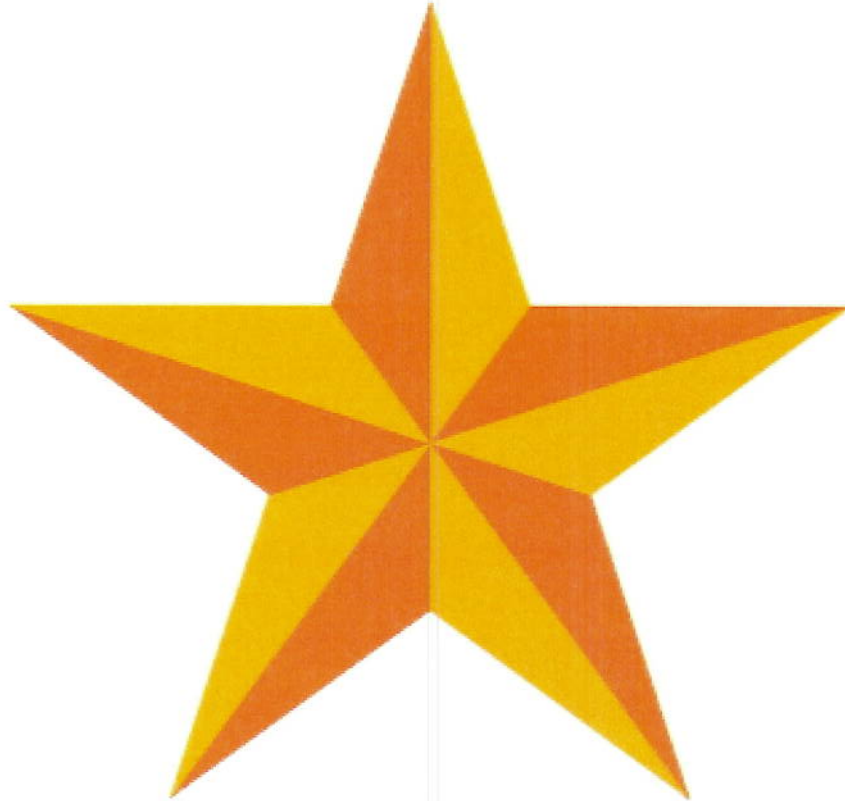


East Los Angeles Star Academy



A collaboratively prepared application in response to
Los Angeles Unified School District
Request for Proposal for Public School Choice 2.0



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EXECUTIVE SUMMARY

1.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 21st Century.

With a focus on medicine, health and technology, East Los Angeles Star Academy students' academic achievement and responsibility for their own learning will be guided, nurtured and encouraged by capable staff in a safe, clean, orderly environment. Teachers will be committed to providing a personalized and innovative program of instruction which will help students think critically about their role in their education, academic, career and social goals. Students will acquire skills to analyze and develop their relationships between their families, teachers, community and the world, and will empower them to change their realities and contribute to creating a more peaceful, compassionate and pluralistic society. Staff and community members are committed to having the students continually reflect, examine and learn from their own experience and practice, and thus further their own growth by utilizing a variety of research- and evidence-based instructional methods to teach content, subject matter skills, and support student learning.

Mission Statement:

East LA Star Academy is committed to providing:

- A rigorous, standards-based instructional program utilizing inquiry and project-based learning opportunities to ensure all students are college-prepared and career-ready.
- A safe and secure learning environment, which is personalized and based on mutual respect and tolerance for the diversity of the school population and the community at large.
- A learning community with a vested interest by all stakeholders to become life-long learners. This will be accomplished by providing opportunities and experiences with community partners.

Vision Statement:

East LA Star Academy is a safe, technology-based community that provides equal access and empowers all students to become knowledgeable, skilled, problem solvers utilizing analysis and critical thinking to be engaged and successful in a multi-cultural society.

1.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.

East Los Angeles Star Academy is located primarily within the Garfield High School attendance area. However, as a Zone of Choice School, students within the Garfield High School and Wilson High School attendance areas will be able to choose to attend this high school. The API for Garfield High School for 2010 is 630; Wilson High School, 612. Both schools are PI 5 schools. East Los Angeles Star Academy will serve students from grades 9 through 12. The chart below provides data about the projected student population.

SCHOOL	% LATINO	% EL	% SED	% SWD	% GATE	API	% GRAD RATE	% COMPLETE A-G	SUSPENSION RATE
Garfield	99	30	89	10	8	630	78	11.2	14.9
Wilson	93	22	NA	NA	NA	612	77	22	7.3

Source: 2008-2009 School Accountability Report Cards

The high poverty rate and the low average income of this community demonstrate the low social-economic status of this community. There is empirical evidence that found that students who live in a high-poverty neighborhood have higher school dropout rates. Poor communities may influence adolescent development as a result of the lack of resources, lack of parental education, and through exposure to peers who may have dropped out of school (Orfield, 2004). Students' low-income status affects their education because they may live in a household without a healthy diet or adequate medical care. There is a high percentage of the population without medical insurance. Monetary difficulties may lead to a broken home or a single parent living arrangement. Parents may have two or three jobs which do not allow them to be at home supervising their children or participating fully in their education. Furthermore, there is a high youth incarceration rate and street gangs in these neighborhoods that negatively impacts student learning and motivation.

This proposal holds the community needs and expectations at the heart of the plan. Community outreach efforts have been a continuous part of this process to seek input on community needs and interests. Multiple community meetings were held and surveys were taken to gauge the community's priorities. Findings include a collective desire for a safe school environment and a strong academic curriculum with a focus on medicine and technology. It is our intention to honor the traditional use of this building (previously Santa Marta Hospital) as a location for medical and health resources, while fostering students' abilities as "digital natives" (raised in a culture of abundant technology). Additionally, the community expressed a desire for essential services such as parent classes, mental health counseling and basic health screenings.

1.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.

Students at East Los Angeles Star Academy will participate in a rigorous, relevant, and coherent curriculum that supports high student achievement of the California Content Standards in all four core content areas. Our curriculum is standards-based with an emphasis on critical thinking in order to elevate our students' problem solving capabilities. To ensure all students receive the support needed to achieve, the Response to Instruction and Intervention (RtI²) framework will be implemented. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. Through the ongoing problem-solving cycle it will be imperative to collect and analyze robust data on instruction and intervention to determine its effectiveness. The evidence-based instructional strategies that will be implemented include Specially Designed Academic Instruction in English (SDAIE), reinforcement of literacy across the curriculum, integrated technology, inquiry-based instruction, interdisciplinary projects and additional strategies detailed in *Classroom Instruction that Works* (Marzano, 2001). Teachers will be engaged in a process of meaningful continuous improvement as they work collaboratively during professional development.

1d. 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.

East Los Angeles Star Academy recognizes the benefits of creating a positive learning environment, a culture of inquiry, and a climate of passion for learning. Having such characteristics, East Los Angeles Star Academy will be a place that students enjoy attending, an institution which parents will support, and a source of pride for the community.

The East Los Angeles Star Academy culture will feature a rigorous academic program for all students that is aligned to the California State Standards and a staff that is focused, involved, and concerned with the academic success of the students. We will create a student-centered, supportive environment where students can positively interact with peers and adults within the school and actively participate in the decision-making body. Students, staff and parents will collaborate together to resolve problems, value and appreciate diversity, and will work together to form a more just, pluralistic, and democratic society.

East Los Angeles Star Academy believes that meeting the social and emotional needs of all students will strongly support academic achievement. Several studies suggest resources that influence students' success such as: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students social and emotional needs, one-on-one and/or peer counseling groups, after school clubs, extracurricular activities, sports, academic competitions, talent shows, and student-created performances (Orfield, 2004).

Counseling services for students in need of guidance will be provided. Peer counseling will provide students with the opportunity to use their own experiences for self-help sessions and group counseling sessions. A school counselor and/or psychiatric social worker will be responsible for supervising the support system which will include monitoring students who may need special attention and empowering them to take control of their own future. The counselor can receive referrals from parents, teachers and students to identify at-risk students with special needs.

1.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.

Required as a part of post-approval process.

1.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.

East Los Angeles Star Academy is a new high school located in the heart of East Los Angeles that will relieve over-crowding at Garfield and Wilson High Schools . It is located in unincorporated East Los Angeles, which is bounded by the city of Los Angeles to the west and the northwest, the city of Monterey Park to the northeast, the city of Montebello to the east, and the city of Commerce to the south. As of the 2000 census, the following statistics provide insight as to the demographics of the community:

- There were 124, 283 people living in East Los Angeles, 29, 844 households, and 25, 068 families.
- Speakers of Spanish as a first language accounted for 87.30%, while English accounted for 12.65%.
- The median income for a household in the community was \$28, 544 and the median income for a family was \$29, 755.
- The median gross rent in 2009: \$868
- Percentage of results living in poverty in 2009: 30%
- Primary class of workers: Employee of private company
- Foreign-born population: 46.3%
- Primary countries of origin: Mexico 90%, El Salvador 4%, Guatemala 3%

The majority of community members speak Spanish as a first language. This ability allows people to work together regardless of socio-economic status or generational differences. Creativity, determination, and a networking ability are other strengths that are prevalent in Latino communities and can be used to help organize a strong parent and community engagement center. The East Los Angeles community has a long history of community

involvement in education and other civil rights issues. East Los Angeles has the largest concentration of Mexican Americans in the United States and this fact results in a deep cultural appreciation and pride. Being located in the greater Los Angeles area allows for access to resources provided by universities, community colleges, non-profit organizations, and private organizations that are interested in education and are willing to offer their time, expertise, and resources for the benefit of students as they prepare for various medical careers and to help them make a difference in the community.

Latino families traditionally emphasize interdependence over independence and cooperation over competition. These values can be used to engage parents and community members to contribute their effort to build a strong school community. Interdependence has been a part of the Latino culture for many centuries and it is manifested in family traditions and networks. Cooperation amongst Latinos is another value that adds to the family dynamic in many Latino families. Respecting and embracing these values can assist community outreach programs and will encourage members of the community to engage in meaningful school improvements. The heightened sense of collaboration amongst Latinos also fosters networking opportunities among stakeholders. It is these values that can be used to encourage community empowerment and involvement, leading to successful community partnerships that will improve student achievement.

Another deeply-held value is the community's reverence for education. Parents have a strong interest in the education of their children and hold opinions about how their children should be educated. They are deeply interested in advancing their children's education and in creating an opportunity for a prosperous future. By providing a safe, orderly, clean campus with a rigorous standards-based academic program with ample opportunities for students and parents to be involved in school activities, East Los Angeles Star will be a revered community asset.

All nine members who participated in the writing of this proposal are successful fully credentialed educators by the State of California, except for the parents and the Community Service Organizer, and have substantial teaching experience. All come from neighboring schools with similar students demographics and all have worked in the East Los Angeles area for a collective total of 47 years. The Design Team has ample experience working in education and engaging parents in this community. Through their previous work, and as a part of the PSC 2.0 process, the Team has included input from parents, students and community members from surveys and meetings. We are committed to building a school culture that is collaborative.

1.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.

As an LAUSD school supported by Local District 5, East Los Angeles Star Academy will benefit from the successful leadership of Superintendent Roberto A. Martinez. Under his

leadership, Local District 5 has experienced tremendous academic growth, boasting the highest reclassification rate of English Learners of any of the eight Local Districts and a total API point gain of 1189. Further, the data show that the over 15,000 high school students in Local District 5 are exceeding the overall District rates in the percent of students passing the California High School Exit Exam (CAHSEE), and the percent of high school students enrolled in Advanced Placement courses. Local District 5 supports teachers by organizing the largest implementation in the nation of Take One! (teachers working towards National Board Certification) and is piloting National Board Certification for Administrators. Superintendent Cortines recognizes Local District 5 as “the most improved Local District.” Belief in a common professional language, building capacity in every adult who works children and the establishment of collaborative models, such as Adaptive Schools, has translated into unprecedented student academic achievement than has ever been experienced.

The credentialed members of the Design Team are committed life-long learners who have demonstrated leadership capabilities. Four of the members have Masters Degrees; the administrative member has a doctoral degree in educational leadership. Two members have administrative credentials. Two members have served as Chapter Chairs and three have served as department chairs. One member is currently a lead teacher in a small learning community. Two members have been full-time out-of-classroom coordinators. One member has served as a master teacher; one has served as a mentor teacher; and, two members have served as instructional coaches. The administrative member is currently the K-12 Mathematics Coordinator for Local District 5.

Key attributes a potential principal should possess are: bilingual Spanish / English; knowledgeable about innovative instructional strategies; experienced in working collaboratively with all stakeholders; willingness to engage in collective problem solving; and skilled in supporting a medicine and technology focus.

1.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?

East Los Angeles Star Academy’s Design Team has elected to adopt the Expanded School Based Management Model (ESBMM). We believe that ESBMM best meets the needs of the school community because it aligns with our inclusive philosophy and commitment to collaboration. In keeping with these elements and with California Education Code provisions encouraging School Based Management, our governance proposal seeks to facilitate improved staffing practices, transparent budget management, parent involvement, and flexible scheduling of time. East Los Angeles Star Academy will implement all aspects of ESBMM consistent with applicable laws and the terms of existing and future collective bargaining agreements between LAUSD and UTLA.

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction

2.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.

East Los Angeles Star Academy staff is committed to providing an education that reflects the Transformational Education model as described in *Authors in the Classroom, A Transformational Educational Process* by Ada and Campoy and recognize it as an integrated synthesis of theoretical principles from various disciplines. This will include developing in students an intellectual point of view, and a social stand on issues related to equity, inclusion, justice, and peace, a stand that comes from unconditional respect for all human beings and all forms of life. Some of these theoretical principles will include, but will not be limited to:

Constructivist Theory

Students are naturally engaged in making sense of the world around them, and they have an intrinsic desire to learn, to grow, and to develop new skills. Teaching is more effective when it connects and supports this inherent tendency to help students develop their potential to learn and to make meaning of the world around them (Vygotsky, 1962, 1978; Freire, 1985; Ferreiro & Gomez Palacio, 1986; Smith, 1995). In the classroom, students will engage in inquiry-based lessons that will engage them in inductive thinking, making conjectures based-upon their prior knowledge (Hattie, Biggs, Purdie, Lott, Ross, Marzano).

Feminist Theory

Students learn better when they feel safe and respected, when they feel good about themselves and have positive connections with others and when they have a sense of belonging to a community. The ability to relate well to others is a learned skill, and environments that foster growth in human relationships also encourage academic growth (Gilligan, 1982; hooks, 1984, 1989, 1994; Pinkota-Estes, 1997; Lorde, 1984). The implementation of an Advisory period to provide time for the teaching of school rules, socially appropriate behavior, social emotional skills, self-monitoring of academic progress, and daily support from a caring adult exemplifies feminist theory.

Critical Theory

As a school community we have the responsibility to constantly improve that which we have created. The school community has the ability to see both what is and what ought to be. To live ethically is to participate in the conscious transformation of our social reality, to move toward a greater equity, inclusion, justice, and peace (Freire, 1970, 1997; Freire & Macedo, 1987; Poplin & Weeres, 1992; Shor & Freire, 1987; Walsh, 1991a, 1991b, 1996; Wink, 1997). In the classroom students will critically analyze their surrounding social reality (for example, community health concerns) and look for possible solutions and the means to improve society.

Multiculturalism / Anti-Bias Education

In the 21st century we all need to think in terms of diversity. Although the dominant group in a society may create an image of the “norm”, in truth only a tiny percentage of people fit within that narrow range. We are all unique, different from one another in our own ways. By recognizing, understanding, respecting, and celebrating diversity will students be able to create equity, inclusion, justice, and peace (Nieto, 1992, 1999; Takaki, 1993; Delpit, 1995). Being human implies being able to feel a sense of connection to all the member of our own species. To become fully human, we must unlearn prejudice and bias (Sherover-Marcuse, 1981; Derman-Sparks et al., 1989; Derman-Sparks & Phillops, 1997; Delpit, 1995; Lee, Menkhart, & Okazawa-Rey, 1997; Tatum, 1997; Reza, 2002). Throughout all classes, knowledge of the many contributions by culturally diverse persons will be incorporated into instruction.

All of the aforementioned components work together to help the East Los Angeles Star school community to understand ourselves, one another, and the world in which we live. They help us develop capacity to take action in a creative manner, allowing us to offer our individual contributions in a way that enhances the well being of our community and our world. Home and community are seen as integral parts of the students' lives as well as valuable sources of knowledge. All transformational approaches emphasize emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment (Leithwood, 1999).

East Los Angeles Star Academy staff and community members recognizes the need to foster critical consciousness in our students that will help them become more aware of the power of words, both spoken and written, in all subject areas. Students' academic achievement and responsibility for their own learning will be guided, nurtured and encouraged, as outlined in the transformational educational process. The staff is committed to providing a program of instruction which will help students think critically about their role in their education, academic, career and social goals. Students will acquire skills to analyze and develop their relationships between their families, teachers, community and the world, and empower them to change their realities and contribute to creating a more peaceful, compassionate and pluralistic society.

East Los Angeles Star Academy staff and community members are committed to having the students continually reflect, examine and learn from their own experience and practice, and thus further their own growth by utilizing a variety of research- and standards-based instructional methods to teach content and subject matter skills to support student learning.

2.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.

We regard each of our students as potential leaders in our community. Our students will develop the skills necessary to become college-prepared and to access a broader range of career opportunities.

Students at East Los Angeles Star Academy will participate in a rigorous, relevant, and coherent curriculum that supports high student achievement of the California Content Standards in all four content areas. Our curriculum is standards based with an emphasis on critical thinking in order to elevate our students' problem solving capabilities.

Rigor begins as early as the Bridge program prior to students' freshman year. Students will participate in orientation activities that will instill behavior and attendance norms, ensure basic proficiencies in technology as well as address any learning gaps identified by 8th grade diagnostics in math and English Language Arts. Rigor continues through all courses including Advanced Placement offerings.

Coherency of the East Los Angeles Star Academy curriculum is ensured through the alignment with the California State Content Standards, as well as its structure around the three tiers of the Response to Instruction and Intervention (RtI²) framework.

In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should and will have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities.

Tier 1 is known as "Core Instruction" to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction (Figure 1). It is expected that of all of the students receiving core instruction, 80-85% of students will be proficient when good first instruction is delivered. To monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum- based measures, and behavior data (e.g. suspensions, office daily referrals) are used to guide and inform instruction/intervention. Within Tier 1, identified students receive

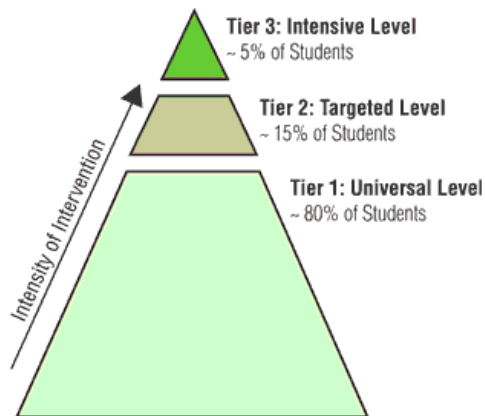
additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind. All students are universally screened at the beginning of the school year in order to identify learners who need additional support or advanced learners that need acceleration or extended learning opportunities. Instruction is matched to student needs based on levels of performance and rates of student progress. Over time, quick curriculum-based assessments are used to measure growth, monitor progress and inform changes in instruction. Differentiation of instruction begins in Tier I and continues across the tiers. It requires recognition of students' varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. It is the ability to respond to and proactively plan for differing abilities in the same classroom. Differentiation can occur through modifications to the content (what is taught), process (how its taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided.

Tier 2, known as “Strategic or Supplemental Intervention,” is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students who need additional time and type of instruction to learn successfully. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students' instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy - whichever benefits the student more.

Tier 3, known as “Intensive Intervention,” is for an estimated 1-5% of students who need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2, and designed to accelerate student progress. Tier 3 typically includes use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier 3 is more frequent. These assessments provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring allows for the adjustment of curricula and instruction/intervention. Tier 3 services are **not** synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Within the District's tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

Student performance is monitored closely to evaluate progress and the effectiveness of all

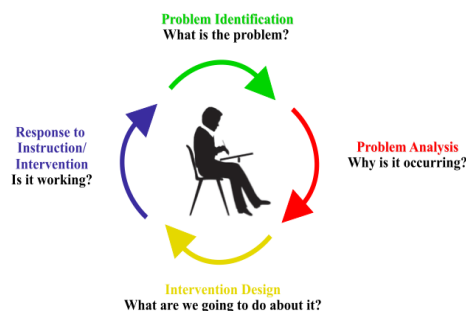
instruction and intervention. Intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers 1, 2, and 3 in order to match learning supports to both academic and behavioral/social-emotional needs.



An essential component of the multi-tiered framework to instruction and intervention is consistent, step-by-step problem-solving. The problem-solving approach helps to ensure that all factors (curriculum, pedagogy, school and classroom environment, expectations) have been thoroughly examined to inform modifications to instruction/ intervention. A student's failure to learn should not be automatically deemed the result of a learning disability. It is imperative to collect and analyze robust data on instruction, intervention, and supports to help determine why a student is not progressing at the same rate as peers. The problem-solving process utilizes four basic questions:

1. **Define the problem:** What is it we want student(s) to achieve?
2. **Problem analysis:** Why is the student(s) unable to achieve the academic and/or behavioral benchmark?
3. **Implementation:** What are we going to do about it?
4. **Evaluation:** Did our instruction/intervention work? What is the response to instruction and intervention?

The problem-solving process is used continually throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful.



Lastly, relevance will be evident through the East Los Angeles Star staff commitment to a college-preparatory curriculum, as well as to a wide variety of personal enrichment opportunities for students. The belief in interdisciplinary education will guide curricular decisions at East Los Angeles Star Academy. An advantage of our small size can be that teachers can work collaboratively when those natural connections are made. To begin, we will start with one project per grade level with the option to explore further connections in the future.

East Los Angeles Star Academy will make Information and Collaboration Technologies (ICT) an integral part of the school curriculum, culture, and practice to develop students and teachers who are efficient, collaborative, responsive, and innovative. East Los Angeles Star's goal is to develop programs that provide opportunities for teachers and students to become superior, highly motivated, and self-directed learners while using technology. Currently LAUSD supports a broad use of ICT technologies that can be integrated into both teacher and student learning. These technologies include Google Docs and cloud computing, Moodle (modular orientated online dynamic learning environment) virtual classroom space, Elluminate virtual chat, video conferencing through the California High Speed Network, data and assessment tools, electronic portfolios and pod casting multimedia production through LAUSD on iTunes University.

The curriculum ensures every student will be college-prepared and career-ready by mandating the A-G requirements for graduation. Elective courses will support the school's specialization in Medicine and Technology. In addition to the above, East Los Angeles Star Academy will:

- Adopt a 4 x 8 block bell schedule to offer more opportunities for intervention.
- Implement an early-start calendar where first semester instruction is completed before winter break.
- Use an advisory period to monitor student learning using data and help students learn to manage their own learning and develop a personalized graduation plan.
- Offer courses that provide strategic intervention through a combination of goal-based remediation and grade-level work, with more time per day to cover topics.
- Further personalization of the educational experience for all students through the promotion of strong academic relationships between teachers, students, and their families.

All components of the core curriculum have been approved by the State of California and/or the Los Angeles Unified School District and are deemed to have met the requirements for standards- and research-based curricula.

East Los Angeles Star Academy will immediately seek out to begin the process of Western Accrediting Commission for Schools and Colleges (WASC) affiliation. The WASC process of accreditation is an invaluable experience for the participating schools. It provides opportunities for introspection and growth. Through this procedure, schools are better able to meet the academic and social needs of their students. The following are the steps to obtain WASC affiliation:

Step 1. Complete and Submit Request for WASC Affiliation

East Los Angeles Star Academy will complete the Request for WASC Affiliation form and return it to the WASC office. A \$150.00 application fee is required and should accompany the completed form(s).

Step 2. Complete and Submit Initial Visit School Description Report

If after reviewing the Request for WASC Affiliation it is determined that East Los Angeles Star Academy is eligible for affiliation, an Initial Visit School Description report template will be sent out for the school to complete.

Step 3. Initial Visit Fee Invoice

An Initial Visit will be scheduled at East Los Angeles Star Academy and an initial Visit fee of \$600.00 will be invoiced.

Step 4. On-site Initial Visit

A Visiting Committee will be sent to East Los Angeles Star to review the information contained in the Initial Visit School Description report and to gather additional information. A mutually acceptable date for the visit will be selected by the school and the Chairperson of the Visiting Committee.

Step 5. Commission Action

The Visiting Committee will provide a report and recommendation to the WASC Commission. The Commission will make a final determination whether to grant Initial Accreditation, Candidacy for Accreditation, or to deny WASC affiliation.

Step 6. Notification

East Los Angeles Star Academy will be notified in writing of the Commission's action and the school will receive a copy of the Visiting Committee report.

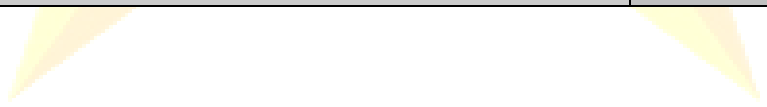
English Language Arts Curriculum

East Los Angeles Star Academy's English Language Arts Curriculum will be based on the California Content Standards. All classes will place an emphasis on the four core elements of these standards: reading, writing, written and oral language conventions, and listening and speaking. The standards are grouped by grade level, with a set that correlates to ninth and tenth grade, and one that correlates to eleventh and twelfth grade. The East Los Angeles Star English department will follow the state content standards through the LAUSD Instructional Guide for English Language Arts, adopted textbooks and curriculum maps. Throughout all English Language Arts courses at East Los Angeles Star Academy there will be a thread of modern media. Modern forms of media (such as the compilation of an electronic portfolio, use of online newspapers, blogs, social media and modern expository text) will bring relevant forms of technology into classrooms.

The English curriculum will provide an array of choices and levels to East Los Angeles Star Academy students. The chart on the next page provides a summary.

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>English 9AB and 10AB</u> In these college-preparatory courses, students analyze literature and expository text in greater depth and produce complex writing assignments. They continue to apply knowledge and skills acquired in earlier grades with more refinement, depth and sophistication with grade appropriate material. The course is organized into three standards-based instructional components that focus on persuasion, exposition and literary analysis. The study of literature and writing provides the English Learner (EL) with a context enriched with creative writing activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction and mythology. Discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. Students write to develop and expand their own ideas and to examine the work and ideas of published authors and artists. Reflection and evaluation of individual work is a cornerstone for developing the capacity to think, read, listen, speak and write critically. These courses meet the “B” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language -CAHSEE
<p><u>American Literature and Composition (11th grade – annual)</u> This challenging college-preparatory course focuses on the reading and writing about American authors through the study of literary types: non-fiction, short story, poetry, drama and novels. Juniors are expected to trace American history as it is marked by important cultural and sociological changes. Students analyze the political, religious, ethical and social influences and relate these influences to the major issues of various eras. As they explore those changes through the voices of narratives of a variety of significant authors, they will “hear” them speak of revolution, love, war, equity, social justice and personal changes; they will become more skilled readers of texts written in a variety of periods, genres, disciplines and rhetorical contexts. They will develop new insights into American society and identify the universal significance of each work. They will be expected to learn key literary terms, and imitate writing styles from narrative, descriptive, argumentative, literary analysis to expository. In doing so, they will become more skilled readers and effective writers while communicating with the authors, teachers and their peers. This course meets the “B” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Expository Composition (12th grade - semester)</u> This course satisfied the B requirement of A-G and fulfills the requirement for graduation. It provides seniors experiences in writing that are characterized by logical and coherent organization, clarity of expression, and suitability in style, usage, and conventions in writing. Students read closely within and across expository and informational genres (e.g. essays, biographies, critiques, newspaper/magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text(s). This course includes writing for personal, vocational and academic purposes and reading for information, enjoyment, and inspiration. This course meets the “B” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>Mexican American Literature (12th grade – semester)</u></p> <p>The purpose of this standards-aligned elective course is to study selected literature of Mexican American authors. Students will analyze literary contributions of Mexican American Literature and make connections between philosophical arguments presented in the works and universal themes through oral and written response to literature. As a means for developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretive theories to help them understand multiple perspectives and ways to understand literature through different lenses. This course fulfills the “B-elective” requirement of A-G.</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>AP English Literature (12th grade – annual)</u></p> <p>This course is a College Board-approved equivalent of an introductory college-level survey class. It is designed rigorously for students who demonstrate a special interest in and commitment to the study of literature and go on to universities. Students are immersed in novels, plays, poems and short stories from various periods. Students are engaged in careful reading of literary works. They write daily using a variety of multimedia and interactive activities, interpretive assignments and Socratic discussions. They develop critical standards for the appreciation of any literary work. To achieve these goals, students consider and explore the structure, meaning and value of each work and its relationship to contemporary experience as well as to the time in which it was written. The course places a special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare to take the AP examination to earn college-level credits. Students are required to do summer reading. This course meets the “B” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Essential Standards in English/Language Arts (11th or 12th grade)</u></p> <p>The purpose of this course is to provide additional academic reading and writing support for those students in the 11th or 12th grade who have not passed the CAHSEE. Because the CAHSEE is based on 9th / 10th grade reading/language arts content standards, the work in this course focuses on those standards in the CAHSEE blueprint. This intervention course earns graduation credit only (non A-G course).</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language -CAHSEE



Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>Enhancing Literacy 9AB / 10AB (Tier II)</u> The primary goal of this course is to provide strategic instruction and intervention aligned to the grade level core English Language Arts class. Students enrolled in this intervention will build their reading in quantity and quality from their initial level to read one million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. . This intervention course earns graduation credit only (non A-G course).</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Strategic Literacy 1AB / 2AB (Tier III)</u> This course addresses the needs of 9th and 10th grade students who have demonstrated delayed reading in the following areas: decoding, encoding, fluency and comprehension. Curriculum for this course is READ 180. . This intervention course earns graduation credit only (non A-G course).</p>	<ul style="list-style-type: none"> -electronic portfolio -multimedia activities -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for writing -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

The English department will provide a variety of courses that support the RtI² framework and personalization to meet the needs of all students. Below are some prominent examples:

- The English department seeks to provide the most rigorous curriculum through Advanced Placement courses. Foundational skills (in the four core elements) will be integrated into the core ninth and tenth grade classes in order to provide access to all students into the Advanced Placement English in the eleventh and twelfth grade. By engaging students in complex dialogue and exposing them to more challenging and greater quantities of reading and writing, students will be prepared to take Advanced Placement courses.
- The READ 180 intervention program targets low performing readers and strengthens their skills to enable success in their core English classes. Through the READ 180 program, the interactive Scholastic Reading Inventory assesses each student's comprehension level. The software automatically adjusts to scaffold curriculum to align with student needs. This technology will be available to students enrolled in Enhancing Literacy and Strategic Literacy. READ 180 is backed by ten years of research by Dr.Ted Hasselbring at Vanderbilt University to work with students similar to the projected population of East Los Angeles Star Academy.
- Essential Standards of English / Language Arts will be the course provided to sophomores, juniors and seniors who have failed the CAHSEE Diagnostic Exam or the CAHSEE. This course will focus on fundamental standards and skills while giving

students the opportunity to practice test-taking strategies. This course is designed to provide tiers II and III intervention for struggling English students.

- The Mexican American Literature course will allow students to study selected literature of Mexican American authors. Students will analyze literary contributions of Mexican American Literature and make connections between philosophical arguments presented in the works and universal themes through oral and written response to literature. This course will improve self-esteem, connect students to the historical culture of the southwest (particularly the past of East Los Angeles), and increase cultural pride and ethnic identity.

Mathematics Curriculum

Scientific research shows that students learn new material by connecting it to what they already know and developing their own understandings. Students learn better if they can relate new content to past experience, actively engage in hands-on experiences that involve trial and error, see a variety of approaches, engage in reasoning as they read, articulate ideas, and ask questions (Fuson, et.al., 2005). It is with these insights and beliefs that East Los Angeles Star Academy will partner with Key Curriculum Press to implement the Discovering Mathematics series.

Key Curriculum Press is committed to providing East Los Angeles Star Academy the tools needed to increase teacher quality and student achievement. Goals of this partnership include:

- Improving student achievement
- Improving teacher content knowledge
- Training on the implementation of the Common Core standards
- Integration of technology into instruction
- Integration of authentic assessment into instruction
- Developing curriculum that integrates standards, instructional materials, and LAUSD requirements such as math instructional guides and periodic assessments
- Mentoring and coaching of math teachers and teacher leaders

Key Curriculum Press will provide support for teachers that is flexible and meets the specific needs of East Los Angeles Star Academy. Tools for implementation might include:

- Face-to-face workshops
 - Current face-to-face workshop modules
 - Instructional Strategies
 - Development of Mathematics
 - Authentic Assessment
 - Collaborative Lesson Planning
 - Integration of Technology
 - Instructional Leadership
 - Dynamic data and geometry software workshops
- Online courses
 - Current software courses

- Common Core online courses
- Webinars
 - Monthly webinars covering issues including: development of mathematics, integration of technology, and instructional strategies
 - Regular check-ins with school/district teacher groups
- Consulting services
 - Classroom observations and lesson modeling
 - Direct teacher coaching
 - Administrator consulting
 - Goal setting and results analysis
- Products
 - Geometers' Sketchpad/Fathom/TinkerPlots (software)
 - Sketchpad Lesson Link (website)
 - Textbooks

The cooperative, interactive nature of many activities in the Discovering Mathematics curriculum promotes language and content learning. The real-world application of concepts makes math more meaningful and interesting. The inquiry-based methodology fosters higher-order thinking and communication skills. Students who complete the Discovering Mathematics curriculum attain the comprehensive mathematical knowledge base they need to move on to higher-level mathematical courses and to careers in fields such as science and medicine. Classroom research supporting the success of this program has occurred in Wisconsin, Kansas and San Diego, CA within the last 10 years and shows that students made higher gains in Discovering Mathematics texts than in curriculums that depend on lecture and symbol manipulation.

East Los Angeles Star Academy's mathematics curriculum will be based on the California Content Standards. The math department will follow the LAUSD course descriptions. The instructional resources will be inquiry-based and research supported. Through collaboration with Key Curriculum Press, the curriculum for Algebra I, Geometry, Algebra II, Trigonometry / Math Analysis and AP Calculus will be implemented. Pacing guides and common assessments will be developed with the direct support of Key Curriculum Press.

The mathematics department offers a rigorous curriculum through its comprehensive program ranging from beginning levels to Advanced Placement courses. The curriculum will provide an array of choices and levels to East LA Star students. These include:

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>Algebra 1AB</u> The purpose of this college-preparatory course is to serve as the vehicle by which students make transition from arithmetic to symbolic mathematical reasoning. Students review the foundational skills necessary to solve equations. Subsequent to this review, students will proceed to solving equations in one variable, graphing and deriving linear equations, solving systems of linear equations, solving quadratics and performing polynomial arithmetic. Appropriate technology from manipulatives to graphing calculators will be regularly used for instruction and assessment. This course meets the “C” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language -CAHSEE

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>Geometry AB</u> This college-preparatory course relates elements of plane, solid and coordinate geometry. Students relate figures such as angles, parallel and perpendicular lines, circles, triangles, quadrilaterals and other polygons. Students develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Right triangle trigonometry and properties of three dimensional solids are investigated. Students apply learned skills via real-world applications and approach problem-solving both logically and creatively. This course meets the “C” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language -CAHSEE
<p><u>Algebra 2AB</u> Algebra 2AB expands on the mathematical content of Algebra 1 and Geometry. It introduces many new concepts and techniques that are foundational to more advanced courses in mathematics and sciences and useful in the workplace. The emphasis is on abstract thinking skills, the function concept and the algebraic solution of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem and the complex number system. This course meets the “C” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Trigonometry / Math Analysis AB</u> Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. In this rigorous college-preparatory course trigonometric functions are studied and defined geometrically rather than in terms of algebraic equations. Math analysis combines many of the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus and other advanced courses. This course meets the “C” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Probability and Statistics AB</u> This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information. This course meets the “C” requirement of the A-G requirements..</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Math Tutorial AB (Tier II)</u> Math tutorial lab is an elective math course provided to students as a second course to support the core mathematics class in Algebra 1, Geometry or Algebra 2. The course is designed to enhance students’ knowledge of prerequisite skills that are needed to access the grade level mathematics course. This intervention course earns graduation credit only (non A-G course).</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -periodic assessments -progress monitoring assessments

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
	-communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Essential Standards of Mathematics (10th – 12th grade)</u> This one semester course is designed as a preparation for the CAHSEE with instruction in pre-algebraic and introductory algebraic concepts and skills. It is intended for 11th and 12th grade students who did not pass the CAHSEE or for 10th grade students whose past performance in mathematics places them in jeopardy of not passing. The course will focus on meeting the California content standards in some selected standards from Algebra 1 and strands from Grades 6 and 7 including: Number Sense; Algebra and Functions; Measurement and Geometry; and, Statistics, Data Analysis and Probability. This intervention course earns graduation credit only (non A-G course).</p>	-multimedia activities -inquiry-based lessons -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for problem solving -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

East LA Star Academy requires three years of college-preparatory mathematics for high school graduation fulfilling the A-G requirements. This would include (minimally) Algebra I, Geometry, and Algebra II. A fourth year of mathematics study would be encouraged.

The mathematics department will provide a variety of courses that support the RtI² framework and personalization to meet the needs of all students. Below are some prominent examples:

- The math department will offer an Algebra support class called Math Tutorial AB. This intervention course is taken in conjunction with Algebra I and supports students who struggle with basic algebra skills. The 4 x 8 block schedule affords students the opportunity to include such classes. One source for curriculum would be “Key to Algebra” (Key Curriculum Press) and would be interwoven with the Algebra 1 curriculum.
- Essentials of Mathematics will help sophomores, juniors and seniors who have failed to pass the CAHSEE Diagnostic Test or the CAHSEE by emphasizing arithmetic and algebraic concepts while giving them the opportunity to practice test-taking strategies.
- Advanced Placement courses will provide an opportunity for high achieving math students to participate in a rigorous curriculum, exposing them to college-level learning experiences.
- Mathematics educational software such as ALEKS and Geometers’ Sketchpad will be woven through many course offerings.

Science Curriculum

East Los Angeles Star Academy Science classes encompass a rigorous and State standards-based curriculum fulfilling the A-G requirements for the college prepared student. All science courses will include student-centered projects and hand-on laboratories. Additionally, technology will be infused with software like Gizmos and two-way collaborative “virtual” classrooms, such as “Tapped In”. Further, the use of electronic laboratory books will be used

consistently throughout the various courses. The chart below outlines the spectrum of classes that make up the comprehensive science program:

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>Integrated Coordinated Science 1AB</u> This academic course provides students with an introduction to earth sciences, physics, chemistry and biology. This comprehensive view gives the students an understanding of the concepts and principles of science and provides opportunities to develop problem solving, and technological skills necessary to compete successfully in the 21st century. This course devotes at least 40% of the class to student-centered laboratory activities and small group activities related to team projects and research. This course meets the “D” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -virtual labs -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Biology AB</u> The major purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. The focus is on active student participation in laboratory investigations and the development of critical thinking skills. This course meets the “D” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -virtual labs -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Chemistry AB</u> Chemistry is a laboratory-based college-preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes discussions, activities, and laboratory exercises which promote the understanding of behavior of matter at the macroscopic and molecular-atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior in their world. This course meets the “D” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -virtual labs -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>Physics AB</u> Physics is a laboratory-based college-preparatory science course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes study of the basic properties and interactions of matter, force and energy. In this course, methods used by physicists as they construct a consistent picture of the universe are emphasized. Students learn the principles of physics through laboratory investigations, problem solving, teacher-led demonstrations, lectures, discussions and individual and group study. This course meets the “D” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -virtual labs -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Physiology AB</u> The purpose of this academic course is to study structure and function of the human body. Students will actively participate in laboratory investigations that are designed to illustrate how the body systems maintain a homeostatic internal environment. Students develop critical thinking skills as they integrate study of the various body systems. In addition, students research into professional opportunities in the health-related sciences. This course satisfies the “D” entrance requirement for the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -virtual labs -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

East Los Angeles Star Academy requires three years of college-preparatory science for high school graduation fulfilling the A-G requirements. This would include (minimally) Integrated Coordinated Science, Biology and Chemistry. A fourth year of science study would be encouraged.

Additional science courses that reflect the school’s focus on medicine and technology will be explored and developed. Through a partnership with East Los Angeles Occupational Center, classes to prepare for careers such as dental assistants, x-ray technicians, pharmacy technicians, and vocational nurses will be offered to students at East Los Angeles Star Academy. Further, the Garfield Community Adult School (which will be on the premises) will be partnering with East Los Angeles Star to develop classes to support careers in medicine (such as a certificate in nursing assistance). Students will be encouraged to explore various career options in technology and medicine both in their core coursework as well as in the career/college center. These might include veterinary medicine, chiropractic medicine, acupressure / acupuncture, and both traditional and herbal pharmacology.

All science classes will incorporate inquiry- based instruction in order to reach the students’ diverse linguistic and learning modalities. Research has shown inquiry based learning to enhance the students’ ability to use explanatory language (Lavoie & Good), as well as improve their comprehension of science content knowledge. Interdisciplinary project-based learning

activities will facilitate students' critical thinking and analyzing capabilities. To support students who are struggling in science, additional after- or before- school tutoring sessions will be available (Tier II).

Each science class will have students develop a culminating investigation/project addressing a specific issue or need in the surrounding community. These projects will enable each student to scientifically observe, record, think, use and analyze data. A variety of media presentations for this project will be available for students to incorporate relevant technology. Classes will require all students to maintain an electronic lab notebook and compose lab reports and abstracts.

Social Studies Curriculum

East Los Angeles Star Academy's rigorous social studies curriculum will be based on the California State Standards. All classes will place an emphasis on proposed core social studies skills such as critical thinking, problem solving, and communication skills. Teachers will seek to draw additional skills from related interdisciplinary areas such as English Language Arts, Information Technology, and the Arts.

The social studies curriculum will provide an array of choices and levels to East Los Angeles Academy Star students including:

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p><u>World History, Culture and Geography: The Modern World AB (10th grade - annual)</u> The primary purpose of this college-preparatory course is to examine the major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues and then continues with a focus on the expansion of the West spurred on by the Industrial Revolution, imperialism and colonization, World War I, World War II, and nationalism among modern nation states. The course examines the role of women and other diverse groups, such as racial minorities, gays, lesbians, and people with disabilities. This course meets the “A” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>United States History and Geography: Continuity and Change in the 20th Century AB (11th grade - annual)</u> This college-preparatory course surveys the major turning points in American history in the twentieth century. The course begins with a selective review emphasizing two major themes – the nation’s beginnings and the industrial transformation of the new nation. Addressed throughout the course is the application of constitutional principles to contemporary issues. Topics explored are the expanding role federal government and the federal courts; the continuing tensions between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society; cultural change in the ethnic composition of American society; the movements toward equal rights for diverse groups such as racial minorities, gays, lesbians, and people with disabilities, and women; and the role of the United States as a major world power. Students investigate the diversity of American culture, including religion,</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

Proposed Standards- and Research –Based Curriculum	Strategies and Assessments
<p>literature, art, drama, architecture, education and the mass media. This course meets the “A” requirement of the A-G requirements.</p>	
<p><u>Principles of American Democracy (12th grade – semester)</u> The major purpose of this college-preparatory course is to analyze our system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state and local levels. Students will analyze the influence of special interest groups and the role of media in shaping public opinion. Students learn the role and responsibilities of the three branches of government at the national, state, and local levels. Students summarize the landmark court decisions in terms of civil rights and civil liberties and will study the complex contemporary issues that confront national, state and local governments such as immigration, race, abortion, gender, sexual orientation, and disabilities. This course meets the “A” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language
<p><u>Economics (12th grade – semester)</u> This college-preparatory course provides a comprehensive study of the basic institutions, concepts, principles and practices of economics. Students learn basic economic concepts that underlie the United States market system and its operations. Students apply these concepts at both the micro and macro levels. The curriculum promotes informed voter and consumer decision making; provides information about major economic theories and prominent economists; and emphasizes how economics influence the lives of ordinary citizens. Students investigate the complex political and economic issues confronting national, state, and local government. They analyze the American free enterprise system through a study of comparative economics. Instruction is included on the international dimensions of economics and the “global” economy. Throughout this course, the measurement concepts and methods involving tables, charts, graphs, ratios, percentages, and index numbers are applied to understand the relationship between economic variables, adding to students’ mastery of economic thought and method. This course meets the “A” requirement of the A-G requirements.</p>	<ul style="list-style-type: none"> -multimedia activities -inquiry-based lessons -interdisciplinary projects -student-centered lessons -SDAIE / scaffolding -advanced graphic organizers -rubrics for laboratories -periodic assessments -progress monitoring assessments -communal / cooperative groupings -instructional conversations supporting academic language

The East Los Angeles Star social studies department will seek to explore and develop additional courses in social studies (e.g., history of labor, or history of medicine, etc.) to align with the school’s focus on medicine and technology. Further, the department is committed to providing a variety of courses that support the Rtl² framework and personalization to meet the needs of all students. Below are some prominent examples:

- The social studies department seeks to provide rigor through Advanced Placement courses. Through a partnership with Pearson K-12 Virtual Learning and Florida Virtual School, opportunities will be explored to offer all courses listed above at an AP level.
- The social studies department seeks to provide accessible and relevant curriculum to all students by allowing for some choice in available 9th grade social studies electives. Core social studies skills will be incorporated into all 9th grade social studies elective

classes in order to prepare students for more rigorous studies in the 11th and 12th grades.

- Students will participate in the Model United Nations program that will serve to expose students to the world organization that exists to find solutions to global issues. This supports the school's commitment to the philosophy of multiculturalism.

2.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).

East Los Angeles Star Academy is committed to offering all students opportunities to excel in academic, cultural, and social development in order to become successful, productive and college- and career-ready members of the school and community.

East Los Angeles Star Academy's mechanism for serving specialized populations of students will be based upon Response to Intervention and Instruction (RtI²). The focus is on early intervention and specific research-based instructional strategies to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of interventions must be valid and reliable and ensure both long- and short-term gains. Below are the plans that East Los Angeles Star Academy will put into place to ensure implementation of RtI² among Students with Disabilities (SWD), English Learners (EL), and other at-risk students. East Los Angeles Star Academy is committed to:

- Ensuring 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff
- Fully integrating a school-based psychiatric social worker into the planning and coordination of instructional services for SWD, EL, SEL and other at-risk students
- Emphasizing culturally relevant and responsive pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD / SDAIE techniques will be infused into the instruction in all classes.
- Providing staff development training on the effective delivery of instruction
- Providing accelerated curriculum and challenges for GATE students, including AP courses, and additional learning opportunities
- Implementing a systemic tiered response to dropout prevention and recovery
- Creating a Learning Center designed to provide systemic targeted support to students who have been unsuccessful
- Developing a school-wide positive behavior support plan that includes positively stated rules which are tangible, enforced, advocated and modeled.
- Implementing an early-start calendar to support student achievement by completing the first semester of coursework prior to winter break. (See Appendix E)

- Utilizing a 4 x 8 bell schedule to maximize the opportunities for intervention and enrichment. (See Appendix E)
- Integrating an Advisory period to provide time for the teaching of school rules and social emotional skills, self-monitoring of academic progress and daily support from a caring adult.
- Utilizing professional development time to identify students who are at risk and plan for services to ensure learning needs are met.
- Regularly reviewing EL Action Plan Rosters to ensure prompt reclassification
- Providing tutoring and mentoring opportunities through partnerships with higher education and community organizations
- Including CAHSEE prep classes to support students who have not yet passed.
- Collaborating with Garfield Community Adult School and Florida Virtual Academy to offer credit recovery options (for students who have failed classes)
- Supporting a complete college and career center to ensure students embark on a path for post-secondary education

2.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.

East Los Angeles Star Academy staff will focus on implementing effective research-based strategies using the problem solving model to evaluate their success, and modify strategies as needed based on student academic achievement needs. These strategies will be woven throughout all classes to interrelate the RtI² framework with the practice of personalization for our students. The effectiveness of implementation will be evidenced by an increase in CST scores and consistently meeting Academic Yearly Progress goals. The table below offers an overview of the instructional strategies the staff will implement at East Los Angeles Star Academy:

Strategy	Description	Researcher(s)
SDAIE	Specially Designed Academic Instruction in English (SDAIE) that provides scaffolding for ELs to master rigorous content. Elements include connecting to prior knowledge, modified speech, advanced graphic organizers, realia, previewing vocabulary and critical concepts, checking for comprehension	Cummins, Echavarría
Identifying Similarities and Differences	Researchers have found these mental operations to be basic to human thought. Teacher provides guidance to explicitly identify and organize. Use of graphic organizers helpful.	Gentner, Markham, Marzano
Summarizing and Note Taking	Students learn to delete, substitute or keep information, gaining awareness of structure; Notes should be considered work in progress and be used to study for tests.	Anderson, Hidi, Beecher, Carrier, Titus, Marzano

Strategy	Description	Researcher(s)
Reinforcing Effort and Providing Recognition	Belief in effort ultimately enhances achievement. Students can change their beliefs to an emphasis on effort; reward is most effective when it is contingent on some standard of performance and when it is abstract symbolic (not tangible).	Weiner, Covington, Weirsmas, Cameron, Pierce, Marzano
Homework and Practice	Homework, in appropriate amounts, positively influences student achievement. Parental involvement should be minimal; purpose should be identified and articulated.	Paschal, Weinstein, Walberg, Graue, Hattie, Ross, Marzano
Nonlinguistic Representations	Nonlinguistic representations should elaborate on knowledge so that students understand in greater depth and recall more easily.	Mayer, Powell, Walberg, Marzano
Cooperative Learning	Cooperative learning fosters positive interdependence, promotes positive interactions, provides for accountability and teaches communicative skills.	Johnson & Johnson, Walberg, Lipsey & Wilson, Marzano
Setting Objectives and Providing Feedback	Instructional goals serve to narrow what students focus on, but should not be too specific. Feedback is the single most powerful modification for improving student achievement, It should be timely, corrective and tied to a specific criterion.	Wise & Okey, Lysakowski & Walberg, Lipsey & Wilson, Marzano
Generating and Testing Hypotheses (Inquiry-based lessons)	This is one of the most powerful and analytic cognitive operations as it requires student to think inductively. It is important that students clearly explain their hypothesis and their conclusions.	Hattie, Biggs, Purdie, Lott, Ross, Marzano
Cues, Questions and Advance Organizers	Students' prior knowledge influences what they learn and should be activated. Cues should focus upon what is important (as opposed to what is unusual). Higher level questions produce more learning. Wait time is important to give students time to think.	Bloom, Guzzetti, Synder & Glass, Hamaker, Stone, Marzano
Interdisciplinary Project-based learning	Collaborative interdisciplinary teacher teams will cultivate meaningful cross-curricular projects for students to connect classroom learning with real-life.	Arhar, Flowers, Agne, Mac Iver
Increased depth and complexity	The elements of depth and complexity add a layer to curriculum that immediately increases rigor and student engagement. These strategies provide flexible teaching methods that allow teachers to make conscious modifications to apply deeper level thinking.	Kaplan, Karnes, Bean
Interactive Technology and Modern Media	Students conduct research and create presentations, take online assessments, participate with virtual labs and simulations, create electronic portfolios, and blog in two-way collaborative classrooms. Using technology increases motivation	Groff, Mouza, Pitler, Hubbell, Kuhn, Malenoski, Marzano

Strategy	Description	Researcher(s)
	and self-esteem ,allows students to complete more complex tasks, increases collaboration with peers and use of outside resources for learning.	
Culturally Relevant and Responsive	By acknowledging the cultural heritages of different ethnic groups, students’ attitudes and dispositions to learning improve. These strategies serve to bridge the home and school experiences. They validate students’ self-worth and teach responsibility for learning	Gay, Ladson-Billings
Literacy Acquisition	Students will be taught to read a broad range of difficult texts with deeper levels of comprehension through specific strategies. Writing will be implemented as a process to support analysis and reflection throughout all curriculum.	Beers, Gallagher, Gere, Christenbury , Sassi

3. School Culture and Climate

3.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.

East Los Angeles Star Academy recognizes the benefits of creating a positive learning environment, a culture of inquiry, and a climate of passion for learning. Having such characteristics, East Los Angeles Star Academy will be a place that students enjoy attending, an institution which parents will support, and a source of pride for the community.

The East Los Angeles Star Academy culture will feature a rigorous academic program for all students that is aligned to the California State Standards and a staff that is focused, involved, and concerned with the academic success of the students .We will create student-centered, supportive environment where students can positively interact with peers and adults within the school and actively participate in the decision-making body. Students, staff and parents will collaborate together to resolve problems, value and appreciate diversity, and who work together to form a more just, pluralistic, and democratic society.

In order to maintain a culture that promotes trust, professionalism and continuous improvement amongst staff and students, East Los Angeles Star will implement the following strategies:

- A collaboratively created student handbook to establish norms, values, and standards of behavior
- Student grade-level assemblies to reinforce behavior and attendance expectations

- An Advisory period to personalize the monitoring of each student's progress towards academic, behavioral and attendance expectations
- A positive behavior support plan and progressive discipline policy
- A safe, orderly, clean and secure campus supported by school police and sheriff presence, as well as campus aides and volunteers
- Regular on-going recognition of student effort and achievement during assemblies with prizes offered by our community partners
- Student scholarships for academic excellence and / or community involvement
- Community-based and medically-themed service learning opportunities will be encouraged to fulfill graduation requirements
- High expectations for students that are explicitly communicated through the Advisory period teacher and implicitly communicated through rigor found in classroom activities and assignments
- Meaningful staff development activities designed to encourage professional dialogue and continuous improvement of practices
- Support for new teachers to help them in becoming more successful through BTSA and peer mentoring
- Department chairs elected by colleagues to serve as liaisons to administration, promoting trust, increased communication, and representation
- Regular data analysis of both department-specific and school-wide data to determine continuous school improvement strategies and develop innovative responses to issues and concerns
- Leadership opportunities for students in the classroom and in school decision-making
- Encouragement for teachers who want to pursue additional leadership opportunities and / or credentials and additional degrees

The School Leadership Council will lead the collaborative efforts to establish a school name, mascot and colors.

3.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?

At East Los Angeles Star Academy successful students attend school 95 % of the time, demonstrate consistent academic proficiency and adhere to the student behavioral norms. East Los Angeles Star Academy is committed to providing a personalized learning environment for each student through a multi-tiered approach to instruction and intervention. Teachers provide instruction at each RtI² tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. All students will have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity,

background, or disabilities.

The staff at East Los Angeles Academy will support students through individual assistance in the classroom, as well as outside of the school day. Academic support will be available through the tiered support process (through appropriate placement in numerous personalized interventions), tutoring services and credit recovery classes. A personalized graduation plan will be collaboratively developed with parents for each student. The College-Career Center will be a hub for services such as aptitude and interest inventories, and college and university informational meetings. Counseling staff and the Advisory teacher will serve to support students with systemic follow-up for those students not meeting academic and attendance expectations. Behavioral contracts will be put in place for students who have violated behavior norms to ensure they are aware of expectations and consequences. Support for specialized populations will be achieved through the RtI² framework for services.

The focus of East Los Angeles Star Academy will be medicine and technology. It is our belief for optimal learning to occur, students need support for basic medical and mental health services, as well as social and citizenship training. To that end, with help from community services partnerships, students and parents will have access to various forms of assistance. Our health focus partners will provide basic medical screenings, reproductive counseling, and guest speakers on numerous health issues. These vital services will be provided through partnerships that will not be dependent upon District funding. The psychiatric social worker will coordinate mental health support activities such as gang prevention and parenting classes. Motivational speakers will be invited to provide inspiration to students to stay in school and achieve academic success.

Structures such as Advisory period, a 4 x 8 block bell schedule and an early start calendar will further support student success. See Appendix E for school calendar and daily schedule.

3.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.

East Los Angeles Star Academy believes that meeting the social and emotional needs of all students will strongly support academic achievement. Several studies suggest resources that influence students' success such as: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students' social and emotional needs, one-on-one and/or peer counseling groups, after school clubs, extracurricular activities, sports, academic competitions, talent shows, and student-created performances (Orfield, 2004).

Counseling services for students in need of guidance will be provided. Peer counseling will provide students with the opportunity to use their own experiences for self-help sessions and group counseling sessions. A school counselor and/or psychiatric social worker will be responsible for supervising the support system which will include monitoring students who may need special attention and empowering them to take control of their own future. The counselor can receive referrals from parents, teachers and students to identify at-risk students with special needs.

Two recent studies found that a school's social capital is reflected in positive relationships between students and teachers and reduces the risk of dropping out, especially among high-risk students. (Lee & Burkam, 2003) Teachers at East Los Angeles Star Academy are committed to the social and emotional well-being of students and will develop an atmosphere of mutual respect to generate this sentiment. During the Advisory period, teachers will monitor their group of students' academic progress, and social / emotional needs. Making the school a safe place where students can have someone to talk to about their personal concerns is vital to creating an engaging environment for all students. Additionally, a mentoring program will be implemented in which upper class students in the 11th and 12th grade will mentor freshman and sophomores to provide additional support for them. The Advisory period will also be used to serve this purpose and the counselor can pair up classes to create a dynamic that will benefit both upper and lower classmen.

Another way to promote positive relationships is indirectly through general policies and practices that contribute to students having an optimistic outlook. Creating school spirit is an important factor in keeping students connected to their academic life. This also contributes to student engagement that may be needed to assist students who may be dealing with issues outside of school. Activities such as school dances, pep rallies, health and wellness workshops, field trips, and motivational/informational assemblies, mentoring and internships will also provide positive social support for students.

The effectiveness of these programs will be measured using various data. Evidence of success will be reflected by a high attendance rate, a low suspension rate, fewer student discipline referrals, increased overall grade point average, higher California Standardized Test scores, higher graduation rates and a higher percentage of college acceptance of graduating seniors.

3.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.

East Los Angeles Star Academy will provide instructional staff and a counselor to promote awareness of college and career opportunities. Student assemblies will explore and encourage college pathways and give students the information necessary to be competitive candidates for college. An Advisory period will give teachers time to

oversee each student's personalized graduation plan ensuring all A-G requirements are met. This period can also be used to assist students with their college application and financial aid process.

The Advisory teacher will work in collaboration with the school counselor and parents to develop college and career goals for all students and assist in preparing electronic portfolios for college and vocational applications. Workshops offered to students and parents will include information on the application process for University of California and California State University systems, private universities, financial aid, Advanced Placement testing, and concurrent enrollment at community colleges.

The school counselor will organize a Career Day with professionals addressing career possibilities in their field of study. Events such as College t-shirt days, numerous college field trips, clubs (such as Latinas Guiding Latinas), TELACU, and Upward Bound will be used to promote college awareness. A college night will also be scheduled which will consist of a panel of college graduates from different institutions to speak about their experience and the path taken to get into that school. The La Raza Association at different universities will be contacted to provide speakers.

Students will be encouraged to apply for the Early Entrance Program (EEP) at the California State University of Los Angeles. AP classes will be offered both traditionally and virtually. Additionally, college classes that can be taken at East Los Angeles College will be highly promoted.

3.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.

As educators, we will support the role of the parents as educators in the home so that students understand that learning at school and home are interrelated. According to transformative education philosophy, parents are capable of sharing their life experiences and discussing the implications with their children (Ada & Campoy, 1998).

Parents and community will be encouraged to attend the first annual East Los Angeles Star Academy "Back-to-School Night" early in the fall. This event will serve as a vehicle for communication regarding school and classroom policies and course curriculum, while offering opportunities for engagement.

Regularly scheduled Parent-Conference Days will be offered. However, parents can request a conference with a teacher at any time during the school year. Advisory teachers will monitor student progress and may coordinate parent-teacher-student meetings when students are struggling. Student Award Nights will celebrate student success and achievement.

Teachers communicate with parents and community members via mail, phone, and email. An interactive school website will provide general information about calendars, schedules, and directories. All teachers will keep an up-to-date webpage including homework assignments, upcoming projects, and password-protected online grade information.

Progress reports will be sent home via mail at the five-, ten-, and fifteen-week mark. The Advisory teacher will monitor student progress on an ongoing basis, and notify parents as needed. In addition, parents of students who are in danger of failing at the semester will be notified via comments on the progress reports and personal phone calls.

In keeping with the school's focus on technology, a weekly school newsletter sent home to parents and community media outlets, both electronically and via print. It will provide information about opportunities for student, parent and community involvement. The Bilingual / Title I Coordinator (or School Leadership Council designee) will lead the efforts to ensure sufficient parent involvement.

A variety of school groups will encourage parent involvement such as School Leadership Council, School Site Council, English Learners Advisory Council, Compensatory Education Advisory Council, and the Parent Teacher Student Association. Student clubs on campus can offer parents an opportunity to contribute time to the school's extracurricular programs.

3.f. School Calendar and 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.

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.

Students will be grouped in interdisciplinary teams to maximize student-teacher interaction and promote student achievement. ESL students will be grouped by English-language ability. Classes will be normed by the District norm tables.

East Los Angeles Star Academy will adopt the LAUSD early-start calendar. This calendar begins in mid-August and concludes in early June. This benefits the students:

- by completing the first semester of instruction prior to winter break.
- because it allows for additional instruction prior to EL students taking the CEDLT test.
- by providing more school days for all students to prepare for California STAR testing.

Further, a 4 x 8 block bell schedule will be implemented to ensure ample time for core instruction and allow students opportunities for intervention to meet academic goals, as well as academic and non-academic elective classes (such as school leadership or library service). Interdisciplinary teams will be given a common conference period to encourage teacher collaboration and common planning whenever possible. Additional time for teachers to work together will be available on early dismissal professional development days.

4. Assessment and School-wide Data

4.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.

Regular and accurate assessment of student progress in mastering grade-level standards will be essential to the success of any instructional program based upon content standards. Ideally, assessment and instruction are inextricably linked. The purposes of assessment are 1) to determine level of skills prior to instruction, 2) to determine if students are making adequate progress towards achieving the standards, and 3) have the students achieved the goals defined by a given standard. East Los Angeles Star Academy will organize accountability for learning based on the premise of standards-based instruction with multiple measures of assessment that are diagnostic, authentic, formative and summative. Critical to the cycle of assessment in a learning culture is that data is not just “admired” but influences data-driven decision making that drives the instructional program.

In order for assessment to play a more useful role in helping students learn, it will be employed throughout the teaching and learning process instead of being postponed as only the endpoint of instruction. Dynamic assessment (finding out what a student is able to do independently as well as with adult guidance) is integral to Vygotsky's idea of zone of proximal development. This type of interactive formative assessment, which allows teachers to provide assistance as a part of assessment, does more to help teachers gain valuable insights on how understanding might be extended, as well as a means to scaffold next steps (Shepard, 2000).

Research suggests that focusing on the use of day-to-day formative (progress monitoring) assessments is one of the most powerful ways of improving learning in the classroom (William, 2007). Just giving students feedback about current achievement produces very little benefit, but where feedback engages students in reflective activity, the effect on learning can be profound (Bangert-Drowns, et. al.1991). Strong formative assessment feedback would entail giving students information about correct results, some explanation, and some specific activities to undertake in order to improve.

Mastery of grade-level standards by all students is paramount and will be clearly stated. Measuring and monitoring learning outcomes, program effectiveness, and policies and practices at all levels at East Los Angeles Star Academy will become interwoven into everyday life of the school. Surfacing the issues provides the potential for problem-solving and continuous improvement of teaching and learning.

4.b. Autonomy

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

Students clearly need to understand the standards against which their work will be assessed. Students can benefit from both task-specific rubrics and generic rubrics, depending whether the assessment is formative or summative. The assessment system should provide a basis for developing a metacognitive awareness of what are important characteristics of good problem-solving. Moreover, such an assessment system can address not only the end product we are trying to achieve, but also the process (Wiggins, 1989).

The following alternative assessment strategies are examples of performance-based assessment. Most of the examples are embedded assessment (that is, the assessment is part of instruction and informs the teacher how to adjust instruction during the teaching process). They may also provide ongoing documentation of a student's progress towards mastery of the California Content Standards.

- Interdisciplinary research projects
- Electronic portfolios and lab books
- Presentations
- Blogs and journals

The following table outlines the student assessment plan for East Los Angeles Star Academy High School:

ASSESSMENT	GRADE LEVELS	FREQUENCY	RATIONALE
CST (summative)	9 th – 11 th	annually	State-mandated student achievement indicator
LAUSD Periodic Assessments - ELA, math, science, history (formative)	9 th – 12 th	quarterly	Standards-based, aligned to instructional guide, guides instruction, familiarizes students with CST format and rigor
ELD portfolio (formative)	9 th – 12 th	ongoing	Authentic assessment aligned to ELD standards and instructional guides. Ensures multiple measures for looking at EL performance.
ELD Progress Monitoring (formative)	9 th and 10 th	Approximately every 2 weeks	Standards-based measure to provide teacher feedback in order to adjust instruction and student feedback as to progress towards proficiency
CELDT (summative)	9 th – 12 th	annually	State-mandated accountability to measure progress of English Learners

ASSESSMENT	GRADE LEVELS	FREQUENCY	RATIONALE
LAUSD CAHSEE Diagnostic (ELA and math)	9 th and 10 th	Annually	Standards-based, provides data on learning gaps prior to CAHSEE administration
Teacher-created benchmark tests (summative)	9 th – 12 th	ongoing	Authentic standards-based measures to calibrate expectations of teaching community and provide student feedback
Curriculum-based informal and formal assessments (formative)	9 th – 12 th	Ongoing	Alignment to expectations of teaching and student learning. Provides intermediate benchmark data.
Interdisciplinary Projects (summative)	9 th – 12 th	ongoing	In alignment with the school's instructional philosophy, students will complete comprehensive projects which meet the standards in multiple content areas.

4.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.

The assessment system outlined in section 4.b. (above) has well-established reliability and validity data. East Los Angeles Star Academy will work with LAUSD, CDE, and Core K-12 (an external assessment / data management system) to continuously monitor assessment process and analyze data for reliability and validity issues.

All assessments (regardless of type or purpose) will be aligned to the California State Content Standards for each specific content area. By implementing authentic assessment processes that incorporate a variety of assessment tools, teachers will hold students to high academic standards and encourage higher order thinking.

4.d. Assessment Development

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

The teachers and staff at East Los Angeles Star Academy will comply with all state-mandated testing (California Star Test, CELDT, CAHSEE, etc.). Additionally, the teachers at East Los Angeles Star Academy will participate in the LAUSD periodic and diagnostic assessment programs in all content areas. Further, the Core K-12 progress monitoring tool will be utilized. It is the intention of the teaching staff to evaluate the correlation and level predictability of the LAUSD periodic assessment program as it relates to student outcomes on the CST with the idea of exploring the possibility of

creating authentic school-wide summative assessments. As the instructional leader, the principal will coordinate efforts with department chairs to lead this effort.

4.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?

East Los Angeles Star will utilize a comprehensive system of data collection that will include ISIS, My Data, CELDT, STAR, CAHSEE, and Core K-12 for periodic assessments and progress monitoring. This collective data will provide a robust and thorough indication of student achievement that is both formative and summative.

The School Leadership Council Team at East Los Angeles Star will be made up of administrators, classroom teachers, parents, students, and community. This team will engage in collaborative conversations framed with the spirit of inquiry and problem-solving. Collaborative inquiry is a rigorous process allowing practitioners to better describe the current state of achievement and to identify gaps between present and desired outcomes (Garmston, Wellman, Lipton). When colleagues share their observations, consider possible interpretations, and explore actions to improve student achievement, they develop shared understandings of the problem and greater commitment to the developed solutions. Through this path of data analysis, the school will engage in data-driven dialogue that is aligned to student achievement goals.

All faculty members will be included in the problem-solving process, data discussions, curricular adjustments, professional development opportunities and instructional improvements needed to increase student achievement. This will take place during common conferences, common planning time, and professional development days.

4.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.

The goal of East Los Angeles Star Academy is to provide maximum opportunities for all high school students to fulfill graduation requirements while completing the requirements for college admission and preparing to enter the workforce college-prepared and career ready. All students are to be provided the opportunities, encouragement and support to complete course work beyond minimum requirements to achieve their postsecondary goals. These opportunities include multiple pathways, advance placement courses, career technical education, community college courses and internships.

Students graduating from East Los Angeles Star Academy High School will be held to the same graduation requirements as all other Los Angeles Unified School District students. These requirements meet the minimum college admissions “A-G” requirements and require students to pass the California High School Exit Examination (CAHSEE). They must meet graduation requirements in the following four areas:

1. Satisfactory completion of 230 credits.

- | | |
|---------------------|-------------|
| a. Core curriculum | 160 credits |
| b. Elective courses | 70 credits |

2. Satisfactory completion of all courses in the required (Core) curriculum.

- | | |
|--|------------|
| a. English | 40 credits |
| b. College preparatory mathematics | 30 credits |
| c. Laboratory science biological science | 10 credits |
| d. Physical science | 10 credits |
| e. Social science | 30 credits |
| f. Visual and performing arts | 10 credits |
| g. Applied technology | 10 credits |
| h. Health | 5 credits |
| i. Life skills | 5 credits |
| j. Physical Education | 20 credits |

3. Passing the California High School Exit Examination

To receive a high school diploma in the state of California, students must take and pass the English language arts and mathematics sections of the CAHSEE with a scaled score of 350 or higher. Pending the development of an alternative to the CAHSEE, students with disabilities are no longer required to pass the CAHSEE as a condition of receiving a diploma (EC Section 60852.3) Students will continue to attempt passage of the CAHSEE in the 10th grade and subsequent exams in 11th and 12th grades. Students who do not pass CAHSEE during their senior year are entitled to receive additional intensive supplemental instruction for up to two years or until they pass the CAHSEE, whichever comes first.

4. Meeting the non-course requirements listed below.

- a. Computer Literacy: Students will demonstrate computer literacy in grades 6 through 12 by one of the following methods: 1) successfully complete a computer education course, or 2) demonstrate competency on a performance assessment using the *Computer Literacy Criteria Checklist*. (LAUSD Reference Guide REF-913)
- b. Career Pathways: Students will assess and evaluate interests, skills, talents and abilities and select a career cluster to pursue in high school. (LAUSD Reference Guide REF-.911)

- c. Service Learning: Service learning is a teaching/learning strategy in which students learn and develop through active participation in high quality service that meets the needs of the community. Service learning strategies integrate into and enhance the rigorous academic curriculum. Service learning is aligned with the state standards, fosters civic responsibility, and provides structured time for student reflection (LAUSD Reference Guide REF-3605.0)

Upon enrollment in East Los Angeles Star Academy each student will design an individualized graduation plan collaboratively with counselors, parents and his/her Advisory teacher. Students will self-monitor their progress towards graduation with the guidance and assistance of their Advisory teacher. Students who are not on track for graduation will investigate credit recovery options with the assistance of their Advisory teacher and counselor.

5. Professional Development

5.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.

There is a growing body of research on the power of collaborative adult professional cultures in schools as a positive and productive means for organizing the work of on-going school improvement (Garmston). In such cultures, professionals learn to talk about the “hard-to-talk-about” details of learning, teaching, assessment and the cumulative effects of their work with students.

Researcher Karen Seashore Louis and her colleagues identified five attributes of collaborative cultures that improve learning for all students:

- **Shared norms and values.** These include such things as how people talk to one another, what they talk about, and agreement on what is most important and what the essential goals and standards for student performance are.
- **Collective focus on student learning.** This means focusing on student products and performances and taking honest and hard looks at assessment data to guide curriculum and instructional choices. Choices are driven by student needs and not teacher preferences. The social resources of communication skills and relational trust are necessary requisites.
- **Collaboration.** Teaching is increasingly a collective task. Students learn from cumulative effect. Teacher collaboration occurs both horizontally across grade levels, teams and content areas and vertically as the work of teachers feeds year-to-year achievement. To collaborate means to share knowledge, skills, questions and concerns with engaged colleagues and act in student interests.

- **Deprivatized practice.** Teaching has historically been an isolated act done behind closed doors. To deprivatize practice means to open these doors physically, emotionally and metaphorically. By looking at student work, assessment data, and lessons designed together, teachers align their work with others.
- **Reflective dialogue.** How school people talk may be as important as what is talked about. To dialogue is to inquire, examine assumptions, and generate new thinking in an atmosphere of seeking to understand. The practice of dialogue becomes a self-organizing energy source and organizer within a professional culture.

East Los Angeles Star Academy faculty is a group of dedicated and effective teachers who strive for academic excellence for their students with the desire to create a collaborative school culture. To this end, the staff will implement the structures that are incorporated in both the Adaptive Schools and the Cognitive CoachingSM research-based models (Garmston). We recognize that the culture of the school – the pattern of adult interaction, the traditions, rituals, and shared norms – has a strong influence on student achievement.

In our implementation plan we have delineated the types of activities and professional development sessions where the above structures will be implemented.

5.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?

Professional development for teachers and school site leaders is driven by student and staff performance data. Our professional development plan encompasses a comprehensive, sustained, and intensive effort to improve teacher effectiveness, provide students with an effective and rigorous program of instruction, and enable students to meet and exceed the California State Standards. In keeping with our vision and mission and based upon identified needs, our professional development plan targets specific research-based instructional strategies, i.e. SDAIE, Interdisciplinary Project, Inquiry-Based Lessons, etc. See Section 2.d. on Curriculum and Instruction for a detailed description of these strategies.

Through a comprehensive analysis of student data, the School Leadership Council will determine priority needs for professional development. Subsequent to professional development sessions, the administration will monitor the application and efficacy of the training through classroom observations and teacher surveys. This feedback will be used by the School Leadership Council to make necessary modifications to future sessions.

To develop teachers who can be efficient, collaborative, responsive and innovative, the East Los Angeles Star Academy will make Information and Collaboration Technologies

(ICT) an integral part of the school culture and practice. The long-range technology goals are to develop programs that provide opportunities for teachers and students to become superior, highly motivated, and self-directed learners. Trainings on the use of technology in education will empower teachers to use technologies in their instructional planning and practice.

The technology professional development goals are based on National Educational Technology Standards for teachers (NETS):

- facilitate and inspire student learning and creativity
- design and develop digital-age Learning experiences and assessments
- model digital-age work and learning
- promote and model digital citizenship and responsibility
- engage in professional growth and leadership

By integrating these goals into all school professional development the technology standards then become embedded into the overall professional development plan. Imbedding them into the school's professional development will create a safer place for staff to acclimate to new technologies. These ICT technologies foster collaboration outside the school site, allowing teachers to access learning and information beyond the traditional time and space of a classroom.

5.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.

East Los Angeles Star Academy teachers will participate in school site professional development prior to the start of the school year. We anticipate having several days available to us before the opening of our school to focus on building the culture of the school. The first 24 hours will focus on:

- Instructional strategies, assessment and intervention, engaging students in analysis of their work
- Providing rigorous, standards-based curriculum, building academic language
- Differentiation of instruction, RtI² – core, strategic, and intensive
- Classroom management: developing classroom procedures and routines to maximize student learning
- Equity and diversity: culturally relevant teaching practices, reporting procedures for sexual harassment and child abuse
- Grading and reporting policies
- Teacher evaluation process
- Resources for special populations (IEP, GATE, etc.) Student Success Team procedures, legal requirements of the IEP

- School information and policies: homework policy, room environment expectations, block scheduling, lesson plan expectations
- School safety: earthquake and fire drill procedures, emergency supplies, school-wide discipline plan, policy for bullying behavior
- Materials: location of instructional materials, available technology, acceptable use policy
- Communication with staff, students, and parents, community resources

New teachers will participate in the LAUSD induction process as an on-going program with specific content addressed over the school year. They will be supported in completing the requirements leading to the professional clear credential through BTSA (Beginning Teacher Support and Assessment) as mandated by the State of California. Support providers (mentors) will be identified before the start of the school year in order to provide timely support to new teachers.

On-going new teacher induction will be organized around the California Standards for the Teaching Profession (CSTP):

- engaging and supporting all students in learning
- creating and maintaining effective environments for student learning
- understanding and organizing subject matter for student learning
- planning instruction and designing learning experiences for all students
- assessing student learning
- developing as a professional educator

With the guidance of a support provider, new teachers will consider their prior knowledge and skills gained from teacher preparation, their current context for teaching, and study and reflect upon evidence gathered in classroom observation. This will form the basis for next steps, in which new teachers develop a focus question with anticipated student outcomes and implement an action plan, reflect on collected evidence of student work, and then apply new learning to future practice. All teachers will implement procedures for making planning time focused, efficient and effective.

Differentiation of support for veteran and novice teachers will be provided.

As an internal applicant, East LA Star Academy 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. We plan to maximize banked time for collaboration, provide summer Capacity Building Institutes, and seek out funding options for job-embedded professional development.

5.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.

In order to develop a professional culture of collaboration, East Los Angeles Star Academy will utilize the following structures :

- horizontal and vertical teacher articulation and planning (faculty, department, interdisciplinary team meetings)
- continuous analysis of data
- mentorship and peer collaboration
- common planning time
- development of common criteria for effective lessons and assessments
- differentiated PD
- monitoring implementation and effectiveness of PD training
- continuous evaluation and modification of PD
- continuous feedback to stakeholders

East Los Angeles Star Academy will establish the School Leadership Council to continuously plan, monitor, and implement the professional development calendar, the curriculum and instructional strategies, assessment strategies, and general best practices. In their efforts to accomplish this, the School Leadership Council will use the problem solving process as a part of the RtI² framework and ongoing data analysis to determine professional development needs. In conjunction with the Data Analysis Team, the School Leadership Council will analyze the formative data throughout the year and develop timely PD sessions that address the needs of the data findings.

A regular schedule of weekly professional development meetings will be developed collaboratively in response to the data analysis. The School Leadership Council will determine the focus (e.g., instructional strategies, common assessments) and organization (whole faculty, interdisciplinary teams, departments) that will best support the design of professional development. Different schedules for professional development will be explored (e.g., early dismissal, late start) to optimize opportunities for collaboration and learning. Once the School Leadership Council has determined the schedule and calendar, it will be published and distributed to all stakeholders. Staff will be encouraged to meet outside of regularly scheduled meetings as needed to complete unfinished professional development tasks.

Members of the School Leadership Council will seek to network with high-performing schools to observe effective professional development activities and exchange ideas to improve student achievement.

5.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.

Recognizing the need for continuous improvement with regard to meaningful, research-driven professional development, East Los Angeles Star Academy School Leadership Council will develop and use an evaluation form to evaluate the effectiveness of professional development sessions. This form, in conjunction with student and teacher performance data, will be reviewed by the School Leadership Council to evaluate and revise activities as needed in order to meet the needs of our students and staff.

Teachers will examine multiple sources of data (formative and summative assessment, classroom observation, analysis of student work, attendance, discipline referrals) for their students to determine how the implementation of the professional development has impacted achievement and determine the next steps and make modifications. Throughout the year the School Leadership Council will periodically collect, review, and analyze school-wide evaluation data. They will share their findings with the faculty and stakeholders.

School administrators will closely monitor classes and instruction and will provide relevant and meaningful assistance and guidance to teachers as they implement the strategies addressed in PD sessions. Administrators and/or mentor teachers will provide support as needed in order to increase student achievement.

East Los Angeles Star Academy School Leadership Council members will examine professional development evaluation procedures used at other schools and incorporate any that will make our program evaluation plan more effective.

5.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.

Effective instruction is supported by professional development that focuses on collaboration, modeling and coaching and is sustainable and intensive (Darling-Hammond, 1997). East Los Angeles Star Academy is committed to incorporating professional development that is sustainable; a process of frequent monitoring of student data, implementation of needed strategies, and subsequent reflection. By engaging in the problem-solving process, the School Leadership Council will determine and implement appropriate professional development topics to ensure that all students will have access to the core curriculum as well as interventions and/or enrichment opportunities.

To ensure all professional development facilitates constructive collaboration, a protocol based on the Seven Norms of Collaboration, as outlined in the Adaptive Schools model (Garmston), will be utilized during professional development opportunities. This protocol allows for respectful interaction of teachers during discussion and allows teachers to focus professional development time on the process of inquiry, reflection, and strategy selection.

East Los Angeles Star Academy will provide substantial professional development opportunities both at the beginning and end of the school year, as well as built into the regular professional development calendar (as stated in section 5.d.). Various designs, such as individual and school-wide professional development opportunities, have been described in section 5.d. Opportunities for common planning time throughout the school day will be explored and provided when possible.

6. Serving Specialized Populations

6.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.

East Los Angeles Star Academy's mechanism for serving specialized populations of students will be based upon Response to Intervention (RtI²), a term that means the provision of systemic, phased interventions (Tier I = school-wide preventative services, Tier II = strategic interventions, Tier III = intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk – those not meeting grade level standards and those with learning disabilities. RtI² means 'early diagnosis and the right interventions.' The intensity and type of interventions provided are based upon the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RtI² is a framework for approaching, diagnosing and supporting students with disabilities or academic delays. It has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RtI² on a statewide level (<http://floridarti.usf.edu/>). The focus is on early intervention and specific research-based instructional strategies to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of interventions must be valid and reliable and ensure both long- and short-term gains. Below are the plans that East Los Angeles Star Academy will put into place to ensure implementation of RtI² among Students with Disabilities (SWD), English Learners (EL), and other at risk students. East Los Angeles Star Academy is committed to:

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff

- Fully integrate school-based mental health professionals into the planning and coordination of instructional services for SWD, EL, SEL and other at risk students
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD / SDAIE techniques will be infused into all teaching.
- Implement a systemic tiered response to dropout prevention and recovery
- Exceed the mandated obligations as spelled out in the Disabilities Education Act, 2004 and the Section 504 of the Rehabilitation Act of 1973 as well as the Modified Consent Decree (MCD) requirements

East Los Angeles Star Academy will adhere to the District mandated guidelines for Special Education Identification. The Special Education process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and, 4) the IEP Review.

See Appendix H for Service Plan for Special Education.

7. Performance Management

7.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.

Required as a part of post-approval process.

7.b. Rationale

Discuss why the proposed school will track the mission-specific indicators selected.

Required as a part of post-approval process.

COMMUNITY INVOLVEMENT

8. Community Analysis and Context

8.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.

East Los Angeles Star Academy is a new high school located in the heart East Los Angeles that will relieve over-crowding at Garfield and Wilson High Schools . It is located in unincorporated East Los Angeles, which is bounded by the city of Los Angeles to the west, and the northwest, the city of Monterey Park to the northeast, the city of Montebello to the east, and the city of Commerce to the south. As of the 2000 census, the following statistics provide insight as to the demographics of the community:

- There were 124, 283 people living in East Los Angeles, 29, 844 households, and 25, 068 families.
- Speakers of Spanish as a first language accounted for 87.30%, while English accounted for 12.65%.
- The median income for a household in the community was \$28, 544 and the median income for a family was \$29, 755.
- The median gross rent in 2009: \$868
- Percentage of results living in poverty in 2009: 30%
- Primary class of workers: Employee of private company
- Foreign-born population: 46.3%
- Primary countries of origin: Mexico 90%, El Salvador 4%, Guatemala 3%

Strengths

The East Los Angeles community residents have many strengths that can be used for the betterment of the community. The majority of community members speak Spanish as a first language. This ability allows people to work together regardless of socio-economic status or generation differences. Creativity, determination, and a networking ability are other strengths that are prevalent in Latino communities and can be used to help organize a strong parent and community engagement center. The East Los Angeles community has a long history of community involvement in education and other civil rights issues such as the East LA Walk-Outs of 1968 that lead to educational reforms such as bilingual education and Mexican-American (Chicano) studies. East Los Angeles has the largest concentration of Mexican Americans in the United States and this fact results in a deep cultural appreciation and pride. Also, the East Los Angeles community has nurtured and produced many cultural artists like Los Lobos, Anthony Quinn, Josephina Lopez and Quintosol.

Assets

One of the most important assets of the East Los Angeles community is that it is located in the metropolitan area of Los Angeles. This location allows for access to resources provided by universities, community colleges, non-profit organizations, and private organizations. 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, expertise, and resources for the benefit of students as they prepare for various medical careers and to help them make a difference in the community. Examples of these include institutions like East Los Angeles Community College, California State University, Los Angeles, Youth Policy Institute, Volunteers of East Los Angeles, Los Angeles Educational Partnership and Kaiser Permanente Hospital. Letters from these (and other) organizations and individuals are attached.

Values

Latino families traditionally emphasize interdependence over independence and cooperation over competition. These values can be used to engage parents and community members to contribute their effort to build a strong school community. Interdependence has been a part of the Latino culture for many centuries and it is manifested in family traditions and networks. Cooperation amongst Latinos is another value that adds to the family dynamic in many Latino families. Respecting and embracing these values can assist community outreach programs and will encourage members of the community to engage in meaningful school improvements. The heightened sense of collaboration amongst Latinos also fosters networking opportunities among stakeholders. It is these values that can be used to encourage community empowerment and involvement, leading to successful community partnerships that will improve student achievement.

Another deeply-held value is the community's reverence for education. Parents have a strong interest in the education of their children and hold opinions about how their children should be educated. They are deeply interested in advancing their children's education and in creating an opportunity for a prosperous future.

Critical Needs

The high poverty rate and the low average income of this community demonstrate the low social-economic status of this community. There is empirical evidence that found that students who live in a high-poverty neighborhood have higher school dropout rates. Poor communities may influence adolescent development as a result of the lack of resources, lack of parental education, and through exposure to peers who may have dropped out of school (Orfield, 2004). Students' low-income status affects their education because they may live in a household without a healthy diet or adequate medical care. There is a high percentage of the population without medical insurance. Monetary difficulties may lead to a broken home or a single parent living arrangement. Parents may have two or three jobs which do not allow them to be at home supervising

their children or participating fully in their education. Furthermore, there is a high youth incarceration rate and street gangs in these neighborhoods that negatively impacts student learning and motivation.

This proposal holds the community needs and expectations at the heart of the plan. Community outreach efforts have been a continuous part of this process to seek input on community needs and interests. Multiple community meetings were held and surveys were taken to gauge the community's priorities. Findings include a collective desire for a safe school environment and a strong academic curriculum with a focus on medicine and technology. Additionally, the community expressed a desire for essential services such as parent classes, mental health counseling and basic health screenings.

8.b. Background and 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.

Seven of the nine team members live in East Los Angeles. Four were born, raised and attended local schools. Teachers from Belvedere Middle School, LEMA High School, and El Sereno Middle School are participating on this team. Collectively they have over 47 years experience serving this community. Another member of the team is an administrative representative from the Local District 5 office. There is also a member of the community who has worked for forty years with the East Los Angeles community and parents of students from these schools. The team members all have personal experience intervening with students to help them improve their academic achievement, stay in school, and graduate. This team of dedicated community members cares deeply about the future of East Los Angeles and is committed to work tirelessly to improve the lives of the youth of this community.

Our team has established connections and partnerships within the community. Letters of endorsement and offers of partnership for this school can be found at the end of this application.

9. Community Engagement

9.a. Engagement Plan

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

East Los Angeles Star Academy will use a research-based framework of six types of involvement—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community—to focus partnerships on school improvement goals. These types include:

- *Parenting.* Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- *Communicating.* Communicate with families about school programs and student progress. Create two-way communication channels between school and home.
- *Volunteering.* Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.
- *Learning at Home.* Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.
- *Decision Making.* Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.
- *Collaborating with the Community.* Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

By implementing activities for all six types of involvement, East Los Angeles Star will help parents become involved at school and at home in various ways that meet student needs and family schedules. Input from participants helps schools address challenges and improve plans, activities, and outreach so that all families can be productive partners in their children's school success. (Epstein, 2002; Salinas, 2003)

East Los Angeles Star Academy will differ from most schools in two important ways. Organizationally, educators, parents, and other partners will be working together to systematically strengthen and maintain their family and community involvement programs over time. Interpersonally, these partners will recognize that they all have roles to play in helping students succeed in school—and that, together with students, they *will be* the school's learning community.

East Los Angeles Star Academy will develop an environment that promotes a holistic approach (body, mind and spirit wellness) to the health and well being of each student to support high student achievement. To that end, we will employ a psychiatric social worker who will organize numerous parent education meetings supporting mental health. The school will establish a community / parent center where health/medical educational workshops will be provided. Guest speakers from our community partners will present on topics such as: diabetes, depression, obesity, cardio-vascular health, visual screening for eyeglasses, vital signs measurements for the most basic body functions, nutrition and healthy alternative options for wellness education, and resources that are available to them throughout the Los Angeles County Health Center, Department of Public Health, and non-profit health/medical organizations will be

available. East Los Angeles Star Academy will explore programs and facilities which encourage adequate exercise for optimal health for all stakeholders.

The counselor will plan and deliver presentations such as Middle School Transition Night, Advanced Placement Information, and College Financial Aid. Presentations for parents needing information on how to support struggling students will also take place. Ongoing support for the college application and financial aid process will be available in order to support students on their path to college.

East Los Angeles Star Academy is committed to seeking partners who support providing students access to state-of-the-art technology. These partners, whether they be non-profit, university, or corporate, will support the school's vision of utilizing technology to as a vehicle for students to become superior, highly motivated, and self-directed learners.

9.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.

Community organizations and members will play a vital role in the success of the academy. (Letters of Support can be found in Appendix C) Partners will provide enrichment opportunities, curricular enhancement, service-learning opportunities, internships, job shadowing, classroom visits by guest speakers, and inspiration for students. As an example, East Los Angeles Star Academy will work together with partners such as East Los Angeles College, California State University Los Angeles, Cal Poly Pomona, University of California Los Angeles, University of Southern California and University of California, Los Angeles to provide for dual enrollment and expose all students to college campuses. We will explore the possibilities of partnerships providing professional development for teachers and tutoring for students.

Beginning in the spring, relationships with the partnering organizations will solidify. Discussions about potential programs of support and enrichment activities will commence and a timeline for implementation will be established. Some services will be available to students and families upon the opening of the school. The principal will be responsible for managing, maintaining and cultivating community partnership relationships.

In order to meet the needs of our teen parents, we will seek to establish a partnership with Garfield Community Adult School and local elementary schools with Early Education Centers to provide childcare allowing teen parents to continue their education.

GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight

10.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?

After researching existing school governance models, listening to presentations on these models, and engaging in serious discussions about the pros and cons, East Los Angeles Star Academy's Design Team has elected to adopt the Expanded School Based management Model (ESBMM), a relatively new governance model, as our governance structure. We believe that ESBMM best meets the needs of the school community because it aligns with our inclusive philosophy and commitment to collaboration. The Design Team was unanimous in the belief that the ESBMM model would enable the school to attain high student achievement by providing:

- Absolute control over its financial resources
- Absolute control over the hiring of administrative, certificated, and classified employees, with no must-place placements
- Absolute control over curriculum and assessment
- Absolute control over professional development
- Absolute control over bell schedules

In keeping with these elements and with California Education Code provisions encouraging School Based Management, our governance proposal seeks to facilitate improved staffing practices, budget management, parent involvement, and scheduling of time. East Los Angeles Star Academy will implement all aspects of ESBMM consistent with applicable laws and the terms of existing and future collective bargaining agreements between LAUSD and UTLA.

We at East Los Angeles Star Academy propose to allocate our financial and staffing resources to create a school where all students are actively engaged in learning, instructional programs are supported, and parents are informed and involved in the learning environment. One of our financial goals is to create the ability to reinvest excess funds back into the instructional program and/or the school's infrastructure.

The School Leadership Council will design training to support the implementation of transparent budgeting and active whole-school participation in decision-making and collaboration. This training will lead all parties to regard teachers, parents and other stakeholders as critical partners.

10.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.

NAME	AFFILIATION	BIOGRAPHICAL INFORMATION
Roberto A. Martinez	Local District 5 Superintendent	1.5 years as Superintendent of Local District 5; Former principal at Wilson HS while under his direction the school posted a 28-point API gain, and increases in graduation rate, number of students enrolled in AP courses and attendance.
Jesus Angulo	Local District 5 Principal Leader	1.5 years as Secondary Principal Leader in Local District 5; Former principal of South East HS where he led the school through the process of creating SLCs, earned an initial WASC accreditation of 6 years, and increased CAHSEE passing rates significantly in both English and Math.
Jane Berman	Local District 5 Coordinator	2.5 years as Mathematics K-12 Coordinator in Local District 5; recently completed Ed. D. in Educational Leadership with dissertation topic: Effective Professional Development; WASC Chair.
Amelia Velazquez	Teacher – El Sereno MS	ESL and English teacher for 31 years. Experience with elementary through adult education.
Patrick Kolostyak	Teacher – Belvedere MS	Science teacher at Belvedere MS for 14 years; holds Administrative Certificate of Eligibility.
Gil Gomez	Teacher – LEMA HS	Social Studies teacher at LEMA HS for 1 year (new pilot school); Previously at Gage MS for 6 years; Masters degrees in Philosophy and Educational Leadership; Administrative Certificate of Eligibility
Sheldrin Ruiz	Teacher – Belvedere MS	Social Studies Teacher at Belvedere MS for 7 years; Masters in History.
Ron Ramirez	Teacher – Belvedere MS	English teacher at Belvedere MS for 5 years; holds Masters degree in Social Foundations of Education.
Carlos M. Montes	Community member	East Los Angeles Community Activist supporting equity and reform for 41 years.

NAME	AFFILIATION	BIOGRAPHICAL INFORMATION
Veronica Ramirez	Parent – Garfield HS	Parent of 3 children in Los Angeles Unified School District; member of Garfield HS School Site Council

All nine members who participated in the writing of this proposal are successful fully credentialed educators by the State of California, except for the parents and the Community Service Organizer, and have substantial teaching experience. All come from neighboring schools with similar students demographics and all have worked in the East Los Angeles area for a collective total of 47 years. Four of the members have a Masters Degree; the administrative member has a doctoral degree in educational leadership. Two members have administrative credentials. Two members have served as Chapter Chairs and three have served as department chairs. One member is currently a lead teacher in a small learning community. Two members have been full-time out-of-classroom coordinators. One member has served as a master teacher; one has served as a mentor teacher; and, two members have served as instructional coaches. The administrative member is currently the K-12 Mathematics Coordinator for Local District 5. See Appendix D for resumes of applicant team members.

10.c. School Oversight

10.c.i. Autonomy

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

Recognizing that hierarchical decision-making has tended to reduce the effectiveness and productivity of the teachers in educating pupils, the School Leadership Council will be the mechanism of Expanded School-Based Management that will ensure a more collaborative decision-making process. To this end, East Los Angeles Star Academy shall be exempt from all Board rules and District policies as outlined in the ESBMM Memorandum of Understanding.

The School Leadership Council will be formed and will function according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement (“Agreement”). The Council will be comprised of both site-based and community-based members. Seats will be allocated as follows:

Certificated		Other	
UTLA Chapter Chair*	1	Students	1
Teachers	4	Parents	2
		Community	1
		Principal	1

*1 certificated seat must be allotted to the UTLA Chair or designee

The Council will participate in shared decision-making on all of the matters provided in Article XXVII, Section 2.0-2.4 of the Agreement. Each member of the School Leadership Council will be elected on a yearly basis.

In addition to those matters listed in Article XXVII, Section 2.4 of the Agreement, the school intends to fully realize the goals of the State legislature in passing Education Code sections 44666-44669, to create a complete Expanded School-Based Management Model program that institutionalizes teacher involvement in decisions that affect their ability to teach. Therefore, through the School Leadership Council, teachers will be actively involved in all of the following procedures, as well as those discussed in further detail herein:

- selection of new teachers, administrators, and classified employees
- design, evaluation, and conduct of staff development programs and policies,
- organization of the school for effective instruction
- determining the roles and functions of teachers, administrators and classified employees, as well as determining the need for additional teachers and classified employees
- procedures to increase authority over the allocation of fiscal resources

10.c.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. Hiring Committee

A Hiring committee will be appointed by the School Leadership Council, which will be charged with interviewing candidates for administrative, certificated, and classified positions at East Los Angeles Star Academy. After interviewing such candidates, the Committee will make recommendations to the School

Leadership Council for the hiring of new employees. The Hiring Committee will have five (5) seats and will be constituted as follows:

- The Principal and the UTLA Chapter Chair (or designee) will serve as co-Chairs
- One parent of a student or community member
- One classified employee
- One teacher from the department in which the position is open

2. School Site Council (SSC)

East Los Angeles Star Academy will comply with the requirements of the Education code and the LAUSD/UTLA collective bargaining agreement and will operate according to state and federal laws and District guidelines pertaining to all Categorical Councils. The SSC will determine the use of categorical funds and the School Leadership Council will determine the use of the school's general funds. However, both Councils will work together in the development and approval of the Single Plan for Student Achievement to insure the most effective use of school funds to improve student achievement.

10.c.iii. Governing Council

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

See section 10c(i) for details on the number of Council members, formation, role and responsibilities of the School Leadership Council.

11. School Leadership

11.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 School Leadership Council will appoint the Hiring Committee charged with interviewing candidates for administrative, certificated and classified positions at East Los Angeles Star Academy, including the Principal. The Hiring Committee will be provided with a list of questions and a rubric developed by the School Leadership Council for the Hiring Committee to ask all candidates during the interview process.

Upon initial opening, the principal will be collaboratively selected by the Design Team with the addition of one administrative representative from Local District 5. The position will be posted on the LAUSD website and candidates will submit requested materials to Local District 5 and the interview process will proceed as per district protocol. Subsequent to the hiring of the first principal, the present school Principal will contact the district Human Resources branch to inform the District of the upcoming opening for School Principal which will follow usual district procedures for informing district personnel of the opening. Qualified interested candidates will be instructed to send to the school a resume, a letter of interest, and a three letters of recommendation (one from a current supervisor). Ideally, the Principal should be:

- bilingual English/Spanish speaker
- very knowledgeable about instructional pedagogy
- knowledgeable in transformational education leadership
- experienced in working with English Learners
- experienced in providing relevant guidance and assistance to teachers
- commitment to working collaboratively with all stakeholders
- experienced in implementing program reform
- knowledgeable of the A-G requirements
- knowledgeable of Special Education Modified Consent Decree
- possess excellent interpersonal, oral and written communication skills
- able to adhere to the California Professional Standards for Educational Leaders
- willing to engage in collective problem solving
- experienced in community relations
- knowledge about science / health / medicine curriculum and partnerships
- experienced in information and collaboration technologies

The School Leadership Council will screen the applicants' paper work and select the top 5 candidates for an interview. The Council will also determine the dates and times for the interviews and contact the candidates by email. Upon completion of the interviews, the School Leadership Council will make the final decision based on the Hiring Committee's recommendation. See Appendix F for Principal Job Description.

This provision will be implemented consistent with applicable laws and the terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD.

11.b. Leadership Team

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

The School Leadership Council will be formed and will function according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement.

The School Leadership will determine the qualifications, procedures, and time line for the School Leadership Council selection. However, the Principal and the UTLA Chair will automatically be school site members. School Leadership Council members should ideally be:

- bilingual English/Spanish speakers
- experienced working with an English Learner population
- knowledgeable about instructional strategies and curriculum
- experienced working with an urban-city student population
- experienced in community relations, such as finding and obtaining outside resources for the school
- strong, flexible, and proactive leaders
- possess excellent interpersonal, oral and written communication skills
- receptive to East Los Angeles Star Academy's mission, vision, and philosophy

11.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 local district superintendent (or designee) will supervise and evaluate the Principal according to the district Stull evaluation process. Although the School Leadership Council will have full control over the hiring of the Principal, it will not have a role in the discipline and/or firing of the Principal. Any serious unresolved issues and/or concerns that the staff may have relevant to the Principal's performance will be brought to the attention of his/her supervisor.

12. Staffing

12.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.

East Los Angeles Star Academy will be staffed by highly-qualified and credentialed teachers in order to ensure that the core curricular needs of students will be provided in the necessary fields. We will employ teachers who:

- have shown mastery of their discipline content.
- demonstrated interest in science (medicine) and technology.

- are experienced in or are eager to learn research-based instructional strategies (especially SDAIE) for differentiation.
- are enthusiastic to work in interdisciplinary teams on project-based learning.
- believe in constructivist philosophy and inquiry-based instruction.
- are committed to collaboration.
- are willing to self-monitor and reflect upon practice.
- integrate literacy strategies throughout instruction.
- are eager to promote a college-going culture by leading an advisory group through graduation.
- share best practices with their peers.
- adhere to the California Standards for the Teaching Profession.
- are experienced working with socio-economically disadvantaged and Latino students.
- have experience and qualifications necessary to meet the needs of Special Education students.

The following full-time positions will be funded at East Los Angeles Star Academy:

Principal (1), Assistant Principal SCS (1), Psychiatric Social Worker (1), Nurse (1), School Administrative Assistant (1), Plant Manager (1), Maintenance Staff (1), Cafeteria Manager (1), cafeteria workers, Senior Secretary (2), Librarian (1), Title 1 / Bilingual Coordinator (1), campus aides (3), Dean (1), teachers, including general education, Special Education, EL, instructional aides, parent representatives.

12.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.

The School Leadership Council will appoint the Hiring Committee charged with interviewing candidates for teaching positions at East Los Angeles Star Academy. The Hiring Committee will be provided with a list of questions and a rubric developed by the School Leadership Council for the Hiring Committee to ask all candidates during the interview process.

Teachers who have already been recruited and have committed to East Los Angeles Star Academy are: Patrick Kolostyak, Amelia Velazquez, Sheldrin Ruiz, Ron Ramirez and Gil Gomez. These teachers comprise the Design Team and share a common vision for East Los Angeles Star Academy and are committed to the success of the school.

Additional positions available subsequent to the initial hiring round, will be posted on the LAUSD website and candidates will submit a resume, a letter of interest, and a two

letters of recommendation (one from a current supervisor) to the school and the interview process will proceed.

The Hiring Committee will screen the applicants' paper work and select the top five candidates for an interview. The Committee will also determine the dates and times for the interviews and contact the candidates by email. Upon completion of the interviews, the Hiring Committee will make a recommendation to the School Leadership Council which will make the final hiring decision.

This provision will be implemented consistent with applicable laws and the terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD.

12.c. Autonomy

How will you use staffing autonomy to create optimal learning-centered cultures for students?

The East Los Angeles Star Academy Design team proposes the ESBMM governance model for this school primarily because of the staffing selection autonomy provision. This precludes the assignment of any must-place employees which is critical to the success of East Los Angeles Star Academy to ensure that the vision for the instructional program is shared fully by all staff. All staff will hold the belief that all students should be supported with personalized learning opportunities and will collaboratively work to improve student achievement.

12.d. Evaluation

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

As an internal applicant, East Los Angeles Star Academy will adhere to all existing and future LAUSD –UTLA Collective Bargaining Agreements.

FINANCES

13. Finances

13.a. Financial Sustainability

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

East Los Angeles Star Academy will receive funding via the LAUSD transparent budgeting process. The instructional plan for improving student achievement will be the primary focus for the budget deliberations. Resources shall be aligned with the school's focus and student needs. Additionally, funding will be allocated to:

- personalization of education
- on-going professional development
- meaningful parent outreach
- establishment of career/community partnerships
- increase and improve communication between school and community

Financial control will include oversight by the Local District and the School Leadership Council. The Principal, Fiscal Specialist and the School Leadership Council will be held accountable for providing updates, answering questions and sharing information about budgets in order to keep all stakeholders informed of the most current budget situation. The School Leadership Council will use the District's monthly financial reports to disseminate information to the faculty, staff, and community.

13.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.

Fundraising will be a primary effort at the school site to supplement the District budget we receive. These efforts will take place at the school site via a Booster Club and/or PTA organization. Faculty and staff will develop a comprehensive plan for writing grant proposals for federal, state and philanthropic grants as well as business and community partnerships that will allow for the realization of the vision and mission.

13.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.

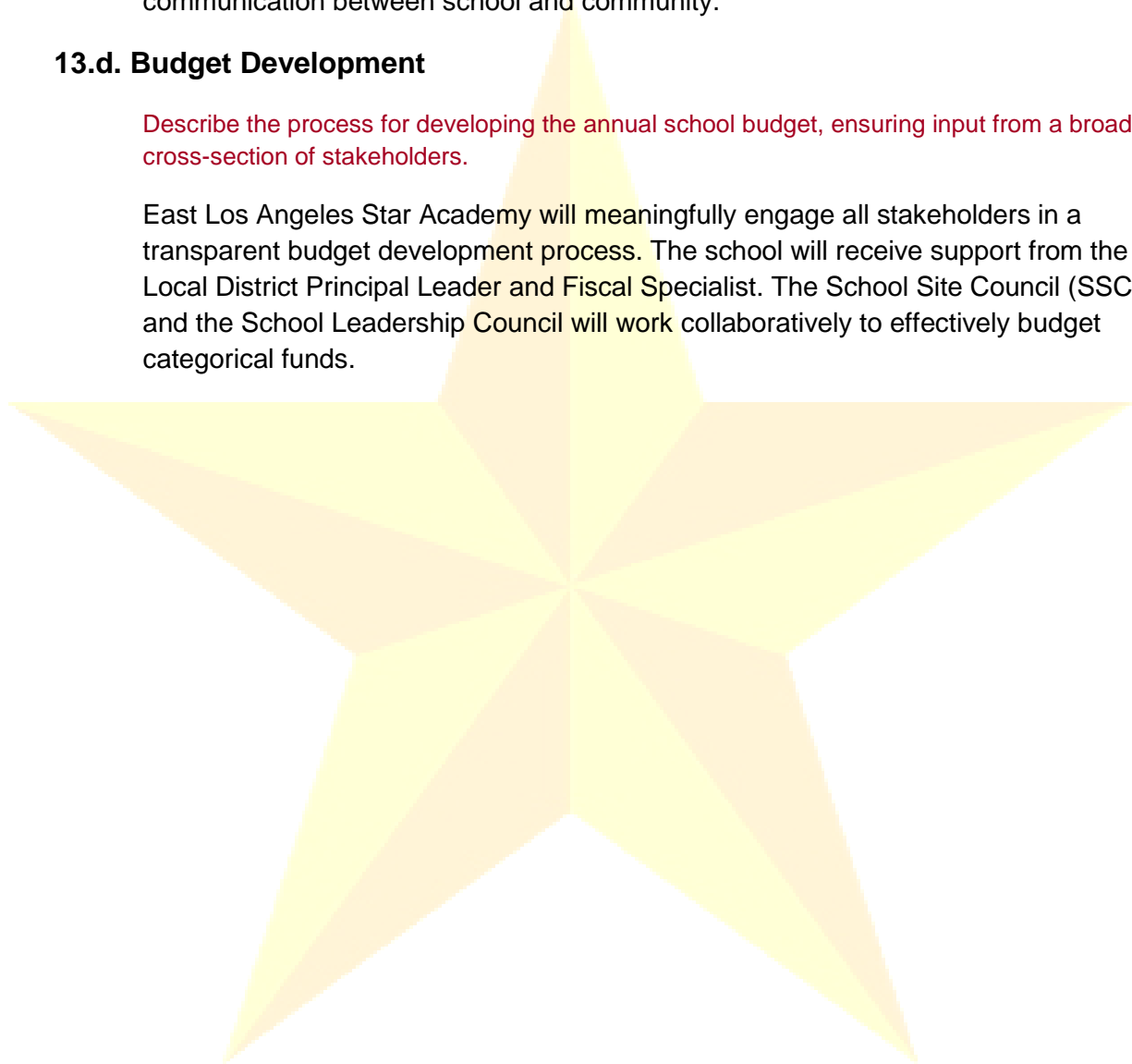
Alignment of resource allocation is critical to the continuing improvement of a school. Transparent budgeting will increase East Los Angeles Star Academy's flexibility in order for the school to budget to its unique instructional and operational priorities.

Initially, expenditures will support the school's focus of medicine and technology. The School Leadership Council will collaboratively build a budget that will meet the needs of the instructional and operational program within the constraints of State and Federal laws, court orders and consent decrees, and collective bargaining agreements. Priorities for funding will include: high academic achievement for all students, personalization of education, on-going professional development, meaningful parent outreach, establishment of career/community partnerships, and increase and improve communication between school and community.

13.d. Budget Development

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

East Los Angeles Star Academy will meaningfully engage all stakeholders in a transparent budget development process. The school will receive support from the Local District Principal Leader and Fiscal Specialist. The School Site Council (SSC) and the School Leadership Council will work collaboratively to effectively budget categorical funds.



IMPLEMENTATION

14. Implementation

14.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.

East Los Angeles Star Academy will implement the curriculum already developed by LAUSD. The first task of the team, upon receiving approval, will be to align budget and staffing plans to curriculum development goals and school focus. Instructional materials will be selected by staff that is in place in the spring, 2011. Planning will commence for summer professional development (a complete outline of topics is available in section 5.c.) that will support an innovative instructional program. Once students are identified, the ongoing process of continual data analysis will commence as a part of the RtI² framework. The School Leadership Council will begin the process of identifying student needs and addressing those needs through professional development.

Teachers will begin to collaborate to create interdisciplinary projects and build capacity to implement interactive technology. To ensure high achievement for all students, specific strategies to support English Learners will be continuously enforced. Throughout the first five years, additional courses will be added to the curriculum and teachers will be supported to expand their instructional capacity.

See Appendix G for Implementation Plan.

14.b. Waivers

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

East Los Angeles Star Academy will implement an ESBMM governance model. The opportunity for positions will be offered to members of the Design Team as first priority. This applies to both classroom teachers and school administrators. Additional waivers may be requested for curriculum at a later time.