is meaningful and authentic. Lastly, students will be a positive force for change in their community.

Teachers will be responsible for building personal relationships with students and families to motivate students to come to school and stay in school. Advisory periods will act as a means of social, academic and emotional support for students as they build relationships with an adult advocate on campus. Lab courses will provide additional academic support to ensure student success. Motivating activities like student recognition assemblies and field trips will be planned to acknowledge high achievement, academic improvement, excellent attendance and good character. Successful and motivated students are more likely to come to school and stay in school. Since our LAUSD resources will be limited, we will seek outside partnerships with Youth Speak, Educare, and the Valley Neighborhood Collaborative to provide after-school tutoring and enrichment programs

**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.***

The Academy of Scientific Exploration will provide support services to meet the social and emotional needs of our students. Impact program intervention and prevention curriculum will be available for all students during lab course meeting time. This course will be led by the academy's designated Impact counselor. This program will target the areas of need in alcohol, tobacco, and other drugs, students in crisis situations, as well as grief. Providing these services will assist students in achieving their goal of academic success. Students will enter the program through a process of self selection and referral. Our counselor will also work closely with outside service providers and community resources to ensure that students are adequately serviced.

The Academy of Scientific Exploration's activities will be developed collaboratively by all stakeholders to ensure social responsibility themes, promotion of service to community and student parent activity. We will work diligently to ensure that all students have access and equity to these activities. Such activities might include community events, intramural teams, social and school clubs and science and leadership projects. This variety of extra curricular activities is designed to engage students and ensure their social needs are being met. We will actively develop partnerships in our community so that we can provide services to our students that will support their social and emotional needs. MOU's will be established campus-wide to facilitate the number and quality of services available to students.

To support these efforts, we will collaboratively work with the other pilot schools occupying the campus to provide our students with a safe, secure, campus environment. The schools that occupy the campus of VRHS #5 in the fall of 2011 will occupy separate, but interconnected buildings. Our budget will include

resources allocated to joint staff positions (one or more) which may be necessary to insure campus security. Student, staff, and community evaluations and surveys will be utilized to determine the effectiveness of all programs. (LAUSD: School Report Card) Needed adjustments to the plan to support the emotional and social needs of the students will be considered by the appropriate governing body of the Academy of Scientific Exploration at least once a year.

**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.***

The Academy of Scientific Exploration is committed to providing all students with the courses and experiences necessary for them to be admitted and to be successful in college. All students will be enrolled in courses that meet the A-G requirements for college admission. Advanced Placement courses will be provided in a variety of content areas based on student interest. Their counselor will monitor students' progress towards meeting A-G requirements and GPA, and provide college counseling services. To ensure students have access to multiple pathways to meet their A-G requirements, students will have access to the District's online high school courses. As part of our school-wide plan, we will participate in school-wide councils that evaluate programs and then make the necessary adjustments as student needs are identified and refined.

The Academy's advisory program will ensure that all students are exposed to college and career opportunities. SAT prep classes will be offered to students as a Lab course selection. All 11<sup>th</sup> grade students with a 2.75 GPA or above will have the opportunity to participate in tours of area college campuses and an overnight northern California college trip. During 12th grade advisory classes, students will start focusing on the college application process. Special Lab courses will be designed to offer seniors assistance with personal statements, online applications, scholarships, and financial aid. We will also host FAFSA workshops for our parents so that they have knowledge about how to navigate the college enrollment process.

The Academy's advisory program will also focus on the essentials skills needed to be successful in any career. Students will be provided with opportunities to improve their skills in critical thinking, communication, set goals, team work, and leadership. Also, the 10<sup>th</sup> grade matriculation portfolio and the 12<sup>th</sup> grade senior project will focus on habits of mind that are essential for success in any arena. All students will gain experience building a portfolio and resume. An annual Career Night will give students an opportunity to explore a wide variety of careers options. These opportunities including the advisory and workshops will provide a road map for students to follow to achieve their goals and give them the skills to pursue post-secondary education. Prior to graduation, all Academy students will take part in an exit interview. The purpose of this interview is to gather information regarding the students experiences in our program, and to gather data on college acceptance rates. This data will allow us to keep in touch with our graduates and track our student's success in college.

**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.***

The Academy of Scientific Exploration believes that parent involvement is essential for student success. Parents will be encouraged to attend leadership committee meetings, and become members of our Governing School Site Council. The Academy will also offer a variety of activities to engage parents and guardians in their children's education. Such activities include workshops and resource fairs that educate all parents on how to be effective parents at home, at school and in the future. Workshops on academic support include topics such as high school graduation, college admission and support, financial aid, and mandated high stakes state and school assessments. Effective parenting at home workshops include a series of sessions based on Covey's 7 Habits of Highly Effective families and identifying risk factors such as drug/alcohol use, gang involvement, and crisis prevention and social issues. These efforts will be

supported by the parent resource liaison and the parent center whose main objective will be to facilitate effective communication between home and school. Clear communication between home and school will increase parent involvement by creating a climate of inclusiveness. We will host regular parent nights to engage parents and foster improved communication between the school and community. To further communicate with families, we will host Parent Council meetings on a weekly basis to continuously receive input from parents and have open dialogues about the direction of the school and how to best service our student population. Our principal will host “Coffee with the Principal” events monthly and hold evening parent meetings so that the lines of communication to the community are always open and accessible.

**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.*

The Academy of Scientific Exploration will adhere to LAUSD’s Early Start Calendar (Attachment 3: Calendar). This school calendar consists of two semesters with a Mid-August start date. The Academy’s daily schedule will be a modified block schedule with three courses per day, a 55 minute Advisory period, and a 50 minute Lab Course. (Attachment 4: Daily Schedule) The classes are blocked in 90 minute periods alternating Monday – Thursday. Advisory periods will meet Monday thru Thursday only. All students will be programmed into Lab classes Section A (Monday/Wednesday) and Section B (Tuesday/Thursday). These Lab classes will consist of Math and English Intervention programs, Enrichment Courses, and Test Preparation (CAHSEE, CST, CELDT, Advanced Placement and SAT). The Academy of Scientific Exploration will utilize Friday as our professional development day and adhere to a shorten day schedule. All six classes will meet for 41 minutes on Friday to wrap up the weeks work and reflect on the lessons learned. This plan will ensure that we provide professional development and common planning time for staff to promote teacher collaboration. It will also provide intervention, enrichment, and the personalization necessary to ensure academic excellence, equitable access, and individual integrity.

The Academy of Scientific Exploration has set our target class size at 25 students and our target student-teacher ratio at 25:1. To meet this target all teachers must be willing to teach an advisory class and lab classes. Enrichment classes and test preparation classes will be assigned based on teacher experience and training. The academy believes this schedule will allow us to meet the individual needs of our students by targeting their strengths and weaknesses. The schedule allows for intervention to take place during school hours instead of relying on students to attend voluntary tutoring after school hours. Our calendar maximizes the time spent on CORE (Essential Learnings) and provides opportunities to collaborate effectively to meet the needs of our students and to ensure our curriculum meets all requirements for high school graduation as well as providing an opportunity for all students to meet the A-G college entrance requirements. The lab class will also allow us to target students for test preparation instead of taking up instructional course time preparing students for the wide variety of mandated and non-mandated exams.

**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.*

The scheduling autonomy aspect of the Pilot school model will allow the Academy of Scientific Exploration to create a school culture that is focused on providing a high quality education and high student performance. We believe that the early start calendar and modified block schedule will provide the personalization and accountability necessary to ensure we meet the social, emotional, and academic needs of the student. It will also provide the teaching staff the professional development time necessary to develop curriculum and strategies that enhance the educational experience of our students. Scheduling autonomy will allow the academy the flexibility to make decisions that best meet the needs of students, their families, and the community.

**g. Policies:** For Independent Charter School’s Only- Not Applicable for Pilot Schools.

#### **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.*

The Academy of Scientific Exploration (ASE) firmly believes that student assessment and data analysis are two of several required components for holding all stakeholders accountable for providing and accessing a high quality education. For educators, assessment and careful analysis of the student data yield valuable quantitative and qualitative information about students' level of understanding and guide the overall instructional process following the Data Use Cycle model (See section 4e). For the school administrator, instructional council, and the professional development committee, student assessment provides the basis for affirming and modifying instructional strategies and early intervention programs. For students, assessment provides a means to obtain informal and formal feedback from their instructors, the school, LAUSD, and the California Department of Education. For parents, such measurement and feedback help them establish a method of comparing their children's academic progress and achievement with other students within the school, the district, and the state of CA. It is through such comparative analysis that we will guide and teach our students and parents how to use the data so that they can track their students' educational progress, and expand their involvement and engagement with the school. By frequently analyzing our data, we will be able to modify and adjust instruction as well as prepare professional development that is focused and specific to our school population. It is a central belief of the Academy of Scientific Exploration, that an accountable approach to students' education, based on student assessment, will help all stakeholders to accomplish our mission collaboratively and support a culture of continuous improvement.

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

In the past, many teachers have been restricted to the district assessment tools. Some of the difficulties that arise: the usefulness of the assessment, the deployment timing of such tools, and critical analysis of the data obtained from the assessment. Largely due to these factors, many teachers were unable to utilize the assessment data effectively to inform their instruction. The assessment autonomy granted to ASE will allow teachers and administrator(s) to create more useful assessment tools, adjust assessment deployment timing based on student readiness, and decipher the data more critically.

To improve the usefulness of the assessment, the Academy of Scientific Exploration will create common department assessments aligned with state content standards and provide multiple ways for students to demonstrate content mastery. In addition to standardized assessments, authentic assessment based on product creation, digital and traditional portfolios, projects, or presentations of learning, will also be adopted to allow demonstration of understanding and content knowledge application in real life.

The Academy will use both formative and summative assessments to improve how we teach what we teach. Since the timing of assessment largely affects the outcome of the assessment, Academy teachers will deploy a few key summative assessments (such as benchmark assessments or end-of-unit exams) when students are largely ready in order to obtain more meaningful data.

Additionally, because critical analysis of assessment data helps instructors in understanding the performance of student learning and determining pedagogical improvement plans, the Academy of Scientific Exploration will create a data team, which includes the school administrator, lead teacher, and data specialist to facilitate gathering and analysis of assessment data. We will share the analysis of our data with our total school community and use the findings to strategically plan our instructional program. By addressing these issues stemmed from traditional assessments the Academy of Scientific Exploration seeks to improve students assessment and thereby improve instruction and maximize student learning.

**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.***

Pursuant to LAUSD Bulletin 4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, (Attachment 7: Bulletin 4827.1) the Academy of Scientific Exploration plans to use information derived from various assessment data (such as California Standards Test (CST), CELDT and CAHSEE scores, in-class formative and summative assessments, district periodic assessments, benchmark assessments, IEPs, attendance rates, and behavioral data) to guide instruction and create instructional/intervention programs to maximize student learning. These assessments have been determined to be reliable and valid.

Prior to the start of the school year, data collection and analysis of students' language proficiency, academic, IEP, and behavioral records will occur to identify student needs and differentiation strategies to ensure all students have access to a high quality core classroom curriculum and instruction. Students with special needs will be provided with additional support, and advanced learners, identified by instructors, will be given enrichment and extended learning projects to further learning opportunities.

ASE will adopt the Rt<sup>2</sup> framework to deploy assessment plans that allow all students multiple ways to demonstrate proficiency in grade-level standards across content areas. All three tiers of instruction and intervention (Tier 1: "Core Instruction", Tier 2: "Strategic or Supplemental Intervention", and Tier 3: "Intensive Intervention") will be implemented within 3 years.

Formative assessment at the beginning of the semester (such as departmental pretest or diagnostic test) will be given to assess students' level of content knowledge and mastery of selective CA content standards. Throughout the school year, students will be assessed in multiple ways. Such ongoing formative assessments may be accomplished through objective testing, authentic assessment derived from inquiry, and Project-Based Learning (PBL.)

Summative assessments will occur at the end of instruction. These may include standardized assessments (e.g. CST, CAPA, and CAHSEE), district and Academy benchmark tests (e.g. LAUSD periodic assessments), end-of-unit or chapter tests, end-of-semester final exams, and scores that are used for accountability for schools (AYP). Our assessments will be used to inform instruction and learning on an on-going basis. (Attachment 8: School-wide Benchmark Assessment Plan)

***d. Assessment Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.***

Once the Academy of Scientific Explorations proposal is approved by the district, ASE will seek to follow the timeline outlined below to further develop assessment plans.

February, 2011	Principal selected.
March 2011	Advertise and select Leadership Team
April, 2011	Common unit assessments are developed in all departments.
May, 2011	Teacher selections are completed and course instructors assigned.
June, 2011	Authentic assessments are planned by course instructors in collaboration with department colleagues. Department rubrics for project assessments are formulated.
July, 2011	Master schedule formed from available data within MyData. Teacher assignments are made and students are scheduled into classes.
Aug, 2011	Transition week, orientation, teacher professional development is held to ensure readiness to open the new school. (3 days)
August, 2011	School opens.

***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?***

The Academy of Scientific Exploration believes measuring and monitoring student progress is crucial to accomplish its mission and ensure that students are college ready upon graduation. The academy will utilize several district-provided data sources and systems such as Integrated Student Information System (ISIS), MyData, Welligent (IEP goals and records tracking), Core K12 (district assessments) DataQuest (School API/AYP data), School Data Summary Sheet, School Experience Survey, School Report Card, and other information gathering systems.

Students' CST scores, CST content strand proficiency, academic marks, language proficiency levels, IEP status, GATE status, and other data will be collected and analyzed to facilitate the lead teacher and counselor in programming, assessing student needs, and in allocating resources to support instructors and students.

Attendance information gathered from ISIS, in conjunction with ISIS Family Module and Connect-ED, will be used to track and inform ASE teachers and staff, students, parents, and guardians with regard to students' attendance data and pattern. If and when students' absence or tardiness exceeds 3 consecutive days, ASE counselor or staff will attempt to contact students' family to prevent further loss of in-class instruction.

The Academy of Scientific Exploration's Professional Development plan will be devoted to developing data-driven practices by utilizing the U.S. Department of Education's Institute of Education Science (IES) practice guide, "Using Student Achievement Data to Support Instructional Decision Making". (Attachment 1: Work Cited and Resources) The academy's intention is to utilize student achievement data to make informed instructional decisions and ultimately raise student achievement. The academy will focus on the first two recommendations of the IES: 1) Make data part of an ongoing cycle of instructional improvement, and 2) Teach students to examine their own data and set learning goals.

Academy teachers will utilize grade-tracking systems to monitor student learning and give feedback to students on a weekly basis at the minimum. Students will also be trained to self-assess learning progress using the process outlined in the IES practice guide "Using Student Achievement Data to Support Instructional Decision Making". Students who need intervention will be assisted by Lab teachers in the afternoon as well as the advisory teachers in the morning.

To inform parents and guardians on student progress, ISIS (Integrated Student Information System) Family Module will be used along with Connect-ED. The information on the ISIS Family Module will include real-time attendance and report card grades. Planned future functionality in ISIS Family Module such as access to a student schedule, graduation requirements, and discipline information will further engage parents and guardians in students' educational progress.

In addition to tracking student's attendance and behavior information, the counselor will use information from MyData to counsel students with the A-G requirement, counsel students on career and college preparation, intervene with students who need emotional and academic support, and collaborate with teachers in providing the needed intervention or enrichment to maximize student learning.

Because the technology is constantly advancing and the amount of data increases rapidly, the members of the data team will meet regularly to gather the most pertinent statistics in regard to students' education progress and create ways to disseminate data to relevant parties in a timely manner.

**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.**

In order to graduate from the Academy of Scientific Exploration, students will need to meet credit requirements described in the table below. Additionally, students will need to pass CAHSEE, complete the service learning project, and demonstrate proficiency in computer literacy (demonstrated by passing a computer class offered by ASE or test). Student progress will be measured based on the number of credits completed as well as the academic marks received in each course taken. To ensure students meet the requirements for graduation, ASE counselor and advisory teacher will monitor each student’s progress and counsel students frequently. Students will also self-monitor their own progress.

**Graduation and College Requirements**

<b>Course</b>	<b>ASE</b>	<b>University of California/Cal State University</b>
Social Studies (A)	<b>30 credits</b> 1 year World History 1 year U.S. History 1 year Principles of American Democracy / Economics	<b>2 years</b> 1 year Word History 1 year U.S. History Or 1 semester U.S. History and 1 semester Principles of American Democracy
English (B)	<b>40 Credits</b> English 9AB* or (ESL 3&4) English 10 AB Contemporary Composition / and American Literature 12 <sup>th</sup> Grade Expository Composition and an Elective	<b>4 years</b> English 9AB* English 10 AB Contemporary Composition / and American Literature 12 <sup>th</sup> Grade Expository Composition / Modern or World Literature
Math (C)	<b>30 Credits</b> 3 years of mathematics	3 years* Algebra 1 Geometry Algebra 2 *4 years recommended
Science (D)	<b>20 credits</b> 1 year Biological Science 1 year Physical Science	2 years* Biological Lab Science and Physical Lab Science *3 years recommended
Foreign Language (E)	<b>20 credits</b> 2 years same language	2 years* of same language *3 years recommended
Visual or Performing Arts (F)	<b>10 credits</b>	1 year
Electives (G)	<b>70 credits</b>	1 year
Bio Med Tech (Technical Art Requirement)	<b>10 credits</b>	None
PE	<b>20 credits</b>	None
Health	<b>5 credits</b>	None
Graduation Credits needed	<b>230 credits</b>	

## 5. Professional Development

As an internal applicant, the Academy of Scientific Exploration will adhere to Article IX-Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School Based Management, as described in the LAUSD Collective Bargaining Agreements and Pilot school addendums.

**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.*

The Academy of Scientific Exploration is focused on teacher collaboration. Our goal as a collaborative community is to create a culture in which leadership is shared, mentoring occurs naturally, and teachers hold one another to high expectations. To ensure this collaboration, teachers will have numerous opportunities to work together to create curriculum, develop assessment tools, and reflect on student achievement and instruction. ASE believes that it is only through a professional culture of collaboration that we will achieve our vision of academic excellence, equitable access, and individual integrity.

The Academy of Scientific Exploration will support a collaborative professional culture by implementing a professional development plan that provides teachers with opportunities and the tools to improve instruction and student achievement. Teachers are also expected to collaborate informally every day, as content specific teacher teams meet during common planning periods to discuss curriculum and student achievement. These informal meetings will allow teachers to view instruction and students' work from multiple perspectives, hear and see evidence objectively, and make decisions to improve student achievement. Teachers will also be encouraged to have open classrooms that allow colleagues to observe best practices in use. This collaborative approach will enable teachers to learn from each other and produce a consistent approach to instruction, which will benefit students and assist in teacher retention.

The Academy of Scientific Exploration's collaboration will consist of the following essential components:

- Meaningful collaboration is embedded in the daily life of the school.
- ASE will foster collaboration by working in teams.
- Interdisciplinary teams are created on the basis of shared students.
- Teams will focus on curriculum content as well as focusing on the needs of a common group of students.
- Teams will have the authority to make important decisions.
- Collaboration time will be built into the school day.
- ASE will work as a group to monitor our progress and we will support each other to sustain our motivation.
- Professional development meetings will ensure that standards-based, results-oriented collaboration occurs on a strict schedule throughout the school, for every course, for every department.
- Professional development will be focused and data-driven.
- We will schedule, monitor, and focus professional development on explicit, measureable results.

ISTE's publication, The National Educational Technology: Standards for Teachers will be our guide for teacher technical knowledge and practice. (Attachment 1: Work Cited and Resources) Administrators, all certificated and classified staff members in leadership positions at the Academy of Scientific Exploration will exemplify 21<sup>st</sup> Century communication literacy. These staff members will access their professional email at least twice every workday. The leadership will reinforce this standard by distributing information by electronic means exclusively, except under special circumstances. All the specified staff members will

use word processing, spreadsheet, database and other software tools as appropriate to strengthen and streamline their professional data management and communication.

**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 Academy of Scientific Exploration's Professional Development plan will be devoted to developing data-driven practices by utilizing the U.S. Department of Education's Institute of Education Science (IES) practice guide, "Using Student Achievement Data to Support Instructional Decision Making". ASE's intention is to utilize student achievement data to make informed instructional decisions and ultimately raise student achievement. ASE will focus on the first two recommendations of the IES: 1) Make data part of an ongoing cycle of instructional improvement, and 2) Teach students to examine their own data and set learning goals.

In order to meet the first recommendation of making data part of an ongoing cycle, professional development time will be structured to implement the three steps of the cycle.

1. Collect and prepare a variety of data about student learning: The academy will collect available data from state exams such as CST's, CAHSEE, and CELDT. Data will also be collected in core courses from department-wide benchmark exams, common lessons and assessments, and portfolios. The data team will gather and synthesize data for use in professional development meetings.
2. Interpret data and develop hypotheses about how to improve student learning: In department groupings teachers will review data collected from various sources to determine deficiencies in student achievement and hypothesize about how to improve student learning. Best practices from teachers demonstrating success in teaching the content standards will be shared and examined.
3. Modify instruction to test hypotheses and increase student learning: As a result of steps 1 and 2, teachers will plan common lessons and create assessments to test their hypotheses and increase student learning. Outcomes will also be utilized to develop curriculum and assessments for the academy's intervention lab courses.

The Academy of Scientific Exploration's mission is to create a community of learners. The second recommendation of the IES, teaching students to examine their own data and set learning goals, will provide students with the tools to be self-reflective and take ownership of the learning process. This process will also prepare students to participate in Student-Lead Parent Conferences. To achieve this, teachers will be trained during professional development time to:

1. Explain expectations and assessment criteria to students.
2. Provide feedback to student's that is timely, specific, well formatted, and constructive.
3. Provide tools that help students learn from feedback.

To ensure that teachers are well prepared to embrace and execute the unique aspect of our school design, the Academy of Scientific Exploration will host three days of professional development training prior to the beginning of school. During professional development time, teachers will be trained and practiced in the academy's school-wide strategies of Project Based Learning, RTI2, and Strategic Lab Classes. In addition, teachers will be trained in the use of classroom adopted strategies such as scaffolding, SDAIE strategies, Thinking Maps, Cornell Notes, Interactive Notebooks, Bread n' Butter strategies, writing across the curriculum, Habits of Mind, and Character Counts. Lastly, teachers will be introduced and trained in the Institute of Educational Science's "Data Use Cycle" model of professional development. This three day training will be the first of an ongoing effort to provide professional development that improves instruction and academic success. At the conclusion of each year, two days of professional

development will occur. These PD days will be used to reflect on the year's progress, identify strengths and weaknesses, and plan for the upcoming school year.

The Academy of Scientific Exploration has adopted a schedule that allows for 120 minutes of professional development time weekly. The Professional Development Committee will plan and implement professional development meetings that provide ongoing training and reflection in school-wide adopted strategies and tools. Any equipment or software acquired for school use will be adequately supported by appropriate PD. Teachers will work in content specific groups to analyze and interpret data, and in whole group to share and practice strategies. Strategy experts will be resources for new and struggling teachers to ensure support and development of teacher excellence. These meetings will be structured utilizing the IES's "Data Use Cycle" and will be devoted to achieving our vision of academic excellence.

ASE teachers will be supported by an online wiki group. Teachers will be able to share lesson plans, review data, and conduct discussions on the web to promote best practices. All teachers will take the EdTech Profile <<http://www.edtechprofile.org>> each year as mandated by LAUSD. By the sixth week after the first class of the school year every teacher will set personal goals of educational technology growth for that school year.

**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.***

The Academy of Scientific Exploration's induction program will be an on-going program with specific content addressed over the school year during professional development meetings. For new teachers, induction will include thorough support in the successful completion of (BTSA) Beginning Teacher Support and Assessment by our resident support providers.

There will be a 1-day teacher orientation prior to the start of the school year for experienced teachers that are new to the academy and a 2-day training for teachers new to the profession. For new teachers, the first day will focus on classroom management, establishing and implementing the Academy of Scientific Exploration's rules and procedures, methods of communication with parents, and content specific curriculum. All new teachers will be provided a curriculum guides that contain the course specific developed content that includes pacing plans, common lessons, and common assessments.

The second day will be for both new and experienced teachers and will focus on providing a tour of the campus and the community, an initial training on school-wide and classroom adopted strategies, and an introduction to the U.S. Department of Education's Institute of Education Science (IES) practice guide, "Using Student Achievement Data to Support Instructional Decision Making".

Lastly, all new teachers will be paired up with a mentor teacher in the same content area. This mentor will be there to provide curriculum support, procedural support, and motivation.

**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 Academy of Scientific Exploration's tentative PD calendar/schedule is listed in Attachment 9. Professional development is scheduled to occur on Fridays, and will consist of a 120 minute block. An additional 45 minutes of professional development time may also be scheduled on Tuesdays in lieu of formal faculty meetings. Operational items will be handled electronically via e-mail as a "cyber faculty

meeting”. However, the final 10 to 15 minutes of each Friday PD will be reserved for issues that arise and require a discussion. The focus of the weekly professional development will be on the Institute of Education Science’s “Data Use Cycle” to increase student achievement and implementation of school-wide and classroom strategies.

The Academy of Scientific Exploration will host three days of professional development training prior to the beginning of school. During this professional development time, teachers will be trained and practiced in the academy’s school-wide strategies of Project Based Learning, RTI2, and Strategic Lab Classes. In addition, teachers will be trained in the use of classroom adopted strategies such as scaffolding, SDAIE strategies, Thinking Maps, Cornell Notes, Interactive Notebooks, Bread n’ Butter strategies, writing across the curriculum, Habits of Mind, and Character Counts. Lastly, teachers will be introduced and trained in the Institute of Educational Science’s “Data Use Cycle” model of professional development. This three day training will be the first of an ongoing effort to provide professional development that improves instruction and academic success.

**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.***

The Academy of Scientific Exploration believes the implementation of ideas and skills learned in professional development are critical to improving instruction and achieving academic excellence. Therefore, at the conclusion of each professional development meeting, teachers will be required to fill out feedback surveys regarding the meetings activities. These evaluations will include survey questions regarding the effectiveness of the activity, the activities usefulness, and future professional development needs. Teachers’ responses and concerns will be used to modify the professional development schedule to accommodate the needs of the staff. Evaluations will be reviewed and modifications made by the Professional Development Committee. An end of the year analysis of teacher self-assessments, in conjunction with student and program data, will be used to determine subsequent goals. Students will also be asked to fill out teacher evaluations at the end of each semester. These evaluations will be utilized in the development of future PD plans. (Attachment 10: Evaluating Professional Development )

**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.***

The Academy of Scientific Exploration will operate as an autonomous Pilot school within LAUSD. The Pilot school model gives the autonomy to make changes and approach education in a way that better meets the needs of our students and community. This autonomy will give the academy flexibility in the areas of Curriculum, Assessment, and Professional Development. With this flexibility Professional Development time can be scheduled to meet the needs of the school community. Additional professional time can be added to the schedule when necessary and times deemed appropriate by the school staff. This includes professional development that will occur prior to opening day and at the conclusion of the school year. This autonomy also allows us to design professional development that is focused on collaboration, inquiry, and reflection. Utilizing current technology will allow for increased collaboration as well as school-wide opportunities for professional development. The Academy of Scientific Exploration will utilize this autonomy to provide appropriate, research-based professional development that will help us attain our vision of academic excellence, equitable access, and individual integrity.

Differentiated delivery of PD will be a feature of our plan. All teachers do not always need the same PD at the same time. Individual and small group PD will be planned and delivered. Subjects will be a mix of teacher identified needs and exploratory PD’s delivered in professional conference style. For instance,

three simultaneous sessions are offered. Each certificated person signs up for one in advance. Excluding subject department meeting at least 25% of our PD hours will be individual and small group.

## **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.***

The Academy of Scientific Exploration is committed to our students with disabilities and their families. Our educational philosophy is based on having high standards for all children. We are committed to providing opportunities for students with disabilities to interact with nondisabled students and ensuring access to the general education and enrichment curriculum in the Least Restrictive Environment. Under Least Restrictive Environment (LRE) guidelines, students of this population will be served in the general education program and provided with adequate support to achieve educational success. We will achieve this by monitoring delivery and quality of instruction and achievement and designing our program to have instructional, curricular, and behavioral supports layered within the school environment. Collaboration between general education and special education staff will ensure 100% compliance to IEP goals and in the Least Restrictive Environment.

Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: Special Teaching for Special Children. Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)

The Academy of Scientific Exploration will comply with the following four step process to determine whether or not a student is eligible for Special Education Services and if so, which services are the most appropriate: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. Special education teachers will each have a caseload of students with IEPs and, in collaboration with general education teachers, monitor implementation of IEP requirements. The Advisory Period will provide regular time for monitoring and planning support for students with disabilities. Special education teachers will also verify compliance with the District's Special Educations Policies and Procedures Manual as required by the Modified Consent Decree.

The Special Education law requires that public entities provide equal access for students regardless of any disability. Students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Students will be offered a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' views on Inclusion: moderate Learning Difficulties and Bullying in Mainstream and Special Schools. British Educational Research Journal, Vol. 30, No. 1. (Feb., 2004), pp. 43-65)

The Academy of Scientific Exploration's special education Assurances form can be found in Attachment 11: Assurances Form and our complete Service Plan for Special Education can be found in Attachment 12.

**7. Performance Management**

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

Not Applicable. To be completed during post-selection process.

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

Not Applicable. To be completed during post-selection process.



## COMMUNITY INVOLVEMENT

### 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.*

Valley Region High School #5 (VRHS #5) will be a Zone-of Choice school. The school is to be comprised of 4 small schools or academies with the goal of relieving overcrowding at San Fernando, Kennedy and Sylmar High Schools. Students from these areas have a common cultural identity and represent an under-served population. There is a need to provide this population with educational choices that will allow students to pursue a college education. VRHS#5 will serve the communities of Pacoima, San Fernando, and Sylmar Schools. These communities, while in geographic proximity to each other, range in ethnic diversity and socioeconomic status.

The 2008 population of Sylmar is estimated at 79,614 and has one of the lowest densities in the city of Los Angeles. It is made up of 70% Latino, 21% White, 4.1% African American, 3.4% Asians, and 1.5% other according to L.A. Department of City Planning data interpreted by the Los Angeles Times. Furthermore, Sylmar has more home ownership relative to typical Los Angeles communities, with over 70% of residences occupied by the owner.

The city of Pacoima, population 81,318, which also lies within the city of Los Angeles, has a poverty rate at least double that of the rest of Los Angeles with over 90% of the students on federal free and reduced price lunch program, a leading indicator of family poverty. In addition, approximately one third of Pacoima's residents live in crowded public housing complexes. Other families that are on the wait list to enter public housing complexes live in converted garages or tool sheds which many times lack electricity, heating and running water. The ethnic make-up of Pacoima is approximately 85.6% Latino, 7.2% African American, 4.6% White, 1.9% Asian, and 0.8% other, according to the L.A. Department of City Planning data interpreted by the Los Angeles Times.

The city of San Fernando is a separate municipality, not part of Los Angeles. It bridges the gap between the two extremes found in Sylmar and Pacoima. San Fernando's population is 23,534 with an ethnic make-up of 8.0% White, 0.7% African American, 0.5% Asian, 89.5% Latino, and 1.2% other, according to 2000 census data interpreted by the Los Angeles Times. Approximately 52.4% of residences in the city are occupied by the owner.

Of students presently attending San Fernando (SFHS) and Sylmar High School (SHS), 96% identify themselves as Latino, with most families originally from Mexico. Approximately 10% of San Fernando and Sylmar High School students have special needs and another 8% are identified as gifted through LAUSD's GATE program. The San Fernando-Sylmar-Pacoima Community is multilingual. Approximately 27% are English Learners while almost 44% have been reclassified as fluent in English. Eighty six percent of SFHS students and 68% of SHS students are considered economically disadvantaged.

A major strength of this area is its families, which have a strong sense of community pride and cultural identity. There is a long standing tradition of offering classes such as Folklorico, Aztec Dance, and Mariachi both at schools and through L.A City Parks and Recreation. Students perform frequently at various school and community events. In addition, all students in the San Fernando-Sylmar-Pacoima communities have personal strengths and experiences to contribute to the community and to draw upon as they pursue their education. Among these strengths are innate creativity and enthusiasm waiting to be tapped. A notable strength of the community is its parents and caregivers who hold strong values and opinions on how their child should be educated, as they are deeply interested in advancing their child's education and creating an opportunity for a prosperous future.

The local community and the greater Los Angeles community are filled with people and organizations that are interested in education and are willing to offer their time, experience, and resources for the benefit of students and to help students achieve their personal and academic goals and make a difference in the community, see section 8b.

Despite these assets, there are also needs within the community that ASE will address. The East San Fernando Valley is one of the poorest communities in the City of Los Angeles. The majority of the families in the area are Latino and they face education, employment, and technology resource insufficiencies. First and foremost are the educational and leadership needs of the community. This area is plagued with many issues that are common to urban areas such as low graduation rate, low income, low percentage of community members seeking post secondary educational opportunities, and poor performance of state and district standardized assessments. All Academy teachers have personal experiences intervening with students to help them improve their performance in class, achieve on tests, stay in school, and graduate.

Another issue that must be addressed is that many of our students have extraordinary responsibilities beyond education that makes focusing on school extremely difficult. Starting in middle school and continuing into high school many of our students are not only responsible for getting themselves to school and completing their own school work, they are also responsible for ensuring that younger siblings arrive at school and help them with their schoolwork. Many of our students also have other familial obligations which takes away essential time needed for the students to adequately focus on school. With all these challenges, our students are extremely resilient. Given the opportunity they are capable of achieving their seemingly unreachable dreams. They will work very hard to ensure that they complete the A-G requirements, graduate and pursue a post-secondary education.

The community also lacks resources that are often more readily available in more affluent areas. Instead of finding bookstores, healthy food chains, entertainment venues, science centers, community farms, performing arts center, etc. the streets of Pacoima are cluttered with check cashing outlets, storefront churches, pawn shops, and automobile repair shops, according to Timothy Williams of the *Los Angeles Times*. Moreover, the community also lacks well paying jobs that offer a pathway out of poverty, especially in the fields of math, science, medicine and technology, and this is the focus of the Academy of Scientific Exploration.

Such deficiencies contribute to a feeling of disempowerment held by many family members and students regarding the forces that affect them, including the public educational system. Many of our parents do in fact want a better life for their children, but do not know how to make that happen. They know something needs to change and improve somehow but the process for improvement seems unattainable.

Furthermore, this area is historically underrepresented in the fields of math and science. As a result, ASE focuses on providing a strong curriculum in these areas to prepare students for career and college when they graduate so as to offer a pathway out of poverty.

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

The Academy of Scientific Exploration teachers believe that by providing students with a positive productive educational environment, students will be empowered to use their knowledge and experience to make a positive difference in the world and bring communities together to help future generations thrive. Our efforts have been invested in this community for many years. Many members of our design team were raised and still reside in the Sylmar, San Fernando, and the Pacoima Community. As such, they see first-hand the need for educational and economic improvements within this area. For these

members of the ASE team it is important to give back to the community and help the people who are now their neighbors attain a more secure future through education.

The Academy's team is made up of teachers who are fully credentialed and have strong classroom management and teaching skills. Although we have had many successes at San Fernando HS, too many of our students have not received what they needed. Also we, as educators, singly and collectively, have not reached our potential because the traditional school structure has stifled our abilities to completely focus on student needs and help all of our students achieve their greatest potential. The autonomy offered in a Pilot School will afford us the opportunity to completely focus on student needs and to build a uniformly high performing staff so as to ensure that all students achieve to the best of their abilities.

Although the Academy of Scientific Exploration alone cannot surmount poverty and other urban problems, we can give students the educational tools they need to rise above the imprisoning effects of poverty towards a more productive and satisfying future. In order to adequately prepare students for a more secure future through education we must prepare them for the jobs of the future, some of which have yet to be created. According to President Obama's Investing in America's Future and CNN, many of the top jobs of the future will be in fields of math, science, technology and medicine (CNN and Investing). Additionally, at a San Fernando community meeting, parents and community members expressed an interest and a need in having a math, science, medicine, technology focus at Valley Region High School #5. Our design team is composed of educators in these fields so it was a natural fit to have experienced teachers lead the Academy and its students into the new millennium.

The following is a list of organizations and the services they will provide to the Academy of Scientific Exploration (Attachment 13 a-f: Letters of Support).

- **Youth Speak** offers academic tutoring and SAT prep so that youth and families can use education to transition from poverty to self-sufficiency and enhance the community.
- **Parent Pioneers** belongs to a network of parent organizations throughout Los Angeles County that work with local schools to involve families in the learning process.
- **Los Angeles Education Partnership's Valley Neighborhood Collaborative (VNC)** is a collaboration between a schools, families, and community. VNC collectively advocates for the needs of students, families, and educators and work together to meet these needs so that students, the school, and the community thrive.
- **UCLA Writing Project** will work with ASE to ensure that writing across the curriculum is efficiently and effectively implemented.
- **EduCare** offers various programs that assist and empower schools, school districts, youth-serving agencies, teachers, and parents to better serve our world's youth and prepare them to lead healthy, fulfilling, and successful lives.
- **California State University Northridge's Chicano Studies** program will work with helping implement the parent component of ASE's program to ensure parent outreach and success within the community.

In addition, the Academy of Scientific Exploration would like to work to establish a relationship with the Northeast Valley Health Corporation (NEVHC) or with Mission City Community Network Inc. to set up an onsite clinic to service all students at VRHS #5. NEVHC and Mission City Community Network Inc. also provides health services to the local community.

## **9. Community Engagement Strategy**

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

The Academy of Scientific Exploration will utilize the six keys of family and community engagement as outlined in Joyce Epstein's Keys to Successful School, Family and Community (Epstein, 2002): parenting, communicating, learning at home, volunteering, decision-making and collaborating with the community.

The **Parenting** component will be supported by our parent resource liaison, our parent center and the Valley Neighborhood Collective by providing services such as workshops and resource fairs that educate all parents on how to be effective parents at home, at school and in the future. The workshops will be held at times that are convenient for parents, based on a parent survey conducted at the beginning of the school year. Some workshops on academic support include topics such as high school graduation, college admission and support, financial aid, and mandated high stakes state and school assessments. Effective parenting at home workshops include a series of sessions based on Covey's 7 Habits of Highly Effective families and identifying risk factors such as drug/alcohol use, gang involvement, and crisis prevention and social issues. One of the parent center's main objectives will be to facilitate effective communication between home and school. **Communication** will be the key to bringing about improved results for parent involvement. The school will use ConnectEd, the Marquee, monthly mailers, the school website, email and bulletin boards to communicate regularly with families. We will ensure that all materials, messages and information are translated in the native home language to ensure effective communication regarding important dates and events for our school and community. We will host regular parent nights to engage parents and foster improved communication between the school and the community.

**Volunteering** will be spearheaded by ASE's Parent Council which will consist of 15-20 parents and community members who meet for 2 hours every Friday afternoon to plan and execute ASE's parent standards. Through the Parent Council ASE will be able to continuously receive input from parents and promote an open dialogue about how to best serve our students and families. Parent council leaders will help host parent/staff luncheon to break down barriers, observe in teacher's classrooms, participate in our morning Tai Chi ritual, fundraise, volunteer in school activities, and district meeting. Additionally, parents will be required to commit to 20 hours of service per school year. Services include but are not limited to supervision, facilitating workshops, room parent, parent buddies, hosting school functions, car line, guest speaking, and attend school/district conferences and meetings. To keep track of parent volunteer hours, parents will be responsible for turning in a monthly log sheet to the parent resource liaison indicating the events and hours they have volunteered for. These volunteering opportunities will allow ASE to further increase our communication with families. ASE will also work with the Parent Collaborative of the LAUSD to develop professional development activities aligned with the mission and vision of our school.

ASE commits to including parents and community in the school's decision making bodies. A majority of CEAC and ELAC voting members are parents. Parents are also members of the Governing School Site Council (GSSC), responsible for all budgetary decisions and the school single plan. The GSSC will meet monthly and respond to CEAC and ELAC recommendations that will be made earlier in the month. The sixth key according to Joyce Epstein is collaborating with the community. We have established on-going relationships with many of the agencies located within the community. Our Leadership Team will seek to cultivate additional resources for our students and will act as a liaison/manager between the community and community groups/organizations. In addition to the relationship with local colleges and the community partners mentioned below, ASE will work hard to create positive relationships with other resources in the community.

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

The personalization provided by the small school size will allow the community partners to connect school and community services to specific families. Community partners will provide enrichment opportunities, curricular enhancement, service learning and internship opportunities, job shadowing, classroom visits, and inspiration for students. The Academy will work together with the key community partners listed in section 8b along with post-secondary partners including the Los Angeles Community College District, CSUN, Woodbury University, and UCLA, among other colleges, to ensure that students graduating from our school have been exceptionally prepared to succeed at institutions of higher learning. Community partners will provide ASE students real world/ authentic learning experiences through opportunities ranging from classroom visits to internship and direct relationships with adult mentors in their career strands. The principal and the lead teacher will also establish and nurture continuing and new community partnerships that will further ASE's mission, philosophy and vision which is to cultivate a community of learners devoted to academic excellence, equitable access, and individual integrity.

The Academy of Scientific Exploration also intends to participate actively in the formation and support of the ASE Alumni Association. School Alumni and community organizations will be an integral element in working together with students on certain projects tied to educational standards and of interest to students and themselves. For instance, alumni and community members involved in science, math, medicine and/or technology will be invited to offer their experiences and expertise in conjunction with a relevant unit in the same discipline, and they will be encouraged to invite students to their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on our campus or in the community.

The following is the general timeline for development of relationships over the first 5 years of the Academy of Scientific Exploration:

**Pre- Opening:** Develop School Website, Email address, Twitter account, Facebook page, and Alumni Association Facebook Page.

**Year One:** Establish parent center, Hire Parent Resource Liason, Orientation on Community commitments, Conduct Parent Survey re: workshop topics, Workshops of Effective Parenting (spring), Set up communication methods (ie. Connect Ed, marquee, monthly mailers, and bulletin boards, Hold elections & run CEAC & ELAC, End of year review; modify plan as needed.

**Year Two:** Parent Nights, Collaborate with Post-Secondary institutions, Workshops on Academic support, Workshops of Effective Parenting (new parents), Establish Parent Council (PTSA , Mid-year & End of year review; modify plan as needed.

**Year Three:** Workshops on 7 Habits of Highly Effective Families/risk factors, Workshops on Academic support (continuous), Workshops of Effective Parenting (new parents), Mid-year & End of year review; modify plan as needed, Set up Alumni Association for Class of 2013 & future graduates.

**Year Four:** Workshops on 7 Habits of Highly Effective Families/risk factors (continuous), Workshops on Academic support (continuous); Workshops of Effective Parenting (new parents).

**Year Five:** Workshops on 7 Habits of Highly Effective Families/risk factors (continuous), Workshops on Academic support (continuous), Workshops of Effective Parenting (new parents), Mid-year & End of year review; modify plan as needed.



## 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?*

The Academy of Scientific Exploration will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, this proposal will follow the Education Code regarding the formation and operation of the School Site Council. The school will be governed as an autonomous Pilot school within LAUSD.

The Academy of Scientific Exploration will operate as an autonomous Pilot school within LAUSD. The Pilot school model will give us the autonomy to make changes and approach education in a way that better meets the needs of our students and community. Pilot schools are small schools that are exempt from many Board Rules, District policies and provisions of the UTLA contract. The school will operate under a UTLA thin contract with Teacher’s signing an elect to work agreement which will be renewed annually. Pilot schools are granted five key areas of autonomy:

1. Budget
2. Staffing
3. Schedule
4. Curriculum/Assessment/Professional Development
5. Governance

These areas of autonomy will allow The Academy of Scientific Exploration the flexibility in making decisions that best meets the needs of students, their families, and the community.

The Pilot School model empowers teachers, and the community. Our governing boards include representatives from administrators, faculty, parents, students and the community. In this way, all school stake-holders have substantial decision-making voice in achieving our vision of academic excellence, equitable access, and individual integrity.

**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.*

The founding members of the Academy of Scientific Exploration have substantial experience in developing and implementing high quality curriculum with the target student population in the city of San Fernando and the surrounding communities. See Attachment 14, for expanded biographies and qualifications of the Academy of Scientific Explorations design team.

Name	Yrs. Taught	Subject	Additional Expertise
Dana Neill	15	Biology	Teacher San Fernando High School <ul style="list-style-type: none"> <li>• Lead Teacher/Coordinator Teacher Career Academy (SLC)</li> <li>• Coordinator California Partnership grant</li> <li>• Trained/Experienced in Master Schedule formation</li> <li>• Member of Leadership Committee and Professional Development Committee at San Fernando High School (4 years)</li> <li>• College Board approved to teach AP Biology and</li> </ul>

			AP Environmental Science
Lourdes Ramos-Quevedo	13	Chemistry	<p>Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• Science Department Chair (8 years)</li> <li>• Trained/Experienced in Master Schedule formation</li> <li>• Member of Professional Development Committee, Curriculum Council, Discipline &amp; Safety Committee, School Calendar &amp; Budget Committee, and School Site Council</li> <li>• Trainer of trainers for Thinking Maps &amp; 7 Habits of Highly Effective Teenagers</li> </ul>
Angelyque Jensen-Cachon	7	Biology CTE	<p>Community Member (Sylmar Resident/Graduate of Sylmar H.S. ) and Teacher (San Fernando High School)</p> <ul style="list-style-type: none"> <li>• 5 years Lab Research Experience at City of Hope Beckman Research Institute</li> <li>• Coordinator Character Counts and Awareness Campaigns</li> </ul>
Jeff Pierson	7	English Language Arts	<p>Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• Puente Teacher Leader</li> <li>• UCLA Writing Project Teacher consultant (3 years)</li> <li>• Designed and implemented enrichment/intervention writing workshops for Project GRAD, LA Mission College and the UCLA Writing Project</li> <li>• Academic Decathlon coach (6 years)</li> <li>• Trained to conduct “Writing Across the Curriculum” and “improving Student Academic Writing” professional development by UCLA Writing Project</li> </ul>
Bernardo Ramos	20	Mathematics	<p>Community Member/Parent (Sylmar Resident) and Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• Founder and Coordinator Multilingual Teacher Career Academy (SLC) 10 years</li> <li>• Trained and Experienced in Master Schedule formation</li> <li>• Member of Leadership Committee at San Fernando High School</li> </ul>
Leo Ho	7	Mathematics Data Analysis	<p>Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• Master Teacher on Algebra 1 Teaching Project (Responsive Teaching Cycle)</li> <li>• 5+ years Industrial Experience in Computer Network/System Administration/Helpdesk (Comp TIA A+ Certified and Microsoft Certified System Engineer)</li> </ul>

Malcolm Foley	3	Social Studies	Community Member (Pacoima Resident) and Teacher San Fernando High School <ul style="list-style-type: none"> <li>• BS Secondary Education-Social Science, Southern A&amp;M College</li> <li>• MS American Studies (History, Political Science-20<sup>th</sup> Century American Culture)</li> <li>• College Board approved to teach AP American Government</li> </ul>
Lorraine Hernandez	8	Counselor	Community Member/Parent (Pacoima Resident/Graduate San Fernando H.S.) and Counselor San Fernando High School <ul style="list-style-type: none"> <li>• Pupil Personal Credential, CSU Northridge</li> <li>• Gifted Coordinator, San Fernando High School</li> <li>• College Counselor, La Canada H.S. (1 yr)</li> <li>• College Counseling Assistant, San Fernando H.S. (5 yrs)</li> <li>• CSUN College of Education Instructor (3 yrs)</li> <li>• Trained and Experienced in Master Schedule formation</li> </ul>
Mireya Zamora	7	Special Education Teacher	Teacher (San Fernando High School) Community Member (Pacoima Resident) Graduate of San Fernando H.S. <ul style="list-style-type: none"> <li>• Preliminary Teaching Credential, Special Education-Mild Moderate, CSUN</li> <li>• Secondary Teaching Credential in Special Education-Mild Moderate, Specializing in students who are emotionally disturbed, CSUN</li> <li>• Currently working on Masters in Special Education and Autism Certification, CSUN</li> </ul>

**c. School Governance and Oversight**

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

The autonomy aspect of the Pilot school model will allow the staff of the Academy of Scientific Exploration to create a culture of shared leadership and decision-making that is focused on providing a high quality education and fostering high student performance. This culture of shared leadership will be accomplished by including all teachers in leadership decisions. All teachers will be required to be members of at least one school level committee. This inclusion will foster an environment where all teachers will be accountable to each other to implement all decisions approved by leadership. All professional development will be focused on meeting student needs with the expectation of high student performance.

**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.***

1. **Governing School Site Council:** The Academy of Scientific Exploration’s governing council will have the responsibility to promote, maintain, and support the vision and the mission of the school. See 10c(iii) for details.
2. **Instructional Council:** The Instructional Cabinet will have the responsibility of reviewing current data and making decisions affecting the academy’s instructional program-- including master schedule the Lab Course Curriculum-- and will advise the School Site Council/Governance Council. This council will meet twice per month and will include core teacher representatives, data specialist, lead teacher, principal, parents and student representatives.
3. **Compensatory Education Advisory Committee (CEAC):** will have the responsibility of advising and making recommendations in writing to the Principal and Governing School Site Council regarding the development of an effective school plan and the development of an educational program that is designed to raise the achievement of disadvantaged students. The committee will participate in the assessment of educational needs, establish priorities to meet the needs of the students, and to evaluate the school and its academic effectiveness. The committee will meet monthly and is composed of five members: three elected parent representatives, and two elected teacher representatives.
4. **English Language Advisory Committee (ELAC):** will have the responsibility to advise the Governing School Site Council on the development of the Single Plan (SPSA), especially those sections related to English Learners. The CEAC will assist in the development of the school’s Needs Assessment, Language Census (R-30), and sustain efforts to make parents aware of the importance of regular school attendance. This committee will meet monthly and be composed of five members: three elected parent representatives of English Language Learners, and two elected teacher representatives.
5. **Data Team:** will have the responsibility of advising the School Site Council/Governance Council and Instructional Council support the creation of data driven policies and programs. The team will meet monthly and will include the principal, data specialist, and lead teacher.
6. **Professional Development Team:** will have the responsibility to design professional development based on the academy’s mission and the information provided by the data team. This group will meet weekly and include the principal, lead teacher, and core teacher representatives.
7. **Student Government:** will have the responsibility to plan events, perform community service, and inform the rest of the student body of opportunities for involvement. The student government will also make recommendations to the Governing School Site council on issues relating to the students. The student government will consist of two representatives from each grade level, a Secretary, Treasurer, and President. All positions will be elected annually.

**iii. Governing School Site Council: *Describe the composition of the Governing Council and the process for membership selection***

The Academy of Scientific Exploration will be governed by the school’s Governing School Site Council. The council will be to oversee all aspects of the school. It will meet monthly and includes the principal, lead teacher, 3 teachers, 1 classified staff, 3 parents, and 3 students. Once this body is elected, one more member will be added from the greater school community making this council legally constituted to act as the School Site Council. Council members and Governing Council chairperson will be elected annually.

The responsibility of the Academy of Scientific Exploration’s governing council will be to promote, maintain, and support the vision and the mission of the school. They will also be responsible for:

1. Selection and evaluation of the Principal

2. Setting school policies
3. Approval of budgets
4. Setting campus-wide discipline policy
5. Establishment graduation requirements
6. Annual review of performance indicators of the school
7. Annual review of the “Elect-to-Work Agreement”
8. Communication with the local district
9. Development of resolution-dispute processes
10. Establishment by-laws governing the selection of members and terms of the office.

## 11. School Leadership

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

The ideal candidate for the Academy of Scientific Exploration, in addition to possessing an administrative credential, will be a dynamic and innovative leader who shares the vision of establishing a successful autonomous pilot school, committed to our vision and mission. The Principal will support academics and innovative teaching, and is committed to serving the community in which the school is located. This is a Principal capable of thinking outside the administrative box, one who instead of “can’t do” says “lets get this done”. The Principal must have strong community relation skills and the ability to work with a multitude of organizations and have the ability to create meaningful partnerships for the school.

The Principal will need to be experienced in secondary public high schools, with at least 5 years of full time teaching experience in a secondary school. He/she should have at least 3 years experience grades 9-12 as program coordinator. He/she must possess a secondary core subject credential and be willing to teach at least one class. We would like for our candidate to have at least a year of verifiable experience in an out-of-the-classroom leadership position such as a coordinator, instructional coach, etc. or two years leading in a small learning community. The principal will oversee the English Language Learner instructional programs, Title I mandates and requirements, and testing schedules. We would like our principal to be creative and have a genuine passion for small school reform and have experience in facilitating teacher distributive leadership. (Attachment 15: Principal Job Description)

The principal selection process will take place starting in mid February with the posting of the job description. Our school will form a Principal hiring committee consisting of the Academy’s design team, with the Lead Teacher acting as committee chairperson. The committee will meet and develop a comprehensive set of questions that address the specific qualities of our ideal pilot school principal.

The hiring committee will complete an initial paper screening of application packets after Certificated Assignments has verified that the individual meets the requirements .The local Director of Secondary Education in LD 2 will prepare the flyer and arrange for the packets to be available to the hiring team. Each packet will be screened as yes/no/maybe. After reviewing individual ratings, a discussion will take place to narrow down the field of candidates and to commit to the interviewing of our top 3-5 candidates. Interviews will take place in March and will be conducted by this committee. The committee will reach consensus on the final candidate to be offered the position after agreement has been reached with the local district. The final selection will then be submitted to the Superintendent for approval, at which time the candidate will be formally offered the position.

In accordance with the LAUSD Memorandum of Understanding for Pilot Schools, the principal will be evaluated and reviewed on an annual basis by our Governing School Site Council and his/her elect-to-work contract will be revised and reviewed annually as well. The principal serves at the pleasure of the Governing School Site Council.

**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.*

1. **Lead Teacher:** Will be selected from among the academy teachers. This position will teach half-day and during the other half will tend to the following responsibilities (Dependent upon our funding.):
  - i. Act as a liaison between teacher teams and the principal.
  - ii. Oversee implementation of School-wide strategies.
  - iii. Assist teachers in the development of curriculum that meets students needs and is data driven.
  - iv. Work with the principal to develop professional development activities and to develop a professional development plan.
  - v. Oversee implementation of professional development plan.
  - vi. Assist the counselor in development of master schedule.
  - vii. Lead the instructional council and professional development committee.
  - viii. Prepare recruiting materials and visit local feeder middle schools for ninth grade orientation.
  - ix. Meet with grade level teams on a weekly basis during common planning time to ensure that the intended curriculum is delivered to the students.
2. **Counselor:** will counsel students in the areas of educational, personal, physical, social and career needs and will have the following responsibilities:
  - i. Assist in development of the master schedule along with the Lead Teacher.
  - ii. Lead college workshops and communicate with parents regarding college admission policies and financial aid requirements.
  - iii. Work with students to ensure they meet the A-G requirements and will develop flexible intervention periods.
  - iv. Train all teachers in college and university entrance requirements, high school graduations requirements, and mandated testing schedules and practices.
  - v. Will provide leadership in school-wide student support services, strategies and systems, including Response to Intervention and Instruction.
3. **Data Specialist:** is a certificated staff member who will have a half-day teaching schedule to provide time to analyze student data. The data specialist will be responsible for collecting and analyzing data to ensure that our instructional goals are being met. He/she will lead the Data Team, which has the responsibility of advising the School Site Council/Governance Council, Instructional Council, and Professional Development Committee to create data driven policies and programs. The team will meet monthly and will include the principal, data specialist, and lead teacher.
4. **Director of Campus-Wide Operations:** The VRHS #5 campus will house four independent pilot schools. The campus was designed a decade ago to serve four small learning communities under a single administrative structure. Interior corridors interconnect the four instructional modules and many functions such as plant management and the library will be shared. We recognize that in order to have a harmonious and safe campus we need to have an operations manager who will ensure that the total school complex is operated in an efficient manner. The Director will exercise operational oversight over the shared functions and facilities and act as a liaison with the many community organizations that will make use of the campus facilities. Director of Campus-Wide Operations will be an assistant principal position. This position will be jointly and equally funded by the four schools on campus. The Director will report to and be supervised by the Council of Building Principals. They will meet on a weekly basis and accurate records of these meetings will be maintained. (Attachment 16: Director of Campus-Wide Operations Job Description) The cost of this position will be shared the four schools sharing the VRHS#5 campus.

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

The principal will be evaluated on an annual basis. We will comply with the California State Education Code and state standards for a principal. The principal will complete an individualized learning plan for

the year and set goals for the school in collaboration with the school site governing council. In addition, the local school community stakeholders will get the opportunity to complete an evaluation of the principal and provide suggestions on ways in which principal could improve the environment at the school. The principal will meet on a regular basis with the governing board and will be accessible to the staff and student body throughout the school day. The responsibilities of the principal will be as follows:

1. The principal will build a collaborative, well-functioning team
2. The principal will create a positive learning environment where everyone becomes a life-long learner and participates in a professional learning community.
3. The principal will communicate with the staff, students and the greater community. The principal must be able to communicate in a clear, concise, through, and timely manner. The principal must be able to communicate effectively in writing and be able to listen attentively.
4. The principal will set a high standard in the use of digital communication technology
5. The principal will be evaluated on his/her ability to empower the staff and his/her ability to exercise appropriate authority and control.
6. The principal must be able to develop a plan to recruit and retain students as well as teachers
7. The principal must demonstrate that ADA requirements are met and must be able to prioritize the adoption of school resources
8. The principal must be able to collaborate with the other 3 principals so that the campus meets the needs of all students attending the larger school complex.
9. The principal must be able to meet reporting deadlines and create systems and protocols that are clear and efficient.
10. The principal must be able to create policies that are clear, actionable, and aligned with the mission and vision of the school.
11. The principal will need to have the skills to resolve conflicts in a fair and consistent manner.
12. The principal will need to develop a network so that when appropriate, outside support can be sought.
13. The principal will need to implement an effective discipline policy.
14. The principal will work to insure school safety and security for teachers, students and staff.
15. The principal will be held accountable to the “California Professional Standards for Educational Leaders.

The Principal is a working member of our governing board and our instructional team and as our leader is ultimately held accountable for the success of our pilot school.

## 12. Staffing

The Academy of Scientific Exploration will adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements.

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

The table below shows the school's staffing needs from start-up through year five.

	Year 1	Year 2-5
<b>Enrollment</b>	375	500
<b>Grades</b>	9-11	9-12
<b>Certificated Staff</b>		
Principal	1	1
English Language Arts Teachers	2	3
Social Studies Teachers	2	3
Math Teachers	2	3
Science Teachers	3	4
World Languages	.5	1
Physical Education Teacher	1	1
Elective Teacher	0	1
Special Education Teacher/Coordinator	1	1
Resource Teacher	1	2
<b>Total Certificated Staff</b>	<b>13.5</b>	<b>20</b>
<b>Classified Staff</b>		
Counselor	1	1
Administrative Assistant	1	1
School Clerk	1	2
<b>Total Classified Staff</b>	<b>3</b>	<b>4</b>
<b>Adult to Student Ratio</b>	<b>23 to 1</b>	<b>21 to 1</b>
<b>Teacher to Student Ratio</b>	<b>26 to 1; 50 in PE</b>	<b>24 to 1; 50 in PE</b>
<b>Teachers per Classroom</b>	<b>1</b>	<b>1</b>

The Academy of Scientific Exploration will also purchase, in conjunction with the other small schools occupying the VRHS#5 campus, a Director of Campus-Wide Operations. This position does not affect our student to teacher ratios because this position will not have teaching responsibilities. The Academy of Scientific Exploration plans to employ a Technology Coordinator to maintain the school's technical equipment and website. The Academy also plans to assign two teachers to the position of lead teacher and data specialist. In year 1, due to budgetary concerns, we do not anticipate being able to provide out of class time. These two positions will be fully implemented in year 2.

The Academy of Scientific Exploration's mission is to provide a relevant, rigorous, high quality, standards based curriculum. To ensure that all students have access to a high quality education, the majority of school funds will be for class size reduction. The academy's goal is to maintain an average class size of 30 students to 1 teacher in all academic subjects. Depending on the specific amount of

funding a student teacher ratio of 25:1 would be the ideal for academic classes and 30:1 for non-academic classes. Smaller class sizes will provide more individualized attention and personalization. We believe this is essential to student success.

Additionally, all teachers will be extensively trained in EL strategies and possess a CLAD, BCLAD, or other certification for teaching EL students.

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

As an internal applicant team, The Academy of Scientific Exploration will follow LAUSD Collective Bargaining Agreements. Our goal to recruit and retain a stable and diverse teaching staff that is committed to executing the mission and vision outlined in this document. We are interested in individuals who have the energy and interest to actively support our school focus. We are not only interested in experience and qualifications, but collaboration and the willingness to participate fully in the academy’s activities are also a primary value. Therefore; hiring decisions will not be made based on years of service. This staff will include a mix of veteran teachers as well as teachers with five or fewer years of experience. Teachers are expected to sign an Elect to Work agreement which outlines all employment responsibilities. (Attachment 17: Elect to Work Agreement) Teachers must be comfortable with the use of technology in the classroom, they must also agree to implement school-wide strategies, and support the needs of our students and their families.

Timeline for hiring teaching staff:

Feb.-Mar. 2011	Posting Job Description using standard Pilot School protocol
Apr.-May 2011	After an application review, candidates will be scheduled for an initial interview with Design Team and Principal. Candidates will be asked to bring a demonstration lesson. Depending on the number of candidates applying, a second interview may be scheduled.
June 2011	Final selections will be made and announced
July 2011	Orientation and professional development for teaching team

Criteria:

- a. Demonstrate a mastery of their discipline content and a true familiarity with content standards.
- b. Demonstrate experience in the use of computer-based technology for personal productivity beyond beginner status.
- c. Demonstrate a willingness and commitment to the integration of the tools of digital communication into the daily educational experience of assigned student.
- d. Willing to integrate science and mathematics into their curriculum.
- e. Be experienced in or eager to learn progressive pedagogical strategies (i.e. simulations, project-based learning, inquiry-driven instruction, etc.)
- f. Be willing to share and analyze data and modify lessons based on findings.
- g. Be committed collaborators who will hold themselves accountable for rigorous grade-level planning and professional development.
- h. Be willing to work in a lab school where teachers are trained in inquiry-driven instruction.

**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.***

The autonomy which is an attribute of the Pilot school model will allow the Academy of Scientific Exploration to create a culture of shared leadership and decision-making that is focused on providing a high quality education and high student performance. With budgetary control the academy will be able to hire teachers without needing to adhere to district norm numbers. This will allow us to provide students with smaller class sizes and academy focused courses. In addition, all teachers hired by the academy will be required to sign an Elect to Work agreement which will state academy expectations and teacher responsibilities. This will help ensure that the staff hired possess the school's philosophy and execute our school's mission and vision. Budgetary control will also allow us to make staffing decisions with regard to our classified staff. We will be able to employ the positions that are necessary to ensure an efficient and well managed small school. All decisions with regard to staffing will be made to ensure that our mission and vision are being adhered to.

**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. (Attachment 1: Work Cited and Resources)

The Academy of Scientific Exploration will use an evaluation process that follows the recommendations as outlined by the District's Teacher Effectiveness Task Force.

- Teacher Evaluations will include multiple measures and data point.
- The current STULL form will be modified to include: Exceeds Standards Performance, Meets Standard Performance, Developing Proficiency of the Teaching Standards, and Shows No Evidence of Meeting Standard Performance.
- Teacher evaluations will have real ramifications

Evaluations will be ongoing throughout the year to provide support for developing and struggling teachers.



## FINANCES

### Finances

As an internal applicant team the Academy of Scientific Exploration will receive funding via LAUSD's transparent budgeting process. This per pupil funding will be based on student Average Daily Attendance (ADA).

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

The Academy of Scientific Exploration's mission is to provide a relevant, rigorous, high quality, standards based curriculum. To ensure that all students have access to a high quality education, the majority of school funds will be for class size reduction. The academy's goal is to maintain an average class size of 30 students to 1 teacher in all academic subjects. Depending on the specific amount of funding a student teacher ratio of 25:1 would be the ideal for academic classes and 30:1 for non-academic classes. Smaller class sizes will provide more individualized attention and personalization. We believe this is essential to student success.

Year 1 we anticipate our general education certificated staff to consist of 10.5 members costing approximately \$823, 158 (\$78,396.00 per teacher). We are anticipating 2 additional special education teachers will be provided through district funds. This will provide 12.5 certificated staff members which will give a student-teacher ratio of 30:1. An additional staff consisting of 1 principal, 1 counselor, 1 SAA, 1 Chandra Smith Office Tech, .25 Site Operations Manager, 2(.25) Custodial Staff, and 2(.25) School Facilities Attendants will cost approximately \$349,465. We anticipate the remaining funds to be approximately \$79,044.

The remaining funds will be utilized to ensure successful implementation of this proposal. Since the Academy of Scientific Exploration believes parent involvement is a key component to student success, a portion will be used to fund a full-time/part-time Parent Resource Liaison who will facilitate effective communication between home and school (\$27,633 full-time with benefits). Clear communication between home and school will increase parent involvement by creating a climate of inclusiveness. The Parent Resource Liaison will also develop parent workshops and resource fairs that educate all parents on how to be effective parents at home, at school, and in the future.

In addition, funds will be used to provide 3 days of professional development training prior to opening day (\$13,000). This professional development will be focused on School Policies and Procedures, Project Based Learning, Response to Instruction and Intervention, and curriculum development. Additional professional development outside of the school day will strengthen our program by ensuring that teachers have the most up to date research based strategies in order to increase student achievement.

Year 2 – 5, when additional funds are available, the Academy of Scientific Exploration plans to employ a Technology Coordinator to maintain the school's technical equipment and website. ASE will also purchase additional nurse and psychological services not provided by the district, and added security to ensure a safe campus.

The Academy of Scientific Exploration believes these budgetary items will utilize the available funds in the most effective way to ensure the goals and ideals stated in our mission and vision will be achieved. .

**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.*

Although the Academy of Scientific Exploration anticipates needing no additional funds to implement this proposal, additional funds will be sought to supplement the educational experiences offered to our students. The academy will work diligently to raise additional funds through grants, donations, and fundraisers.

A grant writing team will be responsible for searching out and developing proposals that are in line with school's focus, mission, and vision. Team will consist of teachers and any additionally interested stakeholders. With the assistance of the parent center, a Booster Club comprised of interested parent, faculty, and community members will raise funds to provide additional educational and social activities for our students. In addition, the student leadership will raise funds for social activities, such as senior picnics, prom, and the 11<sup>th</sup> grade college tours. The Academy of Scientific Exploration will also take part in National Fundraising opportunities such as "Box Tops for Education" and the Target's "Take Charge of Education" program.

**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.*

Budgetary autonomy will allow ASE to create a culture of shared leadership and decision-making that is focused on providing a high quality education and high student performance. With budgetary control the academy will be able to hire teachers without needing to adhere to district norm numbers. This will allow us to provide students with smaller class sizes and academy focused courses. It will also allow targeted spending on school priorities such as parent engagement and effective professional development.

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

The Academy of Scientific Exploration values the input of all stakeholders in the decision making process. To achieve the inclusion of all stakeholders in the budget process, budget meetings will be announced and open to all staff members and stakeholder groups. School priorities will be set based on the academy's stated vision and mission. At these meetings, expenditures will be reviewed and updated throughout the year, and recommendations can be made.

Annually, the Principal and Lead Teacher will prepare a budget based on school priorities and stakeholder recommendations. Once a budget is prepared, it will be submitted to the Governing School Site Council, staff, and stakeholders for review. This review period will be no less than two weeks in duration. During this review period all stakeholders are to submit their concerns in writing to the Principal. Concerns will be weighed, and revisions made by the Principal and Lead Teacher. A final Budget will then be submitted to the Governing School Site Council for debate and final approval.

## IMPLEMENTATION

### 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.*

To achieve the Academy of Scientific Exploration's vision of academic excellence, equitable access, and individual integrity, our implementation plan is based on our priorities of providing rigorous curriculum and instruction, and parent and community involvement. ASE's implementation plan has been designed to reach full implementation of the outlined program by year five. Due to budgetary constraints, a number of steps identified in our implementation plan will rely on funding availability. (Attachment 18: ASE Implementation Plan)

Our focus in year one of implementation is curriculum and instruction. To ensure that all stakeholders are a part of the implementation process, all school level committees will meet year one. Professional development time will ensure that teachers are trained in adopted school-wide strategies such as Project Based Learning and Response to Instruction and Intervention. ASE will design a master schedule that includes Strategic Lab Classes and meets A-G requirements. Benchmark and common content assessments will be developed to measure student progress, and identify areas of weakness. Implementing these aspects of our proposal will assist us in achieving our WASC accreditation by the completion of year one. ASE also plans to employ a Parent Resource Liaison to assist in parent communication and the formation of our Parent Council.

Year two will focus on refining our curriculum and instruction, and expanding our parent and community engagement strategy. With additional funding available, ASE will employ additional staff in an effort to reduce class size and provide additional courses to meet A-G requirements. Advisory classes will implement a 10<sup>th</sup> grade portfolio project, 12<sup>th</sup> grade research project, and an advisory mentor program will be established to provide additional support to our students. In addition, ASE will also increase our community partnerships to provide resources to our students and families, and our Parent Resource Liaison will design and conduct workshops, thus increasing parent involvement.

Year three thru five will focus on continuing refinement of our curriculum and instruction and further expansion of parent and community engagement. Continual professional development will be provided that will focus on school-wide strategies and data analysis. The Parent Resource Liaison will continue to develop and conduct workshops to assist families. Lastly, additional staff will be employed to meet the needs of our designed program and ensure its effectiveness.

Each element of our implementation plan has an identified person who is responsible for leading the implementation of the element. In our implementation planning we have also identified the means by which each element will be evaluated and the specific evidence that will identify the progress made toward reaching our goal of full implementation.

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

*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.*

The Academy of Scientific Exploration is submitting two LAUSD-UTLA Waiver-Side Letter Request Forms. (Attachments 19 and 20: LAUSD-UTLA Waiver-Side Letter Request Form)

ASE is first requesting a waiver from all collective bargaining agreement terms that would prohibit the UTLA bargaining members of the design team from being able to transfer to Valley Region High School #5. The mission, vision, and philosophy of the Academy of Scientific Exploration are products of these specific design team individuals. This design team crafted this proposal to meet the needs of the students that will attend Valley Region High School #5. These members have developed all aspects of the schools curriculum and implementation plan. In order to fully and effectively implement the program as described, it should be implemented by those who developed it.

The second waiver ASE is requesting is for the Elect to Work Agreement. The Elect to Work agreement is needed because ASE is requiring that teachers work above and beyond what is written in the current UTLA Collective Bargaining Agreement. The Elect to Work Agreement will allow ASE to fully and effectively implement the program as described. It will also ensure the Academy of Scientific Exploration's success with the students, families, and community partners.

The acceptance of these two waivers will ensure a more cohesive staff and a community of shared accountability.

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### Curriculum Development Plan

Timeline:	Activity	Persons Responsible
March 2011	Set goals and objectives for curricular development process. Assign responsibilities to individual members.	Design team members
March 2011	Select textbooks. Identify need for instructional materials and order them.	Design team members
April 2011	Envision grade-level expectations. Construct an assessment calendar. (benchmarks, periodical assessments, CSTs, etc.) (see "benchmark assessment plan")	Design team members
May 2011	Select and hire faculty	Principal, Lead teacher and Hiring Board
May 2011	Plan course syllabi. (Common objectives, lessons, and units.) Write benchmark assessments	Design team members and newly-hired teachers working within disciplines
June 2011	Assess individual need for Professional Development. Research PD opportunities.	Lead teacher & individual teachers.
June 2011	Complete master schedule. Assign classes.	Principal, Lead teacher, and counselor
July-August 2011	Write syllabi. Collaborate with grade-level and same-discipline teachers. Complete professional development	Teachers
August 2011, buy back days	Review policies and procedures. Train in school-wide strategies.	All faculty and staff.
August 15, 2011	Opening day	

Our Lead Teacher, Dana Neill, will supervise the process of developing curriculum. Dana has experience in curriculum development as the lead teacher for San Fernando's Teachers Career Academy. She will coordinate and delegate responsibilities among design team members.



Pupil Free Days Friday, August 12, 2011 and Monday, June 4, 2012  
 \* If a school selects Monday, January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES**

HOLIDAY  
 DIA DE FIESTA



DATE  
 10/18/2010

TENTATIVE

**SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012**  
**CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCION**

JULY JULIO	AUGUST AGOSTO	SEPTEMBER SEPTIEMBRE	OCTOBER OCTUBRE	NOVEMBER NOVIEMBRE	DECEMBER DICIEMBRE
1 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 22 23 24 25 26 27 28 31	1 2 3 4 5 6 7 8 9 10 11 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

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JANUARY ENERO	FEBRUARY FEBRERO	MARCH MARZO	APRIL ABRIL	MAY MAYO	JUNE JUNIO
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 30	1 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	1 2 3 4 5 6 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29

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IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday	04-02 thru 04-06-2012	Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	05-28-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday	06-01-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	* 06-04-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day		Pupil Free Day

# Academy of Scientific Exploration

## Bell Schedules

### 2010-2011

#### **Monday/Wednesday**

Breakfast	7:30-7:55am (25)
Advisory	8:00-8:55am (55)
Block 1	9:00-10:30am (90)
Block 3	10:35-12:05pm (90)
Lunch	12:05-12:40pm (35)
Block 5	12:45-2:15pm (90)
Lab 1	2:20-3:10pm (50)

#### **Tuesday/Thursday**

Breakfast	7:30-7:55am (25)
Advisory	8:00-8:55am (55)
Block 2	9:00-10:30am (90)
Block 4	10:35-12:05pm (90)
Lunch	12:05-12:40pm (35)
Block 6	12:45-2:15pm (50)
Lab 2	2:20-3:10pm (90)

#### **Professional Development Day**

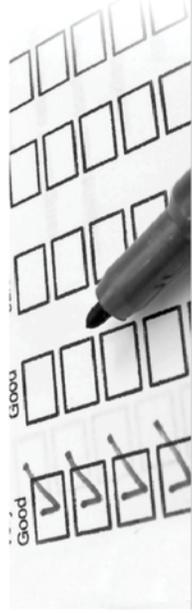
##### **Friday**

Breakfast	7:30-7:55am	(25)
Block 1	8:00-8:41am	(41)
Block 2	8:46-9:27am	(41)
Block 3	9:32-10:13am	(41)
Block 4	10:18-10:59am	(41)
Block 5	11:04-11:45am	(41)
Lunch	11:45-12:20pm	(35)
Block 6	12:25-1:06pm	(41)

#### **Minimum Days**

##### **Monday/Wednesday/Tuesday/Thursday**

Breakfast	7:30-7:55am	(25)
Block 1 / 2	8:00-9:15am	(75)
Block 3 / 4	9:20-10:35am	(75)
Lunch	10:35-11:10am	(35)
Block 5 / 6	11:15-12:30pm	(85)



# Guiding Principles for the School Community

## 1. Respect

- I treat others the way I want to be treated
- I respect laws, rules, and school authority
- I treat people fairly and respect their rights
- I respect private and public property

## 2. Responsibility

- I take responsibility for my actions
- I choose how I respond to others
- I return what I borrow

## 3. Appreciation of Differences

- I look for the good in others
- I respect each person's right to be different
- I see cultural diversity as an opportunity for learning

## 4. Honesty

- I am honest with myself and others
- I act with integrity
- I avoid spreading rumors or gossip

## 5. Safety

- I engage in safe activities
- I keep my body and mind healthy
- I choose only those things that are really good for me

## 6. Life-Long Learning

- I come to school prepared to learn
- I give my best in everything I do
- I am open and alert to solutions

When you  
model the  
Guiding  
Principles,  
you

Treat others with respect  
Find peaceful solutions  
Listen to each other  
Are drug free  
Keep our school clean  
Have healthy friendships  
Produce your own work  
Maintain honesty and integrity  
Show empathy and compassion  
Defend others' rights  
Appreciate differences  
Respect the property of others  
Engage in safe activities

and  
you  
don't  
tolerate:

Bullying and intimidation  
Weapons  
Fights, threats, and violence  
Drug possession and sale  
Graffiti and vandalism  
Gang activity  
Cheating and plagiarism  
Forgery and falsification  
Sexual harassment and assault  
Blackmail and extortion  
Prejudice and hate crimes  
Robbery and stealing  
Fireworks and firecrackers



## Culture of Discipline Student Expectations

1. **Learn and follow school and classroom rules.**
2. **Solve conflicts maturely, without physical or verbal violence.**
3. **Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
4. **Be good role models and help create a positive school environment.**
5. **Report any bullying, harassment, or hate motivated incidents.**
6. **Display good sportsmanship on both the athletic field and playground.**
7. **Attend school on time, have school books and supplies, and be prepared to learn.**
8. **Keep social activities safe and report any safety hazards.**



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** Multi-Tiered Framework for Instruction, Intervention, and Support

**NUMBER:** BUL-4827.1

**ISSUER:** Judy Elliott  
Chief Academic Officer

**DATE:** September 1, 2009

### **ROUTING**

Local District Superintendents  
Local District Administrators of Instruction  
Local District Directors of School Services  
Coordinators  
School Site Administrators  
Coaches – Instructional  
UTLA Chapter Chairpersons  
Department/Grade-level Chairs  
Counselors  
Lead Teachers

**POLICY:** The goal of LAUSD is that every student, pre-school through adult, will receive quality, standards-based instruction in all content areas to enable all students to graduate College Prepared and Career Ready. The purpose of this bulletin is to establish the District's Response to Instruction and Intervention (RtI<sup>2</sup>) framework for instruction as policy and to describe and provide clear direction, support, and guidance to teachers, site-administrators, Local District, and Central support staff to ensure that students receive the necessary supports to achieve proficiency in grade-level standards across content areas and graduate high school ready to lead successful and productive lives.

Response to Instruction and Intervention (RtI<sup>2</sup>) is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g. literacy, numeracy, language development, and positive behavior support across content areas), and intervention that is matched to student need and directed by student outcome data from multiple measures. RtI<sup>2</sup> embraces evidence-based instruction and the District's Discipline Foundation Policy. It provides the structure within which all efforts of LAUSD fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Gifted and Talented Education (GATE) students.

The RtI<sup>2</sup> framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to acceleration in learning. The RtI<sup>2</sup> framework is based on the provision of good, quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. RtI<sup>2</sup> implementation is everyone's responsibility and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it.

## Academy of Scientific Exploration Benchmark Exam Matrix

Course Title	Grade Level	Topics for Benchmark Assessment	Standards Covered
<b>English Language Arts</b>			
<b>English 9AB Benchmark Exam 1</b>	<b>9</b>	Persuasion	Standards: R1.2, R2.8, LC1.2, W1.4, W1.5, R2.5, W2.4
<b>Benchmark Exam 2</b>	<b>9</b>	Expository	Standards: R1.2, R2.5, R2.4, W1.2, W1.9, LC1.1, LC1.4
<b>Benchmark Exam 3</b>	<b>9</b>	Literary Analysis	Standards: R3.5, R3.12, W2.2, R3.1, R3.7, W1.4, LC1.3
<b>English 10AB Benchmark Exam 1</b>	<b>10</b>	Persuasion	Standards: R1.2, R2.8, R2.3, LC1.2, LC1.3, W1.4, W1.9
<b>Benchmark Exam 2</b>	<b>10</b>	Expository	Standards: R2.5, R2.4, W1.1, LC1.4, LC1.1
<b>Benchmark Exam 3</b>	<b>10</b>	Literary Analysis	Standards: R3.3, R3.11, W2.2, R3.1, R3.4, R3.8, W1.4, LC1.2, LC1.3
<b>English 11A (American Literature) Benchmark Exam 1</b>	<b>11</b>	Historical Investigation	Standards: W2.4, R2.1, R2.2, R2.4, LC1.1
<b>Benchmark Exam 2</b>	<b>11</b>	Response to Literature	Standards: W2.2, R3.1, R3.3, R3.5, R3.9, LC1.1
<b>English 11B (Contemporary Composition) Benchmark Exam 1</b>	<b>11</b>	Personal narrative	Standards: W2.1, W1.3, R2.1, R2.2, R3.2, LC1.1
<b>Benchmark Exam 2</b>	<b>11</b>	Reflective Composition	Standards: W2.3, W1.4, W1.6, R2.3, R2.4, LC1.1
<b>Mathematics</b>			
<b>Algebra 1AB Benchmark Exam 1</b>	<b>9</b>	Understanding the Meaning of Variable Expressions, Evaluate Variable Expressions, Simplify Numerical and Variable Expressions (including Distributive Property), Understand and Solve Linear Equations, and Understand and Graph Linear Equations, Functions, and Patterns	Standards: 1.0, 1.1, 2.0, 4.0, 5.0, 6.0, 7.0, 16.0, 17.0, 18.0, 24.0, 25.1,
<b>Benchmark Exam 2</b>	<b>9</b>	Understand, Analyze, and Graph Linear Equations; Understand and Solve Systems of Linear Equations; and Understand, Solve, and Graph Linear Inequalities	Standards: 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, and 15.0
<b>Benchmark Exam 3</b>	<b>9</b>	Understanding Operations on Polynomials, Understanding Factoring of Polynomials, and Understand and Use Quadratic Functions	Standards: 2.0, 10.0, 11.0, 14.0, 19.0, 20.0, 21.0, 22.0, and 23.0

## Academy of Scientific Exploration Benchmark Exam Matrix

<b>Benchmark Exam 4</b>	<b>9</b>	Understand Rational Expressions and Equations, and Understand Radical Expressions	Standards: 2.0, 10.0, 12.0, 13.0, 15.0, 17.0, and 19.0
<b>Algebra 2AB Benchmark Exam 1</b>	<b>10</b>	Understand Absolute Value and Inequalities, and Understand Polynomial Operations	Standards: 1.0, 2.0, 3.0, and 4.0
<b>Benchmark Exam 2</b>	<b>10</b>	Understand Rational Expressions, Understand and Graph Quadratic Functions and Parabolas, and Understand and Solve Problems Involving Complex Numbers	Standards: 5.0, 6.0, 7.0, 8.0, 9.0, and 10.0
<b>Benchmark Exam 3</b>	<b>10</b>	Understand Exponential and Logarithmic Functions and Solve their Equations, and Understand and Solve Problems using Combinatorics, Probability, and Statistics	Standards: 1.1 (11.1, 11.2), 12.0, 13.0, 14.0, 18.0, 19.0 and Probability and Statistics Standards: 1.0, 2.0, and 7.0
<b>Benchmark Exam 4</b>	<b>10</b>	Understanding Logical Statements involving Rational Expressions, Radical Expressions, Logarithmic or Exponential Functions; Understand How to Solve Problems Involving Arithmetic and Geometric Series; Understand Conic Sections, Functional Concepts and Mathematical Induction	Standards: 15.0, 16.0, 17.0, 21.0, 22.0, 23.0, 24.0, and 25.0
<b>Geometry AB Benchmark Exam 1</b>	<b>11</b>	Understand the Foundations of Geometry, Understand Parallel Lines Cut by Transversals, and Understand Polygons and Angles	Standards: 1.0, 7.0, 12.0, 13.0, 16.0, and 17.0
<b>Benchmark Exam 2</b>	<b>11</b>	Understand Triangle Congruency and Similarity, Understand the Properties of Quadrilaterals, and Understand the Proof and Use of the Pythagorean Theorem	Standards: 4.0, 5.0, 6.0, 7.0, 14.0, 15.0, 16.0, and 17.0
<b>Benchmark Exam 3</b>	<b>11</b>	Understand the Properties of Right Triangles and Trigonometry, Understand Derive and Apply Area Formulas, and Understand Volume and Surface Area	Standards: 8.0, 9.0, 10.0, 11.0, 16.0, 17.0, 18.0, 19.0, and 20.0
<b>Benchmark Exam 4</b>	<b>11</b>	Understand the Properties of Circles, and Understand Transformations	Standards: 7.0, 16.0, 17.0, 21.0, and 22.0

## Academy of Scientific Exploration Benchmark Exam Matrix

<b>Science</b>			
<b>Biology Benchmark Exam 1</b>	<b>9</b>	Macromolecules, Cellular Structures, Cellular Energetics, Central Dogma, and DNA Technology	Standards: 1 a-g, 4 a-e, 5 a-c, and 7c
<b>Benchmark Exam 2</b>	<b>9</b>	Meiosis, Mendel's Laws, Probability of Inheritance, Natural Selection, Population Genetics, Mechanisms for Evolution, and Evidence for Evolution	Standards: 2 a-g, 3 a-d, 6g, 7 a-f, and 8 a-g
<b>Benchmark Exam 3</b>	<b>9</b>	Gas and Nutrient, Electrochemical Communication and Response, Feedback Mechanisms, Infection/Immunity, and Ecology	Standards: 9 a-i, 10 a-f, and 6 a-f
<b>Chemistry Benchmark Exam 1</b>	<b>11</b>	Atomic and Molecular Structure (Periodic Table), Biochemical Bonds, and Conservation of Matter and Stoichiometry (Balancing Equations and Moles)	Standards: 1 a-e, 2 a-e, 3 a-c
<b>Benchmark Exam 2</b>	<b>11</b>	Atomic and Molecular Structure (Periodic Table), Conservation of Matter and Stoichiometry (Moles, Molar Mass, and Calculation of Mass of a Molecule), Gases and their Properties, Acids and Bases, Solutions, and Chemical Equilibrium	Standards: 1 a, c, and g, 3 c-e, 4 a-e, 5 a, b, and d, 6 a-d, and 9 a-b
<b>Benchmark Exam 3</b>	<b>11</b>	Atomic and Molecular Structure (Periodic Table), Chemical Bonds (Organic Chemistry), Acids and Bases, Solutions (Calculation of Solute Concentration), Chemical Thermodynamics, Organic Chemistry and Biochemistry, Nuclear Processes	Standards: 1 c and d, 2 a and b, 5 b and d, 6 d, 7 a-d, 10 a-c, and 11 a-e
<b>Social Science</b>			
<b>World History Benchmark Exam 1</b>	<b>10</b>	Ancient Greek and Roman Philosophy in Judaism and Christianity, Compare and Contrast (the Glorious Revolution of England, the American Revolution and the	Standards: 10.1.1-1.2, 10.2.1-2.2 and 2.4-2.5, 10.3.1-3 and 3.6, 10.4.1 and 4.3, and Analysis Skills

## Academy of Scientific Exploration Benchmark Exam Matrix

		French Revolution), Analyze the effects of the Industrial Revolution (England, France, Germany, Japan, and the United States), and Imperialism	
<b>Benchmark Exam 2</b>	<b>10</b>	First World War (Causes, Course, and Effects ), and Rise of Totalitarian Government post First World War,	Standards: 10.5.1-5.5, 10.6.1-6.4, and 10.7.1-7.3, and Analysis Skills
<b>Benchmark Exam 3</b>	<b>10</b>	World War II (Causes and Consequences), International Developments post-World War II, and Nation Building in the Contemporary World	Standards: 10.8.1-8.5, 10.9.1-9.4 and 9.6 and 9.8, 10.10.1-10.3 and Analysis Skills
<b>U.S. History Benchmark Exam 1</b>	<b>11</b>	Foundations of American Political and Social Thought (Philosophy of Government described in the Declaration of Independence), and Role of Religion in the Founding of America	Standards: 11.1.1-1.4 and 11.3.1-1.5
<b>Benchmark Exam 2</b>	<b>11</b>	The Rise of Industrialization and Immigration from Southern and Eastern Europe	Standards: 11.2.1-2.6
<b>Benchmark Exam 3</b>	<b>11</b>	United States between World War I and World War II (Major political, social, economical, and cultural developments of the 1920's). and World War II and Foreign Affairs (Participation in WWII and foreign policy since WWII).	Standards: 11.5.1-5.6, 11.6.1-6.5, 11.7.1-7.4, and 11.9.1-9.7
<b>Benchmark Exam 4</b>	<b>11</b>	Post-World War II Domestic Issues(Economic Boom and Social Transformation, Federal Civil Rights and Voting Rights, and Major Social Problems and Domestic Policy Issues in Contemporary American Society).	Standards: 11.8.1-8.8, 11.10.1-10.7, and 11.11.1-11.7

Los Angeles Unified School District  
District 2  
*Valley Region High School #5*  
**PROFESSIONAL DEVELOPMENT PLAN**  
2011-2012

**SCHOOL: The Academy of Scientific Exploration (ASE)**

DATE	TOPIC/OBJECTIVE
	Indicate topic and objective of specific training.
8/8	New teacher orientation (new to the profession) <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Establishing and Implementing school's rules and procedures</li> <li>• Communicating with Parents</li> <li>• Content Specific Curriculum (guide books, pacing plans, common lessons &amp; assessments)</li> </ul>
8/9	Teacher orientation (new to the school) <ul style="list-style-type: none"> <li>• Community Walk &amp; Campus Tour</li> <li>• Interactive notebooks</li> <li>• Introduction to the Institute of Educational Science's "Data Use Cycle"</li> <li>• School wide Strategy: RTI<sup>2</sup> training (set school goal based on data)</li> </ul>
8/10	School-wide meeting School wide Strategy: Project Based Learning (develop assessment tools) Assessment Tool: Student Portfolios (develop guidelines & focus/topics, go over protocol)
8/11	School wide Strategy: Strategic Lab Classes (develop skills drills classes) Review: Single Plan, SDAIE Strategies, Bread 'n' Butter strategies, Character Counts: Responsibility (develop emphasis) Set up Teacher Mentor/Mentee Teams for the year Opening Procedures
8/19	Data Driven: Institute of Educational Science's "Data Use Cycle"- Introduce Habits of Mind (overview) School wide Strategy: Strategic Lab Classes (develop intervention program- set up session I)
8/26	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies Habits of Mind: Emphasis on Evidence
9/2	<b>ADMISSIONS DAY (NO SCHOOL)</b>
9/9	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Respect (develop emphasis)
9/16	School wide Strategy: RTI <sup>2</sup>
9/23	Data Driven: Institute of Educational Science's "Data Use Cycle"- Habits of Mind: Emphasis on Collaboration Parent Collaboration meeting
9/30	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies
10/7	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Citizenship(develop emphasis) School wide Strategy: Project Based Learning (revisit & refine)
10/14	School wide Strategy: RTI <sup>2</sup> School wide Strategy: Strategic Lab Classes (develop intervention program- set up session II)
10/21	Data Driven: Institute of Educational Science's "Data Use Cycle"- Habits of Mind: Emphasis on Presentation
10/28	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies

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District 2  
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2011-2012

**SCHOOL: The Academy of Scientific Exploration (ASE)**

<b>DATE</b>	<b>TOPIC/OBJECTIVE</b> Indicate topic and objective of specific training.
11/4	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Caring(develop emphasis) Parent Collaboration meeting
11/11	<b>VETERAN'S DAY (NO SCHOOL)</b>
11/18	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies Habits of Mind: Emphasis on Expression
11/25	<b>THANKSGIVING HOLIDAY (NO SCHOOL)</b>
12/2	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Fairness (develop emphasis)
12/9	School wide Strategy: RTI <sup>2</sup> School wide Strategy: Strategic Lab Classes (develop intervention program- set up session III)
12/16	Data Driven: Institute of Educational Science's "Data Use Cycle"- Bread 'n' Butter strategies Parent Collaboration meeting
1/13	School wide Strategy: RTI <sup>2</sup> Character Counts: Trustworthiness (develop emphasis) Habits of Mind: Emphasis on Reflection
1/20	Data Driven: Institute of Educational Science's "Data Use Cycle"- School wide Strategy: Project Based Learning (revisit & refine)
1/27	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies
2/3	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Responsibility & Caring (develop emphasis)
2/10	School wide Strategy: RTI <sup>2</sup> Habits of Mind: Emphasis on Making Connections
2/17	Data Driven: Institute of Educational Science's "Data Use Cycle"- Parent Collaboration meeting
2/24	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies School wide Strategy: Strategic Lab Classes (develop intervention program- set up session IV)
3/2	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Respect & Fairness (develop emphasis) 10 <sup>th</sup> Grade matriculation portfolio training (for teacher, parents, students, 7 community representatives)
3/9	School wide Strategy: RTI <sup>2</sup> 10 <sup>th</sup> Grade matriculation portfolio training (for teacher, parents, students, 7 community representatives)
3/16	Data Driven: Institute of Educational Science's "Data Use Cycle"- 10 <sup>th</sup> Grade matriculation portfolio training (for teacher, parents, students, 7 community representatives)
3/23	School wide Strategy: RTI <sup>2</sup> Bread 'n' Butter strategies 10 <sup>th</sup> Grade matriculation portfolio training (for teacher, parents, students, 7 community representatives)
3/30	<b>CESAR E. CHAVEZ DAY (OBSERVED, UNASSIGNED DAY)</b>

Los Angeles Unified School District  
District 2  
*Valley Region High School #5*  
**PROFESSIONAL DEVELOPMENT PLAN**  
2011-2012

**SCHOOL: The Academy of Scientific Exploration (ASE)**

DATE	TOPIC/OBJECTIVE
	Indicate topic and objective of specific training.
4/13	Data Driven: Institute of Educational Science's "Data Use Cycle"- Character Counts: Citizenship (develop emphasis) Parent Collaboration meeting
4/20	School wide Strategy: RTI <sup>2</sup> School wide Strategy: Strategic Lab Classes (develop CST prep classes)
4/27	Data Driven: Institute of Educational Science's "Data Use Cycle"- Bread 'n' Butter strategies
5/4	School wide Strategy: RTI <sup>2</sup> Character Counts: Trustworthiness (develop emphasis)
5/11	Data Driven: Institute of Educational Science's "Data Use Cycle"-
5/18	School wide Strategy: RTI <sup>2</sup>
5/25	Data Driven: Institute of Educational Science's "Data Use Cycle"- Bread 'n' Butter strategies
6/1	School wide Strategy: RTI <sup>2</sup> Parent Collaboration meeting End of year Reflection & goal setting for new year

Tentative dates:

April 2012- 10<sup>th</sup> Grade Matriculation Portfolio Exhibition

### **The Eight Step Process for Measuring and Evaluating Professional Development**

1. *Assess professional development:* Providers will examine the design of the professional development program to determine its likelihood of producing the intended results; scrutinize the programs' goals, objectives, and indicators of success; Examine the program's clarity, feasibility, strength, and worth.
2. *Formulate evaluation questions:* Providers will design the formative (evaluations conducted during the professional development implementation in order to provide information to strengthen or improve the program or are being studied) and summative (evaluations conducted either during or at the end of the program or area of study's implementation to determine if intended outcomes have been met) questions, which will focus on the initial and intermediate outcomes and the program's goals and objectives for participants.
3. *Construct the evaluation framework:* Providers will determine what evidence to collect, from whom and what sources to use to collect the evidence, and how to analyze the evidence.
4. *Collect data:* Providers will use the data collection methods determined in Step 3 to collect evidence to answer the evaluation questions.
5. *Organize and analyze the data:* Providers will organize and analyze collected data and display analyzed data in multiple formats to use in Step 6.
6. *Interpret data:* Working together, stakeholders and providers will interpret the data to make sense of it, draw conclusions, assign meaning, and formulate recommendations. Stakeholder participation is critical because they will expand and enhance the meaning of the data.
7. *Report findings:* Providers will report and share findings and make recommendations.
8. *Evaluate the evaluation process:* Provider will analyze their own work as a reflective practitioner by looking back at the professional development work done, and identifying areas of strength and areas for continued refinement and growth.

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## 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 The Academy of Scientific Exploration

Name of Applicant Group/Applicant Team Dana Neill/Academy of Scientific Exploration

Lead Applicant Dana Neill

Title of Lead Applicant Lead Teacher

Mailing Address P.O. Box 571141, Tarzana, CA, 91357-1141

Phone Number 818-267-7422      Fax Number 818-364-1247

Email Address dbartelt@lausd.net

Website (if available) \_\_\_\_\_

**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

**PUBLIC SCHOOL CHOICE 2.0:  
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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

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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.

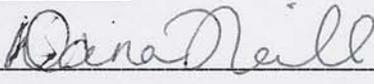
**7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education**

*(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 Dana Neill

Title of Lead Applicant Design Team Lead

Signature of Lead Applicant  Date 11/23/10

Name of Board President\* \_\_\_\_\_

Signature of Board President\* \_\_\_\_\_ Date \_\_\_\_\_

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

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**APPENDIX D**

Applicant Team Name: Academy of Scientific Exploration

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>The Academy of Scientific Exploration will have search and serve procedures to identify students attending and enrolling in the school who have or are suspected of having a disability and need special education and related services. The Academy will implement three search and serve strategies:</p> <ol style="list-style-type: none"> <li>1. At the beginning of each school year the brochure, <i>Are You Puzzled by Your Child’s Special Needs?</i>, will be distributed to every student to take home to describe the availability of and information on special education and related services.</li> <li>2. The following publications and forms will be maintained in the Academy’s office and made available to parents and staff upon request:                             <ul style="list-style-type: none"> <li>• <i>Are You Puzzled by Your Child’s Special Needs?</i> Brochure</li> <li>• Student Enrollment Form</li> <li>• Request for Special Education Assessment Form</li> <li>• A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</li> </ul> </li> </ol> <p>The Academy will also prominently display a Parent Resource Network poster that provides parents with information about where to call if they have questions or complaints concerning special education services.</p> <ol style="list-style-type: none"> <li>3. The Academy of Scientific Exploration will have procedures for all staff members to identify and promptly serve students who require or may need special services when they enroll in school.                             <ul style="list-style-type: none"> <li>• Upon enrollment parents will be required to fill out the District’s Student Enrollment Form (Section 10).</li> <li>• Office personnel will assist parents, if necessary, to answer the questions and to familiarize themselves with the enrollment form and their duties, per the District’s Policy and Procedures Manual (PPM).</li> <li>• The Academy’s staff will also be oriented as to the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment.</li> <li>• The Academy will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services.</li> </ul> </li> </ol>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
		<p>The Academy of Scientific Exploration’s staff will be trained and made aware that before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services, an assessment plan must be developed and provided to the parents for their approval within 15 calendar days from the date of receipt of a written request for an initial special education assessment or within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services. The Academy’s staff will know that the special education assessment plan should be developed in cooperation with the student’s teacher(s), general and special education, and other appropriate staff, depending upon the student’s disability or suspected area of disability.</p> <p>The Academy of Scientific Exploration will annually review the following documents with the staff:</p> <ul style="list-style-type: none"> <li>• LAUSD Special Education Policies and Procedures Manual</li> <li>• A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006.</li> </ul>
<b>Outcome 2</b>	<b>Intervention Programs</b>	<p>The Academy of Scientific Exploration’s academic intervention will be a systematic, focused and individualized approach for providing additional instruction and practice and enable students at risk to attain greater literacy skills and to provide additional help that a student might need before, rather than after, they have failed. The following approach will also provide targeted interventions that supplement and support the School’s and District’s base literacy program.</p> <p><u>RtI2 Three Tiers of Intervention</u></p> <ul style="list-style-type: none"> <li>• Tier 1 is the foundation and consists of scientific, research-based core instructional behavioral methodologies that are culturally responsive and relevant. Instructional practices and supports are differentiated and aligned to grade level standards and benchmarks to support all students in the core curriculum.</li> <li>• Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavior supports to groups of targeted students who</li> </ul>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
		<p>need additional time and intensity in instructional and/or behavior support.</p> <ul style="list-style-type: none"> <li>• Tier 3 consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student’s rate of progress. Tier 3 interventions are developed for individual students using the Problem-Solving Process. Students receiving Tier 3 level support may or may not be eligible for specially designated instruction and related services in accordance with IDEA.</li> </ul>
<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p>The authority for the Academy of Scientific Exploration to establish a disciplinary system is derived from state law as well as the LAUSD “Discipline Foundation Policy” (Bulletin#3638.0; March 27, 2007). The policy is the result of a School Board Resolution directive, which mandates the development of a school-wide positive behavior support and discipline plan. This plan is to be consistent with “Culture of Discipline: Guiding Principles for the School Community; and Culture of Discipline: Student Expectations.” To be included are positively stated rules, based on Character Counts, with are taught, enforced, advocated, and modeled. Assertive Discipline will be based on the proposition that teachers have the right to teach and students have the right to learn. The system will be designed to:</p> <ol style="list-style-type: none"> <li>1. Provide for the teaching of school rules, as well as social emotional skills.</li> <li>2. Provide for teacher training on the use of effective classroom management.</li> <li>3. Provide for parent/caregiver collaboration for discipline problems.</li> <li>4. Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, and detentions.</li> <li>5. Provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to an education, and the rights of teachers to teach them.</li> <li>6. Provide for prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate.</li> </ol> <p>The Academy of Scientific Exploration will ensure that the Behavior Support plan is written into the IEP to</p>

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		<p>protect the rights of the special education student. However, when violations of state laws occur, or when any student or parent refuse to work within the established policies of the district and school, or where the security of persons or property appears to be in jeopardy, the school will not hesitate to call the appropriate law enforcement personnel and initiate arrest and prosecution proceedings.</p> <p>In summary, the Academy’s Assertive Discipline Plan will attempt to establish a climate supportive of a well-disciplined school operation, which is free to concentrate on academic tasks. The system will require that students, teachers, administrators, and parents cooperate to maintain the atmosphere.</p>
<p><b>Necessary for Planning, will be provided</b></p>	<p><b>Description of Student Population</b></p>	<p>Before the school year begins, the Academy of Scientific Exploration will utilize Welligent reports to review the school’s special education program to determine information about our students with disabilities as follows:</p> <ol style="list-style-type: none"> <li>1. The number of students will be determined—overall, grade levels.</li> <li>2. The disabilities of the students along with their eligibility for support and services.</li> <li>3. The Academy’s organization will be planned to meet the needs of these students by using Welligent for assessment plans and IEP team meeting notices, using the web-based Welligent system to develop and print IEP’s during IEP meetings, entering and making timely updates of mandated information in all special education Student Information Systems (SIS) fields, ensuring that Resource Specialist Teachers and all Related Service Providers will maintain logs in Welligent that document the frequency of contact and total number of minutes of service provided per week or month.</li> </ol> <p>The Academy of Scientific Exploration will use the Welligent system “Request for Special Education Assessment” form (or other dated written communication) when a request for assessment is made. If other dated written communication is used, the Academy will enter the date in Welligent. The Academy will provide the parent with a Welligent-generated assessment plan within 15 days of the written request for assessment, unless the parent is provided with a written denial of assessment as an alternative. The two Welligent reports that the Academy will check most frequently are the Master Calendar Report and the Timeline Report.</p>

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Outcome 2	Special Education Program Description	<p>The Academy of Scientific Exploration is aware that Special Education law requires that public entities provide equal access for students regardless of any disability. The Academy understands that while special education should be offered to students who have identified needs, it is clear that special education is by its nature, a service. Studies have consistently concluded that students with disabilities have better access to education if they are routinely evaluated and “mainstreamed” to a general education setting where appropriate.</p> <p>The Academy of Scientific Exploration will use operational guidelines provided by the Los Angeles Unified School District’s Special Education Division to require a learning center designed to assist students with special needs in meeting their IEP goals, improving their academic skills, and improving overall academic achievement. The special education coordinator, in conjunction with special education teacher input and support, will provide a document to general education teachers identifying students receiving IEP services, goal summaries and accommodations.</p> <p>Placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services, and will be driven by the unique needs of the individual student. Students will participate in an inclusive model and enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interest, and the ability to meet previously set goals.</p> <p>Teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. &amp; Kelly, N. Pupils’ views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. British Educational Research Journal, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p>

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		<p>Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Throughout, the Academy’s model will be one of “Collaborative Consultation” whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for students with disabilities. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the learning environment of the school. In addition, an advisory and strategic lab class will provide regular time for monitoring and planning support for students with disabilities.</p> <p>A Structured Learning Center will be designed to help students with disabilities who have struggled academically to receive individualized instruction within the science, mathematics, and technology focus of the Academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language art teachers.</p> <p>The learning center has three purposes characterized by AIM:</p> <ol style="list-style-type: none"> <li>1. A: teach access strategies</li> <li>2. I: provide intensive intervention</li> <li>3. M: monitor student progress</li> </ol> <p>The learning center may be available for a complete day schedule or part of the day depending on student need. The Academy of Scientific Exploration will analyze student data to assess student need in order to implement effective instruction in the learning center.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>After the student has been assessed within the 60 day timeline, an IEP meeting will be held. The Academy of Scientific Exploration will hold an IEP at a time and place convenient for both the parent and the Academy’s representatives. At this meeting the IEP team discusses the assessment results and determines whether the student is eligible for special education services. If he/she is eligible, then an IEP will also be developed during the meeting. Once the IEP team determines the student’s unique needs, it will be important to have goals, supports, services, accommodations and modifications that address each of the student’s unique needs.</p>

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		<p>The following people will be members of the IEP team:</p> <ul style="list-style-type: none"> <li>● Parent, guardian, or student’s representative.</li> <li>● School administrator or qualified representative (Must be knowledgeable about program options appropriate for student.)</li> <li>● Student’s present teacher.</li> <li>● Other persons whom the parent or the school wishes to invite.</li> <li>● When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures.</li> </ul> <p>The student will have an IEP before he/she receives special education services. The IEP will be reviewed and when necessary, revised once a year or more often upon parental or guardian request. If the student is found to be eligible for special education services, the IEP will contain:</p> <ul style="list-style-type: none"> <li>● Annual goals and short-term or incremental objectives focusing on the student’s current levels of performance (Present Levels of Performance/PLP’s) Goals will align to the appropriate content standard for the student’s grade level, not the performance level. Objectives may be written using standards below the grade level as a means of building goal attainment.</li> <li>● The services that will be provided.</li> <li>● When the services begin, how often they will be provided and for how long.</li> <li>● The instructional program(s) where these services will be delivered.</li> <li>● The amount of time the student will spend in general education. If the student is not educated completely in general education, it (the IEP) should state why.</li> <li>● How the school will measure the students progress.</li> </ul> <p>At the conclusion of an IEP meeting, if the parent disagrees with the IEP or raises concerns over what is appropriate for the student, the School will clarify with the parent the areas of agreement and disagreement.</p>

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		<p>Document the parents' disagreement on p. 10 of the IEP. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. The Academy's administrator or designee will then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.2. After the parents select a dispute resolution process the Academy will make sure that the choice is marked on the IEP by checking the informal meeting box or due process box on p. 10 of the IEP. Then proceed with the relevant steps for the selected process as set forth in Reference Guide 1410.2. Whenever possible, the Academy will attempt to work out the disagreement within the IEP process. If it is believed that an agreement can be reached, the IEP team will decide what steps will be taken to reach an agreement. The team will document in Section Q of the IEP the elements of agreement and disagreement, the steps that will be taken by the school and/or parent to resolve the disagreement as part of the IEP process, and a date for reconvening the IEP team meeting. The IEP team meeting will adjourn and reconvene at the specific date. If a parent's concerns over what is appropriate for the student cannot be resolved through the IEP process, the Academy of Scientific Exploration will inform the parent of the various dispute resolution options available in the District, i.e., Informal Dispute Resolution, Mediation Only, and Due Process Proceedings. The Academy will make sure the parent has a copy of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)," which details the various dispute resolution processes.</p> <p>Each student who receives special education services will have a special education folder (green folder). Students transferring from other districts or states may have a different folder; therefore, the Academy will carefully review the records received for out of district students to ensure that all students requiring special education services are identified and provided with the appropriate services.</p> <p>During implementation of a student's individualized educational program, any teacher providing services to the student will have access to the student's complete IEP. The following staff will have access to a current copy of the IEP:</p>

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		<ul style="list-style-type: none"> <li>• Special education teachers</li> <li>• General education teachers providing services to students with disabilities.</li> <li>• Related service providers</li> <li>• Other service providers as identified on the IEP document</li> </ul> <p>Other staff members such as classroom assistants may have access to the portions of the IEP that enables them to successfully exercise duties with regard to the implementation of the IEP. The IEP and any other educational record will be maintained to ensure complete confidentiality.</p> <p>If it is determined at the IEP meeting, that a student is not eligible for special education services all records (including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the students cumulative folder. No green folder will be created.</p> <p>Once the initial IEP steps have been implemented, a subsequent IEP meeting will be held for the following reasons:</p> <ul style="list-style-type: none"> <li>• Once a year to review the student’s progress and placement and to make any needed changes.</li> <li>• Every three years to review the results of a mandatory comprehensive reevaluation of the students progress.</li> <li>• After a student has received a formal assessment or reassessment.</li> <li>• If a parent or a teacher feels that a student demonstrates significant educational growth or a lack of anticipated progress.</li> <li>• To develop an Individualized Transition Plan, beginning at the age of fourteen.</li> <li>• To determine whether a student’s misconduct was a manifestation of his or her disabilities before expelling or suspending the student from school for more than 10 school days.</li> </ul>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The Academy of Scientific Exploration will ensure a good start for all IEPs beginning with a thorough pre-assessment discussion with the student’s parents and teachers and using these discussions to formulate an appropriate assessment plan signed by the parent or guardian within 15 days. Then the school staff will identify all of the student’s unique educational needs by conducting comprehensive assessments in all areas of suspected disability as set forth on the assessment plan. Once the IEP team determines the student’s unique needs, it will develop goals, supports, services, accommodations and modifications that address each of the student’s unique needs.</p> <p>The assessment will involve gathering information about the student to determine whether he/she has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports, and in-class work samples.</p> <p>When the student is assessed, these guidelines will be followed:</p> <ul style="list-style-type: none"> <li>• Each student is assessed after receipt of the signed Assessment Plan from their parents.</li> <li>• All areas relating to the student’s probable disability are assessed (academics, physical capabilities, health, etc.)</li> <li>• The Assessment will be administered in the student’s primary language or a qualified interpreter will be provided.</li> <li>• The Assessment will include a variety of suitable tests to measure the student’s strengths and needs or challenges. Individuals administering these tests are qualified and trained.</li> <li>• The Assessment is adapted or suited to students with impaired sensory, physical or speaking skills.</li> <li>• A multi-disciplinary team, including at least one general education teacher and a specialist such as the school psychologist with knowledge in the area of the student’s suspected disability, will make the assessment. An interpreter will be present, if needed.</li> <li>• Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory.</li> </ul>

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Outcome 2	Instructional Plan for students using grade level standards	<p>The Academy of Scientific Exploration will always consider the need for assistive technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and education needs, if the student is or may be eligible for special education services. AT considerations will address the student's need to access curriculum. IEP teams will ask the question, "What does the student need to do that he/she cannot do because of his/her disability?" The IEP teams will recognize that AT encompasses a range of devices from the low end (e.g., picture boards, wide-lined paper, pencil grips, calculators, typewriters) to the high end which may include computers or devices with computer components and that AT is not educational technology. AT provides access to the curriculum. If the school site staff does not have sufficient knowledge to make appropriate assistive technology recommendations for students with more complex needs, the Academy will request assistance from the District's assistive technology program when conducting the assessments or reevaluations.</p> <p>The School will provide specially designed differentiated instruction to meet the unique needs of any student with a disability. Instruction will be provided for adapting content, methodology, and delivery of instruction that address the unique needs of an eligible student and to ensure access of the student to the general curriculum. Instruction in special education will support and align with the standards-based instruction provided in general education. Students with IEPs will have equal and full access to all curriculums. The Academy will differentiate instruction to meet the needs of all the students through scaffolding...etc., and any recommendations set forth in the IEPs.</p> <p>The Academy will adhere to the District requirements of a tiered approach (RTI2) to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the District's general education curriculum at the student's grade level using accommodations or modifications of grade level curriculum (found in Section M, No. 9 of the IEP). A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach facilitating the</p>

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		<p>expectation that all secondary students with disabilities will participate in rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Program (IEP).</p> <p>The Academy acknowledges that Special Education is a service to support student achievement in the core curriculum in an integrated setting. The Tiered approach is not synonymous with placement and IEP teams will consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom.</p> <p>In the Academy’s tiered approach, all students with M/M disabilities will participate in academic content instruction in the general education classroom with appropriate supports provided within that environment. A student will be removed from this environment only when there is significant evidence to indicate that the student’s needs cannot be met in this environment even with supplemental supports and services. In this case, extended instruction will be provided above the Tier 1 base program and includes the provision of additional support and services beyond the instruction and interventions embedded in the core program.</p> <p>The Academy is committed to providing a continuum of services in the Least Restrictive Environment for students with disabilities and envisions services delivery models composed of three interrelated and multi-layered special education service components consisting of:                      Layer 1: Accommodations within the general education class                      Layer 2: Co-planning between general and special educators                      Layer 3: Co-teaching in general education content classes                      Layer 4: Direct instruction non-intensive</p> <p>Consequently, the Academy will ensure that each student will receive special education support through the instructional accommodations prepared during co-planning, participate in one co-taught academic class, and use the learning center take tests.</p> <p>The Academy will use a learning center as an essential element in institutionalizing a multi-tiered model of service delivery leading to increased access and achievement of students with disabilities in the core</p>

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		<p>curriculum. The learning center has three purposes characterized as AIM.</p> <p>The Academy will analyze data including student assessment results, Individualized Education Program (IEP) goals and designated services, and the number of certificated and support staff in determining the schedule for instruction in the learning center. Special education teachers and paraprofessionals will provide instruction and support for students in the learning center.</p> <p>When special education services are needed outside the general education setting, all courses will continue to be based on grade level content standards and expectations. In order for this to occur students will be enrolled in classes with one grade and one subject, unless that is not feasible. Multiple grade levels and/or multiple subjects will not be programmed into a single class.</p> <p>Some students may require alternative instruction related to the core curriculum based on ongoing monitoring and will be provided opportunities for accelerated learning, intervention, and provision of immediate and corrective feedback in the learning center. The learning center will be utilized as a dynamic, flexible setting provide opportunities for students to receive either short or long term intervention(s) based on individual needs. The students will be programmed into the learning center for an elective in the area in which the IEP team has determined that the student needs direct and intensive intervention. General special educators will continue to collaborate including co-planning for students receive direct instruction for a period of time in the learning center.</p>

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Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>The intended curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum and intervention used in general education as described in the previous section. The Academy will use the District’s Curriculum Guide for Students with Moderate to Severe Disabilities to enable its students with disabilities to access the core curriculum outlined in the California Frameworks. The Academy’s course of study will align functional skills with standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum at the Academy is a subset of the California standards in English/language arts, mathematics, science, and history/social science as provided in the LAUSD Reference Guide #4160.0.</p> <p>The Academy will use the booklet, Community Based Instruction: An Experimental Manual for Teaching Life Skills in the Community which provides an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities. The primary focus will be to successfully transition into the adult world. The reauthorization of the Individuals With Disabilities Education Act (IDEA) in 2004 shifted the focus of CBI to provide for a seamless transition to employment, independent life skills, or education and training. CBI instruction will consist of an individualized, coordinated set of classroom and community activities that are based on student needs and interests. CBI activities will be designed to support instruction in employment and independent living skills for students with moderate to severe disabilities on the alternate curriculum. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22. The activities are individualized and take place with a small group of no more than four students assigned to one adult for instruction at school or in the community.</p> <p>CBI Activities will differ from field trips in that they will involve ongoing instruction in the context of the natural environment. CBI instructional activities will focus on individual needs and targeted skills in a variety of learning environments. There will be a special education assistant/trainee who will have the responsibility to:</p> <ol style="list-style-type: none"> <li>1. Work under the supervision of a certificated staff member assigned to a CBI program.</li> <li>2. Work with students whose IEP specifies CBI related goals and objectives.</li> </ol>

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Outcome 13	Plan to provide Supports & Services	<ol style="list-style-type: none"> <li>3. Attend District sponsored professional development training on providing CBI support.</li> <li>4. Follow District guidelines outlined in the Field Trip Handbook and Revised Procedures, July 24, 2006, and in the CBI: Teaching Life Skills in the Community Handbook, Procedural Guidelines for Off Campus Instructional Activities.</li> <li>5. Provide direct supervision of no more than four students participating in the CBI.</li> </ol>
		<p>The Academy of Scientific Exploration will provide supportive services as may be required to assist a student with a disability to benefit from special education. To receive one or more related services the student must have a disability and eligible for special education per the IEP. The Academy IEP team will determine if related service is necessary for the student to benefit from the special education. The related services will include audiology services, counseling services, language and speech therapy, medical services, occupational therapy, orientation and mobility services, physical therapy, psychological services, rehabilitation counseling services, social work services, and transportation.</p> <p>Students with disabilities will have equal access to any technology available to the student body at the school site. The Academy’s technology plans will provide for the purchase of computers that allow adaptations for students with disabilities at the school. The school’s computer lab will have adaptations for students with disabilities at the school. The Academy will obtain information from the LAUSD Assistive Technology (AT) and Low Incidence (LI) Programs regarding specialized hardware and software recommendations. The school will draw equipment from existing inventory and resources to the fullest extent possible prior to the expenditure</p>

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		<p>of new monies when addressing assistive technology considerations. The school will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, typewriters, and available computers. Whenever possible, IEP teams and Student Success Teams will utilize equipment from the school inventory as part of the intervention process for a student.</p> <p>Behavior Intervention Therapy (BIT) is another intervention service intended for when school-wide/classroom behavior intervention prove to be unsuccessful or where an IEP team determines interventions are insufficient and therapy is required to meet a student's needs. BIT will not replace or supplant appropriate behavior support provided in the school-wide environment and the classroom program. BIT is a specific related service provided to a student based upon assessed need for intensive behavior intervention to support a student's special education program. BIT is to be offered only after (1) a functional behavioral assessment (FBA) or functional analysis assessment (FAA) has been completed; (2) the IEP team has found the student is in need of BIT to benefit from special education; and (3) goals and objectives have been developed to guide the delivery of BIT services.</p> <p>A functional behavioral assessment (FBA) will be conducted in order to determine the need for, and appropriate offer for, BIT services. A functional behavioral assessment (FBA) or other appropriate assessment will be necessary to prepare for a triennial review for a student who currently receives BIT. There are further assessment considerations when a student's behavior meets the definition of "serious" under California law; a functional analysis assessment (FAA) must be considered and a behavior intervention case manager (BICM) will be part of the IEP team. While the BICM is required for an FAA, school site staff may refer to their BICM as a resource during the FBA assessment process. The school site might also access additional consultation from their special Education Support Unit or the division of Special Education, Behavior Support Office. The Academy will use the Welligent IEP System including the services tracking system to monitor the provision of services. Designated staff will be accountable to ensure that all staff develop and maintain IEP's on the</p>

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		<p>Welligent IEP System and to use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Transition services will be a set of coordinated activities for the Academy to assist the movement of student with disabilities from school to post-school activities. These services will be designed to help the student adjust to life after he or she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen years of age or younger. When appropriate, the Academy's IEP team will plan and oversee the implementation of these transition services. All students receiving IEP services will have an Individualized Transition Plan (ITP) to assist them with transitioning to a career-ready adulthood. The Academy will also use the LAUSD DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet outcome 9 of the MCD.</p> <p>The IEP/ITP will set forth in writing a commitment of services necessary to enable the student to receive appropriate transition instruction and services as part of his or her special education program. It will be based on individual student needs, taking into account student strengths and preferences and interests determined through the process of age appropriate assessment, and will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation.</p>

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Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>Students will have equal access to general education programs including lunch, nutrition, extra curricular activities, field trips, and other programs. The special education program will provide access to general education academic and elective classes along with the necessary appropriate personnel. Administrators, general education teachers, special education teachers, paraprofessionals, related service providers, and other personnel will collaborate to provide opportunities for social interactions between special education students and the general student population.</p>
Federal requirement	Providing Extended School Year	<p>Extended school year (ESY) services are special education and related services that the Academy will provide to students with disabilities in excess of the traditional school year, in accordance with each student's IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. The Academy's ESY services will be coordinated with the LAUSD Division of Special Education.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student with a disability to maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program. The Academy will prepare guidelines for IEP teams to determine ESY for a student that will address the severity of disability, critical areas of learning, extent of regression in learning, recoupment rate, and availability of alternative resources such as general education and intervention programs.</p> <p>The Academy's IEP teams will determine the type of ESY program, related services and transportation, if needed, for qualifying students. The IEP teams will ensure that ESY services are part of the FAPE summary offer on page 12 of the IEP.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>There are two categories of IEP disagreements that may arise between parents and the Academy. The first is disagreements over what is appropriate for the student such as:</p> <ul style="list-style-type: none"> <li>• How the student should be assessed and/or the results of the assessment.</li> <li>• What should be in the IEP (Placement and services)</li> </ul> <p>The Academy will attempt to resolve disagreements regarding the content of IEP's at IEP team meetings and at the school site level whenever possible. If the Academy cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> <li>• Informal Dispute Resolution (IDR)</li> <li>• Mediation Only</li> <li>• Due Process Proceedings</li> </ul> <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> <li>• Whether the School/District has followed the procedural requirements (timelines, notification requirement, etc.) in state and federal laws and regulations for assessments, IEP's record request.</li> <li>• Whether District procedures are being implemented appropriately.</li> <li>• Whether a student is receiving the services specified in his or her IEP.</li> </ul> <p>The Academy will be responsible for ensuring compliance with the following special education timeline:</p> <ul style="list-style-type: none"> <li>• Provide parent with Welligent-generated assessment plan or written denial for assessment within 15 days of the written request for assessment.</li> <li>• Mail copies of assessment reports to the parent 5 working days before the date of the IEP meeting, if requested.</li> <li>• When an IEP meeting is precipitated by an assessment or assessments, the IEP meeting will be held within 60 days of receipt of written parental consent to the assessment plan.</li> <li>• Conduct annual and three year review of IEP's as designated by Welligent.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Hold a parent-requested IEP team meeting within 30 calendar days from the date of the parent request.</li> <li>• When a student transfers into the District, immediately put into place an interprogram based on the previous school's IEP team meeting to develop a District IEP within 30 days of the student's enrollment.</li> <li>• If there is disagreement between the school and the parent at the end of an IEP team meeting make sure the parent has received a copy of the "Parents Guide to Special Education Services" and apprise the parent of the three dispute resolutions options (Informal Dispute Resolution, Mediation Only, Formal Due Process), IDR Helpline at (213)241-8135 within 24 hours of the dispute.</li> <li>• Meet with the parent within 24 hours of the dispute to clarify issues and concerns and to complete IDR Form A: "Request for Informal Dispute Resolution (IDR) Regarding Individualized Education Program (IEP) Issues." This form is Attachment B-1 to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution.</li> <li>• If the IDR dispute is assigned to your school site for resolution, complete resolution activities within 5 business days.</li> <li>• If the IDR dispute is assigned elsewhere for resolution, resolution activities should be completed within 20 business days.</li> <li>• If the parent request State Mediation Only: Provide the parent with a Mediation Only Request Form at the time of the request. This form is Attachment C to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the LAUSD Due Process Unit at (213) 241-6718 immediately.</li> <li>• If the parent request Formal Due Process Proceeding: Provide the parent with a Request for Mediation and Due Process Hearing Form at the time of the request. This form is Attachment D to LAUSD Reference Guide 1410.2 Special Education Dispute Resolution. Call the Due Process Hotline at (213) 241-5420 immediately.</li> </ul> <p>Complete the District's written response within 10 calendar days of the District's receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will provide guidance in</p>

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		<p>completion of this written response. Attend a resolution session with the parent within 15 days of the District's receipt of the Complaint Form or Complaint Notice. The Due Process Specialist assigned to the case will assist in scheduling the resolution session and may attend the resolution session.</p> <p>Students with disabilities will participate in the Standardized Testing and Reporting (STAR) program in one of four ways</p> <ul style="list-style-type: none"> <li>• California Standards Test (CST). Students with IEPs will take the CST with or without accommodations and/or modifications.</li> <li>• California Modified Assessment (CMA). The CMA maybe taken with accommodations; however, since it is a modified assessment additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the state, for a high school diploma including meeting the California High School Exit Examination requirement with or without accommodations.</li> <li>• CST and CMA combined (subject specific). California Alternate Performance Assessment (CAPA) is an alternate assessment that will be used to make grade level content accessible for students with the most significant cognitive disabilities.</li> <li>• The Academy will complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The Academy will also provide a SOP for students leaving with a certificate of completion. Special Education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final IEP.</li> </ul> <p>To the maximum extent appropriate supplementary aides and supports for students with disabilities will be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, are to be included in considering supplementary aides and supports. The</p>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
All	Professional Development	<p>student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or the type of services that he/she needs. If potential harmful effects exist the school will be obligated to mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability will not be removed from an age appropriate general education classroom solely because of needed modifications in the general curriculum.</p>
		<p>Professional Development planning will be data driven and comply with the LAUSD UTLA contract and the training programs available through the LAUSD Division of Special Education. The focus will be on the implementation of standards-based instruction, the quality of teaching and learning, the development of academic targets for students to achieve, compliance with the Modified Consent Decree as well as IDEA. The professional development calendar of topics will be developed each year by the teachers on the professional development committee in conjunction with the school leadership.</p> <p>As with other professional development, new teacher support will be designed by the professional development committee. Support for new teachers will begin with an orientation at the beginning of every school year to focus on the operational and instructional structures of the Academy.</p> <p>Teachers will regularly collaborate in small groups to examine the quality of student work and to help them pinpoint areas of need and effectively implement State learning standards and special education requirements into the curriculum. Teachers will regularly look at CST, CAHSEE, and Periodic Assessment Data to develop new and effective teaching strategies to address the goals for students with disabilities established for professional development and the teaching and learning practices.</p>

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

**APPENDIX D**

Applicant Team Name: Academy of Scientific Exploration

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
Outcomes 6, 8, 16	Staffing/Operations	<p>The Principal, Special Education Coordinator, two special education teachers, and two general education teachers, and a parent representative will be in charge of reviewing the Academy’s MCD Progress Report. It will also verify that the Principal’s Checklist, outlined in the LAUSD Special Education Policies and Procedures Manual, is implemented in good faith as well as to ensure that the MCD outcomes are met to stabilize the school’s special education process. The Academy will use Welligent master calendar concurrently with the school’s SIS files to schedule IEP meetings and check IEP distribution to special education teachers. The Academy will complete all IEP’s within 60 days upon receipt of the Special Education Assessment Plan. A Special Education Coordinator and Clerk will “back up” the school schedule to ensure that large groupings of scheduled IEP’s are completed in advance to meet outcome 10 of the MCD. All special education teachers will receive up to date support on changes to Welligent, using formal methodologies for assessing students and completing resource logs. The Academy will ensure that there are case managers on site to guarantee that the school is meeting the requirements outlined in the District’s Policy Bulletins H50(REV.) and BUL 3958.0. The Academy will work to ensure that all special education teachers will have an additional conference period to assess students and to complete IEP’s.</p> <p>The Principal will review the Modified Consent Decree school snapshot to identify problem areas and discuss them at staff meetings, meet with staff who have responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The principal will also review special education and or related services in IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. The Academy will also put in place procedures to provide access to the current IEP to all staff responsible for implementing each students program and make sure that all staff responsible for implementing each students program have a clear understanding of all points of the IEP they are responsible for implementing.</p> <p>The Academy will also plan for pre-referral interventions, class and school-wide intervention programs, and the student success team process. The principal will also meet with staff to confirm or assign responsibility for student discipline, Behavioral Intervention Case Manager, creating and supervising IEP calendar and Welligent</p>

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

**APPENDIX D**

Applicant Team Name: Academy of Scientific Exploration

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
		<p>system, creation of the Master Schedule and student programming, supervision of the Special Education Assistance/Trainees, and administrative designee at IEP meetings. The Academy will put in place the procedure for special education teachers to complete and distribute progress reports to parent's at all reporting periods and plan for time to review LAUSD Special Education Policies and Procedures Manual and A Parents Guide to Special Education Services, LAUSD Revised January 2006. The Academy will review current special education Memoranda, Bulletins, and Reference Guides in the e-library at sped.lausd.net.</p>
	Fiscal	<p>LAUSD will provide the Academy of Scientific Exploration with the necessary staff to meet the needs of our identified Special Education population.</p> <p>ASE will actively seek grants to supplement the education program, but the instructional program will not be dependent on these additional monies.</p> <p>To reduce case load on our special education staff, the Academy of Scientific Exploration intends to purchase additional staff members.</p> <p>ASE will be responsible for generating all financial and budget reports. ASE will utilize the District's budget tracking systems (IFS/GUI and FRDB). These systems will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs.</p>

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

**APPENDIX D**

Applicant Team Name: Academy of Scientific Exploration

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
Outcome 14	Parent Participation	<p>The Academy values the role of parents participating in the special education process and recognizes that parents whose primary language is not English must be provided with specific information on how their questions and concerns will be addressed in their primary language or other mode of communication. The Academy in accordance with LAUSD Policy Bulletin BUL 4140.0, will provide the parent with a special education assessment plan within 15 days of receipt of the request. Parents are members of the IEP teams and will be notified within 10 calendar days prior to the scheduled date of the meeting. The school will implement conference calls and make every effort to communicate with and accommodate the needs of parents in their preferred communication mode who cannot attend the IEP meetings during the school day. The MCD clerk will record all attempts to contact parents and convince them to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. The Academy will provide parents with copies of the IEP goal pages in conjunction with school progress reports in their preferred communication mode.</p> <p>The Academy will assist a parent/guardian in making informed decision by ensuring the parent/guardians right to examine educational records pertaining to their child. This right is explained in A Parents Guide to Special Education Services (Including Procedural Rights and Safeguards) which will be provided to the parents. The Academy recognizes the parents/guardians right to inspect and review all educational records of their child and to receive copies as requested within 5 business days after the request is made. Draft Welligent IEP pages are to be considered as student records. A parent’s written request to review records will be documented and maintained at the school.</p> <p>The Academy will ensure that parents of students with disabilities are an integral part of the school community and have opportunities for leadership within advisory groups and attend trainings at school, district, and State levels.</p>

California State University  
**Northridge**

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**Chicana/o Studies Department**  
College of Humanities

November 26, 2010

Ramon C. Cortines  
Office of the Superintendent  
333 S. Beaudry Ave. 24<sup>th</sup> Floor  
Los Angeles, CA 90017

Dear Superintendent Cortines:

This letter is to express support for the Academy of Scientific Exploration (ASE) application to become a Pilot School as part of Valley Region High School #5. The Chicana/o Studies Department has a long history of commitment to education in the Chicano/Latino community and our faculty are highly experienced in working with local area schools, parents, K-12 students, community partners, and CSUN future teacher candidates in support of high educational achievement. For example, the Family Fun Literacy Project serves 50 families yearly from Local District 2 schools involving CSUN future teacher candidates and our community partner, Parent Pioneers, in reading high quality literature with families and providing tutoring and enrichment in literacy and math. Our faculty are also involved in providing parent training and workshops in the areas of Family Math, Parent Involvement, Access to College, Family Literacy, and human diversity training.

Specifically, our department would like to work with ASE as they establish their parent center and parent involvement programs. We can support the training of parent leaders that have the capacity to support high quality education for their children. For example, by training ASE parent leaders in Family Math and Family Science, parents become more aware of how to support their student's education, how mathematics serves as a gatekeeper for entrance to 4-year universities, and A-G university entrance requirements as well as financial aid. Our experiences have taught us that when parents are prepared to support their children's education we have another team member pulling for their student's success. We would like ASE to become a model site for parent involvement focused on mathematics and science.

We would also like to invite ASE students and their families to be regular participants in the life of the university starting with the Spring 2011 Raza Youth Conference to be held March 26<sup>th</sup> at CSUN. This conference provides information about college going, financial aid applications, and other interesting workshops for secondary youth and their families. Please contact me at (818) 677-6819 or by email: [rosa.furumoto@csun.edu](mailto:rosa.furumoto@csun.edu) if you should need any further information.

Respectfully,

Rosa RiVera Furumoto, Associate Professor  
Chicana/o Studies Department

18111 Nordhoff Street • Northridge • California 91330-8246 • (818) 677-  
2734/2735 • fax (818) 677-7578

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The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills •  
Fresno • Fullerton • Hayward • Humboldt • Long Beach • Los Angeles •  
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego  
• San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus



November 15, 2010

Re: Academy of Scientific Exploration (ASE) design team's proposal for Valley Region High School #5.

Dear Superintendent Cortines,

EduCare Foundation is delighted to partner with and support the application of the Academy of Scientific Exploration (ASE) design team's proposal for Valley Region High School #5. EduCare endorses ASE mission to "empower all stakeholders - parents, teachers, students, administrators, and the community - to play a vital role in the development of student education, character, and leadership skills."

EduCare Foundation is committed to partnering with ASE as best our resources will allow. Founded in June 1990, EduCare Foundation (EduCare) is a non-profit 501 (c) (3) educational organization that works with community and school based educational partners. EduCare's mission is to inspire and enable young people to become responsible citizens, compassionate leaders, and to live their dreams. EduCare's objectives include empowering schools, school districts, youth-serving agencies, teachers, parents and young people themselves, in low-income communities to better serve youth and prepare them to lead healthy, fulfilling and successful lives.

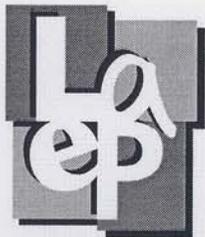
EduCare operates day time and after school programs that integrate life skills and leadership development; at-risk intervention programs; professional staff teambuilding / community building; student peer mentoring; community service; cross-age mentoring; peer mediation and conflict resolution; and parent education and involvement. EduCare is currently the After School Program Lead Agency for seven LAUSD / Beyond the Bell high schools (Bell HS, Jordan HS, Lincoln HS, RFK Community Schools, San Fernando HS, Sylmar HS, and Washington Prep HS). For the past three years, EduCare has also worked with LAUSD / Beyond the Bell to implement a successful leadership campaign (*Take Action*) that has developed core student leadership teams at now 29 LAUSD high schools.

We are ready to participate in this collaborative effort to ensure the success of students, families, teachers and school personnel at Valley Region High School #5 and the Academy of Science Exploration.

Sincerely,

A handwritten signature in black ink that reads "Stu Semigran". The signature is written in a cursive style.

Stu Semigran  
President



Los Angeles  
**Education Partnership**

1055 West Seventh Street  
 Suite 200  
 Los Angeles  
 California 90017

**T: 213.622.5237 x266**  
 F: 213.629.5288  
 E: [epais@laep.org](mailto:epais@laep.org)  
 I: [www.laep.org](http://www.laep.org)

November 15, 2010

Dear Mr. Cortines,

As the Community School Coordinator for the San Fernando Neighborhood Partnership and employee of Los Angeles Education Partnership, it is my pleasure to support the Academy of Scientific Exploration design team's proposal for Valley Region High School #5. The faculty who comprise the design team educate with exacting rigor and accountability. They employ innovative instruction to engage the diverse academic needs of students while integrating character development into coursework, cultivating quality citizens. In their commitment to the success of the whole child, these teachers frequently partner with local health organizations, integrating science lessons with personal wellbeing, parent engagement, and community involvement. Their vision and commitment will provide quality leadership for the ASE school and ensure the success of the student body.

LAEP will partner with ASE to the fullest extent of our resources. LAEP facilitates the Valley Neighborhood Collaborative, a network of community schools in the Northeast San Fernando Valley, as well as the Pacoima Community Initiative. Through these partnerships we will endeavor to connect ASE to a wealth of resources, partners, and community supports. While at this time we cannot guarantee funding, we will seek to provide a community school coordinator at Valley Region High School #5 to facilitate LAEP's Community School model. Regardless of placement of a coordinator, LAEP's collaborative networks will be made available to the staff, students and parents of ASE.

The Community School model, which integrates academic services, mental and physical wellness, social services, youth development, and community empowerment, offers the range of services and programs students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Valley Region High School #5 and the Academy of Science Exploration is a place where students and their families, teachers and school personnel, and the community can thrive.

Regards,

Stephanie Marron  
 Community School Coordinator, SFNP

*Formerly Urban Education Partnership, we are readopting our original name, Los Angeles Education Partnership, in our 25th year as we recommit our focus and resources in Los Angeles and California.*



*Parent Pioneers*  
*Padres Pioneros*

*"The Future is in Our Hands"*  
*"El Futuro Esta en Nuestras Manos"*

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November 26, 2010

Superintendent Ramon C. Cortines  
333 S. Beaudry Ave. 24<sup>th</sup> Floor  
Los Angeles, CA 90017

Dear Mr. Cortines,

Parent Pioneers is delighted to support the Academy of Scientific Exploration (ASE) efforts to become one of the pilot schools of Valley High School #5. We are a non-profit community-based group of parent leaders with over fifteen years of experience providing educational workshops and resources for parents and families in the San Fernando Valley. We work closely with local schools in the Los Angeles Unified School District Sub-district #2 to empower parents to support their children's education. Along with CSUN we currently sponsor and implement the Family Fun Literacy Project serving 50 families yearly by providing free children's literature books and modeling literacy based activities.

We understand that the proposed ASE Project will work to involve parents in supporting their children's education. We propose to work with the ASE project in the following ways:

- Provide training and consultation to parent center leaders and parents on how to support their children's education via Family Math, Family Science, and Parent Leadership and Responsibilities; and
- Provide consultation and training to teachers and other relevant school personnel on how to involve parents in supporting their children's educational success.

We believe that parents, teachers, and students working together can create better schools and we are most happy to support the establishment of the Academy of Scientific Exploration in our local area.

Sincerely,

Socorro Berumen  
Coordinator  
Parent Pioneers

# UCLA WP

WRITING PROJECT

**Director**

Faye Peitzman  
310.825.6990

**Co-Director**

Jane Hancock  
310.825.9495

**Associate  
Directors**

Marlene Carter  
Norma Mota-  
Altman

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Deborah Lowe  
Judy McKiernan  
Larry McKiernan  
Sidnie Myrick  
Carrie Usui  
Robin Wisinski

November 12, 2010

Dear LAUSD Public School Choice Initiative Committee:

The UCLA Writing Project is pleased to support the proposed “Academy of Scientific Exploration” the Valley Regional High School #5 team has been crafting.

Jeffrey Pierson, a member of the design team—and also a UCLA Writing Project fellow, has explained that “writing across the curriculum” will be infused in all core classes. He also let us know that the plan calls for use of the California Writing Project’s ISAW (Improving Students Academic Writing) rubric—in a revised form—to guide teachers with a common approach to responding to student writing.

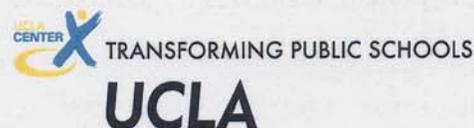
We at the UCLA Writing Project are very interested in encouraging schools in their efforts to include writing across the disciplines, and we know that the research findings connected to ISAW work are very promising. Therefore, we look forward to partnering with Valley Regional HS #5—collaborating during initial planning and then working together with teachers on the enterprise of writing in the content areas.

Sincerely,



Faye Peitzman  
UCLA Writing Project Director  
GSE&IS Adjunct Professor

UCLA Graduate School of Education &  
Information Studies  
1320 Moore Hall, Box 951521  
Los Angeles, California 90095-1521





11/15/2010

Youth Speak! Collective  
11243 Glenoaks Blvd. Suite #11  
Pacoima, CA 91331

**Board of Directors**

- Norma Cárdenas
- Maggie Velasquez
- Rob Borstelmann
- Laura Ruvira
- Richard Ramos

**Executive Team**

- David Andrés Kietzman
- Melissa Khamvongsa

**Advisory Council**

- Jackie Elliot
- Roberto Barragan
- Rudy Espinosa
- Alex Reza
- Amy Berfield
- Michael de la Rocha
- Paul Vinetz
- Cheston Callum
- Whitney Kasserman
- Jennie Carey

**Program Team**

- Mayra Esparza
- Maribel Palafox

To Whom It May Concern:

Youth Speak Collective supports **The Academy of Scientific Exploration (ASE)** and will help to cultivate a community of learners devoted to academic excellence, equitable access, and individual integrity. We understand and support the idea behind this public school choice application and hope to bring more technical education training courses into the high school level.

Youth Speak Collective (YSC), a 501 (c)(3) non-profit organization, is a youth-driven initiative empowering low-income communities in the Northeast San Fernando Valley with the skills necessary to pursue higher education and create strong communities. We provide teens from throughout the Northeast San Fernando Valley with creative, high-quality programs that channel their intellect and talent, build their academic skills, and strengthen their investment in their own communities. This work is made possible by a strong network of volunteers, contributors, and community leaders who all take an active role in advancing our work.

There is a definite need in our local community for better academic programs that help will develop critical thinkers and lifelong learners who attain mastery in all core subjects, emphasizing math and science, in order to become college-prepared and career ready. ASE and YSC will meet the needs of diverse learners and teach all students effective communication and leadership skills while building character as a means to empower all stakeholders to make a positive impact in their community.

Please let me know if you require any additional information to relay my support of **The Academy of Scientific Exploration** public school choice application.

Sincerely,

David Kietzman  
YSC Executive Director

**Main Office**

11243 Glenoaks Blvd #11  
Pacoima, CA 91331

**Contact**

Office 818-890-2928  
Fax 818-834-5186

[www.youthspeakcollective.org](http://www.youthspeakcollective.org)

**Youth Speak Collective**

is a youth driven initiative empowering low income communities in the Northeast San Fernando Valley with the skills necessary to pursue higher education and create strong communities.

## Academy of Scientific Exploration Applicant Team Biographies

Name	Yrs. Taught	Subject	Additional Expertise
Dana Neill	15	Biology	Teacher San Fernando High School <ul style="list-style-type: none"> <li>• BS Biology, UCLA</li> <li>• MA Education, National University</li> <li>• Lead Teacher/Coordinator Teacher Career Academy (SLC)</li> <li>• Coordinator California Partnership grant</li> <li>• Trained/Experienced in Master Schedule formation</li> <li>• Lead Curriculum and Instruction committee for WASC 2004 and 2010 at San Fernando High School</li> <li>• Member of Leadership Committee and Professional Development Committee at San Fernando High School (4 years)</li> <li>• College Board approved to teach AP Biology and AP Environmental Science</li> </ul>
Lourdes Ramos-Quevedo	13	Chemistry	Teacher San Fernando High School <ul style="list-style-type: none"> <li>• BA Chemistry, CSU Sacramento</li> <li>• Science Department Chair (8 years)</li> <li>• Trained/Experienced in Master Schedule formation</li> <li>• Facilitated the Curriculum and Instruction committee for WASC 2010 at SFHS, member of Vision Committee 2004 at SFHS</li> <li>• Member of Professional Development Committee, Curriculum Council, Discipline &amp; Safety Committee, School Calendar &amp; Budget Committee, and School Site Council</li> <li>• Trainer of trainers for Thinking Maps &amp; 7 Habits of Highly Effective Teenagers</li> <li>• An English Learner</li> </ul>
Angelyque Jensen	7	Biology CTE	Community Member (Sylmar Resident/Graduate of Sylmar H.S. ) and Teacher (San Fernando High School) <ul style="list-style-type: none"> <li>• BS Cellular/Molecular Biology/Minor in English Comparative Literary Studies, Occidental College</li> <li>• MA in Education, Loyola Marymount University</li> <li>• 5 years Lab Research Experience at City of Hope Beckman Research Institute</li> <li>• Coordinator Character Counts and Awareness Campaigns</li> </ul>
Jeff Pierson	7	English Language Arts	Teacher San Fernando High School <ul style="list-style-type: none"> <li>• BA English and Communication, University of Indianapolis</li> <li>• MA Media Arts, University of Michigan</li> <li>• UCLA Writing Project Teacher consultant (3 years)</li> <li>• Designed and implemented enrichment/intervention writing workshops for Project GRAD, LA Mission College and the UCLA Writing Project</li> </ul>

## Academy of Scientific Exploration Applicant Team Biographies

			<ul style="list-style-type: none"> <li>• Puente Teacher Leader</li> <li>• Academic Decathlon coach (6 years)</li> <li>• Writing team member for 2004 and 2010 WASC report</li> <li>• Trained to conduct “Writing Across the Curriculum” and “improving Student Academic Writing” professional development by UCLA Writing Project</li> <li>• Trained to conduct Media Technology professional development by LACOE and the American Film Institute</li> <li>• Received Mayor’s Award for Inspirational Teaching (2005)</li> <li>• Member: Writers Guild of America, Academy of TV Arts &amp; Science (Emmy winner 1997 for Jeopardy)</li> </ul>
Bernardo Ramos	20	Mathematics	<p>Community Member/Parent (Sylmar Resident) and Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• BS Statistics, CSU Northridge</li> <li>• Founder and Coordinator Multilingual Teacher Career Academy (SLC) 10 years</li> <li>• Trained and Experienced in Master Schedule formation</li> <li>• Member of Leadership Committee at San Fernando High School</li> <li>• An English Learner</li> </ul>
Leo Ho	7	Mathematics Data Analysis	<p>Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• BS Biology, UCLA</li> <li>• Master Teacher on Algebra 1 Teaching Project (Responsive Teaching Cycle)</li> <li>• 5+ years Industrial Experience in Computer Network/System Administration/Helpdesk (Comp TIA A+ Certified and Microsoft Certified System Engineer)</li> <li>• An English Learner</li> </ul>
Malcolm Foley	3	Social Studies	<p>Community Member (Pacoima Resident) and Teacher San Fernando High School</p> <ul style="list-style-type: none"> <li>• BS Secondary Education-Social Science, Southern A&amp;M College</li> <li>• MS American Studies (History, Political Science-20<sup>th</sup> Century American Culture)</li> <li>• College Board approved to teach AP American Government</li> </ul>

## Academy of Scientific Exploration Applicant Team Biographies

Lorraine Hernandez	8	Counselor	<p>Community Member/Parent (Pacoima Resident/Graduate San Fernando H.S.) and Counselor San Fernando High School</p> <ul style="list-style-type: none"> <li>• BA Psychology, CSU Northridge</li> <li>• MA Educational Psychology and Counseling, CSU Northridge</li> <li>• Pupil Personal Credential, CSU Northridge</li> <li>• Gifted Coordinator, San Fernando High School</li> <li>• College Counselor, La Canada H.S. (1 yr)</li> <li>• College Counseling Assistant, San Fernando H.S. (5 yrs)</li> <li>• CSUN College of Education Instructor (3 yrs)</li> <li>• Trained and Experienced in Master Schedule formation</li> </ul>
Mireya Zamora	7	Special Education Teacher	<p>Teacher (San Fernando High School) Community Member (Pacoima Resident) Graduate of San Fernando H.S.</p> <ul style="list-style-type: none"> <li>• AA, Social Science, College of the Canyons</li> <li>• BA, Sociology, UCSB</li> <li>• BA, Chicano Studies, UCSB</li> <li>• Preliminary Teaching Credential, Special Education-Mild Moderate, CSUN</li> <li>• Secondary Teaching Credential in Special Education-Mild Moderate, Specializing in students who are emotionally disturbed, CSUN</li> <li>• Currently working on Masters in Special Education and Autism Certification, CSUN</li> <li>• Spirit Squad Advisor, San Fernando High School, 2003-2008, 6 time State Champions and 2 time National Champions in competitive cheerleading</li> </ul>

# The Academy of Scientific Exploration Principal's Job Description

## **Required Qualifications:**

- Administrative credential from an accredited college or university
- Minimum 5 years of full time teaching experience in a secondary school with a demonstrated effectiveness in teaching English Learners
- 3 years out of the classroom experience (grades 9-12) such as a program coordinator, instructional coach, dean, etc.
- Possess single subject credential in a core course of study
- Strong skills in engaging the community

## **Desired Qualifications:**

- Creative with resources available to our school and the community
- Genuine passion for small school reform
- Able to communicate effectively and in a timely manner and to listen attentively
- Knowledge of technology and comfortable with use of various applications
- Bilingual, preferably in Spanish

## **Job Responsibilities:**

- Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners and Title I mandates and requirements
- Coordinates all school's testing schedules
- Builds and fosters a collaborative, well-functioning staff from teacher to clerical to custodial
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
- Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
- Attends required committee meetings
- Teaches a minimum of one class during school instructional time
- Facilitates and distributes teacher leadership responsibilities
- Works collaboratively with other principals on site
- Supports academics and innovative teaching
- Committed to serving the community in which the school is located
- Able to create meaningful partnerships
- Implements an effective discipline policy where students take responsibility for their own behavior in accordance with the Education Code, District policy, and procedures, and the school's student responsibility code
- Maintains positive public relations and outreach contacts with parents and community groups.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Performs other duties as assigned.

## **Academy of Scientific Exploration**

### **Job Description: Director of Campus-Wide Operations**

- A. Develop and implement safe school plan volumes 1 & 2.
- B. Supervise security staff
- C. Coordinate campus-wide discipline standards.
- D. Manage communications with principals at the other 3 schools at VRHS #5
- E. Oversee site Health Office.
- F. Supervise custodial and cafeteria staffs.
- G. Oversee operation of student store.
- H. Oversee athletic program/supervision/coordination with Interscholastic Athletic Association as well as the State California Athletic Association.
- I. Oversee Library/use of library.
- J. Coordinate use of the campus by community organizations.
- K. Coordinate with required Local District Activities.
- L. Coordinate/supervise campus-wide student activities.(E.G, Prom, cheerleaders)
- M. Coordinate campus-wide "Code Blue" procedures. (gun on campus, fire dept. landing helicopter on campus, bomb threat, etc)
- N. Coordinate campus-wide earthquake preparation.
- O. Coordinate campus-wide budgets
- P. Handle expulsions.
- Q. Manage community organization room assignments.
- R. Coordinate with school police, San Fernando police, and Los Angeles police departments.
- S. Coordinate activities with community agencies.
- T. Oversee beyond the Bell programs/After-school programs
- U. Organize, plan, meet and coordinate the daily, monthly and annual events that take place on the campus. (Including shared spaces)
- V. Coordinate the use of shared spaces (library, MPR, Gyms, playgrounds, cafeteria, parking lot, student drop-offs)
- W. Distribute and maintain all building keys.
- X. Coordinate bus transportation (field trips, athletics)
- Y. Coordinate district-wide compliance requirements such as Williams, special education.
- Z. Oversee staffing and security in the main administrative area of VRHS #5

**Academy of Scientific Exploration  
Elect to Work Agreement 2010-2011**

**VISION:** The Academy of Scientific Exploration (ASE) will cultivate a community of learners devoted to academic excellence, equitable access, and individual integrity. Our academic program will develop critical thinkers and lifelong learners who attain mastery in all core subjects, emphasizing math and science, in order to become college-prepared and career ready. ASE will meet the needs of diverse learners and teach all students effective communication and leadership skills while building character as a means to empower all stakeholders to make a positive impact in their community.

**MISSION:** The Academy of Scientific Exploration will provide a relevant, rigorous, high-quality, standards-based curriculum with an emphasis in mathematics, science, and technology. Students will complete a college-prep curriculum that fulfills A-G requirements and features community service and project-based learning strategies. To ensure equitable access, students will participate in enrichment, intervention and test-preparation programs based on individual need determined by multiple data-driven assessments. A character-focused curriculum will be embedded throughout the educational experience, and students will demonstrate leadership through activities based in collaboration, team building, advocacy, mentorship, community outreach and service. ASE will empower all stakeholders -- parents, teachers, students, administrators, and the community -- to play a vital role in the development of student education, character, and leadership skills.

**PHILOSOPHY:** The Academy of Scientific Exploration believes that all students have a right to a high quality education, and, when given a productive learning environment, have the ability to learn and succeed. In conversations with community members, the San Fernando city council determined that there is a strong need for a population ready for 21st century careers in the sciences. ASE will implement an adaptive project-based curriculum with an emphasis in mathematics, science, and technology. Students will gain mastery of a broad knowledge base that best prepares them to take advantage of a wide range of educational and employment opportunities after high school. This educational background will lead to post-secondary educational opportunities and careers in the fields of education, engineering, forensic sciences, scientific research, business, health careers, and the jobs that are yet to be created.

Upon graduation from the Academy of Scientific Exploration students in addition to gaining expertise in math and sciences, will demonstrate mastery in all core subjects. They will be able to utilize current technology and media to achieve their educational and professional goals. They will possess the tools to be effective communicators in both verbal and written forms.

Students will also gain essential skills in leadership and teamwork that will allow them to succeed in the modern educational system and workplace. ASE will foster the development of positive habits of mind, including collaboration, connection, presentation, reflection, expression, and evidence.

In keeping with our vision statement, we will develop a curriculum that promotes excellence, access, and integrity. All students at ASE will perform to their best potential while creating an inclusive environment that celebrates cultural differences and the individual worth of all stakeholders.

**Introduction:**

The Academy of Scientific Exploration is a school in the Pilot Schools program described in the Collective Bargaining Agreement addendum between the Los Angeles Unified School District and the United Teachers of Los Angeles (UTLA). Employees of Pilot Schools are to receive wages and benefits as they would at any other Los Angeles Unified School District as specified in the UTLA contract for teachers. Our terms and conditions of employment are determined by the Academy of Scientific Explorations Governing School Site Council and ratified by the faculty. While not attempting to be exhaustive, this agreement states the more important terms and conditions. These terms and conditions will be subject to change yearly as the ASE Pilot School may make changes to its program and schedule during the year.

**Salary, Benefits, Seniority, and Membership in a Bargaining Unit:**

ASE teachers will continue to accrue seniority as he/she would if working elsewhere in the Los Angeles Unified School District. If hired as a teacher, you will receive the salary and benefits established in the UTLA Contract and you will be a member of the appropriate UTLA bargaining unit.

**Terms of Employment:**

I. Working Hours

- A. The work year: ASE is an Early Start traditional calendar school.
- B. Teachers are expected to hold office hours each week. Office hours: teachers must stay before or after school an average of 2.5 hours per week. Half of this before- and after-school time must be devoted to conferencing, mentoring, or tutoring students.
- C. Teachers are expected to attend two Saturday events a year for parent and community outreach
- D. Teachers are expected to attend professional development over the summer recess.
- E. Teachers are expected to attend all professional development sessions throughout the year.
- F. Teachers are expected to track the progress of and establish a rapport with their advisory students and follow the advisory curriculum.
- G. Teachers are expected to attend all faculty meeting after school. These meetings will last up to two hours.
- H. Teachers are expected to assist with lunch supervision on a rotating basis.

II. Student and Parent Contact

- A. Teachers are expected to keep in contact with parents concerning the progress of their children, making suggestions for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well. This should be done four times a year.
- B. Teachers are expected to keep records of all meetings and calls to parents.
- C. Teachers are expected to attend all parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes.
- D. Teachers are expected to inform parents of Parent Engagement Standards & Expectations and help them adhere to these standards and expectations.
- E. Teachers are expected to keep track of the signature sheets from the Parent Engagement Standards & Expectations forms of their advisory students.

### III. Instructional Requirements

- A. Teachers are expected to attend professional development. This time is to be used on curriculum planning and revision, reflection on student progress, review of assessments, and analysis of teaching strategies.
- B. All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams.
- C. Teachers are expected to acknowledge and support the school's instructional philosophy and utilize Project Based Learning, RTI<sup>2</sup>, and strategic scheduling as a main focus in their curriculum and teaching methods.
- D. Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students and fellow faculty members.
- E. Teachers are expected to support and demonstrate and implement Character Counts as a means of acceptable behavior for themselves and all students.
- F. Teachers are expected to hold an Advisory period in which numerous school policies, procedures, and instruction will be carried out, such as the 10<sup>th</sup> grade matriculation project.
- G. Teacher's are expected to facilitate an intervention and/ or enrichment Lab Course in which they will teach 8 week courses that include projects for Math or English intervention, as well as test preparation.
- H. Teachers must be willing to teach three preps or more, based on student need.
- I. Teachers must be willing to work with all community partners, including Project GRAD, VNC, EduCare, Puente, etc.

### IV. Extra-Curricular Activities

- A. Teachers are expected to attend all academy sponsored events.
- B. Teachers are expected to attend a minimum of one 8th grade recruitment fair.
- C. Teachers are expected to be involved in one standing committee, ad hoc committee, or program during the year.
- D. Teachers may be asked to monitor detention halls on a rotating basis, before or after school for one 60-minute period a week.
- E. Additional supplemental hours and tasks necessary to complete the mission of the Academy of Scientific Exploration may be assigned by the administration as needed.

### V. Other Duties and Responsibilities

- A. Teachers are expected to participate in the WASC process.

#### **Rationale:**

As a faculty member of the Academy of Scientific Exploration (ASE), I understand I am asked to put students' needs first at all times. When planning the curriculum, I agree to work creatively to meet the diverse learning styles and needs of our student population. I have read and agree with the ASE mission statement and intend to use project-based learning, RTI<sup>2</sup> whenever possible in my curriculum. In order to do this, I agree to teach, plan, and reflect collaboratively. My lessons and curriculum will be developed by my teaching team, which will include my grade-level team teachers as well as other content specific teachers. I know that ASE aims to have interdisciplinary curriculum that works horizontally at grade-level and that builds vertically throughout a student's four-year education with us. In order to plan and implement this kind of curriculum I agree to meet with my teaching teams in order to assess student needs, reflect on student work, and revise and develop curriculum.

As a small, independent school, teachers recognize that all teachers need to share in distributive leadership.

**Performance Evaluations:**

During the first month of the school year each teacher will fill out a pre-observation form listing his/her goal(s) for the year. The goals are chosen from the California Teaching Standards. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration and teachers observing other teachers. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher.

**Dispute Resolutions:**

ASE has an Internal Appeals Process (IAP) that appears in the Memo of Understanding (MoU) between LAUSD and UTLA. (Please see section IX of the MoU).

**Excessing:**

For permanent teachers, you may unilaterally excess yourself from the Academy of Scientific Exploration within the Voluntary Excess timeline set forth in the annual LAUSD Staffing Calendar. Similarly, the Academy of Scientific Exploration may unilaterally excess you within the Involuntary Excess timeline set forth in the annual LAUSD Staffing Calendar. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures of the UTLA contract.

**Dismissal:**

You are subject to dismissal from LAU SD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment. Failure to comply with the terms and conditions of your employment may result in your dismissal from the Academy of Scientific Exploration.

**Signatures:**

I voluntarily elect to work at the Academy of Scientific Exploration (ASE). I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

Printed Name \_\_\_\_\_ Employee Number \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS

## Academy of Scientific Exploration: IMPLEMENTATION PLAN

<b>PROPOSAL ELEMENT</b> What element of your proposal program will be implemented?	<b>TIMELINE</b> In what year will you implement this element of your proposal?	<b>RESPONSIBILITY</b> Who will lead the implementation of this element?	<b>RESOURCES</b> What resources are needed for a successful implementation?	<b>EVIDENCE OF SUCCESS</b> How will you know you are making progress post-implementation?	<b>EVALUATION PROCESS</b> What mechanisms will you use to measure progress?
Project Based Learning	Year 1	Professional Development Committee	<ul style="list-style-type: none"> <li>PBL Training</li> <li>PD Time</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Evidence</li> <li>Authentic Student Work</li> </ul>	<ul style="list-style-type: none"> <li>Summative Assessments</li> <li>CST and CAHSEE proficiencies</li> </ul>
Strategic Scheduling (Strategic Lab Classes)	Year 1	Counselor and Lead Teacher	<ul style="list-style-type: none"> <li>Curriculum Planning Time</li> <li>Professional Development</li> <li>Student Data</li> <li>Community partners</li> </ul>	<ul style="list-style-type: none"> <li>Student Grades</li> <li>Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Summative Assessments</li> <li>CST and CAHSEE proficiencies</li> </ul>
Response to Instruction and Intervention	Year 1-3 Full Implementation	Rtl2 Trained Staff member and Professional Development Committee	<ul style="list-style-type: none"> <li>PBL Training</li> <li>PD Time</li> <li>LD2 support</li> <li>MyData</li> </ul>	<ul style="list-style-type: none"> <li>Student Grades</li> <li>Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Summative Assessments</li> <li>CST and CAHSEE proficiencies</li> <li>surveys</li> <li>classroom observations</li> </ul>
Advanced Placement and A-G	Year 1 – 2 Full Implementation	Principal, Counselor, and Lead Teacher	<ul style="list-style-type: none"> <li>Funding for additional Staff, textbooks, workshops</li> <li>AP qualified Staff</li> </ul>	<ul style="list-style-type: none"> <li>All students graduate meeting A-G requirements</li> <li>Number of students enrolled in AP &amp; A-G</li> </ul>	<ul style="list-style-type: none"> <li>pre/post tests</li> <li>sample AP testing</li> <li>project based learning</li> <li>Graduation check</li> </ul>

**PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS**

<b>PROPOSAL ELEMENT</b> What element of your proposal program will be implemented?	<b>TIMELINE</b> In what year will you implement this element of your proposal?	<b>RESPONSIBILITY</b> Who will lead the implementation of this element?	<b>RESOURCES</b> What resources are needed for a successful implementation?	<b>EVIDENCE OF SUCCESS</b> How will you know you are making progress post-implementation?	<b>EVALUATION PROCESS</b> What mechanisms will you use to measure progress?
Benchmark Assessments and Course Specific Formative and Summative Assessments	Year 1	Core Department Staff	<ul style="list-style-type: none"> <li>Curriculum Development Time</li> </ul>	<ul style="list-style-type: none"> <li>Completed Benchmark, Formative, and Summative Assessment for all Core Classes.</li> </ul>	<ul style="list-style-type: none"> <li>Set up timeline and deadlines for each component</li> </ul>
Grade Tracking Systems	Year 1 – 2 Full Implementation	Data Specialist	<ul style="list-style-type: none"> <li>Funding for position of Data Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will have the ability to identify at-risk students and provide services in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Data is compiled and analyzed in a timely manner</li> <li>Data is current year students</li> </ul>
Professional Development Plan	Year 1	Professional Development Committee	<ul style="list-style-type: none"> <li>Meeting Accommodations</li> <li>PD Training</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of School-wide strategies in classroom</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from all teachers</li> </ul>
Parent Resource Liaison and Parent Council	Year 1	Principal	<ul style="list-style-type: none"> <li>Funding for position</li> <li>Meeting Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>Parent surveys</li> <li>Meetings occurring as scheduled</li> </ul>	<ul style="list-style-type: none"> <li>Parent Council meeting evaluations</li> </ul>
Special Education Plan	Year 1	Principal and Special Education Lead Teacher (Coordinator)	<ul style="list-style-type: none"> <li>District funding for position &amp; resources</li> <li>Designated clerk</li> </ul>	<ul style="list-style-type: none"> <li>IEPs are fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>Use of Welligent data system</li> </ul>
WASC	Year 1	Principal and Lead Teacher	<ul style="list-style-type: none"> <li>Meeting Time</li> <li>WASC Training</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation is gained for Year 2 Seniors.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Self Study</li> </ul>
School Level Committees	Year 1	Year 1	Principal/Hiring Board	<ul style="list-style-type: none"> <li>Committee meetings are held as scheduled</li> <li>Minutes from meeting.</li> </ul>	<ul style="list-style-type: none"> <li>School Level Committee meeting evaluations</li> </ul>

**PUBLIC SCHOOL CHOICE 2.0:  
REQUEST FOR PROPOSALS**

<b>PROPOSAL ELEMENT</b> What element of your proposal program will be implemented?	<b>TIMELINE</b> In what year will you implement this element of your proposal?	<b>RESPONSIBILITY</b> Who will lead the implementation of this element?	<b>RESOURCES</b> What resources are needed for a successful implementation?	<b>EVIDENCE OF SUCCESS</b> How will you know you are making progress post-implementation?	<b>EVALUATION PROCESS</b> What mechanisms will you use to measure progress?
Director of Campus-Wide Operations	Year 1	Principal, Lead Teacher, and Hiring Board	<ul style="list-style-type: none"> <li>Funding for positions</li> </ul>	<ul style="list-style-type: none"> <li>Facilities are maintained</li> <li>Coordination between Schools is maintained</li> </ul>	End of year Evaluation of Job Performance
Partnerships and After-School Programs	Year 1 – 5 Full Implementation	Principal	<ul style="list-style-type: none"> <li>Partnership Agreements</li> <li>Campus Accommodations for services</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring and Enrichment programs are available after-school for students.</li> </ul>	Student surveys at end of programs Re-commitment of community partnerships
10 <sup>th</sup> Grade Portfolio and 12 <sup>th</sup> Grade Research Project	Year 2	Lead Teacher	<ul style="list-style-type: none"> <li>Curriculum Development Time</li> <li>Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Authentic Student Work</li> </ul>	<ul style="list-style-type: none"> <li>10<sup>th</sup> grade- Habits of Mind Rubric</li> <li>12<sup>th</sup> grade-rubric to be developed</li> </ul>
Advisory Mentor Program	Year 2	Lead Teacher	<ul style="list-style-type: none"> <li>Community partner</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rate</li> <li>Attendance rate</li> <li>Student grades</li> </ul>	<ul style="list-style-type: none"> <li>Weekly debriefs with mentors</li> </ul>
Grant Writing Team	Year 2	Principal, Lead Teacher, and Volunteer Staff	<ul style="list-style-type: none"> <li>Meeting Time</li> </ul>	<ul style="list-style-type: none"> <li>Additional funding from approved grants</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of grant proposals</li> </ul>
Booster Club	Year 2	Principal and Parent Resource Liaison	<ul style="list-style-type: none"> <li>Involved and Engaged Parents</li> </ul>	<ul style="list-style-type: none"> <li>Additional funding from Booster Club donations.</li> </ul>	<ul style="list-style-type: none"> <li>Success of fundraisers</li> <li>Number of active members in booster club</li> </ul>
Parent Workshops	Year 2-5	Parent Resource Liaison	<ul style="list-style-type: none"> <li>Parent Volunteers</li> <li>Meeting Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>Sign-In logs of attendance to scheduled parent workshops</li> </ul>	<ul style="list-style-type: none"> <li>Parent workshop evaluations</li> </ul>
Class Size Reduction	Year 3	Principal and Hiring Board	<ul style="list-style-type: none"> <li>Funding</li> </ul>	<ul style="list-style-type: none"> <li>Student –Teacher Ratio of 25:1</li> </ul>	<ul style="list-style-type: none"> <li>Master schedule &amp; matrix</li> </ul>

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 formed 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: 11/23/10

School/Office: Academy of Scientific Exploration Local District/Division: Local District 2

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article IX section 1.0, section 4.0, section 4.3, section 4.4, section 5.0, section 6.0.  
Article X section 1.0, section 2.0, section 3.0, section 4.0, section 4.1, section 6.0.

**Waiver Description :** (Describe the actions that require a waiver)

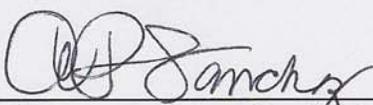
Elect to Work Agreement

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

As part of the Pilot School Model, the Academy of Scientific Exploration requires the use of an Elect to Work Agreement. The Elect to Work Agreement is needed so as to fully and effectively implement the program as described because the Academy of Scientific Exploration is requiring that teachers work above and beyond what is written in the current UTLA Collective Bargaining Agreement. The Elect to Work Agreement will also ensure the Academy of Scientific Exploration's success with students, families and community partners.

Requesting Administrator's Approval:

\_\_\_\_\_  
Principal/Administrator

  
\_\_\_\_\_  
Local District Superintendent/Division Head/Designee

\_\_\_\_\_  
Date

11-23-10  
\_\_\_\_\_  
Date

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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PUBLIC SCHOOL CHOICE 2.0  
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Date: 11/23/10

School/Office: Academy of Scientific Exploration Local District/Division: Local District 2

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Article XI section 16a – 16f

**Waiver Description :** (Describe the actions that require a waiver)

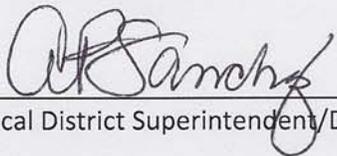
We are requesting a waiver from all collective bargaining agreement terms that would prohibit the UTLA Bargaining Unit members of the design team from being able to transfer to Valley Region High School #5.

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

The mission, vision and philosophy of the Academy of Scientific Exploration are products of the specific design team individuals. The design team crafted this proposal especially to meet the needs of the students that will attend Valley Region High School #5. Due to their expertise in the instructional strategies of said proposal, these members were chosen to develop all aspects of the school's curriculum and implementation plan. Therefore, in order to fully and effectively implement the program as described to ensure student success, it should be implemented by those who developed it.

Requesting Administrator's Approval:

\_\_\_\_\_  
Principal/Administrator

  
\_\_\_\_\_  
Local District Superintendent/Division Head/Designee

\_\_\_\_\_  
Date

11-23-10  
\_\_\_\_\_  
Date