

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>Sylmar Promise Academies will follow all district guidelines to implement “Search and Serve.”</p> <p>Students with disabilities will be identified upon enrollment to Sylmar Promise Academies.</p> <ol style="list-style-type: none"> <li>1. Sylmar Promise Academies maintains all publications and forms and distributes them according to district policy. For example: the brochure, “Are You Puzzled by Your Child’s Special Needs?” will be sent home with every student at the beginning of each school year.</li> <li>2. Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services.</li> <li>3. There is a process in place, understood by all staff members, for referring students who may require special services.</li> </ol> <p>At the start of the school year all staff members will be trained in procedures for search and serve.</p> <p>Interventions will be provided for the general education student. If these interventions are unsuccessful, a teacher or counselor will arrange to hold an SST meeting for the student in order to determine whether a referral to special education is necessary.</p> <p>Communication with all stakeholders will be open and ongoing.</p>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p>Sylmar Promise Academies will create a learning community for all students, including students with disabilities, English learners, Standard English learners, gifted and high-achieving students and students at risk. This learning community will meet the needs of all students through an innovative new personalized learning environment. Students, teachers, and parents will use student data as they collaborate in the development,</p>

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		<p>implementation, and review of the PLE.</p> <p>Intervention will be provided for students based on CST scores, previous grades, and teacher recommendations. Data will be used to group students according to their needs, and all students will have multiple opportunities to test out of an intervention course. Intervention will be technology and project-based. The intervention course will take the place of an elective class, but the goal is to connect both intervention and electives. Integrating the elective with intervention content will diminish the negative connotations tied to intervention. Teacher teams will meet regularly to review authentic, periodic, and summative student data results for the purpose of refining the PLE of each student.</p> <p>Intervention will be handled differently depending on the content area.</p> <p>Reading and English Language Arts:</p> <p><b>Reading</b> All students will be programmed for a reading elective, which provides for both intervention and acceleration through SFA, in addition to a regular Language Arts period later in the day, to allow for grouping based on reading level. Every quarter, students will be tested and rotated accordingly. Since all teachers will support and teach the reading elective during the first period of the day there is no need to adjust the student's entire schedule.</p> <p>Intervention in English Language Arts will teach students to create digital stories, incorporate the use of debates about current events to give students the opportunity to apply and showcase what they learn about the world in addition to engaging them to read, think critically, write, speak effectively, and support their opinions with evidence.</p>

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		<p><b>Math:</b>  Time will be allotted for Math intervention. Math intervention courses will utilize subject-based software, such as ALEKS to engage and challenge students at their individual math instructional levels. Additionally, math intervention projects will include the use of iMovie to create an instructional "how-to" video in which students explain how to solve a two-step algebra equation. Furthermore, a pull-out support program will be utilized, where students are pulled out of P.E. to target below and far below basic students in math. The principal will coordinate this with math teachers and tutors.</p> <p>Intervention is not punitive and students have an opportunity to improve and be moved to an alternative elective course. The goal is to have as many intervention courses change to electives, even if it is mid-year.</p> <p>In addition, morning and after-school tutoring, homework club, and enrichment classes will also be available for student intervention.</p> <p>Advisory will serve as an intervention support. All advisory teachers will be responsible for monitoring their students' progress in all classes. Because students with the greatest needs will be grouped in the special educator's advisory classes, these students will receive social, emotional, and academic supports as noted in their IEPs from the teacher who is implementing accommodations to their coursework. Further, the special educator will have an additional opportunity each day to check in with his/her students and adjust accommodations to the core curriculum and intervention as necessary.</p> <p>In addition, all classroom teachers will offer tutoring before the start of the school day, and after school tutoring will also be available to students.</p>

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<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p><b>A safe, clean and friendly campus will be achieved through the full implementation of the Los Angeles Unified School District’s Discipline Foundation Policy – Bulletin 3836.0</b></p> <p><b>Sylmar Promise Academies educators explicitly teach, model, and practice positive behavior in the classroom, in the hallways, on the playing fields, and in the community. Much as Educators set high expectations for academic achievement, Sylmar Promise Academies educators set high expectations for student behavior that contributes to academic success.</b></p> <p><b>Sylmar Promise Academies students are motivated learners who have positive relationships with all members of the school community, including teachers, aides, staff, and other students.</b></p> <p><b>Students practice positive interactions with others at all times. They are respectful of adults and others, and supportive of others' efforts to learn.</b></p> <p><b>All stakeholders, including teachers, parents, families, and student leaders teach and model positive behavior. Students who practice positive behaviors are rewarded; students who struggle are provided additional support.</b></p> <p><b>Sylmar Promise Academies educators emphasize rewarding positive behavior over punishing negative behavior, and set clear expectations, practice consistent behavior management, encourage good behavior, and generously reward students who model and practice positive behavior.</b></p> <p><b>General Rules</b>  <b>All students, at all times, will:</b></p> <ul style="list-style-type: none"> <li>• <b>Be Prompt</b></li> </ul>

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		<ul style="list-style-type: none"> <li>• Be Prepared</li> <li>• Be Productive</li> <li>• Be Polite</li> </ul> <p><b>Rules of conduct</b></p> <ul style="list-style-type: none"> <li>• Leave all food and drinks (except bottled water with a resealable cap) outside school buildings.</li> <li>• Be seated and prepared for learning before the tardy bell.</li> <li>• Do not stop or interfere with learning.</li> <li>• Be respectful to everyone, every time.</li> <li>• Do your best.</li> <li>• Ask for help when you need it.</li> </ul> <p><b>Students who demonstrate positive behaviors may earn:</b></p> <ul style="list-style-type: none"> <li>• Verbal/Written praise</li> <li>• Excellent cooperation grades</li> <li>• Participation in special activities</li> <li>• Specific awards as determined by the teacher and/or faculty</li> <li>• Rewards for each five-week grading period in which a student receives no Ds, Fs, or Us</li> </ul> <p><b>Students who not demonstrate positive behaviors may receive:</b></p> <ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Loss of classroom privileges</li> <li>• Change of seat assignment</li> <li>• Change of class period assignment</li> <li>• Detention</li> <li>• Parent conference and/or visitation</li> </ul>

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		<ul style="list-style-type: none"> <li>• Individual discipline plan set by Disciplinary Board of Review</li> </ul> <p><b>Progressive Behavior Management</b></p> <p><b>Stage I:</b></p> <p><b>Prevention Plan:</b></p> <p><b>Teacher responsibility</b></p> <ul style="list-style-type: none"> <li>• Identify, teach and reinforce behavior expectations, rules, and social skills</li> <li>• Actively supervise, monitor and provide feedback on behavior in all areas of the school</li> <li>• Use firm, fair, corrective, consistent disciplinary techniques</li> </ul> <p><b>Stage I:</b></p> <p><b>Student misbehaviors</b></p> <ul style="list-style-type: none"> <li>• Failure to bring class materials, supplies, assignments or participate in class</li> <li>• Inappropriate classroom behavior (excessive talking, getting out of seat, horse play, applying make-up, making strange noises, throwing non-dangerous objects, chewing gum or eating)</li> <li>• Mild disobedience/disrespect and mild use of foul language, not directed at others</li> <li>• Bringing/Using inappropriate items to class, ie: iPod, MP3, CD Players, stuffed animals</li> <li>• Using cell phone in class</li> </ul> <p><b>Stage I:</b></p> <p><b>Teacher options</b></p> <ul style="list-style-type: none"> <li>• Confer with the student to help correct behavior/change seat</li> <li>• Contact parents</li> <li>• Assign community service</li> <li>• Send student to neighbor teacher's room with classwork</li> </ul>

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		<ul style="list-style-type: none"> <li>• In class detention: nutrition (5 min. max), lunch (10 min. max), after school (more than 10 minutes requires parental approval)</li> <li>• Issue an in-class behavior plan/contract</li> <li>• DOCUMENT all actions taken, dates and outcomes on the IN-CLASS BEHAVIOR LOG</li> </ul> <p>Stage II: Prevention Plan</p> <ul style="list-style-type: none"> <li>• Work as a team by coordinating services to address the needs of the student</li> <li>• Collaborate with parents/caregivers to address the areas of concern</li> <li>• Use firm, fair, corrective, consistent disciplinary techniques</li> <li>• Re-identify, re-teach, and reinforce behavior expectations, rules, and social skills</li> <li>• Actively supervise, monitor and provide feedback on behavior in all areas of the school using alternate methods</li> </ul> <p>Stage II: Student misbehaviors</p> <ul style="list-style-type: none"> <li>• Repeated failure to bring supplies/materials to class</li> <li>• Repeated defiance towards authority</li> <li>• Repeated classroom disruption</li> <li>• Repeated use of vulgarity, profanity, and disrespect</li> <li>• Repeatedly bringing, using and refusing to turn over electronic items to teacher upon request</li> <li>• Repeated harassment (nonsexual) of others</li> </ul> <p>Stage II: Teacher options Level One: Teacher Initiated Suspension</p>

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		<ul style="list-style-type: none"> <li>• UTLA class suspension (complete UTLA form, PAR &amp; parent conference)</li> </ul> <p><b>Level Two: Referral to Grade Level Advisor</b></p> <ul style="list-style-type: none"> <li>• Assign Community Service/detention</li> <li>• Parent conference and/or classroom visitation</li> <li>• Modify in-class behavior plan/contract</li> <li>• Referral to Counselor or Administrator / Administrator designee</li> <li>• Document all actions taken, dates and outcomes on the in-class behavior log</li> </ul> <p><b>Level Three: Counselor</b></p> <ul style="list-style-type: none"> <li>• Parent conference and/or classroom visitation</li> <li>• Consultation for behavior modification and/or counselor classroom visitation</li> <li>• DOCUMENT IN ID19</li> </ul> <p><b>Stage II:</b>  <b>Student Misbehaviors:</b>  <b>Teacher Options: RSP, SDC and/or ED Students</b></p> <p><b>Unresolved, repeated infractions from Stage I documented by teacher</b></p> <ul style="list-style-type: none"> <li>• Follow all prevention plans and teacher options as outlined above and refer students to their SESAC carrier for behavior modification and/or IEP modifications.</li> <li>• As necessary, refer to student’s counselor for emotional counseling. Special Ed teachers are available for consultation.</li> </ul> <p><b>Stage III:</b>  <b>Prevention Plan:</b></p> <ul style="list-style-type: none"> <li>• Work as a team by coordinating services to address the needs of the student</li> </ul>

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		<ul style="list-style-type: none"> <li>• Collaborate with parents/caregivers to address the areas of concern</li> <li>• Use firm, fair, corrective, consistent disciplinary techniques</li> <li>• Access school, local district, District, and community resources to meet the needs of the student</li> <li>• Refer to appropriate intervention services</li> <li>• Identify a crisis intervention plan and procedures</li> </ul> <p>Stage III: Student misbehaviors Unresolved AND repeated infractions from Stage II DOCUMENTED on the in-class behavior log and ID19, in addition to</p> <ul style="list-style-type: none"> <li>• Possession of weapons or dangerous items</li> <li>• Under the influence of or possession of a controlled substance/drug paraphernalia</li> <li>• Caught tagging on school property</li> <li>• Fighting, threatening, and/or intimidating another student/adult with violence</li> <li>• Robbery or possession of stolen property</li> <li>• Possession of fireworks</li> <li>• Gross damage to school property, i.e. vandalism</li> <li>• Falsely setting off fire alarms</li> <li>• Profanity directed at an adult</li> <li>• Crew activity (leading a group of 3 or more walking around campus)</li> <li>• Conducting monetary transactions on school grounds</li> <li>• Sexual harassment</li> </ul> <p>Stage III Teacher options</p> <ul style="list-style-type: none"> <li>• Referral to administrator or administrator designee</li> </ul>

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		<ul style="list-style-type: none"> <li>• Conduct investigations</li> <li>• Confer with students, teachers, and parents</li> <li>• Parent conference</li> <li>• Avoidance contract/peer mediation</li> <li>• Assign after school detention</li> <li>• Assign out of school suspension</li> <li>• Schedule an SST</li> <li>• Make appropriate referrals (see below)</li> <li>• Recommend expulsion (with administrative approval)</li> <li>• Contact school police</li> <li>• Document in ID19</li> </ul> <p>Stage III: Student Misbehaviors Teacher Options for RSP, SDC and/or ED Students</p> <ul style="list-style-type: none"> <li>• Unresolved, repeated infractions from Stage II documented by teacher</li> <li>• Follow all prevention plans and teacher options as outlined above and refer students to their SESAC carrier for behavior modification and/or IEP modifications.</li> <li>• As necessary, refer to student’s counselor for emotional counseling. Special Ed teachers are available for consultation.</li> </ul> <p>Sylmar Promise Academies serious student offenses (suspendable acts)</p> <ul style="list-style-type: none"> <li>• Verbal abuse of teachers or staff (i.e. profanity, name calling).</li> <li>• Threatening and/or assaulting or battering any person.</li> <li>• Possessing, selling, or furnishing firearms, knives, explosives, or other dangerous objects</li> <li>• Possessing, using, selling, furnishing or being under the influence of any controlled</li> </ul>

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		<p>substance, alcoholic beverage, or an intoxicant of any kind.</p> <ul style="list-style-type: none"> <li>• Offering, furnishing, or selling any substitute substance represented as a controlled substance or intoxicant of any kind.</li> <li>• Offering, furnishing, or selling any drug paraphernalia.</li> <li>• Possessing or using tobacco/nicotine products.</li> <li>• Committing robbery or extortion</li> <li>• Committing an obscene act or engaging in habitual profanity or vulgarity.</li> <li>• Disrupting school activities or willfully defying the authority of school personnel.</li> <li>• Causing or attempting to cause damage to school or private property. Stealing or attempting to steal school or private property.</li> <li>• Knowingly receiving stolen school or private property.</li> <li>• Sexual Harassment</li> </ul> <p>Referrals and Intervention Services</p> <ul style="list-style-type: none"> <li>• School Psychologist (social/emotional counseling)</li> <li>• Counselor (academic, low-level social/emotional counseling)</li> </ul> <p>Additionally, Youth Policy Institute will work to provide a case manager who will conduct parent education to reinforce the behavior support plan.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>The student population at Sylmar is: .6% American Indian or Alaska Native, .4% Asian, .1% Native Hawaiian or Pacific Islander, .4% Filipino, 93.9% Hispanic or Latino, 2.1% Black or African American, 2.1% White, .1% Two or More Races. About 69.9% of enrolled students participate in the Free/Reduced Price Meals program. Students classified as economically disadvantaged comprise 68%. The amount of students with disabilities is 11%. The gifted is 10%. English learners make up 20% of the population. The majority of English Learners (98%) speak Spanish, and the remaining ELs were equally divided between Somali, Punjabi, Arabic, and "Filipino."</p>

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		<p>All stakeholders at Sylmar Promise Academies will work together to meet the needs of the whole (physical, social/behavioral, and cognitive) student. Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. Students will be pulled out of general education classes only when more intensive instruction is needed. Data analysis, progress monitoring, and staff collaboration will assist the school in meeting the needs of every student.</p>
<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<p>Sylmar Promise Academies incorporates the small school approach to give all students access to much needed resources and a personalized learning atmosphere to empower students to experience a richer and more relevant curriculum. The vision for Sylmar Promise Academies is a place of learning that empowers students to become prepared and active members of a global society. The school will follow the Partnership Academy Model and Linked Learning reform movements and create a family-like atmosphere, integrate academic and career technical education, and establish viable business partnerships through two small learning communities with career themes of health-medical and media-arts. The school will provide students in Local District 2 a choice of industry-themed programs of study and a mutually supportive and positive learning environment in which every member will develop communication, technological, leadership and industry skills to foster self-confidence and personal growth.</p> <p>Sylmar Promise Academies' vision of equity for all students and staff is to create the learning environment that will be a haven that includes, promotes, and maintains diversity of ethnicities, income levels and learning abilities. Therefore the Sylmar Promise Academies special education program will be one of full inclusion, following a collaborative continuum. This continuum will be one in which the master schedule limits the enrollment of students with special needs in a single class to 30% (a ratio of 3 students with special needs to 7 students with no identified special needs) and core</p>

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		<p>classes will vary in the level of supports for special needs students. The 30% limit ensures that the majority of the class is modeling for the students with special needs. Varying levels of supports (direct and indirect) among the core classes will be as follows:</p> <ol style="list-style-type: none"> <li>1) A class is taught daily by two teachers: one highly qualified in the content area and one highly qualified special education teacher</li> <li>2) A class is taught by one teacher highly qualified in the content area, with daily in class support for the students from a paraprofessional</li> <li>3) A class is taught by one teacher highly qualified in the content area, who is in regular consultation with the highly qualified special education teacher in order to assist with strategies to support the student with special needs</li> </ol> <p>This continuum will prevent the situation in which too much support for a student hampers the development of independence, as can happen when a student is placed in a self-contained special education class. It allows for the supports that will be dictated by the needs of the student. And it allows for flexibility of scheduling enabling students to move into a class of greater or lesser support as individual needs require over time.</p> <p>Special needs students will be placed in advisory classes, by caseload assignment, with the special education teacher. This will enable the special educator to better know the students she/he serves. Furthermore, the special ed teacher through a more intimate knowledge of the student's academic, social and emotional needs will more easily identify program adjustments, necessary for particular students.</p>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>Sylmar Promise Academies agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. Sylmar Promise Academies will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring</p>

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		<p>and tracking related services provided to students during the course of their education.</p> <p>All staff members will be aware of the system and whose responsibility it is for setting up IEP meetings, generating assessment plans, notifying all participants of meeting date and time, preparing IEP paperwork, and follow-up actions once the IEP is signed. Staff members will communicate through the Welligent email , memos, and in person. There will be an assigned room that provides privacy and allows for teleconferencing to hold IEP meetings. Every effort is made to ensure parent participation at these meetings.</p> <p>One full time office technician will devote 50% of his/her time to monitoring IEP meeting dates and notification requirements. This individual will communicate timelines to staff members who interact with the student to ensure that all procedures related to the IEP are followed in a timely manner. This individual will also work with parents to schedule the IEP meeting at a time in which they can attend. Additionally, a reminder call will be made to remind the parent of the meeting and confirm attendance 24 hours in advance.</p> <p>Special education teachers will work with the office tech to manage the timelines for re-evaluation.</p> <p>Special education teachers will communicate post IEP meeting information to the student's teachers.</p> <p>Special education teachers will complete service/tracking logs.</p> <p>The principal will monitor the special education teacher's service logs.</p>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The teaching staff of Sylmar Promise Academies will be a diverse group of educators. Teachers will serve as models, and professional development will address diversity and inclusion to support and encourage the teaching staff as they work with the complex student population and their families. Sylmar Promise Academies aims to establish indicators of equity and utilize disaggregated student data and other learning indicators (e.g. attendance, parent participation, presentations, showcases, and portfolios) to determine where to focus individual efforts, provide access to opportunity, inform decision-making, and improve school practice to meet the needs of every student. Data will present areas of success and improvement used to work toward educational excellence. School leadership will help publish data for the staff to help make ongoing adjustments to the school-learning program.</p> <p>If a student is still not responding, an SST will be convened to determine if all supports and strategies have been implemented. Only after the SST has documented that all supports and strategies have been implemented, given time to work, and are not producing success, and factors such as language acquisition, health, attendance, environment etc. have been ruled out, will a referral to special education be made. The SST paperwork documents what has been tried, the outcome and staff responsible. When a referral for special education assessment is made, students will be assessed in all areas of suspected disability. The IEP team will follow all district policies and procedures regarding identification. Monitoring of referrals by ethnicity will be tracked to ensure that no one group is being over-identified based on the school population.</p>
Outcome 2	Instructional Plan for students using grade level standards	Sylmar Promise Academies will use Network Partner School curriculum and instruction autonomy to best meet students' needs and maximize learning to prepare them for an active and productive role as citizens of society. General ed and special ed teachers will collaborate in planning standards based instruction. Also, because of the hands-on approach to learning, students and the school community will have a better perspective and more efficient personalized strategies in taking state and federal assessments, high

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		<p>school, college, professional careers and the larger world. The autonomy will allow the freedom to move toward more real world and interactive learning. This will allow our teachers to incorporate more interdisciplinary and project-based learning in a creative, collaborative, and flexible setting.</p> <p>One major goal is to empower students to reach grade level competency by incorporating curricula across core subjects. Each of the 20-week semesters will be divided into two parts: 19 weeks of curriculum instruction followed by 1 weeks dedicated to an interdisciplinary project that will be showcased to the community. A variety of assessments will be utilized to provide the school community and families a sense of progress, direction, and strategies to help with this goal.</p> <p>Students will use technology broadly to facilitate their access to learning resources. They will use the Internet to find the most current information; e-mail to request information from experts to broaden their academic knowledge on subjects being researched; blog to share thoughts and ideas with others; create spreadsheets to organize and evaluate data; electronically share information with individuals and institutions in other geographic areas; and, use multimedia technology when presenting information as an effective means to market ideas. Furthermore, students will use and assess the validity of the latest information available in research by accessing the most current news and data from online resources.</p> <p>Through technology, students will improve their collection and application of information by using electronic publishing, word processing, data synthesis, spreadsheets, and presentation software. Also, students will use scanners, digital and video cameras, and other technological tools in conjunction with media creating software to further enhance their presentations. Students will design web pages and post information on our school web site for our community to view. Writing for the teacher will evolve into a more</p>

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		<p>practical communication space. Students will write for their teachers, with other students, their families, and with other institutions. Writing will be an integral part of their daily school experience. Writing will NO longer be just an assignment but an integrated part of communication at Sylmar Promise Academies. The use of technology will assist teachers in evaluating areas of excellence and additional support for students. This will allow students with special needs (English learners, gifted, students with disabilities) to learn at their own paces and feel a sense of ownership as they complete and present meaningful projects.</p> <p>Elective classes will play a vital role in the development of our students and their education. Research shows that elective courses and project-based approach to the arts, for example, provide students more of an intrinsic drive to learn. In order to take advantage of this discovery, the school will help teachers develop their learning to include knowledge of core content areas and help students become metacognitive of the interplay between elective and core content areas. Students will learn basic to advanced technology skills that allow them to share knowledge and stories through media production like digital storytelling, animation, photography, and music. Final products will be showcased and celebrated with the community, locally and globally.</p> <p>These elective classes will allow our students to develop critical 21<sup>st</sup> Century learning skills like project management, teamwork, effective communication, and creativity. To help students understand workflow and structure, they will divide their projects/challenges into four different aspects of production. This helps the students, parents, teachers, and peers identify areas of strengths in their own learning journeys. Students will collaboratively brainstorm, research, write, script, and storyboard their ideas. They will collaboratively create a project using media technology. Students will then showcase and celebrate their projects by orally presenting their projects to the class and discussing their successes and challenges along the way. Finally, the class will evaluate their projects and</p>

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		<p>presentations using a student-generated rubric followed by a class discussion of likes and areas of improvements. This process allows students and teachers to see the learning process in a different light than what had been the norm.</p> <p>Instructional methodologies to be used include data driven instruction; teacher inquiry and research to guide curriculum development; backward design and multiple assessments; family participation and community involvement; constructivism; and problem-based learning. Teachers will participate in collaborative action-research in their classrooms to make informed decisions regarding assessment, curriculum, pedagogy, and student services. Teachers will plan units of study with departmental faculty using 'backward design' guidelines described in <i>Understanding by Design</i> (Wiggins &amp; McTighe, 2005, 1998).</p> <p>The school will implement real world connections into the classroom. This will allow students to engage in lessons and projects that require them to build on prior knowledge, construct and demonstrate new knowledge, analyze and reflect upon what they have learned, and relate their learning to the world around them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Projects are directly based on California State Standards for core academic subjects in grades 9-12 English Language Arts, mathematics, social sciences, and science.</p> <p>Teachers will ensure that curricula is aligned with state standards and 21st century skills, culturally relevant, and connected to the community and real world. Teachers will incorporate family and community histories and integrate news and current events into lesson plans and assignments. Students will learn to engage and invest in the community as projects motivate them to interview members of their families and community. Curricula and instruction will incorporate guest speakers from companies like the Burbank Disney Studios, Apple and IBM, and Time Warner, and fieldtrips will include visiting local</p>

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		<p>web design companies in the San Fernando Valley and local colleges and universities. Teachers will encourage students to complete work for a wider audience beyond themselves in order to implant student connection to the school, family and community, and larger society.</p> <p>Portfolios will include class projects, videos, Web Pages, and other materials which document academic growth. Students will analyze academic progress and set short and long term goals. Student portfolios will be evaluated by teachers and staff according to a scoring rubric. Capstone projects at the end of each semester will show student learning across disciplines. Staff will develop rubrics for evaluation aligned with goals. Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.</p> <p>Teachers will collaboratively create their own assessment tools based on state standards. These assessments will be utilized to measure growth by serving as pre and post assessments. Implementing pre-assessments enables curricular decisions that will best serve the student. Subject matter units will culminate in task projects that will be purposeful, challenging and have value beyond the classroom. Projects will be assessed by students and teachers using a common rubric and showcased for parents and the community. Formative assessments will be conducted throughout the year and as a collaborative through class and written assignments, participation, short-term projects, and presentations. Students will collaboratively learn concepts, teach them to the class and use media to instill and encourage understanding of the material. These group projects will enhance student learning and supplement student self-assessments and reflections to ensure lesson comprehension. Students will also create portfolios to measure understanding and achievement. As the school integrates more technology,</p>

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		portfolios will become e-portfolios that reflect student progress over all four years.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	Should students who are on the alternate curriculum enroll in Sylmar Promise Academies, necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction for accommodations and modifications. This instruction will match individual student need while being age appropriate and designed to teach functional skills that provide the students with means of independence. Teachers will plan units of study with departmental faculty using 'backward design' guidelines described in <i>Understanding by Design</i> (Wiggins & McTighe, 2005, 1998).
Outcome 13	Plan to provide Supports & Services	<p>Sylmar Promise Academies will ensure that students with disabilities are receiving their supports and services by:</p> <ol style="list-style-type: none"> <li>1. Ensuring that all teachers and service providers maintain accurate special education student activity coordinations (SESACs) so that all services are provided and timelines are met</li> <li>2. Ensuring that all service providers maintain a schedule of when and where they provide services to students, and checking regularly that the service tracking logs for all service providers are entered into Welligent regularly</li> <li>3. Making classroom visitations daily to ensure that all students are receiving their supports and services as listed in their IEPs</li> <li>4. All mandated service providers will routinely complete their Welligent Tracking Log and provide a copy to the designated administrator each month</li> </ol> <p>Additionally, Youth Policy Institute will work to provide a case manager to be available to support each student and his/her family enrolled at the high school.</p>

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<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>Students 14 years and older will have a completed Individual Transition Plan including technological skills, project-based learning, and problem-based classroom projects. This will ensure that students will be ready to become self sufficient and productive members of their community.</p> <p>The transition plan will be developed and implemented with the collaboration of all stakeholders.</p>
<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>As a small school, all students will be embraced to participate in all extracurricular activities. Students and teachers know each other well, through the added advisory period, and students will be encouraged to be full participants in all extracurricular activities with the accommodations as indicated in the student's IEP.</p>
<p><b>Federal requirement</b></p>	<p><b>Providing Extended School Year</b></p>	<p>Students with Disabilities at Sylmar Promise Academies will also be served through the Extended School Year (ESY) program. ESY will be provided to students based on the following criteria:</p> <ol style="list-style-type: none"> <li>1) Students' regression over time on account of missing school for periods of vacation during the school year;</li> <li>2) Students' inability to relearn material not attained over a period of time</li> <li>3) Students' severity of a disabling condition</li> <li>4) Students' learning critical to maintaining Individualized Education Program (IEP) skills</li> <li>5) Students' extent of regression caused by interruption in educational programming or placement</li> <li>6) Students' rate of recoupment of learning following a period of interruption</li> </ol> <p>Students with Disabilities will be identified for ESY based on the aforementioned criteria, and the criteria will be specifically delineated as a need in the Individualized Education Program (IEP). Students eligible to attend ESY will do so according to the guidelines and procedures set forth by LAUSD. Eligible students will attend ESY at the LAUSD designated</p>

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		<p>LD 2 school. The budget for ESY will be provided by the Division of Special Education as is for all other LAUSD schools. As an LAUSD school, Sylmar Promise Academies will be part of the District's internal structure and therefore will seek and secure budget information from LAUSD's proposed budget.</p>
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>Sylmar Promise Academies will ensure that:</p> <ul style="list-style-type: none"> <li>• All students will participate in Statewide assessments (CST,CAN, CAPA, CAHSEE) for both ELA and Math.</li> <li>• Alternatives to suspension will be utilized whenever possible.</li> <li>• All students will spend as much time as possible in general education classrooms, and will only be pulled out when when their needs cannot be met in the general education classroom.</li> <li>• Every effort to meet the needs of home school students will be made. Students will only be sent to others schools when their needs cannot be met at Sylmar Promise Academies.</li> <li>• All students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.</li> <li>• All IEPs will be held in a timely manner whether they be annuals, triannuals, initials, 30 day , or re-evaluations.</li> <li>• Apropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP.</li> <li>• All Resource Specialist Teachers and Designated Instruction and Services service providers will provide a schedule of when and where they will provide services to students on their Special Education Student Activity Coordination data system (SESAC). Administration will monitor that these services are being provided through classroom observations and Wellreport documentation</li> <li>• Every effort to have parents attend IEP meetings will be made. Days and times for meetings will be scheduled to accommodate parent need providing it is within the</li> </ul>

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		<p>school work hours. Parent participation by phone will also be offered when a parent in unable to attend.</p> <ul style="list-style-type: none"> <li>• If written translation of the IEP is requested, the necessary forms and paperwork will be submitted as soon as possible.</li> <li>• Special Educators will be credentialed and highly qualified.</li> <li>• Behavior Support Plans (BSP) will be written for students who have the eligibility of Emotional Disturbance (ED) or Autism. It is understood that the BSP can reflect any behavior to be modified and it does not have to be a negative behavior, just one that would help the student (to ask questions when they need clarification; to ask for help when needed).</li> <li>• Anytime a student is being assessed with the possibility of an ED eligibility, the comprehensive evaluation will contain all the necessary prior interventions, documentations, and completed checklist and will go to Case Review prior to the Individualized Education Program (IEP).</li> <li>• Sylmar Promise Academies agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. The school will use the District’s Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online IEPs, in monitoring and tracking related services provided to students during the course of their education.</li> </ul>
All	Professional Development	<p>Professional development at Sylmar Promise Academies will develop the capacity of all teachers to work collaboratively and collectively on enhancing practices specifically related to improving student learning and teacher effectiveness. For the 2012- 2013 school year, all teachers will participate in professional development for two weeks before school begins, supplemented by an additional five full non-instructional days of in-service professional development during the school year.</p>

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		<p>Weekly staff development opportunities are structured into the bell schedule on early-release Tuesdays. Teachers will authentically have a role in professional development as full faculty, interdisciplinary teams, and content-based teams will research training options in order to be better informed of their options and choose relevant topics that will encourage student success and collaboration between all (general ed and special ed) teachers.</p> <p>The instructional leadership team comprised of the principal and teachers will design the professional development calendar each year setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive. Facilitation of professional development is shared among the staff. Often, a teacher leader will be trained in a strategy (e.g. student portfolios) and return to the site to train others on what they have learned and support implementation. Community learning and outreach will be crucial as teachers will come together to share best practices and conduct workshops with community organizations and leaders who provide feedback and valuable resources. Furthermore, Sylmar Promise Academies will institute a professional development evaluation process to solicit feedback on the program and facilitate continuous improvement.</p> <p>The leadership team will collect and use data to inform and coordinate the operational and instructional decision-making at Sylmar Promise Academies. It will be comprised of the principal and teachers from the interdisciplinary and content-based teams. They will meet every two weeks to communicate about school issues, analyze data and make recommendations for program improvement.</p> <p>Interdisciplinary academic teams will meet bimonthly to share content knowledge and</p>

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		<p>strategies, design curriculum and share instructional practices that support the school’s interdisciplinary approach to teaching and learning. The interdisciplinary academic teams will make recommendations to the leadership team for school-wide changes in curriculum and instruction based on their collaborative work.</p> <p>Content-based teams will meet weekly to develop curriculum coherence within content area. They will research and identify best practices within the content area and support content area pedagogy school-wide. The content-based teams will make recommendations to the leadership team for school-wide changes in curriculum and instruction based on their collaborative work.</p> <p>The full faculty will meet once per month to work together to support teaching and learning. Full faculty meetings will provide shared leadership and decision making groups to communicate their collaborative work with the full staff and create a space for the entire faculty to make decisions on whole-school-related issues.</p> <p>Professional Development providers like ConnectEd and UCLA’s Center X will collaborate with Sylmar Promise Academies teachers, site and administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies for all students, understand student learning, and use data-driven inquiry to improve outcomes for all students.</p> <p>Community partners and parents will be invited to attend professional development alongside teachers.</p> <p>The school calendar, daily schedules and professional development program will be aligned with the school’s vision, mission, and educational plan. The professional development calendar will provide additional time for teachers that exceeds the</p>

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		traditional amount of time.
Outcomes 6, 8, 16	Staffing/Operations	<p>For the 2012-2013 school year, credentialed teachers who will be selected through current district teaching staff will fill all teaching positions.</p> <p>The office technician will devote 50% of his/her time to monitoring IEP meeting dates and notification requirements. This individual will communicate timelines to staff members who interact with the student to ensure that all procedures related to the IEP are followed in a timely manner. This individual will also work with parents to schedule the IEP meeting at a time in which they can attend. Further a reminder call will be made to remind the parent of the meeting and confirm attendance 24 hours in advance.</p> <p>Nursing staff will inform teachers of student health needs.</p> <p>Special ed teachers will ensure that student needs are met, with the support of general ed teachers.</p>
	Fiscal	The Los Angeles Unified School District and Local District 2 will be responsible for generating all financial and budget reports for Sylmar Promise Academies. The District's budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update budget encumbrances and expenditures for non-categorical (unrestricted programs/accounts) and categorical programs (restricted programs/accounts).

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Outcome 14	Parent Participation	<p>Parents will be an integral aspect to our school culture. The development of a parent cadre will allow for parents to become facilitators of learning. Parents become the driving force in instilling school expectations, a positive work ethic, and self worth. With the inclusion of parents we also bring in a vast array of cultures and skill sets that would otherwise be untapped. Sylmar Promise Academies will be a place that links community resources to school families. Parents, teachers, and community partners will be expected to support and contribute to the success of students at the school.</p> <p>At Sylmar Promise Academies every attempt will be made to encourage parent participation at all IEP meetings, if not in person, then at least by phone. Parents will receive paperwork in preferred language. IEP meetings will be arranged considering parent scheduling needs. All necessary accommodations will be provided to allow parents access to attend the meeting. Oral translation will be available to any parents and when requested, IEPs will translated into the parents' language. All stakeholders will have ongoing communication with parents during the year so that parents are continuously aware of their child's progress.</p> <p>As a Network Partner School, YPI will work collaboratively with Sylmar Promise Academies to manage daily operations of the school site and utilize autonomy to determine budget, governance, curriculum and professional development. Sylmar Promise Academies will be a school where parents, community members, and partnerships play active roles to impact their children's daily education. Parent positions will be held on the governing board and advisory board. Parents will meet in collaboration with Youth Policy Institute to create and implement parent leadership, parent involvement and parent education at Sylmar Promise Academies.</p> <p>The Parent Resource Center will conduct ongoing parent workshops and training on awareness of the school's vision and mission. Parent education will address the English</p>

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		<p>learner reclassification process, workshops on the California state standards, and the school's use of authentic, formative, and summative assessments, gifted and talented programs, high school graduation requirements, college graduation requirements, intervention services, and special education services. Sylmar Promise Academies will conduct parent surveys on a regular basis to determine the preferred types of workshops and trainings.</p> <p>A parent orientation with the principal and teachers will set high expectations for all parents by encouraging active involvement in family academic activities that will be organized during the school year.</p> <p>Regular communication to parents and community members will include, but will not be limited to: an interactive school website, informational displays, fliers, Connect-Ed telephone calls, regular distribution of informational materials, daily interaction with parents, and an online calendar of events.</p> <p>Parent concerns/complaints will be handled in a timely and professional manner. Although parents are encouraged to meet first with the teacher, administration is always available to listen to parent concerns.</p>