

Health Nutrition Arts and Sciences

A Small Learning Community Of Hollywood High School

*Proposal for the formation of a small learning community for grades
9-12 located on the campus of Hollywood High School
Location Code: 8693*

April 16, 2007

*Culinary Arts and Sciences
Small Learning Community*

Design Team

*Cary Cauley –English Teacher & Athletic Coach
Pavel Darmanyany –Science Teacher
Paul DeBonis –CTE Advisor
Chad Finch –Social Studies Teacher & Athletic Director
Beth Franklin –Health & Life Skills Teacher
Sharon Hambright –Computer Teacher
Luis Muñoz –Math Teacher
David Papa –Culinary Arts Teacher
Emily Taron- English & Foreign Language Teacher
Jesse Garcia- Kinesiology & Physical Education Teacher*

Vision Benchmarks

Our vision of this program is to create a family-like atmosphere, integrating academic and health, nutrition, arts and sciences (HNAS) career education, while establishing and maintaining strong business partnerships. We value an education in which every student will develop positive character traits, becoming responsible and respectful citizens, critical thinkers, effective communicators, and lifelong community contributors striving for academic and “real-world” success. Using content standards and pacing plans, HNAS teachers will plan specific integrated lessons. Each of the academic classes will provide a rigorous curriculum, using the career content as a theme and achieving authenticity. Our students will be able to perform real-world tasks that demonstrate meaningful application of the essential knowledge and skills they have learned in our SLC. Our beliefs as a school are to create an environment that will build student self-esteem and skills using various strategies in and out of the classroom. Students will have multiple options upon graduation including further culinary training, direct entry into career-related work and higher education. They will have professional-level technical proficiency, an understanding of nutrition and a broad-based academic foundation. We believe that students should be held to high standards both academically and morally at all times, to ensure academic achievement.

All HNAS teachers share a common vision of the direction of the program, which is to promote culinary education along with academic rigor in all subjects aligned with district and state standards. Instructional methods will include interdisciplinary lessons, project based learning, and team teaching.

In order to foster community involvement, parents will be required to take active roles in their child’s development through a series of interactions with all parties in the program including administrators, counselors, clerks, and staff. The administrator, counselor, dean, and teachers will work together to design classes and activities to maintain personal

student growth while all staff members will remain as active and pivotal influences and guides throughout this four-year building process.

We will have several opportunities to meet with parents at PHBAO, Back to School Night, individual parent conferences, and community showcasing of senior projects. We will inform everyone we have an “open-door-policy” and will encourage parents to visit classrooms, meet with staff, the designated counselor and administrator, as well as the lead teacher. We will welcome feedback, ideas and concerns.

Parents and community partners, as well as students will have an opportunity to contribute to the curriculum development and be an integral part of the SLC via meetings and surveys. Furthermore, having a common set of students and developing relationships that last beyond a single semester will make learning more personal. The HNAS SLC Mission statement and vision will be included in all published materials and distributed to the larger community. Community members will be invited to regular events showcasing student work, soliciting donations, cultivating relationships to produce internships, and job opportunities.

The HNAS SLC provides links to post-secondary education and employment. These include Careers through Culinary Arts Program (C-CAP), through Los Angeles Trade Technical College, where students have the opportunity to train in the culinary arts and compete for various college scholarships. The Work Experience Career Counselor works closely with the HNAS SLC to provide internships and job placement among the numerous restaurants and businesses in the Hollywood community. The HNAS SLC will link with the LAUSD Food Services Branch to provide training and employment to HNAS students as they provide food services to adults on campus through the restaurant. The restaurant will function with HNAS students creating a menu and preparing dishes ordered by faculty. This organization will offer internships, scholarships, guest chef visitations, job shadowing, and mentorship opportunities. *(See QZAB grant 1.1 million)*

The expected learning results and objectives of the HNAS SLC will include vocational and basic skills necessary for entry-level jobs in specific career pathways, basic and academic skills necessary for succeeding in college, and skills necessary to enter the workforce while attending college.

The lead teacher, counselor, and teachers are responsible for the recruitment and enrollment of students. The HNAS SLC is open to all interested students. The Lead Teacher along with HNAS students attend parent meetings and career fairs at local middle schools, providing food samples and information on the HNAS SLC through brochures, news letters, and PowerPoint presentations. New students and families are invited to tour both core curriculum –Health, Science and Culinary Arts classes at Hollywood High. Formal tours are conducted during the spring semester. All members of the staff, including teachers, identify and recruit new and ninth grade students who express an interest in this career pathway.

The HNAS SLC encompasses a learning community of teachers and other education stakeholders that provide a safe and healthy environment focused on students' development and learning. We offer a rigorous and developmentally responsible curriculum, with instruction, and assessment tools that meet the needs of all of our students. We have collaboratively designed a sequence of unique courses within our SLC that meet the A-G requirements for graduation. Our SLC classes align with both content standards and state performance benchmarks. Through core coursework, students develop into interactive citizens in their community. Multiple group activities will promote development of leadership skills and entrepreneurship. The experience of working in the campus restaurant combined with business education will prepare students for entrepreneurial enterprise.

Every student will have an individual graduation plan developed when entering the 9th grade in coordination with teachers, parents, and their counselor. Included in the plan will be a performance expectations and accountability contract to be signed by parents and students. The contract will include a copy of the mission statement, grading policies,

rules and consequences, policies and procedures. (*See example of a Science contract attached*)

A budget committee, consisting of teachers, parents, and community partners will be elected by all SLC stakeholders. The committee will offer proposals regarding how money should be spent in accordance with the vision of the SLC. The committee will vote on final spending decisions. Funds for CTE programs will augment the existing allocation from the school.

Students will be able to articulate the vision and how it affects their plans for graduation and post secondary training or attendance at a college or university. This information will be conveyed to the students through orientation, assemblies, advisories, and counselor classroom visitations. A student government, within the SLC, will be developed to give students an active voice in the operation of the SLC. Visits by and to colleges and universities, field trips, and guest speakers will create greater awareness among students of post-secondary options.

Our philosophy on teaching and learning is to create and maintain a non-threatening, positive, and creative learning environment. To that end safety concerns both in terms of equipment and food preparation will be taught as part of the curriculum.

State and district standards will be used as guidelines.

All stakeholders will work together to develop an SLC-wide Code of Conduct that includes such areas as tardy policy, classroom expectations, and student behavior.

The SLC committee will collaborate to create a master schedule of classes which students will be required to take at each grade level. The master schedule will include core curriculum and A-G requirements as well as culinary arts and sciences based electives.

(*See course grid*)

Part of the second floor of the Career Education Complex and part of the second floor of the 200 Building will be dedicated to the HNAS SLC.

Parents are critical partners in the successful operation of the HNAS SLC. Parent representatives will be included in the advisory council to give voice to their ideas and concerns. Parents will be encouraged to volunteer in the classroom, on field trips, and to mentor students, as appropriate. Existing HNAS students will be actively involved in recruiting for the HNAS SLC. Student representatives will serve on the advisory council, attend career fairs at local middle schools, and write articles for the school newspaper. They will be involved with school leadership and share their food products at school activities and special events. They are the most effective recruiters with both students and parents.

Our HNAS small learning community will promote both academic and vocational skills allowing students a choice of higher education, further training, or direct entry to work in the culinary or related fields, such as dietician, nutritionist, restaurant manager/staff, tourism, catering, trainer, lifestyle coach, chef, food critic, and any other field of their choosing. Access to a working restaurant on campus provides unique learning opportunities for students. Knowledge of nutrition leads to a healthier lifestyle, disease prevention, and longevity.

Identity Benchmarks

Classes that create a unique identity for our SLC include Food Science, Nutrition, Food Service Occupations, Advanced Culinary Arts, Nutritional Analysis, Fitness for Life, Psychology of Eating, and Food and Culture.

Project-based activities involving collaborative teaming among teachers and students will continue to build upon previous knowledge, growing in academic rigor. Each level of proficiency must be met before advancement. All students are required to complete a challenging curriculum to graduate. Furthermore, we will offer peer (student-to-student)

coaching, team teaching, common planning for teachers, and the use of appropriate terminology related to CAS based on student level.

Agreed Common Instructional Methods of HNAS SLC teachers include SDAIE techniques, cooperative learning, Reciprocal Teaching, project based cross-curricular and integrated activities, differentiated instruction, and backwards planning.

Multiple strategies and adaptations will be used in instruction on a daily basis. For example, in approaching a recipe, several learning modalities and multiple intelligences will be engaged including pictures for visual learners, oral explanations for auditory learners, and physical preparation for kinesthetic learners. Teachers work collaboratively to design meaningful curriculum while helping students make connections to their own lives.

Use of technology includes computers to research topics, PowerPoint for presentations, Excel for budget and spreadsheet activities, industry standard cooking equipment, and science lab equipment for experiments.

The HNAS SLC will consist of a heterogeneous group of 350-400 students, some of which are members of special populations including individuals from economically disadvantaged families, foster children, group home children, individuals with disabilities, Gifted and Talented, and English Language Learners.

We will work with the APSCS and the counseling office to insure that classes are included in the master schedule and students are programmed properly. Specific courses to be integrated into the master schedule will include Food Science, Nutrition, Food Service Occupations, Advanced Culinary Arts, Nutritional Analysis, Fitness for Life, Psychology of Eating, and Food and Culture.

Part of the second floor of the Career Education Complex and part of the second floor of the 200 Building will be dedicated to the HNAS SLC.

The HNAS SLC will have a dedicated administrator, counselor, and lead teacher.

The HNAS SLC encompasses a learning community of teachers and other educational stakeholders that provide a safe and healthy environment focused on students' development and learning. We offer a rigorous and developmentally responsible curriculum, with instruction and assessment tools that meet the needs of all of our students. We have collaboratively designed a sequence of unique courses within our SLC that meet the A-G requirements for graduation. Our SLC classes align with both content standards and state performance benchmarks. Based upon core coursework, students develop into interactive citizens in their community. For example, multiple group activities will promote development of leadership skills and entrepreneurship. The experience of working in the campus restaurant combined with business education will prepare students for entrepreneurial enterprise.

Project-based activities involving collaborative teaming among teachers and students will continue to build upon previous knowledge, growing in academic rigor. Each level of proficiency must be met before advancement. All students are required to complete a challenging curriculum to graduate. Furthermore, we will offer peer coaching, team teaching, common planning for teachers, and the use of appropriate terminology related to HNAS based on student level.

Agreed Common Instructional Methods of HNAS SLC teachers include SDAIE techniques, cooperative learning, Reciprocal Teaching, project based cross-curricular and integrated activities, differentiated instruction, and backwards planning.

Assessments will consist of quizzes, tests, presentations, lab reports, and projects. All students will be held accountable for demonstrating their proficiencies through authentic, project-based and performance-based culminating activities. For example, an assignment will be given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges, such as a shipping challenge on a budget.

Further assessments will take form through student-lead parent conferences- PHBAO and Back to School Night, classroom interaction, portfolios, regular progress reports, job placement, and graduation rates/matriculation. Student assessment will also be done through district and state mandated exams including CST, CAHSEE, and periodic assessments.

A budget committee, consisting of teachers, parents and community partners, will be elected by all SLC stakeholders. The committee will offer proposals regarding how money should be spent in accordance with the vision of the SLC. The committee will vote on final spending decisions.

All stakeholders will work together to develop an SLC-wide Code of Conduct that includes such areas as tardy policy, classroom expectations, and student behavior.

The SLC committee will collaborate to create a master schedule of classes which students will be required to take at each grade level. The master schedule will include core curriculum and A-G requirements, as well as culinary arts and sciences based electives.

Our philosophy on teaching and learning is to create and maintain a non-threatening, positive, and creative learning environment. To that end safety concerns both in terms of equipment and food preparation will be taught as part of the curriculum. State and district standards will be used as guidelines.

In order to foster community involvement, parents will be required to take active roles in their child's development through a series of interactions with all parties in the program including administrator, counselor, clerk, and staff. The administrator, counselor, dean, and teachers will work together to design classes and activities to maintain personal student growth, while all staff members will remain as active and pivotal influences and guides throughout this four-year building process.

We will have several opportunities to meet with parents at PHBAO, Back to School night, individual parent conferences, and community showcasing of senior projects. We will be diligent of informing everyone of our “open-door-policy” and encourage parents to visit classrooms, meet with staff, designated counselor and administrator, as well as the lead teacher. We will welcome feedback, ideas and concerns.

Parents and community partners will contribute to curriculum development and be an integral part of the SLC. Furthermore, having a common set of students and developing relationships that last beyond a single semester will make learning more personal. The HNAS SLC Mission statement and vision will be included in all published materials and distributed to the larger community. Community members will be invited to regular events showcasing student work, soliciting donations, cultivating relationships to produce internships, and job opportunities. Student and parent input will be solicited during the creation of the SLC plan through developed surveys. These ongoing collaborations will educate and inform parents and community partners, allowing them to effectively articulate the visions and goals of the SLC.

A member of the design team will sit on the Building Council to address inter-community issues. Issues of contiguous space will be discussed in the Building Council. The HNAS SLC will designate a lead teacher to oversee the program. The SLC will be governed with input from a variety of sources, including the lead teacher, design team, administrator, clerks, student council, parents, and counselor.

Equity and Access Benchmarks

All students can benefit from learning in our SLC, as food is universal. We provide equal access for all students, regardless of gender, cultural background, and physical or learning disabilities. Therefore, we think creatively and critically about our curriculum and the materials in our classrooms. We are sensitive to the fact that class, race, ethnicity, original language as well as family structure are all variables that can affect children's access to learning. We simply require an expressed interest in the culinary arts on the part of the student and written parent permission for admission to our SLC.

Sequencing of academic courses will allow all students the option of higher education upon graduation. To improve educational opportunities for all students, we will incorporate access to Advanced Placement (AP) classes as well. By expanding access to and increasing equity in AP classes, we strive to give traditionally underserved and low-income students the opportunity to obtain the skills needed to succeed in college. Furthermore, college and career counseling is available to all students. We also provide intervention strategies, such as tutoring a learning center and Saturday School. Our expectations for students success hinges upon specific behaviors and traits such as their effective oral and written communication skills, punctuality, proper attire, and the ability to work with others. We strongly feel these high expectations and rigorous standards will translate into success in the workplace.

Our inclusive classrooms are classrooms in which teachers and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her/his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. We use a variety of teaching methods in order to facilitate the academic achievement of all students. These inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted.

To support our diverse community we have agreed upon the following instructional strategies: SDAIE techniques, cooperative learning, Reciprocal Teaching, project based cross-curricular and integrated activities, differentiated instruction, and backwards planning. By using common instructional strategies, students will grow accustomed to familiar methods of delivery allowing them to better absorb and synthesize content.

All students can benefit from learning in our SLC. We provide equal access for all students, regardless of gender, cultural background, and physical or learning disabilities. Therefore, we think creatively and critically about our curriculum and the materials in our classrooms. We are sensitive to the fact that class, race, ethnicity, original language as

well as family structure are all variables that can affect children's access to learning. We simply require an expressed interest in health, nutrition, science and the culinary arts on the part of the student and written parent permission for admission to our SLC.

Students will be surveyed to determine their likes and dislikes and personal preferences related to food and nutrition, as well as academic subject areas. Student programming is determined in part by these personal interests, the desires of their parents, and a preference sheet indicating their top three choices.

The SLC team will review each student's progress, analyze student's performance and modify that student's plan accordingly. Based on these results, an action plan for each student will be developed, enabling the student to be successful. The SLC team will meet on a regular semester basis to discuss strategies, interventions, and recognition of student achievement.

All aspects of the SLC reflect the heterogeneous nature of the overall school population in terms of gender, ethnic identity, culture, and academic ability.

Sequencing of academic courses will allow all students the option of higher education upon graduation. To improve educational opportunities for all students, we will incorporate access to AP classes as well. By expanding access to and increasing equity in AP classes (more than 10 are currently offered –see grid), we strive to give traditionally underserved and low-income students the opportunity to obtain the skills needed to succeed in college. Furthermore, college and career counseling is available to all students through the full-time college counselor. We also provide intervention strategies, such as tutoring a learning center and Saturday School.

Intervention strategies include tutoring, Saturday School, intersession classes, teacher office hours, and individual learning plans to be developed in special situations for students who fall behind due to illness, travel, family issues, or athletic participation. Small groups of teachers will meet weekly during common conference periods time to discuss issues specific to their cluster. Teachers will reach out to parents and include

them in meetings when necessary. The SLC faculty will meet as a group during professional development to discuss instructional issues that affect the entire SLC.

The HNAS small learning community will occupy part of the second floor of the Career Education Complex and part of the second floor of the 200 building. Additionally, a working student restaurant will be housed in the existing teacher's cafeteria. The restaurant is being built by district-approved employees and will pass all district and state codes for safety. Both the classroom and the restaurant are accessible and equitable in terms of instruction to all students.

All personnel working in all SLC are highly qualified based on experience and education, as mandated by state and district standards.

Personalization Benchmarks

A high-quality education starts with relationships. One of the major strengths of a small learning community is that it can personalize education by supporting the development of meaningful, sustained relationships among teachers and students. In study after study of successful small schools, students compare their school to a family, rather than a factory, and link their academic achievement to their caring relationships with teachers. Successful small schools typically have smaller classes for students and reduced pupil loads for teachers. Although we cannot promise smaller class sizes, the smaller community of the SLC guarantees that the young people and the adults in the school are well known to each other. This is the type of community our HNAS SLC is striving to have.

Students will be surveyed to determine their likes, dislikes, and personal preferences related to food and nutrition. They will be allowed to make choices in the types of food they prepare, including recipes that reflect their own cultures, who they are, and the issues they care about. The faculty will share a common group of students and will meet regularly to discuss all aspects of student progress. Small groups of teachers will meet weekly during common conference period to discuss issues specific to their cluster.

Teachers will reach out to parents and include them in meetings when necessary. The SLC faculty will meet as a group during professional development to discuss instructional issues that affect the entire SLC.

Multiple strategies and adaptations will be used in instruction on a daily basis. For example, in approaching a recipe, several learning modalities will be engaged including pictures for visual learners, oral explanations for auditory learners, and physical preparation for kinesthetic learners. Teachers work collaboratively to design meaningful curriculum while helping students make connections to their own lives.

We have collaboratively designed a sequence of unique courses within our SLC that meet the A-G requirements for graduation. Our SLC classes align with both content standards and state performance benchmarks. Based upon core coursework, students develop into interactive citizens in their community. For example, multiple group activities will promote development of leadership skills and entrepreneurship. The experience of working in the campus restaurant combined with business education will prepare students for entrepreneurial enterprise.

Project-based activities involving collaborative teaming among teachers and students will continue to build upon previous knowledge, growing in academic rigor. Each level of proficiency must be met before advancement. All students are required to complete a challenging curriculum to graduate. Furthermore, we will offer peer (student-to-student) coaching, team teaching, common planning for teachers, and the use of appropriate terminology related to HNAS based on student level.

Strategies to help transition students from grade to grade are scaffolding, interdisciplinary lessons, backwards planning, and sequential culminating projects. For example, a single project may build grade by grade over the course of three years with contributions from all disciplines.

Social support comes in the form of internships, mentorship, college and career-related field trips and guest speakers, peer mediation, job placement, and homeroom advisory groups.

The HNAS SLC will consist of a heterogeneous group of 350-400 students who are well known by parents, teachers, counselors, administrators, mentors, and community partners. Seniors will choose mentors from among the faculty or a community member to advise them on their senior projects and career choices. Students will also have one consistent four-year homeroom (same teacher and students) that will serve as an advisory. Throughout the year, other support providers including the school psychologist, Impact coordinator, Healthy Start coordinator, college counselor, and dropout prevention advisor will visit homerooms. A dedicated counselor will be assigned to the SLC.

Beginning in the ninth grade, students, working with parents, teachers, counselor, college counselor and work experience coordinator, begin work on a plan for post-secondary life. This plan will be fluid, and revisited twice yearly, reflecting changes in students' lives and interests over the course of four years.

It is our goal to create an inviting atmosphere for students, parents, and community members. The teachers will meet daily with students and twice a semester with parents to build relationships, receive input, and provide constructive feedback to each other. We will work to strengthen relationships with parents via email, conferences, and monthly newsletters that include both staff and student-generated sections, as well as Back to School Night and PHBAO conferences. We will maintain strong ties with the community through guest speakers, field trips, and community showcases of student projects.

Intervention strategies include tutoring, Saturday School, intersession classes, teacher office hours, and individual learning plans to be developed in special situations for students who fall behind due to illness, travel, family issues, or athletic participation. Furthermore, an after school learning center will offer every day opportunities for students including tutoring, guest speakers, peer advisement, computer and other

resources, and career research. Small groups of teachers will meet weekly during common conference periods to discuss issues specific to their cluster.

The HNAS SLC will link with the LAUSD Food Services Branch to provide training and employment to HNAS students as they provide food services to adults on campus through the restaurant. This organization will offer internships, scholarships, guest chef visitations, job shadowing, and mentorship opportunities.

A small learning community website will feature the names, pictures and contact information of all staff and faculty members. This information will also be circulated in hard copy via newsletter, student handbook/planner, and brochure.

Through coordination with the dedicated SLC counselor, using the SIS system, staff will have read-only access to all student academic and behavioral data. Data is accessible at all times. Behavioral and academic data will be shared formally at monthly meetings and informally on an as needed basis.

Standards-Based Benchmarks

Grade 9		Grade 10		Grade 11		Grade 12	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		World History A	World History B	US History A or (AP) US History A	US History B or (AP) US History B	Gov't or AP Gov't	Econ or AP Econ
English 9A	English 9B	English 10A	English 10B	Cont. Comp. Or (AP) Eng. Lang.	Am. Lit. Or (AP) Eng. Lang.	Expo. Comp. or (AP) Eng. Lit.	World Lit. or (AP) Eng. Lit.
Algebra 1A	Algebra 1B	Geometry A	Geometry B	Alg. 2A or Math Analysis	Alg. 2B or Math Analysis	Math Analysis or Calculus	Math Analysis or Calculus
Biology A or ICS	Biology B or ICS	Chem. A or Bio A	Chem. B or Bio B	AP Bio A or AP Chem A or Food Science A or Physics A or Chem. A	AP Bio A or AP Chem A or Food Science B or Physics B or Chem. B	Physics A or Food Science A	Physics B or Food Science B
Foreign Lang. 1A	Foreign Lang. 1B	Foreign Lang. 2A	Foreign Lang. 2B	Foreign Lang. 3A or *Elective	Foreign Lang. 3B or *Elective	Foreign Lang. 4A or *Elective	Foreign Lang. 4B or *Elective
PE or *Elective	PE or *Elective	PE or *Elective	PE or *Elective	PE or *Elective	PE or *Elective	PE or *Elective	PE or *Elective
Health	Nutritional Analysis/Life Skills	Foods and Nutrition A	Foods and Nutrition B	Adv Foods A	Adv Foods B	Food Service Occupations A	Food Service Occupations B

Grid based on a six period school day

***Elective classes that create a unique identity for our SLC:**

Food Science, Nutrition, Food Service Occupations, Advanced Culinary Arts, Nutritional Analysis, and Fitness for Life, Psychology of Eating, and Food and Culture.

Students will be allowed to passport for electives such as extra years of foreign language, computers, student government, instrument, sports, cheer, drill, work study and JROTC.

The lead teacher, counselor, and teachers are responsible for the recruitment and enrollment of students. The HNAS SLC is open to all interested students. The lead teacher along with HNAS students attend parent meetings and career fairs at local middle schools, providing food samples and information on the CA SLC through brochures, news letters, and PowerPoint presentations. New students and families are invited to tour both academic and Culinary Arts classes at Hollywood High. Formal tours are conducted during the spring semester. Teachers and staff identify and recruit new and ninth grade students who express an interest in this career pathway.

The HNAS benefits from relationships with several post-secondary culinary programs including Mission College, Glendale College, LA Trade Tech, UCLA, and many other out-of-state schools. Classroom visits, field trips, scholarship programs, and other interactions are a regular part of our program.

Assessments will consist of quizzes, tests, presentations, lab reports, and projects. All students will be held accountable for demonstrating their proficiencies through authentic, project-based and performance-based culminating activities. For example, an assignment will be given to students designed to assess their ability to apply standards-driven knowledge and skills to real-world challenges. Further assessments will take form through student-lead parent conferences, PHBAO and Back to School Night, classroom interaction, portfolios, regular progress reports, job placement, and graduation rates/matriculation.

Multiple strategies and adaptations will be used in instruction on a daily basis. For example, in approaching a recipe, several learning modalities and multiple intelligences will be engaged including pictures for visual learners, oral explanations for auditory learners, and physical preparation for kinesthetic learners. Teachers work collaboratively to design meaningful curriculum while helping students make connections to their own lives. The use of realia and manipulatives is inherent in the HNAS program and speaks to a variety of learning modalities and multiple intelligences including those of Special Education and English Language Learners. For Special Education students, the

accommodations written in the IEP will be followed to insure that special needs are being met. Use of the Learning Center and a close rapport with resource teachers and faculty will be used to give extended help to students.

Informal and formal daily checks include verbal and written student reflections, both written and oral solicited feedback, checking for understanding in groups and among individuals, and journal checks. Re-teaching, restructuring groups to promote scaffolding and individual supplementary assignments will be used as interventions for both struggling and advanced students.

Use of Technology includes computers to research topics for research papers and culminating projects, PowerPoint for presentation of culminating projects, Excel for budget and spreadsheet activities for business economics, industry standard cooking equipment, science lab equipment for experiments and analysis of chemical and physical properties of food components, heart rate monitors and blood pressure cuff to determine the effects of diet and stress, and body fat bioelectric impedance machine to measure body fat.

State, district, and CTE standards will be followed in all teaching activities. We have collaboratively designed a sequence of unique courses within our SLC that meet the A-G requirements for graduation. Our SLC classes align with both content standards and state performance benchmarks. Based upon core coursework, students develop into interactive citizens in their community. For example, multiple group activities will promote development of leadership skills and entrepreneurship. The experience of working in the campus restaurant combined with business education will prepare students for entrepreneurial enterprise.

Small groups of teachers will meet weekly during common conference periods to discuss issues specific to their cluster. Clusters will be arranged by grade-level when possible. Student work will be examined and evaluated resulting in intervention planning for certain students and modifying the SLC curricular direction. The SLC faculty will meet

as a group during professional development to discuss instructional issues that affect the entire SLC.

Accountability and Leadership Benchmarks

The design team will have final say in all decisions regarding scheduling, budget priorities, and other policies and guidelines. We will work together and individually to realize our vision and achieve our goals. We will continue to strive to meet the highest standards that we have set forth. Teachers are accountable to students by periodic assessments, and giving attention to students' individual needs. Students are accountable to teachers by completing all work assigned, being on time, and attending class regularly.

One lead teacher will act as the representative of the SLC, similar to that of a traditional department chair. This lead teacher will sit on the Building Council to address inter-community issues. Issues of contiguous space will be discussed in the building council. The HNAS SLC will designate a lead teacher to oversee the program. The SLC will be governed with input from a variety of sources including lead teacher, design team, administrators, student council, parents and counselor.

Extracurricular activities during sixth period or after school will be scheduled allowing students to join sports teams, drill team, JROTC, work study, cheer, and band. We do not want to deter or penalize our students for engaging in these other activities; we want to support and encourage them to be well-rounded citizens. Students are responsible for their own learning through management of portfolios, signing of student contracts, working with counselor checklists to determine proper sequencing of classes, assignment sheets, and grade reports in individual classes.

The design team will select the administrator in charge of the program. Administrative duties will be determined, an action plan written, and evaluations made of administrator according to their job description at the end of each semester. The principal will inform SLC of State and District requirements needed to run the SLC properly. Principal will chair the Building Council where all school-wide issues will be brought to the table.

School-wide communication will take place during monthly meetings of the Building Council and weekly meetings with lead teachers.

The SLC team will review each student's progress, analyze student's performance and modify that student's plan on a semester basis. Based on these results, an action plan for each student will be developed enabling the student to be successful. The SLC team will meet on a semester basis to discuss strategies, interventions and recognition of student achievement. Student data will include SIS, ISIS, the cum. file, and CAHSEE and CST scores.

The SLC will work closely with other SLC by offering passport classes for students to diversify their education. During school-wide professional development meetings, teachers and staff will engage in open dialogue on both positive and negative aspects of the inner instructional workings of each SLC. This in turn will create opportunities for growth and change. The lead teacher will also attend school based management meetings as well as other school-wide meetings to stay informed and active in the overall community of the larger school.

At the end of each semester, the SLC will evaluate its own successes and failures in terms of meeting expectations established at the start of each year. This will include semester evaluations completed by the parents and students, examining pass fail rates, attendance rates, and student achievement.

Parents and students will sign an initial contract/agreement. Our expectations for students' success hinges upon specific behaviors and traits such as their effective oral and written communication skills, punctuality, proper attire, and the ability to work with others. Parents will be members of committees and will be asked to participate with email communications including, but not limited to, newsletters, acknowledgement of progress reports, and report cards. Parent notification of progress will be mailed home, periodic assessment results, CST and CAHSEE results will be available to students and parents for review. Therefore, there are no surprises and everyone can be involved in the learning

and assessment process. All text books, curriculum, and periodic assessments are aligned to the California State Standards. Through these techniques we will endeavor to meet NCLB, API and AYP standards.

Collaboration, Parent and Community Engagement Benchmarks

We will have several opportunities to meet with parents at PHBAO, Back to School Night, individual parent conferences, and community showcasing of senior projects. We will be diligent informing parents of our “open-door-policy” and encourage parents to visit classrooms, meet with staff, designated counselor and administrator, as well as the lead teacher. We welcome feedback, ideas, and concerns. Following recruitment at the middle school, we will also participate in school-wide ninth grade orientation, to be held in the spring, where entering students and parents will be given a thorough description of all options available to them and at this time will be given a choice of placement.

Parents and community partners will contribute to curriculum development and be an integral part of the SLC. Parents and business and community partners are critical contributors in the successful operation of the HNAS SLC. Parent representatives are included in the advisory council to give voice to their ideas and concerns. Furthermore, having a common set of students and developing relationships that last beyond a single semester will make learning more personal. The HNAS SLC Mission statement and vision will be included in all published materials and distributed to the larger community. Community members will be invited to regular events showcasing student work, soliciting donations, cultivating relationships to produce internships, and job opportunities. Student and parent input will be solicited during the creation of the SLC plan through future developed surveys.

Current culinary arts industry partners are Ralph’s Supermarkets, Sodexo Inc., Buca di Bepo, Natures Produce, LAUSD Food Services Branch, and Simon's Bakery. Future partners include Sysco Foods. These partners provide employment, job shadowing opportunities, informational tours, and product donations. Select partners and representatives will assist in instructing students for catering events and in raising money

for the SLC. C-CAP provides guest chefs, donates food products and equipment, provides "top notch" training from professionals in the industry, offers internships and employment opportunities, and has given away more than eleven million dollars in scholarship money to deserving students.

The industry advisory council is made up of representatives from the Sodexo Corporation, C-CAP, and LAUSD Food Services Branch. These partners act as a liaison to the other companies and partners that contribute in different ways to our SLC. The council meets two or three times per semester with the lead teacher and administrator.

The Advisory Council plays a significant role in the development of a career-focused instructional program, including mentors and internships. Members of the advisory council, including parents and partners, will participate in the bi-annual evaluation process. The council guides the instructional program by advising the SLC staff regarding the skills necessary for a successful career in the culinary arts. This knowledge is used by teachers, across content areas, to plan and implement interdisciplinary lessons. The HNAS teachers depend on this advisement as they purchase equipment, develop curriculum, prepare demonstration lessons, and guide student projects. Over the years, internships have increased as a result of the support, industry connections, and advisement of the council. Minutes of all advisory council meetings will be available online through the SLC web site and printed in the monthly newsletter.

Small groups of teachers within the SLC team will meet weekly during a common conference period for at least two hours per week to discuss issues specific to their cluster ,such as infusing SLC themes and identities into the common core curriculum, developing cross-disciplinary, standards based thematic projects, and analyzing student projects based on a common set of rubrics. Student work will be examined and evaluated resulting in intervention planning for certain students and modifying the SLC curricular direction. The SLC faculty will meet as a group during professional development to discuss instructional issues that affect the entire SLC.

Professional Development Benchmark

Just like practitioners in other professions, teachers need to deepen their knowledge and improve their skills over the course of their career. Professional development is designed to improve teacher quality and increase student achievement. Professional development activities should be devoted to and attended by members of the community and related to the work of the SLC. Activities will include visiting other culinary facilities and demonstration sites to determine best practices. In developing interdisciplinary lessons, teachers can share their individual expertise with colleagues. Common time will be used to develop collaborative lessons, to discuss students, student projects, planning of activities, and conferences with parents. To ensure that our SLC is a professional community of practice, we require that all teachers maintain current credentials, we encourage attendance at professional conferences, continuing education for teachers in and out of their field of expertise, and ongoing collaboration with colleagues in the SLC.

Working with the administrator in charge, the SLC aligns instruction with academic standards and accountability requirements. SLC professional development includes assessment of student data and results to be used in determining best practices in terms of future PD, curriculum, and modifying both where deemed appropriate. PD is open to parents, partners and, when appropriate, students. Ongoing leadership development in the SLC will include techniques such as Critical Friends Protocol.

Seminars and conferences are a critical element of professional development as well. Outside speakers from the culinary professions can lend their expertise. Teacher professional development is a vital tool for improving student learning. Quality teachers are the single greatest determinant of student achievement. Teacher education, ability, and experience account for more variation in student achievement than all other factors. Knowing the subject matter, understanding how students learn, and practicing effective teaching methods translate into greater student achievement. Therefore, it is vitally

important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers.

Through the HNAS SLC we will strive to create a family-like atmosphere, integrating HNAS career education, while establishing and maintaining strong business partnerships. Above all, we value an education in which every student will develop positive character traits, becoming responsible and respectful citizens, critical thinkers, effective communicators, and lifelong community contributors striving for academic and “real-world” success.