



HUNTINGTON PARK HIGH SCHOOL

a community in partnership

PSC 2.5 School Proposal

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This proposal is dedicated to all who selflessly served Huntington Park High School throughout her 100 year history.

*No problem can be solved from the same level of consciousness
that created it.*

- Albert Einstein

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EXECUTIVE SUMMARY

1.a Overview



HUNTINGTON PARK HIGH SCHOOL

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One Vision – One Primary Goal

The Vision

Unite Huntington Park High School under one Strategic Plan in order to create a world-class school to serve the community.

The Plan

The H.P. Board of Directors	Create and monitor a Strategic Plan designed to make H.P. a world class high school.
The Administration	Led by a principal appointed by the board, this team will execute the Strategic Plan on a daily basis.
The Faculty	Each faculty member will know their part of the plan.
The Staff	The staff will have clear goals to support the plan.
The Parents	Parents will be organized to support their students in school.
Community Partners	Community supports will be aligned with the plan.

The Goal

The Students	All students will graduate with a dream for their future and have the motivation and 21 st century skills to reach their goals.
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1. a Preface

Huntington Park High School needs to be a world-class High School for all students: for the Special Education student, the English Language Learner, the “average” student, the brilliant student, the homeless student, the student who has given up and the student other schools have given up on. The students deserve no less.

Huntington Park High School can be that school.

However, Huntington Park can never be that school without drastic changes in the personnel now in place:

- Out of 218 faculty members, less than 20% initially committed to a reform plan.
- And of the faculty that did commit to a reform plan, three separate faculty-led plans were submitted, and attempts to work together to produce one plan came to naught due to faculty disagreements, despite multiple offers by outside groups to help mediate differences.
- PSC 2.5 community meetings, although well attended by parents and community members, were poorly attended by faculty. Parents were frustrated and felt too few of the faculty were listening to them or showed an interest in providing a quality education for their children.

Faculty, and their lack of urgency and cooperation when given a chance to take their destiny into their own hands, is where the problem starts and without fixing this problem first, Huntington Park High School will continually drift between mediocre and critical as plans and teachers and administrators come and go.

Therefore, the Huntington Park Community in Partnership Plan asks Superintendent Cortines to do two things:

- Appoint a Board of Directors for Huntington Park High School charged with, and strictly limited to, three tasks: Develop and monitor the creation and implementation of a long-term Strategic Plan with the set goal of making Huntington Park High School a world-class school for all students; hire a principal (with superintendent approval) tasked with achieving this goal on a day-to-day basis; oversee all fundraising and endowments.
- Once the principal is hired, give the principal the authority to retain only those teachers, administrators and staff members who are willing to commit to the strategic plan and commit to any professional development, training or retraining, and support deemed necessary in order to raise their professional skills to the standards required for their part of the plan. Should any teacher, administrator or staff member – new, mid-career, late career - not maintain their commitment, they will be exited from their position at Huntington Park High School.

Getting every teacher, administrator and staff member at Huntington Park High School committed to the success of this one plan – and committed to acquiring and maintaining the skill level needed to execute it - is what’s required for true reform to succeed and enable Huntington Park High School to become a world-class high school.

Using the last school year (2011-12) before Huntington Park goes from multi-track to traditional calendar would be the perfect time to begin implementing the Strategic Plan and objectively evaluate which faculty, administrators and staff should lead H.P. into the future.

The rest of the ideas in the Huntington Park Community in Partnership plan, which will focus on Communication, Cooperation and Training as the underpinnings of creating a world-class high school, and the ideas submitted by other teams as part of PSC 2.5, would serve as a good guide for any incoming Board of Directors in writing such a Strategic Plan. It is with deep sadness and regret however, that the current faculty could not find the joy of writing that plan together.

1a. Mission and Vision. State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Huntington Park Community in Partnership's (HPCIP) mission is not only to teach our students the positive personal traits and intellectual skills they need in order to thrive in the 21st century, but also give them the confidence, belief and desire that they can change the world for the better.

Just as it is vital in communicating and supporting the desired educational outcomes of HPCIP to faculty through the Strategic Plan, it is equally vital for teachers to communicate these desired goals to students. Clear and daily communication, targeted for each grade level and each student, and tracking the results of that communication, is the first line of defense in keeping students on track during the journey to graduation.

This journey for the student begins in the daily homeroom class, a class with a curriculum designed to teach the key metacognitive strategies - dialogue between teacher and student about what they are learning and how they are learning it, cooperative learning and scaffolding - that will form the basis for a new, more rigorous academic environment at H.P.

The homeroom curriculum at HPCIP will task students with three objectives:

The first objective begins with teachers encouraging students to write down their inner passions and interests, and, with direction in how to turn these passions and interests into a meaningful career, come into possession of the most important thing for all youth to have: a dream for their future.

Having a dream leads directly to the first tangible thing all students need, motivation. Leading students to the intrinsic motivation of love of learning should be the goal of any educational endeavor, and coupling encouragement with the desire to achieve a dream are the greatest motivators of all. Having a deep personal motivation will help students not give up on their dreams, and give them the inner reserve necessary to complete courses at HPCIP they may find difficult, challenging or uninteresting.

Additionally, field trips – local, national, and international - will be a core part of an education at HPCIP: far too many of our students have never been able to travel outside of their neighborhoods to see what the rest of the world offers and this, too, is a vital part of students forming an idea for their future. HPCIP will require all faculty members to lead at least two field trips per year that relates to their subject matter. The purpose of this is to make coursework applicable to the “real world” and keep teachers current on the world around them.

However, all dreams need opportunity. After careful research, including research with an international view, foreign nations are emphasizing the following curricula for their students in the 21st Century: Databases, Physics, Calculus, Electricity, Statistics and Molecular Biology. HPCIP plans to follow suit. A grasp of these subjects is the foundation for the jobs of the 21st Century.

The second objective, Study Skills teaching, starts with the Daily Binder Check. Students will be required to bring, each day, the tools they need to be successful in all of their academic classes: a binder, paper for notes, subject dividers, pen or pencil. The homeroom teacher will check each day that students are bringing these items with them, and provide these materials if the student is not able to provide them. The homeroom teacher will also evaluate student academic work during the binder check, and provide praise, encouragement, guidance or admonition as needed. It is small changes like these that can yield significant results.

The third objective is perhaps the most vital. Giving students a chance to form their own group identity will be a key element of HPCIP. H.P. is large, and to make H.P. more personal, the six existing Small Learning Communities (SLCs) at H.P. will be renamed using ancient Greek cities: Athens, Corinth, Thebes, Argos, Delphi and Olympia. (This connects with HPs traditional mascot, the Spartans.) This will give students a chance to create their own identity for their SLC instead of an identity that was assigned to them. Each subsequent generation of students will then be challenged to show what that name means. It will be fascinating to see what the students will come up with.

It is in this spirit that all SLCs share H.P. High School resources equally: electives, sports, the cafeteria, the library and all other resources.

Upon graduation, students will have a goal and a plan; the study skills, organizational skills and self-discipline to succeed in college; completion of a rigorous and challenging curriculum that has prepared them for the jobs of the 21st century, and, most important, through field trips and study, gained an identity as an individual, a member of the school community, the local community and the multi-cultural and multi-ethnic world community.

1b. Student Population. Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

The HPHS population mirrors the ethnic makeup of the community it serves: 97.8% are Hispanic, 0.7% African American, 0.3% Asian; 0.1% Filipino; 0.3% Anglo-American; and 0.1% are American Indian. As a Title I school, 85% of our students qualify for free lunch.

The current HPHS enrollment stands at 4,250 students. Approximately 400 students receive Special Education services. Roughly 1,592 of our students are identified as English Language Learners. Due to our large enrollment, HPHS has been on a year-round calendar for 27 years.

The current faculty of 218 includes 182 full time teachers, eighty-eight percent of whom are fully credentialed. The remaining faculty includes 7 administrators, 12 academic counselors, 2 PSA counselors, a librarian, a psychiatric social worker, a nurse, 2 psychologists, and 3 deans. Local District 6 provides 2 literacy coaches and 2 math coaches; LAUSD contributes a Diploma Project counselor, a Priority Staffing Teacher Advisor and an Extended Learning Academy counselor.

Furthermore, there are 151 classified staff including clerical, custodial, food service and paraprofessional employees. In addition, we have one Police Officer and three Officers-in-Training assigned to our campus.

As Communication, Cooperation and Training and are essential for reinvigorated HP, the Huntington Park Community in Partnership plan will assign all employees into one of three groups: a Leadership Group for administrators, Deans and SLC Leaders, an Academic Group for faculty, and the Services Group for the classified staff.

Each of these groups will be tasked with, and provided resources for, making themselves more efficient and responsive to the HP population that they serve. Their results will be quantified and tied to the metrics established on the comprehensive Strategic plan developed by the Board of Directors, as administered by the principal.

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

With a school the size and breadth of HP, finding an Instructional Program that can benefit students from the homeless Special Education Attention Deficit Disorder English Language Learner student to the AP student on her way to California University System and all the students in between, there is an urgent need to develop a consistent understanding and common language around expectations for effective teaching; an Instructional Program that is adaptable for all students; and constant professional development for teachers to meet this level of challenge.

HPCIP will use a three pronged approach:

The core, and first level, of the HPCIP Instructional Program will be the LAUSD Teaching and Learning Framework, as specified by the LAUSD Ad Hoc Teaching and Learning Framework Committee. This will connect HPCIP to the larger LAUSD common instructional efforts. The second level is an overall school emphasis on metacognitive strategies, and the third level includes partnering with UCLA's School Management Program to provide personalized Professional Development in areas that teachers select in order to help them meet their goals within the Strategic Plan.

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

A high performance school culture means everyone - students, faculty, administration and staff at HPCIP – are fully engaged at Huntington Park. Fully engaged students are least likely to drop out of school, while disengaged students are the most likely to drop out.

Creating such a school culture on the student level will be done through connecting peers with each other. The power of positive peer influence is not to be taken lightly, as recent events in Egypt have shown: it was the power of peer to peer contact that completely changed the face of a nation and forged a completely new national identity in an astonishingly short amount of time. (It is an interesting question to wonder if the changes that happened there could have happened decades earlier had only the same levels of communication been facilitated...)

There is no reason why H.P. can't leverage those same peer-to-peer communication forces that brought so much positive change.

For our students, HPCIP plans to immediately implement a student leadership program (originally implemented at H.P. by one of the founders of the Libra Academy) called Link Crew. Link Crew pairs incoming 9th graders with 11th grade student leaders who have been trained in mentoring. These 11th grade students will help 9th graders adjust to high school, and not only impart practical information about the campus, but instill in them a sense of school culture and pride as well through one-on-one meetings, group meetings, and organized activities. The following year, the now 12th grade students will mentor the same students in 10th grade. The following year, after two years of being mentored, these now 11th graders will welcome the new 9th graders, and so the cycle will continue, making sure the world-class mindset is passed along to each new generation of students. Link crew will also identify and develop student leaders.

It is also of vital importance that teachers keep the same homerooms for all four years: this will help teachers get to know students, and make sure they are staying current in all of their class work. The homeroom teacher will be the first to know if a student is not using their study skills, not meeting with their Link Crew peers, or not participating in their SLC activities. The homeroom teacher can then find out why by either asking the student or the student's peer network, and then find out what supports are needed to solve the student's dilemma. The homeroom teacher will be the first line of defense in solving the problems that lead to a student dropping out. It is vital that absolutely no student is left to feel anonymous at HPCIP.

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

Post approval phase.

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

Huntington Park High School (HPHS) is located eight miles southeast of downtown Los Angeles in the City of Huntington Park, a community of approximately 70,000 residents. The majority of students are residents of Huntington Park, but a few live in Los Angeles or neighboring cities.

The median family income is \$27,000 per year, compared to the LA County average of \$51,732. Eighteen percent of our students' parents have some post secondary education, 23% have a high school diploma, and 59% did not finish high school.

Parents are very concerned about the education of their children, however, language barriers and the work schedules of most parents make communicating with the school and the teachers difficult.

The HPCIP solution is to make the current Parents Center the Parents Communications Center (PCC), and in doing so, give parents a single point of contact for the school. The PCC will be open and staffed extended hours and on weekends, and also

pro-actively communicate vital information to parents through direct contact, a “drop in” center, and presentations for parents. The PCC will also send parents and teachers to the middle and elementary schools in order to advise parents on what they can do to make sure students receive the full benefit of an HPCIP education.

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

Board Members for Huntington Park High School should have a grasp of state and local educational laws; be cognizant of the failures and successes of schools similar to H.P.; have a clear vision of what a world class high school should be; while at the same time possessing the ability to write a strategic plan specific for Huntington Park High School that is simple, actionable and will make H.P. a world class high school for all students.

As for the principal, the person selected should be someone in possession of moral character, intelligence, energy, skill, ability, collegiality, personality and drive to successfully and expeditiously implement a strategic plan for Huntington Park High School as written by the H.P. Board of Directors.

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

HPCIP will initially use the traditional, comprehensive school model with the existing Small Learning Communities (SLCs) structure. There are three practical reasons for selecting this model:

- H.P. is currently a traditional school on a multi-track calendar, and H.P. is scheduled to go to a single track school starting in the 2012-2013 school year.
- The move from a multi-track to a single track schedule will bring significant changes in personnel, budgets and programs and, in that sense, it is better to focus on the core activities that will support this transition and foster staff training and community communications, rather than expanding or dividing the school prior to these significant changes taking place.
- Once the move to a single track calendar takes place, the H.P. Board can re-examine the Strategic Plan in light of new realities.

INSTRUCTIONAL PROGRAM

The Instructional Program should outline the proposed school's educational philosophy, instructional methods, assessment plan, professional development strategy and the outcomes you anticipate students will achieve.

2. Curriculum and Instruction

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

H.P. currently enrolls 4,250 students over three tracks, and it is easy to think that size is the problem at H.P, but in actuality, size is a strength for H.P. as a school of this size has the potential to do things with Curriculum and Instruction that smaller schools can only dream about. HPCIP can offer a tremendous range of courses and electives to fit almost any student interest and provide extra-curricular activities second to none. However, a large comprehensive high school can only provide a true benefit if students are placed into smaller, more personalized groups and resources and access to all courses are shared equally without restrictions. A large school with a wide range of available resources is especially beneficial for our special needs students.

Huntington Park High School has the potential to be a major high school in Los Angeles, and eventually the world, much like major universities and teaching hospitals function in the world today, and it starts with Curriculum and Instruction.

Selecting an Instructional Program for the students of Huntington Park was based on the challenges that need to be addressed, and the primary challenges are these:

- H.P. is big, with approximately 4,250 students over three tracks.
- The student body is academically diverse, with 10% of the school receiving Special Ed services and approximately 30% of the school English Language Learners.
- H.P. is composed of over 200 teachers and 150 support personnel.

To put this size challenge into a student context, H.P. will provide world class instruction to students as diverse as the Special Education Attention Deficit Disorder student to the AP student on her way to the California University System plus all the “average” students in between (!)

After much research, HPCIP believes there is no single answer for the instructional challenges of H.P., but will require three separate solutions woven together into one coherent Instructional Program designed specifically for Huntington Park.

The core, and first level, of the HPCIP Instructional Program is the unifying of teaching methodologies across the school (and also coordinating with instructional efforts district wide) through adoption of the LAUSD Teaching and Learning Framework, as specified in the LAUSD Ad Hoc Teaching and Learning Framework Committee report.

The second level of the Instructional Program is an overall school emphasis on metacognitive strategies. Metacognition is broadly defined as thinking about thinking.

From his analysis of 395 experimental studies, Marzano concluded that metacognitive thinking is the primary vehicle for student learning. This conclusion has also been supported by other experimental studies published in peer-reviewed journals (i.e., Cardelle-Ealwar, 1995; Maqsd, 1998; Mevarech & Kramarski, 2003; Glaubman, Glaubman, & Ofir, 1997; Oladunni, 1998.) Research strongly suggests persistent, positive effects regardless of student age, achievement level, nationality or ethnicity. Metacognitive skills transfer to other learning situations and are retained over time (Appalachia Educational Laboratory, AEL, pgs. 3-4).

Additionally, forms of metacognitive strategies exist for all student needs. The Cognitive Academic Language Learning Approach (CALLA), for example, is a metacognitive instructional model that was developed in 1986 to meet the academic needs of students learning English as a second language, and it also incorporates related concepts such as language across the curriculum, language experience approach, and cooperative learning.

School wide use of metacognitive strategies will fit nicely with programs such as the MESA Schools Program (MSP.) The MSP program assists students at middle and senior high schools so they excel in math and science and become competitively eligible for the most rigorous colleges and universities. The MSP partners with teachers, administrators, school district officials and industry representatives to provide this academic enrichment model. Students are selected to participate in the MSP through a process that involves teachers at participating schools and locally-based MESA personnel.

The third level in the HPCIP Instructional Plan is designed to “fill the gaps” in instructional skills that individual teachers have through on-going and personalized professional development. As student populations and needs change over the course of a teacher’s career, the need for a personalized instructional resource that can help a teacher grow and adapt is more vital than ever. This is true for all teachers: the young teacher, the mid-career teacher and the late career teacher. The primary vehicle for providing this level of support will be HPCIP partnering with UCLA’s School Management Program to provide Professional Development directly to all teachers, based upon the goals they must meet in order to achieve their part of HPCIP’s overall Strategic Plan for making Huntington Park a world class high school.

Through a combination of the three domains of the Instructional Plan – The LAUSD Framework, Metacognition and personalized Professional Development, supplemented by the Study Skills training provided to students in their daily homeroom as outlined in section 1a, this will prepare all students for a rigorous course of study at HPCIP, while at the same time preparing students for the global jobs of the 21st century, with specific knowledge of Databases, Physics, Calculus, Electricity, Statistics and Molecular Biology.

By combining all of these elements in a community-centric educational environment, the HPCIP plan is to make the California State Standards accessible to all students by giving the teachers the training and flexibility, combined with out of classroom tools such as field trips, to make courses rigorous, relevant and engaging to all students.

To prepare students to live in a pluralistic society, upon graduation students will have developed and understood their own identity through a structured program of personal development and growth, and contributed to building a group identity through their participation in their Small Learning Communities and the experiences gained from field trips to participate in the activities of other communities.

2 b. *Core Academic Curriculum: Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

Core Academic Curriculum

HPCIP believes it is not enough to deliver a rigorous and engaging curriculum; it is delivering it in such a way that students have multiple metacognitive modalities for understanding it. These supports must be comprehensive and a “built-in” part of the curriculum.

A specific example of how metacognitive theory is proven to work with any student population, and how it will work in the HPCIP plan, is to look at the example of videogame theory. (Please banish the idea of teaching with videogames from your thoughts right now; that is not the key concept here.) The key concept to grasp is this: the multibillion dollar videogame industry has the full attention of our core demographic, 14-18 year olds, precisely because they understand the process of learning better than educators do.

Have you ever wondered why students, who have notoriously short attention spans, spend hours and hours playing these games? Because they are learning. That’s correct; people playing videogames are learning. To be specific, they are not learning academic content, but what they are learning is how to get to level 11 using the strategies they learned in levels 3 and 7. And how did they progress through these levels? Through trial and error, repetitive attempts to get to the next level, and remembering what to do when the same obstacle reappears. And here’s the fascinating part: the reward of a videogame – after hours and days of playing - is usually some trinket – a key, a princess, or the chance to put your initials on the “#1” spot (!) The reward for gamers, and they will freely tell you this, is not the reward at the end of the game, it’s the journey itself. And videogame makers are very, very adept at enticing gamers to keep making these journeys because the game makers survival depends on it – just as our society depends on the journeys our students make. (*What Video Games Have to Teach Us About Learning and Literacy* Gee, Macmillan pub., 2007)

Educators everywhere have to learn from this industry. If you want proof that the educational strategies of the videogame industry are working, look no further than their balance sheets. And the videogame industry shows no signs of abating. HPCIP will be on the forefront of NOT using videogames for instruction, but using the underlying metacognitive theory of videogames to drive curriculum comprehension.

Here is something else of note: the American educational system is teaching the wrong things. HPCIP looked beyond our borders at educational systems around the world and found that foreign nations, specifically Asian nations, are emphasizing the following curricula for their students in the 21st Century: Databases, Physics, Calculus, Electricity, Statistics and Molecular Biology. This makes a lot of sense. For example, we access databases every single day: our names appear in databases hundreds of times a week and databases are growing exponentially. Yet few of us know anything about how they work, or how to create one. The same goes for electricity: everything around us requires it, yet

few understand it. This should be obvious, but other nations are doing a better job of identifying the key curricula of the 21st century than we are.

Studying technology for technologies sake, such as learning a specific software program or how to use a specific computer, in the long term is not helpful as there is a good chance that computer or software will become obsolete. What is crucial though is an understanding of the concepts behind the things we use, like electricity and databases, science and math, reading and writing. Learning the underlying concepts of how things work is a curriculum that is both universal and timeless.

To illustrate another example of how videogames teach underlying concepts rather than rules is this: you can take 14 year olds from around the world, including students from H.P., put them in a room together, and even though they don't speak the same languages, have the same customs, or share the same academic levels, if you take out videogames they will all know how to play them instinctively. Why? Because gamers share the same, largely self-taught through guided instruction, skill sets. They know the underlying concept of how the games work, so there is no need for detailed instructions: a few rounds of trial and error, and they're playing the game, showing each other how to play the game, and raising their skill with each new level.

In addition to videogames, students surf the web and know how to program cell phones in an instant. They can do these things instinctively. But why don't they instinctively transfer this same intelligence to their academic work? Because Gardner got it wrong: it's not about having multiple intelligences, it's about having multiple skills – and skills are very teachable. The readers of this document clearly have the intelligence to play at the highest levels of *World of Warcraft*, but they do not have the skills. So do our students have the intelligence to get to the highest levels of academic achievement, but they too need to be taught the skills.

To successfully turn H.P. around, the evidence is clear: we must focus all of our efforts on attacking the problem of skill deficits in academic studies, and that entails teaching students the underlying concepts of how things work and then the academic theory behind those things.

Let students build a database for their cell phone pictures and then write essays about the pictures; let students discover exactly how much electricity it takes to move an object a specific distance. This is what will turn H.P. around, and give students the 2nd greatest gift next to having a dream: curiosity.

Curriculum Research and Development

Curriculum R&D is vital for the success of HPCIP, and having the size and diversity of H.P. is indeed a strength, and will allow us to do things that smaller schools can only dream about.

HPCIP plans to establish one centralized office on campus, aligned with the Professional Development Team, where curriculum can be discussed, developed and, most important, tested and incubated and the results quantified. This will be a tremendous asset not just to H.P., but to every school in LAUSD and beyond.

The focus of Professional Development at HPCIP will be on how to teach the curriculum, while the curriculum R&D team will help teachers focus on ways to make the curriculum accessible. To put it another way, *the Curriculum Team will focus on the student, the Professional Development team on the teacher*. Under the HPCIP plan, these two teacher supports are designed to work together.

To use a specific example, if a science teacher gives a test and 80% of the class fails it, it is important to find out why. The Curriculum R&D Team would look at the student's work prior to the test and see if they had adequate prior knowledge. If not, the Curriculum Team would advise the teacher of the specific gaps the students have in prior knowledge.

If the students did indeed have the requisite prior knowledge, the Professional Development Team would look at the way the lessons prior to the test were organized. Did the teacher use any graphic organizers? What activities did the students do prior to the test? What happens when the material is presented a different way and the test is given again?

Currently, there is a "blame game" in all schools: teachers blame students for not "working hard", while students blame teachers for "not explaining things enough" or "rushing through the chapter." As always, the truth is most likely somewhere in the middle.

We are never going to be a world class school if this blame game continues. It has to be solved, objectively and reasonably. And it needs to be solved right now. Having trained teams on campus, solving the "student vs. teacher" problem immediately, rather than waiting for frustration and an epidemic of dropping out to set in, is the entire crux of this proposal. These teams working together can solve this very real problem for teachers and students alike.

Curriculum R&D will also go a long way towards fighting the epidemic of teacher "burn-out", as teachers use this resource to develop great, innovative coursework, and students enjoy the learning strategies of the coursework as much as they like the learning strategies in their games.

If a solution doesn't already exist for a curriculum problem at H.P., the Curriculum R&D department will build one. Everyone wins.

College Board Number and University of California Office of the President (UCOP)

Creating and teaching relevant and interesting courses to our students on subjects such as electricity and databases, and also getting these courses to count towards University of California admissions, are two separate things. After careful research, HPCIP has found approval for project-based courses that meet the A-G requirements can be obtained from the U.C. system if the curriculum is properly planned:

U.C. Recommendations for Course Development

- Narrow the topic of potential student projects to a single discipline or field of study. The more specific the better. For example, "Topics in Medical Research" is preferred to "Topics in Science."
 - Identify appropriate prerequisites. For example, a project-based course in medical research would be expected to list biology and perhaps chemistry and/or anatomy/physiology as appropriate prerequisites.
 - Clarify student expectations. Although the topics of student projects may vary, expectations for all students can be consistent. For example, if students are expected to complete a research project, expectations might include answers to the following questions: (a) What is the process for establishing a legitimate and potentially powerful research question? (b) How many and what types of resources should be utilized? (c) How should the validity of resources be

analyzed? (d) What methods or processes are expected? (e) What skills are expected to be developed or enhanced? (f) What are the criteria for the expected products – i.e., the length of a research paper, depth of inquiry, level of analysis, illustrations, citations, bibliography, etc.? Based on what criteria will projects be evaluated?

- List topics of instruction that will supplement students' project work. If there are teacher facilitated lessons that include content delivery above and beyond the students' independent research, describe in some detail the topics covered in this instruction.
- Identify reading and writing requirements. Often, UC considers the amount and type of reading and writing to be a strong indicator of the academic rigor of a course. Clearly define these expectations.

Source: http://www.ucop.edu/a-gGuide/ag/project_based/development.html

A-G Requirements

The "a-g" requirements can be summarized as follows:

- (a) **History / Social Science** – Two years, including one year of world history, cultures, and historical geography and one year of us history or one-half year of us history and one-half year of civics or American government.
- (b) **English** – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- (c) **Mathematics** – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- (d) **Laboratory Science** – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.
- (e) **Language Other Than English** – Two years of the same language other than English.
- (f) **Visual & Performing Arts** – One year, including dance, drama/theater, music, or visual art.
- (g) **College Preparatory Elective** – One year (two semesters), chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

Source: http://www.ucop.edu/a-gGuide/ag/a-g/a-g_reqs.html

Although relegated to only one line in this section of the RFP, the A-G requirements are a major area of challenge for H.P., and effectively getting all students to successfully meet these requirements is the essence of everything HPCIP proposes to create a world class high school. To be clear, getting students to meet all the A-G

requirements will take an immense amount of structure outside of the classroom and, most important, the creation of an entirely new academic environment at HP.

Everything HPCIP has been proposing, especially the community aspect of this plan – the student created SLC identities, the homeroom classes that are structured as a meeting, the Study Skills training – are all in preparation for this new academic environment, and it is directly related to these key metacognitive strategies: Cooperative Learning and peer mentoring. (*Dimensions of Thinking and Cognitive Instruction*, Jones and Idol, 1990)

The greatest area of challenge for our students in meeting the A-G requirements are the required three years of high school math: Algebra, Geometry and Algebra II with a grade of “C” or better. HPCIP plans to introduce Singapore Math as a solution, a math curriculum developed in Singapore that consistently propels that country to being ranked #1 globally in math and science proficiency for their students (Trends in International Mathematics and Science Study, TIMSS 2007). Singapore math is truly “world class” and would be incorporated into instruction at HPCIP immediately.

Additionally, Link Crew and SLCs would form peer-based tutoring groups, mentored by teachers, to make sure all students are passing all of their classes. Close monitoring of students is crucial: a student with consistently failing grades is an extreme risk for a “silent drop out” – that is, withdrawing from school without trying any of the available supports.

Science instruction is also an area of challenge at H.P., and there is an urgent need to bring the Professional Development team in to evaluate and advise on the most effective way to teach the science curriculum with a specific emphasis on our students needing ELL (English Language Learner) supports. This would be the first priority of the Curriculum R&D team as well.

WASC/CDE Accreditation

This entire PSC 2.5 is very similar to the demands of the WASC/CDE (California Department of Education) accreditation process and, additionally, HPCIP believes the best way to prepare for the Western Association of Schools and Colleges (WASC) accreditation process is to use the Strategic Plan, as developed by the H.P. School Board, as a container for all the elements needed for WASC accreditation. Doing this will cut down enormously on duplicative efforts as HPCIP responds to the demands of all the different types of reporting that is mandated for schools.

The WASC/CDE (California Department of Education) criteria are organized into five categories:

- A.Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B.Standards-based Student Learning: Curriculum
- C.Standards-based Student Learning: Instruction
- D.Standards-based Student Learning: Assessment and Accountability
- E.Support for Student Personal and Academic Growth

The below table lists the WASC Categories and provides an overview on how HPCIP plans to address them.

WASC/CDE Focus on Learning School wide Criteria	Huntington Park Community in Partnership Plan
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A. ORGANIZATION	
VISION AND PURPOSE 1. The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards.	Uniting Huntington Park High School under one Strategic Plan in order to create a world-class school to serve the community. All students will graduate with a dream for their future and the motivation and 21 st century skills to achieve their goals.
GOVERNANCE 2. The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.	(a) H.P. will be governed by a Board of Directors who will write the bylaws and a Strategic Plan for the H.P. and (b) hire a principal, who in turn, will hire an administrative staff. (c) The Strategic Plan will be measured against results and the LEA plan.
LEADERSHIP AND STAFF 3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs. 4. A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development. 5. Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.	3. The Strategic Plan will be reviewed formally by the H.P. Board of Directors and recommendations for changes made based upon data and stakeholder input. 4. All staff will be appropriately credentialed and participate in a Professional Development Program. 5. Professional Development will be outsourced to the UCLA School of School Management.
RESOURCES 6. The human, material,	6. The H.P. Board of Directors will allocate

physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results.	all funds and also begin an endowment fund to help HPCIP maintain high academic standards during times of budget reductions.
B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM	
<p>1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.</p> <p>2. All students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.</p> <p>3. Upon completion of the high school program, students will be able to meet all the requirements of graduation.</p>	<p>1 The administration will oversee and the faculty will implement a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.</p> <p>2 All students will participate in a homeroom class explicitly designed to prepare them for life after high school, and prepare them for their academic, personal and school-to-career goals.</p> <p>3 Students will meet all A-G requirements upon graduation.</p>
C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION	
<p>1. To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.</p> <p>2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</p>	<p>1 In addition to a rigorous course of study, all students and staff will participate in at least one field trip experience per year.</p> <p>2 HPCIPs instructional plan will be based upon the LAUSD Thinking and Learning Framework, Metacognition and Professional Development Strategies taught to staff.</p>
D. STANDARDS-BASED STUDENT LEARNING	
ASSESSMENT AND ACCOUNTABILITY <p>1. The school uses a professionally</p>	<p>1. HPCIP will participate in all district wide assessments, and supplement those assessments with assessments to determine</p>

<p>acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.</p> <p>2. Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.</p> <p>3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.</p> <p>4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.</p>	<p>grade-equivalent present levels of performance.</p> <p>2. Teachers will use a variety of assessments, including work samples and portfolios in the Daily Binder Check Protocol, in order to monitor student performance.</p> <p>3. The homeroom teacher will monitor all student academic performance through the Binder Check Protocol on a daily basis.</p> <p>4. The H.P. Board of Directors will monitor school wide results and match them against the objectives and goals of the HPCIP Strategic Plan.</p>
<p>E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH</p>	
<p>1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.</p> <p>2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.</p> <p>3. All students receive appropriate support along with an individualized learning plan to help ensure academic success.</p> <p>4. Students have access to a system of personal support services, activities and opportunities at the school and within the community</p>	<p>1. HPCIP will fund the development and provide Board Level Support to the creation of a Parents Communication Center.</p> <p>2. All Staff – professional and classified – will meet the standards within their part of the Strategic Plan, in which these goals will be addressed.</p> <p>3. All student supports and a learning plan will be coordinated with the student's homeroom teacher, the “first point of contact” for students.</p> <p>4. The homeroom teacher will be tasked with making sure all students receive the appropriate supports to succeed in school, and plan interventions if they are not. All students will participate in SLC (Small Learning Community) activities.</p>
<p>Source: http://www.acswasc.org/about_criteria.htm#cdcriteria</p>	

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

Autonomy in the classroom will allow teachers to scaffold lessons for the diverse academic levels in the typical H.P. classroom. Combining authentic grade level equivalent assessments (see the assessments section) with autonomous teaching will give teachers an accurate picture of the true academic level of their class. The goal is not to provide remedial teaching, but to make the topic being taught equal to the students' level of vocabulary and math skills: before you can teach the skill, such as solving a particular problem written at a specific grade level, you must first teach the concept. Autonomous teaching does that, and does not lock a teacher in to a prescribed rote method of teaching. (Miller, *Establishing Self-Access from theory to practice*. CUP 1999)

Autonomy is supported throughout the HPCIP plan in techniques that are directly related an autonomous classroom:

Autonomy means moving the focus from teaching to learning. HPCIP supports this through the daily homeroom class: teaching students to write down their dreams and passions helps students learn about themselves. How can you see a literary character in relation to their world if you haven't yet seen yourself in relation to yours?

Autonomy encourages, and needs, peer support and cooperation. HPCIP teaches this through students forging their own SLC identities. Their SLC identity is more than a name and a groups of activities; it is forming peer support networks that can help get through challenges in their schoolwork and life.

Autonomy means making use of self/peer assessment. This is another skill that has its roots in homeroom with the Daily Binder Check. It is important for students to see their body of work so they can actually contemplate the amount of work they are doing. Once they see successful work begin to fill their binder, they want to see even more of it.

Autonomy requires and ensures 100% differentiation. A "one-size fits all" curriculum will not work at H.P.; that is why teachers need the direct Professional Development Support provided by the UCLA School of School Management and Curriculum R&D as specified in the HPCIP School Plan.

Autonomy can only be practiced with student logbooks which are a documentation of learning and a tool of reflection. The Daily Binder Check protocol, a key metacognitive component of the HPCIP plan, not only gets students into the habit of carrying journals, logbooks and binders, but shows them how they can be used as a tool for learning.

The role of the teacher as supporting scaffolding and creating room for the development of autonomy is very demanding and very important. This is where

“peer to peer” supports allow the teacher to use autonomy in the classroom: based on their SLC interactions, students can “self-select” and form groups with students that they already know and are friends with, and can concentrate on class work with less need for socialization.

Autonomy means empowering students, yet the classroom can be restrictive, so are the rules of chess or tennis, but the use of technology can take students outside of the strictures of the classroom, and the students can take the outside world into the classroom. In addition to technology, field trips are a crucial part of the HPCIP plan for learning: students must get off campus and out into the larger world, and see how class work is directly applicable to their lives.

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

Year 1

Once a Board is appointed for H.P., the Board will hire a principal who will then appoint an administrative staff and form vital committees, such the Curriculum Committee. This committee will work with the Professional Development Team and The Curriculum R&D Team to determine which textbooks and materials meet state and federal standards and best fit the needs of the students, as specified in the Strategic Plan. Due to the short amount of time between the adoption of the HPCIP plan and the start of the 2011-12 school year, these changes will be ongoing throughout the year.

Years 2-5

H.P. is scheduled to return from a multi-track school to a single track school starting in the 2012-2013 school year. This will mean significant changes in curriculum and planning. HPCIP plans to use the 2011-2012 school year to continue planning for this change, and putting supports in place that will aid the curriculum development in this new environment and have all curriculum, faculty training, Professional Development and Curriculum R&D supports in place prior to the single-track school year commencing.

HPCIP plans to use metacognitive strategies in all instruction throughout H.P.; the research is referenced in section 2a.

- 2c. *Addressing the Needs of All Students: Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).*

The HPCIP mission is clear: Huntington Park High School needs to be a world-class High School for all students: for the Special Education student, the English Language Learner, the “average” student, the brilliant student, the homeless student, the student who has given up and the student other schools have given up on. The students deserve no less.

It is important that Assessment and Instruction work together, and that the Instructional Plan is works for all students. HPCIP plans to utilize supports that the

district already has in place, specifically the Response to Intervention 2 (RTI2) framework.

RTI2 is a framework that aligns all resources within a school and District in a collaborative manner to create a single, well-integrated system of instruction and intervention that are guided by student outcome data. It fits within a school-wide process of early intervention and prevention of academic and behavioral problems. RtI² involves general education teachers working together and jointly using their resources and expertise to improve behavior and academic achievement for all students, including English Learners (EL), Standard English Learners (SEL), gifted, and students with disabilities. Within an RtI² system, students are regularly assessed on how well they response to good first teaching. (LAUSD website, 2011)

- High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI2 process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement. Schools implementing RTI2 provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

In addition to RTI2, the following table illustrates the supports currently available and the student populations served are indicated. The additional supports that will be implemented with the HPCIP plan are listed as well.

The HPCIP Strategic Plan (new)	All students
The HPCIP Instructional Plan (new)	All students
Curriculum R&D (new)	All students
The Homeroom "Dream for Future" (new)	All students
The Homeroom Binder Check (new)	All students, especially those at risk
Link Crew (school wide rollout)	All students
Field Trips	All students
MESA (new)	Science/Math orientated students
ELL	English Language Learners
Title I	Economically disadvantaged
Career and Technical (Perkins)	Career orientated students
Advanced Placement	Gifted Students
Read 180	Reading Invention
ESL	English as Second Language
Gifted and Talented	Identified by Teachers/Scores

Special Ed	Identified by IEP
California Academic Decathlon	All students
UC Early Academic Outreach	3.0 GPA students
CAL SOAP	Cal State Bound Students
TELACU	Talent Search and Upward Bound
EIS/ Talent Search	Cal State Long Beach
ELAC	East L.A. College Outreach
Pre-Collegiate Academy	UC Berkeley
CC Concurrent Enrollment	Dual enrollment at H.P. and CC.
CSF	California Scholarship Federation
19 Varsity / JV programs	Extra-Curricular Activities
DOTS	Transition Services

The size of H.P., when managed and coordinated properly, can provide an enormous amount of opportunities for students.

2d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

HPCIP elects to use metacognitive strategies to guide instruction specifically for their effectiveness and adaptability for all student needs. Gifted students, special education students and ELL students all show benefit with metacognitive strategies (Marzano, *Classroom Instruction that Works*).

Below is a list of metacognitive strategies that all students will be trained to use in the daily homeroom, and re-enforced through activities and the daily binder-check protocol:

METACOGNITIVE INSTRUCTIONAL STRATEGIES APPLIED TO HOMEROOM

Metacognitive Instructional Strategy	HPCIP Strategy Application
Creating Analogies	Comparing emotions and events in your life to emotions and events shared by literary characters.
Analogy Web	Connecting the time you live in with past generations. How were the times different? How are they the same?
Nonlinguistic Representations	What does art mean to you? Are you a visual learner?
Summarizing and Note Taking	The homeroom teacher will conduct a daily binder check.
Setting Objectives and Providing Feedback	Having a dream for your future, and taking small steps toward it. What are these steps?
Reinforcing Effort and Providing Recognition	Homeroom teacher provides feedback on assignments in binder.

Generating and Testing Hypotheses	Students will sign up for different clubs and activities and predict the outcome of trying that club or activity.
Homework and Practice	Students will become pro-active in their learning.
Cues, Questions, and Advanced Organizers	Students will organize their notes and quantify the difference Study Skill has made on their grades and self-esteem.
Cues, Questions, and Advanced Organizers Cooperative Learning	Students will form a study group in homeroom to not only improve their grades, but make their work a social activity as well.

2e. Early Care and Education: Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

Although this question is not applicable to this application, HPCIP believes every student should be supported in their endeavors to obtain a High School diploma. HPCIP will call upon the Parents Communication Center to lead a volunteer effort, coordinated with the staff at HPCIP, to provide support to teen parents, which can include parenting classes, counseling on the various community support services such as where to obtain healthcare, and advocate on behalf of students who have difficulty explaining their needs to teachers – and sometimes someone to listen and provide encouragement.

SCHOOL CULTURE AND CLIMATE

3. *School Culture and Climate*

3a. *Description of School Culture: Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.*

It is the firm belief of HPCIP that clear and daily communication, targeted for each grade level and each student, and tracking the results of that communication, is the first line of defense for keeping students on track towards graduation.

In homeroom, students will be tasked with three objectives with the following priorities:

- 1.) Students will identify their passions and interests and then use those interests to create small, actionable personal and career goals that will then be applied towards larger goals the student has set. These goals will be monitored in a weekly “goal check” review with their homeroom teacher.

- 2.) Students will be taught essential study skills in order to continually improve their academic performance, as monitored through grades, progress reports and teacher observations. The goal is to make students responsible for their work.

- 3.) Lastly, students will participate in the development of their Small Learning Community’s (SLC) identity in order to contribute the school’s mission of creating a world class high school where all students are fully engaged and none left out.

To achieve these objectives, the student’s journey towards developing their personal identity begins with teachers encouraging students to write down their inner passions and interests, and, with direction in how to turn these passions and interests into a meaningful career, come into possession of the most important thing for all youth to have: a dream for their future.

Having a dream leads directly to the first tangible thing all students need, motivation. Leading students to the intrinsic motivation of love of learning should be the goal of any educational endeavor, and coupling encouragement with the desire to achieve a dream are the greatest motivators of all. Having a deep personal motivation will help students not give up on their dreams, and give them the inner reserve necessary to complete courses at HPCIP they find difficult, challenging or uninteresting.

Giving students a chance to form their own group identity will be a key element of HPCIP. HP is large, and to make HP more personal, the six existing Small Learning Communities (SLCs) at HP will be renamed using ancient Greek cities: Athens, Corinth, Thebes, Argos, Delphi and Olympia. This will give students a chance to create their own identity for their SLC instead of an identity that was assigned to them. Each subsequent generation of students will then be challenged to show what that name means. It will be fascinating to see what the students will come up with.

It is also of vital importance that teachers keep the same homerooms for all four years: this will help teachers get to know students, and make sure they are staying current in all of their class work. The homeroom teacher will be the first to know if a student is not using their study skills, not meeting with their Link Crew peers, or not participating

in their SLC activities. The homeroom teacher can then find out why by either asking the student or the student's peer network, and then find out what supports are needed to solve the student's problem. The homeroom teacher will be the first line of defense in preventing dropouts.

3b. Student Support and Success: Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

Student success means, that upon graduation, students will have a goal and plan for their life; the study skills, organizational skills and self-discipline to succeed in college; completion of a rigorous and challenging curriculum that has prepared them for the jobs of the 21st century, and, most important, through field trips and study, has gained an identity as an individual, a member of the school community, the local community and the multi-cultural and multi-ethnic world community.

For our students, HPCIP plans to immediately implement a student leadership program (originally implemented at HP by one of the founders of Libra Academy) called Link Crew. Link Crew pairs incoming 9th graders with 11th grade student leaders who have been trained in mentoring. These 11th grade students will help 9th graders adjust to high school, and not only impart practical information about the campus, but instill in them a sense of school culture and pride as well through organized activities. The following year, the now 12th grade students will mentor the same students in 10th grade. The following year, after two years of mentoring, these now 11th graders will welcome the new 9th graders, and so the cycle will continue, making sure the world-class mindset becomes more ingrained with each passing generation.

School wide use of metacognitive strategies will fit nicely with programs such as the MESA Schools Program (MSP.) The MSP program assists students at middle and senior high schools so they excel in math and science and become competitively eligible for the most rigorous colleges and universities. The MSP partners with teachers, administrators, school district officials and industry representatives to provide this academic enrichment model. Students are selected to participate in the MSP through a process that involves teachers at participating schools and locally-based MESA personnel.

3c. Social and Emotional Needs: Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

The homeroom teacher is the primary staff member responsible for identifying and supporting the social and emotional needs of all students on an on-going basis. Under the HPCIP plan, the same homeroom teacher will be with same group of students starting in freshman year.

Teachers at HPCIP will undergo a training program designed to teach them how to mentor students, and also learn how to refer students to any supports that they might need, whether it's as simple as tutoring, or something far more involved such as families in need of financial, mental health, or other community support services, or IMPACT drug and alcohol and anger management programs.

Teachers will also refer students to after school activities, such as the Boys and Girls clubs, and the on-campus Woodcraft Rangers program that will help students develop their areas of interest, and also provide practical education for the future, such as Drivers Ed.

Additionally, the “Binder Check” protocol, as discussed in 1a, will allow faculty members to communicate with each other, via binder notes, about a particular student’s grades, homework assignments and attendance.

3d. College and Career Readiness: Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

The HPCIP Strategic Plan (new)	All students
The HPCIP Instructional Plan (new)	All students
Curriculum R&D (new)	All students
The Homeroom “Dream for Future” (new)	All students
The Homeroom Binder Check (new)	All students, especially those at risk
MESA (new)	Science/Math orientated students
Career and Technical (Perkins)	Career orientated students
Advanced Placement	Gifted Students
UC Early Academic Outreach	3.0 GPA students
CAL SOAP	Cal State Bound Students
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EIS/ Talent Search	Cal State Long Beach
ELAC	East L.A. College Outreach
Pre-Collegiate Academy	UC Berkeley
CC Concurrent Enrollment	Dual enrollment at H.P. and CC.
CSF	California Scholarship Federation
DOTS	Dept. of Transition Services

3e. Parental Involvement: Discuss strategies to authentically and meaningfully engage parents and guardians in their children’s education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

Parents are very concerned about the education of children, however, language barriers and the long work schedules of most parents make communicating with the school and the teachers difficult. The HPCIP plan proposes making the current Parents Center the Parents Communication Center, and adding the following services:

The Parents Communication Center

The current Parents Center will be renamed the Parents Communication Center (PCC.) The PCC will serve a much more expanded role than the present Parent’s Center does now. The immediate goals of the PCC are these:

- Provide the knowledge parents need in order for the student to be successful at H.P., both formally through parent-led presentations and informally, through a staffed “drop-in” center for parents.
- Board-level support: have a parent sit on the H.P. Board of Directors to address parent needs and concerns.

- Provide translators for parents to communicate with their children's teachers.
- Advocate for parents who are having difficulty getting services for their children.
- Provide opportunities for parents and teachers to meet socially.
- Organize parent volunteers to go into the middle and elementary schools to advise parents about the opportunities for students at H.P.
- Organize parent volunteers to mentor teen parents on campus.
- Train students and parents to provide respite services for parents with handicapped children.
- Organize a "giving tree" during the holidays to provide gifts to families in need.
- Have parents sit in on interviews and advise on the hiring of new teachers.
- Conduct awareness classes for teachers about the community.
- Provide a single "customer service" point of contact for H.P., with a 24 hour response time to a parent's question about H.P.
- Open extended hours and weekends to answer parent questions.

On December 14, 2010 the Los Angeles Unified School District Board of Education passed the *Parents as Equal Partners in the Education of their Children* resolution. As a result of this resolution, LAUSD is forming a taskforce of key stakeholders. The taskforce is responsible for the development of four district tools to engage and equip parents to participate in their children's education at school and at home. HPCIP fully supports the work of this taskforce and is very thankful to Ms. Yolie Flores for her efforts on parents' behalf.

3f. *School Calendar/Schedule: Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.*

Bell Schedule and Calendar – see appendix I

The school calendar for the 2011-2012 school year will be the same multi-track calendar as approved by the School Board for Huntington Park High School. The calendar will include a daily 20 minute homeroom class, and Professional Development days as scheduled.

The schedule will be 4x4 block, which has been very effective at H.P. in terms of allowing adequate time for really delving into subjects without fear of running out of time.

Having a 20 minute homeroom class will allow for modeling the metacognitive instructional curriculum that students will use throughout their courses at HPCIP.

The student-teacher loads are all determined by budgets: H.P. currently receives QEIA monies that are used to reduce class size.

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

Teachers will be given one week prior to the start of the school year to plan their entire instructional calendar for the year. Having teachers plan their entire year and then having administrators “sign off” on the year’s worth of lessons will go a long way towards making sure students receive a rigorous and well thought-out and planned year of education. Additionally, teachers will weigh the lessons they are developing against the overall Strategic Plan of making H.P. a World Class high school. Teachers can also begin working with the Curriculum team to create innovative courses that meet the A-G requirements.

Additionally, the 4x4 block schedule currently in place at Huntington Park High School will be retained. Due to the large student population at HP (approx. 4,500 students) each class change is a major ordeal. The block schedule brings focus to each class and allows ample instructional time to adequately cover the subject matter.

3g. Policies: For Independent Charter Schools Only

Describe and/or attach the proposed school’s policies as they relate to promotion, graduation and student discipline.

Not Applicable.

ASSESSMENTS

4. *Assessments and School-wide Data*

4a. *Assessment Philosophy: Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed.*

The Philosophy of HPCIP is to use assessment data in bold, new ways. Rather than relying on data that only shows a student's present level of performance (static data) HPCIP advocates creating an "active data stream" that is a collection of data about a student – current grades on tests, assessment data, attendance, and participation in activities – that can provide a "real time" snapshot of a student, and also provide an alert when a student's performance changes. This tool alone would be a powerful wakeup call for the student, parents and teachers about the interventions a student needs and when the student needs them.

Student Data Stream

Additionally, getting all the student records systems on campus to coordinate data into a single interface will not only help the student, but it will save the faculty and staff from hours of searching for records without ever getting "the whole picture" of the student.

Student assessment data needs to drive everything that we do: instructional decisions need to be quantified with clearly stated formative and summative assessments. Assessments also need to provide pro-active data in identifying areas of student challenge *before* a student reaches a point of no return, such as being unable to pass a class.

The problem with data has always been the ability to act on it. A key part of the HPCIP plan is have this stream of student information – such as a student failing a test – routed back to the homeroom teacher where the homeroom teacher can follow up with the student in order to keep the student on track towards graduation. It is also important to be able to make notes about interventions in the data stream, and have friends have the ability to post encouragements for the student as well.

Data can be used in curriculum support. If data shows 80% of the students failed a test in a class, the Curriculum R&D team and the Professional Development Team can see what is going on in the classroom and determine whether new instructional strategies are needed or if the students had a different issue going on. Either way, interventions need to be immediate.

Grade Level Equivalent

Although there are a full slate of mandated assessments at Huntington Park High School, there is one important detail that has been overlooked: the assessments offered at Huntington Park, specifically the Periodic Assessments, only begin measuring a student's ability at 9th grade and above, while a significant portion – well over 50% - of H.P.s students fall below that measuring line.

When the assessments are written on a levels that are too difficult for students to read, the students guess at the answers. When students guess at the answers, the data the students provide about areas of need is inaccurate, thus resulting in instruction that is based upon faulty data.

In order to break this cycle, HPCIP will administer all assessments, but will also add supplemental assessments to determine a student's true present level of performance using a norm-referenced grade equivalent scale. This far more actionable data will be used to drive instruction in the classroom and also help guide teachers as to when their instruction is being effective.

To put it this way: is the teacher who is able to get a student from a 6.0 grade equivalent (GE) at the beginning of the year to a 7.1 GE at the end of the year a more effective than a teacher who only gets a student up .2 or .3 grade levels? Yes, that teacher is indeed more effective. However, there is currently no way to quantify these types of successes.

It is vitally important that teachers have an accurate picture of their students' performance levels for the following reason: of the three levels of instruction – the fluent level, where the work is too easy; the frustration level, where the work is too hard; and the instructional level, where the work is challenging but do-able – it is this last level, instructional, that will keep students from “voting with their feet” – that is, dropping out of school because they find the work is too difficult but are too embarrassed or ashamed to tell anyone. Peer support at this juncture of a student's life are crucial for these moments in keeping students enrolled.

This is why using accurate grade-level equivalent assessment data to drive curriculum design is vital in the fight to get the dropout rate at H.P. to zero.

4b. Autonomy: Describe how the school will use assessment autonomy to maximize student learning.

The six main types of assessments are outlined below:

1. **Formative assessment** provides diagnostic feedback to students and instructors at short-term intervals. These include surveys and in-class questions.
2. **Summative assessment** provides a description of students' level of attainment upon completion of an activity, module, or course (the “sum total”). Tests, quizzes and reports with a rubric are example of summative assessments.
3. **Evaluative assessment** provides instructors with curricular feedback. That is, the work itself is under evaluation rather than the results.
4. **Formal Assessments** are those that are norm-referenced, such as the CAHSEE, Woodcock-Johnson IV, and the Periodic Assessment.
5. **Informal Assessments** are used to determine a present level of performance (grade equivalent) but are not norm-referenced.
6. **Alternate Assessment** Using non-traditional approaches, such as a drawing, to judge a student's mastery of a given subject.

The HCIP plan is to keep all Student Formative and Summative assessment data together in an “active data stream” that functions as a “real time” grade book. Formative and Summative assessments will coordinated with the SLC Lead Teachers, in consultation with the school master schedule, to make sure that:

- Testing schedules among teachers do not overlap with district-based testing.
- Preparation for district-based testing can be incorporated into lesson planning.

4c. *Student Assessment Plan: Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.*

9th grade

All 9th graders will be assessed to find their GE (grade equivalent level) using a norm-referenced test. The results will be shared with teachers and the student.

Resulting interventions to get students to grade level:

The results of this testing will be broken down by the Testing Coordinator into specific areas of challenge (Student “A” cannot do long division) and that information given to the student’s math teacher and shared with the Curriculum R&D Department. An action plan, in consultation with the Professional Development Team, will be created and shared with the teacher. The teacher will then have:

- Knowledge of a specific area of student challenge
- A curriculum solution (scaffolded problems for the student to work on)
- An instructional solution (strategies for mastering the problems)
- Results of future work will be monitored by both the math teacher and homeroom teacher.
- Should the problem persist, the homeroom teacher will take the lead in recommending further interventions, such as mandatory tutoring.
- Should these interventions fail, then an SLC lead teacher meeting is scheduled, and further assessments and interventions are reviewed, including bringing the parents in to help identify supports at home that would be helpful.
- Should these interventions fail, the school psychologist would test for any learning deficits.

10th grade

All 10th graders will be assessed to find their GE (grade equivalent level) using a norm-referenced test, and that data compared with their 9th grade results. The testing coordinator will examine the results to identify areas of improvement, and if there is no improvement, the Professional Development Team and Curriculum R&D Team will consult with the teacher as to why.

This data will be used to prepare for the CAHSEE and CSTs.

11th grade

All 11th graders will be assessed to find their GE (grade equivalent level) using a norm-referenced test, and that data compared with their 10th grade results. The results of this data will be shared with teachers to make sure the student is on track for CAHSEE passage.

12th grade

All 12th graders will be assessed to find their GE (grade equivalent level) using a norm-referenced test, and that data compared with their 11th grade results. This testing information will be shared with the college and career office to help students identify a career path.

For students who have not passed the CAHSEE, this information will be used for developing strategies for CAHSEE passage.

4d. Assessment Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Year 1-5

Curriculum R&D team will meet with the Professional Development Team to implement the curriculum as specified in the Strategic Plan.

4e. Data Collection and Monitoring: Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

When a specific areas of challenge is identified (Student “A” cannot do long division), then that information given to the student’s math teacher and shared with the Curriculum R&D Department. An action plan, in consultation with the Professional Development Team, will be created and shared with the teacher. The teacher will then have:

- Knowledge of a specific area of student challenge
- A curriculum solution (scaffolded problems for the student to work on)
- An instructional solution (strategies for mastering the problems)
- Results of future work will be monitored by both the math teacher and homeroom teacher.
- Should the problem persist, the homeroom teacher will take the lead in recommending further interventions, such as mandatory tutoring.
- Should these interventions fail, then an SLC lead teacher meeting is scheduled, and further assessments and interventions are reviewed, including bringing the parents in to help identify supports at home that would be helpful.

- Should these interventions fail, the school psychologist would test for any learning deficits.

4f. *Graduation Requirements: For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.*

Please see appendix J, Graduation Requirements Worksheet.

The A-G requirements are a major area of challenge for HPCIP, and effectively getting all students to successfully meet these requirements is the essence of everything HPCIP proposes to create a world class high school. To be clear, getting students to meet all the A-G requirements will take an immense amount of structure outside of the classroom and, most important, the creation of an entirely new academic environment at HP.

Everything HPCIP has been proposing, especially the community aspect of this plan – the student created SLC identities, the homeroom classes that are structured as a meeting, the Study Skills training – are all in preparation for this new academic environment, and it is directly related to these key metacognitive strategies: Cooperative Learning and peer mentoring. (*Dimensions of Thinking and Cognitive Instruction*, Jones and Idol, 1990)

The greatest area of challenge for our students in meeting the A-G requirements are the required three years of high school math: Algebra, Geometry and Algebra II with a grade of “C” or better. HPCIP plans to introduce Singapore Math as a solution, a math curriculum developed in Singapore that consistently propels that country to being ranked #1 globally in math and science proficiency for their students (Trends in International Mathematics and Science Study, TIMSS 2007). Singapore math is truly “world class” and would be incorporated into instruction at HPCIP immediately.

Additionally, Link Crew and SLCs would form peer-based tutoring groups, mentored by teachers, to make sure all students are passing all of their classes. Close monitoring of students is crucial: a student with consistently failing grades is an extreme risk for a “silent drop out” – that is, withdrawing from school without trying any of the available supports.

Science instruction is also an area of challenge at H.P., and there is an urgent need to bring the Professional Development team from UCLA in to evaluate and advise on the most effective way to teach the science curriculum with a specific emphasis on our students needing ELL (English Language Learner) supports. This would be the first priority of the Curriculum R&D team.

PROFESSIONAL DEVELOPMENT

5. Professional Development

5a. *Professional Culture: Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

Professional Culture Goals

So many school plans focus on curriculum without stopping to consider the people who are responsible for implementing it. The business world is ahead of the education world in this regard: good businesses realize their most important assets are the people who work for them. So, too, must teachers' careers be developed and nurtured. Becoming an effective teacher takes years of practice, and replacing that teacher is a great loss for any school. Retaining and developing good teachers is vital for maintaining the standards of excellence that are needed to create a world class school at Huntington Park.

Creating a new Professional Culture at H.P. as part of the HPCIP plan emphasizes all four specific traits HPCIP teachers should cultivate, and details the supports that will be provided to help teachers reach these goals:

The Professional Teacher – A professional teacher is well rounded, keeps current on the latest instructional methods, is always willing to try new teaching techniques in the classroom and quantify the results, and listens to students in regards to the instruction they are receiving.

The Healthy Teacher – Great teachers give their all, and giving your all can lead to burn-out. A burned out teacher does not help anyone, especially not the teacher. Preventing burn out, and helping teachers who suffer from it recover, is a crucial component of the HPCIP plan.

The Engaged Teacher – Participating in school life, not just among peers to provide mutual support and collegiality, but taking the time to meet parents and community members socially is important.

The Pro-active Teacher – Teachers should welcome evaluations, and be pro-active about filling gaps in their instructional skills.

The most important aspect of the HPCIP is the belief that Professional Development is too important to be only an in-house activity. Currently at Huntington Park, Professional Development is a series of meetings during professional development time. Although helpful in discussing general strategies, Professional Development does not address the specific instructional challenge of individual teachers. Additionally, if the HPCIP plan is adopted, teachers will need much more specific supports to deliver their part of the H.P. Strategic Plan, as developed by the board of directors.

Outsourcing Professional Development

HPCIP proposes that Professional Development is outsourced to the UCLA School of School Management Program (SMP.) UCLA SMP offer several strategic advantages to its efforts in supporting the sustainable transformation of public schools into learner-centered organizations where all students can achieve at high levels:

- UCLA SMP is connected to a graduate school of education. UCLA combines the expertise of education and researchers in the development and delivery of its programs.
- UCLA SMP addresses school- and district-level change. UCLA SMP has developed effective programs that address the needs of individuals, schools, district offices, and the broader community. This systemic scope increases the likelihood that improvements will be sustained over time.
- UCLA SMP has a highly experienced team of school coaches and facilitators. These members of UCLA SMP's faculty have significant, first-hand experience in education and many have a background as school board members, superintendents, principals and teachers. UCLA SMP faculty are not hired as consultants, rather they are with the program full-time in order to provide optimal support to UCLA SMP's client schools and districts.
- UCLA SMP conducts ongoing research on school effectiveness. UCLA SMP is unique in attaching ongoing academic research to its programs, the results of which allow UCLA SMP to be the most effective in helping schools increase student achievement.
- UCLA SMP works with all school stakeholders to build a broad leadership base. UCLA SMP recognizes that a school community includes parents, classified staff, and community members, in addition to teachers, principals, and district staff. All of these stakeholders have a significant impact on the school environment, and UCLA SMP's attention to them gives its programs a distinct advantage.

These are all resources that far outmatch what can be developed in-house at Huntington Park, and the what UCLA knows about Professional Development and Curriculum can be instrumental in getting all facets of the Strategic Plan not only to work together, but to work *proactively* together, to solve problems before they arise, so teachers are free to focus all of their energies on the classroom.

Assigned Coaches

Under the HPCIP school plan, every teacher - early, mid, or late career – will be assigned a coach from the UCLA SMP program. The coach will address any area the teacher would like to work on – lesson plans, assessments, differentiated instruction – with the goal of taking the coaching back to the classroom and actually using it. This will prevent the “this, too, shall pass” mentality that is pervasive in education circles.

Coaching is critical for making teachers feel engaged again and successful in delivering their part of the Strategic Plan. It is important though that teachers not use coaches as a crutch, and eventually the coaches could work with groups of teachers

bringing them the latest research and instructional strategies that they could use in their classrooms. If a teacher needs a 1 on 1 coach to develop new curriculum or a unit plan, that resource would always be available.

Burn Out

Burn out is a very serious problem in schools that are broken: teachers cannot teach without burn out, to some degree, affecting them. The HPCIP plan would have Professional Development address this problem, and have teachers who are feeling burnt out work with their coach to feel alive again. Burn out helps no one, especially not the teacher. (This is another reason for outsourcing Professional Development: teachers can build trust with their coaches, and share frustrations that they might not be comfortable sharing with a fellow teacher or administrator.)

5b. Professional Development: Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

The focus of Professional Development at HPCIP will be on how to teach the curriculum, while the curriculum R&D team will help teachers focus on ways to make the curriculum accessible. *To put this another way, the Curriculum Team will focus on the student, the Professional Development team on the teacher.* Under the HPCIP plan, these two teacher supports are designed to work together.

To use a specific example, if a science teacher gives a test and 80% of the class fails it, it is important to find out why. The Curriculum R&D Team would look at the student's work prior to the test and see if they had adequate prior knowledge. If not, the Curriculum Team would advise the teacher of the specific gaps the students have in prior knowledge.

If the students did indeed have the requisite prior knowledge, the Professional Development Team would look at the way the lessons prior to the test were organized. Did the teacher use any graphic organizers? What activities did the students do prior to the test? What happens when the material is presented a different way and the test is given again?

Currently, there is a "blame game" in school: teachers blame students for not "working hard", while students blame teachers for "not explaining things enough" or "rushing through the chapter." As always, the truth is most likely somewhere in the middle.

We are never going to be a world class school if this blame game continues. This problem has to be solved, objectively and reasonably. And it needs to be solved right now.

5c. Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

When you join a company in the corporate world that has a high performance culture, the first thing you notice is the way you are treated on the first day on your new job. First, someone from your department, or the Human Resources department, greets you at the security desk when you arrive. They help you obtain your I.D., show you where your office is, introduce you to your boss and co-workers, make sure you can log-on to your computer and show you where all the supplies and facilities are. Your greeter also gives you a binder filled with company policies and procedures, walks you through them, helps you fill out your benefit forms, and then asks if you have any questions. You are then handed off to a co-worker who shows you the specifics of your job. At the end of the day, you have a full grasp of what your job is and what your team of co-workers is like. Sometimes on the first day after work your co-workers will take you out for drinks - and buy the first round too.

A frequent and familiar story when people start their first day at H.P., goes something like this: a clerk at the front desk hands you a key and points to the general direction of your classroom. You then have to ask the first student you see to show you where it is. When you get to your classroom, you find there are no supplies there – other teachers have raided it shortly after the last teacher vacated it. All that's left is a broken desk and an empty bookcase. There are cabinets in the room, but they all have locks on them and teachers' names. There is not an empty one for you. But you have no time to linger or feel sorry for yourself: you have to find something for the kids to do before the bell rings and your first day at H.P. begins....

This story is all too familiar for the teaching profession. Most teachers tolerate it because teaching was their first “real” job after college, and they've never worked in a corporate environment where you work closely with management and there is a collegial atmosphere amongst co-workers.

This is where professional development starts for teachers: treating each other with respect and collegiality. A key part of the Professional Development plan for HPCIP will be induction and new teacher orientation, but first the fundamentals need to be addressed. This includes having a person assigned to help teachers get orientated to H.P. their first week on the job. This level of support would include:

- Checking the classroom to make sure there are supplies for the incoming teacher: pens, pencil, paper, poster board, and desk supplies.
- The incoming teacher has closet space, and the heating and AC work.
- The classroom is clean.
- The books for the teacher's class have been ordered.
- The teacher was called a few days before the report date and was e-mailed over a few pages from the textbook to use to prepare lessons.
- The new teacher was given a copier code, and the greeting teacher offered to make copies for the new teacher before arrival.
- The greeter stays with the new teacher during the beginning of the first class to see what other supplies or supports are needed, and then comes back during a break to give the teacher a tour of the campus.
- The new teacher is introduced to faculty members and administrators.
- Subsequent meetings could give the incoming teacher their PDS schedule and introduce them to the SLC lead teacher.

These supports don't cost anything; all they require is a bit of planning and courtesy. This will go a long way towards retaining good teachers, and setting the

expectations early that H.P. is a high performance culture where teachers support each other.

The key aspect of any induction program is getting the new teacher introduced to the Professional Development Team, the Curriculum R&D Team, and the SLC Team. Each team will develop their own induction procedures, and acclimate the new teacher to the Strategic Plan, and show the new teacher what supports are available for getting students to master coursework.

If the new teacher has a homeroom class, the new teacher will be trained in the Homeroom Curriculum, specifically the binder check and how to help students identify their passions and interests.

5d. PD Calendar: Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

Professional development will be both teachers meeting in groups and teachers meeting “1 on 1” with their coach from the UCLA School Management Program. PDS will meet three Tuesdays a month for 90 minutes, and teachers will be expected to meet with their coaches during this time, and complete any assignments given to them by their coaches. Ideally the coaches will give them assignments that will directly applicable to their classes, and not work that is irrelevant. That will defeat the entire purpose of Professional Development, and create a negative atmosphere towards Professional Development among teachers. If coaching helps teachers, they will use it.

The goal is for coaches to bring useful solutions to teachers to reinvigorate their teaching practice without teachers relying on them as a crutch. At some point the teacher will need a minimum of coaching, and it is at that point the teacher can begin coaching others.

5e. Program Evaluation: Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

Teachers will be measured by evaluation standards set out in the Strategic Plan, and feedback from their Professional Development Coach.

5f. Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

The goal of HPCIP is to create a world class culture, and once that culture takes hold, the result will be a feeling of *winning* – and everyone loves to win. Once these supports are in place – SLCs, Link Crew, Professional Development and Curriculum R&D – teachers will love coming to work each day and finding new challenges. People who create a high performance culture bring everyone around them up. It is anticipated that the new H.P. culture won’t be a fit for all teachers, and every effort will be made to find them a position at a school where they would be happier.

SERVING SPECIALIZED POPULATIONS

6. *Serving Specialized Populations*

6a. *Special Education: Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.*

Please see appendix D

PERFORMANCE MANAGEMENT

7a. Performance Goals and Metrics: Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

Not required until post-approval phase of the RFP process.

7b. Rationale: Discuss why the proposed school will track the mission-specific indicators selected.

Not required until post-approval phase of the RFP process.

COMMUNITY INVOLVEMENT

The Community Involvement section should demonstrate a proven commitment and overall capacity to establish strong connections to the community where the proposed school will be located.

8. Community Analysis and Context

8a. Description: Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

Huntington Park High School (HPS) is located eight miles southeast of downtown Los Angeles in the City of Huntington Park, a community of approximately 70,000 residents. The majority of students are residents of Huntington Park, but a few live in Los Angeles or neighboring cities.

The median family income is \$27,000 per year, compared to the LA County average of \$51,732. Eighteen percent of our students' parents have some post secondary education, 23% have a high school diploma, and 59% did not finish high school.

The need for a world-class high school that can be a source of pride of the community of Huntington Park is of vital necessity. Having a great school will attract industry looking for a skilled workforce to the area, and it will also attract new residents. Improving the economic future of Huntington Park is not only a civic matter, but it is a social justice one as well. Without a good school, the community of Huntington Park will not have the same opportunities for its youth as other communities do.

Once the community sees the school start to improve, then the community will be more eager to work with H.P., and also make investments in Huntington Park. However, at the current time, there is no easy way for the community to interact with Huntington Park High School.

HPCIP plans to start, with board level support, a Community Partners Program, tasked with not only being a point of communications with the community, but also helping our students find jobs, internships and volunteer opportunities, and assisting those who want to contribute or volunteer to the efforts being made at H.P.

Additionally, parents are very concerned about the education of children. However, language barriers and the long work schedules of most parents make communicating with the school and the teachers difficult.

The HPCIP solution is to make the current Parents Center the Parents Communications Center (PCC), and in doing so, give parents a single point of contact for the school that is open extended hours and on weekends, and also pro-actively communicates vital information to parents. The PCC will also send parents and teachers to the middle and elementary schools in order to advise parents on what they can do to make sure students receive the full benefit of an HPCIP education. A complete description of the role of the Parents Communication Center can be found in section 9a.

8b. Background/Support: Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your

team has established within the community.

Currently, HPCIP has no formal partnerships or agreements with any community organizations. However, as the plan proposers, Mr. Sievers and Taniform, are both teachers at H.P., they will always reach out to all members of the community who wish to participate in the new H.P.

Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

No supports were sought due the lack of a specific plan to propose, and the writing time needed to write the PSC 2.5 proposal. This proposal will be posted on the HPCIP website soon after the submission date of March 7, 2010, and community input and support will be eagerly sought.

COMMUNITY ENGAGEMENT STRATEGY

9. *Community Engagement Strategy*

9a. *Engagement Plan: Explain the team's vision for engaging the community and the underlying theory that supports it.*

The theory underlying the HPCIP plan is this: Huntington Park High School is owned by the community, it should serve the community, and that true reform cannot happen at H.P. without the direct involvement of the community. What is needed is “strategic and results-oriented community engagement” (Simmons, Annenberg Institute for School Reform.)

Currently, there are no easy mechanisms in place for the community to engage with H.P. HPCIP will offer two very specific ways for the community to begin taking a leadership role in the running of H.P.: the Parents Communication Center and a Community Partners Program, both initiatives that will have H.P. Board level support.

The Parents Communication Center

The current Parents Center will be renamed the Parents Communication Center (PCC.) The PCC will serve a much more expanded role than the present Parent's Center does now. The immediate goals of the PCC are these:

- Provide the knowledge parents need in order for the student to be successful at H.P., both formally through parent-led presentations and informally, through a staffed “drop-in” center for parents.
- Provide translators for parents to communicate with their children's teachers.
- Advocate for parents who are having difficulty getting services for their children.
- Provide opportunities for parents and teachers to meet socially.
- Organize parent volunteers to go into the middle and elementary schools to advise parents about the opportunities for students at H.P.
- Organize parent volunteers to help teen parents on campus.
- Train students and parents to provide respite services for parents with handicapped children.
- Organize a “giving tree” during the holidays to provide gifts to families in need.
- Have a parent representative sit on the H.P. Board of Directors to address parent needs and concern.
- Have parents sit in on interviews and advise on the hiring of new teachers.
- Conduct awareness classes for teachers about the community.
- Provide a single “customer service” point of contact for H.P., with a 24 hour response time to a parent's question about H.P.
- Open extended hours and weekends to answer parent questions.

9b. *Key Community Partnerships: Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the*

role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

A key way to involve the community is through banquets and dinners. It is vitally important that these dinners are held to recognize student achievement, and also to bring the community together socially. Bringing the H.P. community together socially helps facilitate constructive dialogue, and helps prevent disagreements among community members from becoming personal. H.P. should be an enjoyable place to work and live, and a place where many good friendships are formed.

HPCIP will immediately announce a schedule of banquets and dinners, and invite members of the community to participate. Bringing community members on to campus in a social environment is a crucial first step for building the partnerships H.P. will need to become world-class.

The HPCIP Community Partners Program

The Community Partners Program (CPP) will align community efforts in support of H.P. with the goals of the Strategic Plan. Student interaction with the community in terms of internship, job, and volunteer opportunities are vital. A coordinated effort must be made to find quality opportunities for our students. Some great opportunities, to name just a few that H.P. could participate in but don't presently, include such programs as Inner City Filmmakers, the Mathematics, Engineering, Science Achievement (MESA) program, and the Boy and Girl Scout programs, plus many, many others. After school enrichment programs are proven to help with student achievement and graduation rates (SEM, Renzulli and Reis, 2011.)

Additionally, quite often the community wants to help but doesn't know what H.P. needs or even whom to call. The CPP will work with the H.P. Board in identifying areas, and specific items of need, and the CPP will be tasked with getting that list out into the community, and also finding grants and opportunities for meeting these needs. Additionally, when a teacher or community member learns of an opportunity, they can provide a point of contact for the potential donor to contact.

Presently, there is not a coordinated effort at H.P. for charitable giving. In these critical budgetary times, this will prevent monies being spent on things that could have been donated, and also expand opportunities for our students. The immediate goals for the next 1-5 years for the CPP are these:

- Have a representative on the H.P. Board of Directors to coordinate CCP initiatives with the administration, faculty, staff, Parents Communication Center and students.
- Identify programs that could benefit the students of H.P. and contact those programs.
- Identify areas and items of need for H.P.
- Identify sources for grants and donations and complete the applications.
- Make sure any grants or gifts align with the Strategic Plan and seek to modify those that don't.

Teen Parents

HPCIP believes every student should be supported in their endeavors to obtain a High School diploma, especially teen parents. HPCIP will call upon the Parents Communication Center to lead a volunteer effort, coordinated with the staff at HPCIP, to provide support to teen parents, which can include parenting classes, counseling on the various community support services such as where to obtain healthcare, and advocate on behalf of students who have difficulty explaining their needs to teachers – and sometimes someone to listen and provide advice and encouragement.

GOVERNANCE, OVERSIGHT and LEADERSHIP

The Leadership, Governance and Oversight section of the proposal should present an overview of the proposed school's leadership, governance and oversight model. Your responses should include ample evidence that the team is equipped to handle the start-up of a new school or the transformation/turnaround of an existing school.

10. School Governance and Oversight

10a. School Type: Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

HPCIP plans to use the traditional model for one reason: H.P. is currently a traditional school on a multi-track calendar, and H.P. is scheduled to go to a single track school starting in the 2012-2013 school year. The move from a multi-track to a single track schedule will bring significant changes in personnel, budgets and programs and, in that sense, it is better to focus on the core activities that will support this transition and foster staff training and community communications, rather than expanding or dividing the school prior to these significant changes taking place. Once the move to a single track calendar takes place, the H.P. Board can re-examine the Strategic Plan in light of new realities.

HPCIP is neither for or against a particular school type; it will be up to the H.P. Board to determine the best school model that will serve H.P. in its mission to become a world-class high school.

The entire purpose of the HPCIP PSC 2.5 proposal is to serve H.P. well by focusing on the long-term planning needs of the school, an area HPCIP feels has been sorely neglected. Without a long-term plan, H.P. will continue to operate “in the moment” with no way to plan and build effectively for the future. The problems H.P. has will not be solved by short-term solutions: fundamental change is needed, and that takes time, hard work and planning. HPCIP urges the H.P. Board to move cautiously, and take full advantage of the opportunity to plan for decades in the future, and treat H.P. like an acorn, so that with care and attention it will turn into a mighty oak for generations to come.

10b. Applicant Team Capacity: List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The HPCIP proposal is the work of two teachers, Mr. David Sievers and Mr. Lawrence Taniform.

Mr. Sievers teaches Special Education at Huntington Park High School. He holds an MFA in Communications from Loyola Marymount University. Prior to teaching, Mr. Sievers worked for eight years with a “.com”, starting right before the Internet became widely adopted. He comes from a family of teachers; both of his parents are retired

teachers from the Arlington Central School District in upstate NY. He is married and lives in Monrovia, California.

Lawrence Taniform was born and raised in Cameroon. He is currently a special education teacher at Huntington Park High School- Los Angeles Unified School District (LAUSD) and a third year PhD student in the College of Educational Studies at Chapman University - Orange, California. His research interests include special education law, applied behavior analysis, disability studies, disability and poverty, disability and human rights issues in Sub-Saharan Africa, and international disability policy.

In keeping with the spirit of the HPCIP plan, should their plan be adopted, Mr. Sievers and Taniform will serve at the pleasure of the board.

10c. *School Governance and Oversight:*

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

HPCIP believes the best use of autonomy in governance is to allow for a system of long-term planning. The problems H.P. faces will never be solved with short cuts: only the vision and hard work of a long term solution will truly fix what ails H.P. Once everyone in an organization has a clear and unambiguous goal, and the freedom to use all of their gifts to reach that goal, then, and only then, can H.P. function like the symphonic orchestra it was meant to be: large, powerful, subtle and capable of touching the most hardened soul with its music. (It is easy to forget symphonic music is part of our daily lives: behind every great movie is a great symphony.)

The primary planners for H.P. are its Board of directors, who will write and monitor the Strategic Plan (and adjust it yearly); maintain the school endowment and allocate funds and appoint the principal. At no time is the board to function as a “second administration” or as a place to appeal a decision made by the principal. The board’s function is strictly long-range planning. Or, to use the symphony analogy again, the board would function as a music committee would, selecting a year’s worth of music for the symphony to play, music that is both challenging and fits an overall plan. That is their talent, and with their music plan, the music committee challenges their symphony to be the best. The committee, however, needs the individual players to “buy in” to their music selections, or the players won’t stay.

The principal is tasked with implementing the objectives of the Strategic Plan, selecting an administrative team and making staffing decisions, as well as managing the day-to-day operations of H.P. The principal would act like the conductor; seeking to get the best performance possible out of all of the players. However, it is up to the players to bring new interpretations to the piece, while at the same time remaining true to the music.

A symphony with its act together is a delight to hear. From the moment of the first notes, you know this is a group that has been working together for a long time. A symphony like that never fails to delight, surprise, or amaze. You come out of the orchestra hall – or movie theater – reinvigorated by having heard a new song, or an old one in a new way. Great music is vital to life. So too is a great education.

This is what long-range planning can do for H.P.

ii. *School Level Committees: Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school*

decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

It is the belief of HPCIP that by the time you hold a meeting to decide how to solve one problem, that problem has grown into another. One of the purposes of the Strategic Plan is to prevent problems, and liberate teachers from non-instructional tasks so they can focus on the core learning of students. For years there has been too much “duplicative planning” in education, and too many meetings that result more meetings. Teachers need to be freed from this over-planning in order to be truly effective. The only way to do this is by having pro-active strategies in place.

A concrete example of a proactive strategy is the Homeroom Class under the HPCIP plan. By having the homeroom teacher teach study skills, and also making sure each student has the supplies they need on a daily basis, this frees the classroom teacher from having to take time out of class to make sure each student has a paper and a pencil and knows how to take notes. This proactive strategy keeps students from disrupting class because they don’t have supplies and are bored, or have low grades because they lack materials. (For lack of a shoe the horse was lost...)

The goal of HPCIP is to get as much planning and decision making done *before* the start of the academic year, so once the school year starts all the curriculum is in place, the student and faculty supports are in place, the lesson plans are in place, the field trips are all scheduled against the school’s master calendar and all that’s left is to teach the lessons.

Once the school year begins, the next step is to collect feedback from teachers in terms of how well the students are performing on their school work, monitoring student attendance, and any identifying any challenges the students are facing. This information is gathered by a designated administrator (using the same format and metrics school wide), and the source of the student’s area of challenge is identified. The supports the student needs are then routed to the appropriate personnel, and a copy routed to the homeroom teacher for follow up.

For example, if 80% of the students failed a science test, the curriculum R&D team would look at the prior knowledge of that particular class, and the Professional Development team would look at the methods of that class. This is not to judge the teacher; this is to solve the problem. With the problem solved in a pro-active way, the result is a more effective teacher and a more engaged student.

This is a new method of working at H.P.

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

The most important change for H.P. in this regard is the appointment of a school board whose three purposes are to provide long-range planning specific to the needs of H.P.; select a principal to lead the school; creating an endowment fund and allocating its funds. The whole purpose of the school board is to take the long view and be free from short-term decisions. At no time should the H.P. School Board allow itself to function as a second administration. If at any time the board finds itself in such a position, it needs to re-evaluate and self correct this very serious problem.

HPCIP requests Superintendent Cortines appoint the first H.P. Board of Directors out of the respect he has shown to the entire H.P. community by giving us this school choice opportunity. It should be noted that Superintendent Cortines was under no

obligation to give the community this open invitation to participate, and HPCIP would like to thank him for it.

One area of concern are the state regulations concerning having a board while using the traditional school model. HPCIP would ask LAUSD and union lawyers to provide guidance on this issue in the post-approval process. As an H.P. Board is a critical component of the success of HPCIP plan, HPCIP would be open to evaluating other school models if the traditional model is proven not permissible.

SCHOOL LEADERSHIP

11. School Leadership

11a. Principal Selection: Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

The number one thing HPCIP seeks in a principal is someone who realizes the way LAUSD has worked in the past is over and not coming back again. The old, insular, closed system, stifling institutional school model is gone and relegated to history. Conversely, to insist that the new principal “run the school like a business” is also a mistake: schools are not businesses; they are entities that belong to the community to serve the community. A different type of leader is required.

Peter Drucker, who wrote extensively about modern management techniques, said in his book *The Effective Executive* that the best way to think about a leader today is that of a symphony conductor. In today's society, the roles each individual plays within an organization are highly complex and specialized. To use the symphony analogy, if the flute player is absent you cannot replace her with a violinist, or even the conductor. Likewise, in a school environment, science teachers are not interchangeable with art teachers, and so on. The job of the conductor then is to get the best possible performance out of each player each and every day, and keep all the players together on the same piece of music, in tune, and all working together to make one great sound. You have to lead the individual and the group simultaneously.

This is why the Strategic Plan is so vitally important: it's the H.P. Board's role to act as the Music Director and program the music to be played, and then it's the principal's job to get the musicians, in this case, the teachers, to play that music beyond the level of ability and talent they thought they had.

What HPCIP seeks in a principal are the same traits that make a great conductor; the ability to get the “Orchestra,” that is the Community of Huntington Park High School, working together: The H.P. Board, Administration, Faculty, Staff, Parents and Community Partners.

As for the principal, the person selected should be someone in possession of the moral character, intelligence, fairness, energy, skill, ability, collegiality, personality, vision and drive to successfully and expeditiously implement a strategic plan for Huntington Park High School as written by the HP Board of Directors.

The HPCIP process for hiring a principal is to have qualified candidates answer a sample of questions (below) before a committee, ideally a committee with parents and community members on it as well as board members and faculty.

Sample Questions for the Candidate:

- Moral Character - Is there anything in the candidate's background that will disqualify them for the job?
- Results orientated – Does the candidate have a portfolio of measureable achievements, and can they explain how they achieved the results? In particular,

how did the candidate plan for the results, and are they the results that were intended?

- Strategic planning ability – Has the candidate worked with a Strategic Plans in the past, and what do they think of the HPCIP Strategic Plan?
- Preparation and proactive - Does a candidate ask well-thought out questions that show they understand the problems at HP?
- Initiative and Energy- Does the candidate give examples of a time when they showed initiative and stuck with a task, even when exhausted with it? When do they give up on projects?
- Passion – What is it about H.P. that makes you truly excited about leading this school as opposed to any other school? Why is this position the right fit for you? How will you motivate those around you? What are you eager to learn about H.P.?
- Intelligence – Give an example of a complicated problem and a creative solution you came up with to solve it.
- Professionalism – Is the candidate respected among peers? Do they belong to any professional organizations or groups? Are they leaders of any groups? Can they give examples of times when they demonstrated reasonableness, and were able to listen to the other side?
- Longevity – Have they been in a position for at least five years and have outgrown it? Did they groom more than one successor for their current position so their board would have a pool of qualified candidates to choose from? Did they just keep a chair warm or did they do something with the time they had?
- Kindness – Are candidates kind? Do they understand we are educating children, not manufacturing a product?
- Taking care of people – Are they firm but fair? Do they treat employees well? Do employees try to take advantage of them?
- Motivation – How do you motivate people? Students? Employees?
- Communications – Does the candidate have the ability to communicate about the school clearly and unambiguously? What are some examples of past public communication for the candidate? How does the candidate deliver bad news? Does the candidate share credit for good news?
- Marketing – Does the candidate show concern for how the school is viewed by students, parents and the public? Can the candidate set the tone for how the organization is viewed, and be its best representative?

For the committee to determine:

- The Right Things – Did the candidate do the right things in their last jobs, or were they “busy for the sake of being busy?”
- Collegiality – Is the candidate easy to work with? What do others say about the candidate?
- Fairness – Is the candidate firm but fair?
- Skill – Does the candidate have the right skills and intelligence for the job? Will the candidate be happy here?

11b. Leadership Team: Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

The primary leadership team is the H.P. Board of directors, who write and monitor the Strategic Plan (and adjust it yearly) which includes “signing off” on the Instructional Program submitted by the principal’s team.

The principal is the head of Instruction for H.P. and leads the development of the Instructional Program with support from his administrative team, SLC lead teacher teams, department heads, the curriculum R&D team, and the professional development team. The additional needs of Special Education and ELL students are represented by the appropriate coordinators.

11c. Principal Evaluation: Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

The principal will be evaluated by the standards set forth in the Strategic Plan, with the primary persons responsible for evaluating the principal being the H.P. Board of Directors. Just as the teachers and staff members have quantifiable goals and objectives in the strategic plan that must be met, the principal will have them as well.

Some of these metrics that will judge the effectiveness of a principal include the graduation rate, AYP scores, teacher and staff satisfaction and, most important, parent satisfaction with the education their children are receiving. Additionally, the principal will be evaluated on the management of the Strategic Plan; the contributions made, the successes, and what actions are taken when areas of the plan fail or underperform.

HPCIP will negotiate the specific District and union agreements for evaluating the principal in the post-approval phase.

STAFFING

12. Staffing

12a. Staffing Model: Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

The education of 4,500 students on a year-round basis represents a significant challenge, not only in terms of delivery of educational services but communicating with, and providing training for, the staff of H.P. on an ongoing basis. Business writer Peter Drucker once pointed out that the “modern institution is similar to a symphony orchestra: each player has a very specific role, and you cannot interchange a flute player with a violinist. If one player is missing, the organization cannot function effectively” and, he further noted “it is the job of the conductor to keep everyone playing on key at the correct tempo.” Any staffing plan must take this idea into consideration.

This is the current “orchestra” of Huntington Park High School, and HPCIP plans to keep staffing at this level until H.P. goes single track in the 2012-2013 school year: the current faculty of 218 includes 182 full time teachers, eighty-eight percent of whom are fully credentialed. The remaining faculty includes 7 administrators, 12 academic counselors, 2 PSA counselors, a librarian, a psychiatric social worker, a nurse, 2 psychologists, and 3 deans. Local District 6 provides 2 literacy coaches and 2 math coaches; LAUSD contributes a Diploma Project counselor, a Priority Staffing Teacher Advisor and an Extended Learning Academy counselor.

Furthermore, there are 151 classified staff including clerical, custodial, food service and paraprofessional employees. In addition, there is one Police Officer and three Officers-in-Training assigned to the campus.

As Huntington Park High School will switch starting in the 2012-2013 school year from a year-round school in to a single calendar school, the impact this will have on staffing levels remain largely unknown at this time. However, HPCIP anticipates this change, and the core principal of “continual training for all” will still be applicable, and continue the progress at HP despite the significant staff changes that are anticipated.

As Communication, Cooperation and Training and are essential for a reinvigorated HP, the Huntington Park Community in Partnership plan will assign all employees into one of three groups: a Leadership Group for administrators, Deans and SLC Leaders, an Academic Group for faculty, and the Services Group for the classified staff.

Each of these groups will be tasked with, and provided resources for, making themselves more efficient and responsive to the HP population that they serve. Their results will be quantified and tied to the metrics established on the comprehensive Strategic plan developed by the Board of Directors, as administered by the principal.

CORE STAFF GROUPS AT HPCIP

LEADERSHIP GROUP	ACADEMIC GROUP	STAFF GROUP
Board members, administrators, SLC Lead teachers, and coordinators.	Faculty including psychologists, librarians, the nurse and deans.	Classified staff including clerical, custodial, food service and paraprofessional employees.
What supports not covered in the Strategic Plan does this group need to become world class?	What supports not covered in the Strategic Plan does this group need to become world class?	What supports not covered in the Strategic Plan does this group need to become world class?
Representatives from this group will meet with other administrators in order to plan any additional supports that they need.	Representatives from this group will meet with administrators in order to plan any additional supports that they need.	Representatives from this group will meet with administrators in order to plan any additional supports that they need.

Ensuring that every employee – from the part-time cafeteria worker to busiest board member – has avenues open to make their own job more effective and enjoyable. When a worker has the ability to make a contribution, that leads to greater job satisfaction, and building job satisfaction makes any institution better. This is not something that can necessarily be planned for in advance, but having the ability to make the right changes is key to the new H.P.

This is especially true with our Special Ed populations; finding the right staff members is who assist the Special Ed students on campus and in the classroom is of critical importance, as these positions require an extraordinary amount of patience when dealing with physically, mentally and emotionally handicapped students.

Additionally, HPCIP plans to put a respite program in place for all staff members to rotate staff members who are feeling burned out by the stresses of their position; a “burned out” employee is an unhealthy employee, and that is not going to help H.P. succeed in the long term. Burn out, for whatever reason, has no place in any job at H.P.

The staffing timeline is as follows:

YEAR 1

Continue staffing at the above mentioned levels.

YEAR 2

H.P. will switch to single track calendar; staffing needs are unknown at this time and will require input from the administration, faculty and staff and a final determination by the H.P. Board of Directors of staffing levels and personnel.

YEARS 3-5

Staffing and Staffing levels TBD.

12b. Recruitment and Selection of Teachers: Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

Great schools attract great teachers, and great teachers are what bring a school to life. It is impossible to have a great school without them. Great teachers can make things grow just about anywhere. They are passionate, driven, single minded and want the best for their students at all times. However, the unlimited capacity for giving that great teachers possess is also what makes great teachers unable to stay at a dysfunctional school for long, no matter how satisfying and fulfilling the challenge, because eventually burn out will catch up with them. And no teacher wants to burn out. Burn out is the bane of the profession.

To attract and retain good teachers and prevent burn out, the school must have its act together. From the Board on down, the school must be organized, friendly, collegial and a pleasure to deal with. Students who are disruptive need to have the proper supports in place. The campus must be clean, and the teacher must have all the supplies they need, a chance for growth and opportunities to take on new more challenging tasks.

This will attract and retain great teachers. Once the HPCIP plan is adopted, one aspect of the Strategic Plan will be to mount a marketing effort to attract great teachers to HPCIP. This campaign will include publicizing the Strategic Plan to potential teachers and how this would be the ideal time to apply to H.P., as it is a time of new growth. Once an application is received, if the application warrants, the potential teacher will be asked to prepare a lesson and teach for a day at HPCIP and be evaluated using the same criteria as the full-time teachers. At the end of the day, the hiring committee (which will include parents) will conduct an interview and, after a private discussion, will decide whether or not to tender an offer.

12c. Autonomy: How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

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

HPCIP plans to adopt all recommendations of the Teacher Effectiveness Task Force (TETF) and, as part of the overall evaluation plan, how well teachers work with the LAUSD Teaching and Learning Framework, and the feedback received about teacher work with the UCLA Professional Development team, and the teacher's results in the classroom (using Grade Level Assessments as addressed in the Assessments section), will

all be used as determinates as to whether a teacher is a good fit for HPCIP. Not all teachers will be, and that is not necessarily a bad thing: it is good for teachers to find the right career fit as soon as possible after joining HPCIP, rather than being in a position that will not provide the same level of satisfaction over time that another position might. And it is also good for HPCIP, as spaces are available for the right people who can spend an entire career building the vital institutional standards, vision and stability that all only long-term employees can provide.

FINANCES

13a. Financial Sustainability: Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

As an internal applicant, HPCIP will receive funding via LAUSD's transparent budgeting process (based on student ADA). Currently Huntington Park High School receives four million dollars in QEIA funding. It is the intent of this PSC document to formally state that all categorical funds allocated to Huntington Park High School will be distributed fairly and equitably amongst all six SLCs.

The QEIA money is conditional on the school meeting several goals each year. Provided that we meet our goals, we will be entitled to this money for the next four years. We will focus this money on lowering class size and also providing professional development and Curriculum R&D to all faculty in support of the Strategic Plan.

13b. Additional Funding: To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

Commencing immediately, the board of directors for HPCIP will lead a fund drive to a.) Establish an endowment for the school to cushion severe disruptions in school funding during economic downturns like we are currently experiencing and b.) Provide supplemental funds for teachers to spend on students – books, supplies, field trips etc. – in order to provide an enriched school environment at HPCIP. A long term goal of the endowment is to provide scholarships for students. We believe a coordinated effort – led by the board and joined by teachers, parents, staff and community partners, will lead to a successful ongoing fundraising campaign.

As the budget crisis in California worsens and amount of public financing reaches its absolute limits, attracting outside sources of funding to assist HP are imperative for creating a high school that can maintain the highest standards of educational excellence, in both boom times and bust, throughout H.P.s next century.

Huntington Park High School has already received and continues to receive additional funding. The QEIA money has provided the school with 4 million dollars for the upcoming year. We are eligible for continued funding provided that we meet the QEIA goals. Additionally, HP has received \$100,000.00 from the Perkins grant for any small school or small learning community that supports students in their career pathway.

All of these funds, however, must fit in to an overall strategic plan and show benefit to grantees, which will in turn inspire confidence in donors that their funds are indeed “invested” in HPCIP and show a quantifiable benefit to the students.

13c. Autonomy: Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

HPCIP believes that funding objectives should be determined by the H.P. School Board, with input from all stakeholders, to determine which expenditures will best, and most expediently, meet the goal of making HP a world-class high school.

As HPCIP will foster an environment for students to discover their talents and

abilities, and in doing so, discover their dreams. To this end we are committed to expending our money in the following manner:

YEAR 1

- Provide funds for Professional Development from the UCLA School of School Management in order for all faculty to be able to meet the demands and skill set requirements of the Strategic Plan, through Professional Development and the Curriculum Team, and also funding the board's needs.
- Provide funding for faculty to be on campus a full week before the beginning of the new school year in order to have common planning time, under the auspices of the administration, to plan lessons for the entire school year.
- Funding field trips for students.
- Financing the following positions to establish the culture of HPCIP:
 - Six SLC Lead Teachers.
 - Four instructional coaches in math and English
 - One Bridge Coordinator.
 - Additional staffing to support the vision of HPCIP.
- Maintaining and distributing instructional supplies fairly and equitably to all SLCs.
- Maintaining and distributing technology to all SLCs fairly and equitably.
- Aligning HPCIP goals to QEIA goals and the WASC process.
- Funding the Parents Communication Center.
- Funding the HP Community Partnership Program.

YEAR 2

- Continue to fund the programs from Year 1.
- Supporting the following positions:
 - Six SLC Coordinators.
 - Four instructional coaches in English and math.
 - One Community Liaison.
 - Additional staffing to support the vision of HPCIP.
- Maintaining and distributing equipment, materials, and technology to all SLCs fairly and equitably.
- Developing Mentors, opportunities for job shadowing, and internships for students.
- Aligning HPCIP goals to QEIA goals and the WASC process.
- Funding the Parents Communication Center.
- Funding the HP School Board.

YEAR 3

- Continuing to develop and enhance Professional Development.
- Funding the Parents Communication Center.
- Funding the HP School Board.
- Supporting a coordinator who will oversee placement of students, testing, and data.
- Supporting ongoing technology training.
- Funding the Parents Communication Center.
- Funding the HP School Board.

YEAR 4

- Collecting, reviewing and analyzing data to draw conclusions on adjustments needed for improvement.
- Continuing with the development of the Professional Development.
- Continuing the development of interdisciplinary units.
- Continuing the training of technology training.
- Funding the Parents Communication Center.
- Funding the HP School Board.

YEAR 5

- Collecting, reviewing and analyzing data to draw conclusions on adjustments needed for improvement.
- Continuing with the development of the Professional Development.
- Continuing the training of technology training.
- Funding the Parents Communication Center.
- Funding the HP School Board.

13d. Budget Development: Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

HPCIP autonomy over funding will ensure that per pupil funds are spent towards the benefit of student learning. The HP School Board will adhere to the school's mission and vision in determining how resources are allocated to best meet instructional goals through the Strategic Plan. The HP Board of Directors will have oversight of the budget and will review it on a regular basis to ensure financial stability and student success. The HP Board will submit quarterly budget and endowment reports as a way of informing parents, teachers and other community members about expenditures and revenues. All budgets and revenue will be published quarterly for public review.

IMPLEMENTATION

14. Implementation

14a. Implementation Plan: What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5.

To reach the goal of creating a world class high school that serves the community of Huntington Park will take at least a decade, if not longer. This is a reasonable assessment. The challenges HP faces are huge, but they are not insurmountable because the community of Huntington Park is eager to help, and H.P. will be richer for it. H.P. has always belonged to the community, and the community is ready to run H.P. once again, as they rightfully should. Huntington Park High School, like all schools, is an entity unto itself, and to think otherwise is vanity. We are her guests and caretakers for this generation, nothing more.

The key to achieving any goal is to be guided by principals and not passions or fads; have the willingness to listen, the courage to act and the ability to change; discard what is not working but always – always – fix what must be fixed. The Implementation Plan laid out here is not particularly glamorous; in fact, it's pretty boring and repetitious. But it is the belief of HPCIP that this is the map what will get us there: a map that is flexible, and does not try to micromanage the future.

YEAR 1

Superintendent Cortines appoints a Board of Directors for H.P.

The Board creates a Strategic Plan to make H.P. a world class high school.

The Strategic Plan also includes metrics that determine success and failure of each plan element.

A principal is hired to execute the plan on a day to day basis.

The principal forms an administrative team.

The H.P. Boards starts an endowment fund for H.P.

Community participation with H.P. is aligned to the Strategic Plan.

The Faculty agrees to meet goals aligned with the plan.

Professional Development is outsourced to UCLA.

The faculty has Common Planning Time before the start of the new school year.

A Parents Communication Center opens.

A Homeroom Core Curriculum is established; binders are distributed to all students.

YEAR 2

The H.P. board reviews the successes and failures of the Strategic Plan, and adjusts.

The Year 2 Goal Plan is implemented.

H.P. goes from multi-track to single track.

Teachers and administrators are selected to remain at H.P.

New hires are brought in, if needed.

The H.P. Board allocates endowment funds, if any.

Professional Development is evaluated for effectiveness.
 The Parent's Communication Center begins outreach to parents in middle school.
 Every student and faculty member will take at least one school field trip.

YEAR 3

The H.P. board reviews the successes and failures of the Strategic Plan, and adjusts.
 The Year 3 Goal Plan is implemented.
 The H.P. Board allocates endowment funds, if any.
 Teachers and administrators are selected to remain at H.P.
 New hires are brought in, if needed.
 Professional Development is evaluated for effectiveness.
 The Parent's Communication Center begins outreach to parents in elementary school.
 Every student and faculty member will take at least one school field trip.

YEAR 4

The H.P. board reviews the successes and failures of the Strategic Plan, and adjusts.
 The Year 4 Goal Plan is implemented.
 Teachers and administrators are selected to remain at H.P.
 New hires are brought in, if needed.
 The H.P. Board allocates endowment funds, if any.
 Professional Development is evaluated for effectiveness.
 The Parent's Communication Center begins outreach to parents in elementary school.
 Every student and faculty member will take at least one school field trip.

YEAR 5

The H.P. board reviews the successes and failures of the Strategic Plan, and adjusts.
 The Year 5 Goal Plan is implemented.
 Teachers and administrators are selected to remain at H.P.
 New hires are brought in, if needed.
 The H.P. Board allocates endowment funds, if any.
 Professional Development is evaluated for effectiveness.
 The Parent's Communication Center begins outreach to parents in elementary school.
 Every student and faculty member will take at least one school field trip.

Implementation Plan Template: See Appendix G.

14b. Waivers: For Internal Applicant Teams Only

Union waivers needed to accomplish the planned objectives of the Strategic Plan will be negotiated in the Post Approval phase of the PSC 2.5 process.

APPENDIX D

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>Response to Intervention (RtI) approach shall be one of several components of the process of determining a Specific Learning Disability (SLD) in compliance with the 2004 IDEIA statute and regulations. This three-tiered approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Interventions shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. Students who fail to respond to targeted interventions shall be referred to comprehensive evaluation to determine eligibility for special education and related services under the category of SLD.</p> <p>The school counselor in charge of Student Success Team (SST) shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The SST counselor shall monitor for inappropriate disproportionate representation by race or ethnicity of students with disabilities.</p> <p>Parents shall also have full right to request a disability evaluation for their child, as addressed in IDEIA 2004.</p>
Outcome 2	Intervention Programs	<p>Response to Intervention (RtI) approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. RtI shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. The school shall work collaboratively with the office of curriculum, instruction, and school support to improve instruction in the core curriculum. Teachers shall have the option of supplementing core curriculum with the web-based math program, ALEKS, and other programs like remedial math, reading, etc. Extended School Year (ESY) program shall be offered to eligible students with disabilities. The program shall provide 2.5 credits per course, and designed to limit regression of learned skills. The SST counselor shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The school shall continue to provide professional development opportunities for general education and special education teachers so as to maximize access and achievement of students with disabilities in the core curriculum and in the implementation of RtI. District-wide assessments shall be used to monitor progress.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>If the IEP committee determines that the student's behavior is a manifestation of his/her disability, the school shall design and implement systematic procedures to promote lasting, positive changes in the student's behavior. The school shall run a 3-Tiered Behavioral system.</p> <p>Tier 1: Benchmark (80-90%) - Successful school-wide and classroom positive discipline plan shall be implemented and behavioral progress shall be monitored.</p> <p>Tier 2: Strategic (10-15%)- Supplemental interventions such as social skills training, social skills groups, and counseling shall be made available to students, and students' behavioral progress shall be monitored.</p> <p>Tier 3: Intensive (5-10%)- A behavioral support system shall be developed with a focus on the individual student, and data shall be frequently collected to assess response to intervention.</p> <p>All school site staff shall receive training for functional behavioral assessment of students with disabilities whose behavior impedes learning. The school shall provide staff with professional development on best practices in suspension alternatives and ethical discipline, and also mandate its use by support staff. Professional development in classroom management and behavioral strategies shall be provided to classroom staff as part of the implementation of the Discipline foundation policy.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>Students in the special education program shall include students who demonstrate learning and behavioral needs that significantly affect performance in one or more academic areas. These students shall be served in either the Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) or Other Intervention (OI) classes.</p> <p>Approximately 382 students at Huntington Park High School receive Special Ed Services.</p> <p><u>Only a large comprehensive High School can service this many diverse Special Education students with the level of support and inclusion that they need and deserve.</u> HPCIP will provide full social supports for all students through the student "Link Crew" peer support program at HPCIP, as well as full inclusion and recruitment in all student activities. HPCIP will be a world class high school for all students.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p><i>General Education with direct special education support in the general education classroom</i> Students in the resource specialist program (RSP) shall receive special education support for the general education curriculum in the general education setting. The special education teacher shall be in the general education classroom to provide direct instruction, instructional support or assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher shall be responsible for monitoring the student progress on IEP goals.</p> <p><i>General Education with direct special education support outside the general education classroom</i> When special education support cannot be appropriately provided in the general education setting, the student shall receive selected services or all services he/she needs in a Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) or Other Intervention (OI) programs. The special education teacher shall be responsible for monitoring the student's progress on IEP goals, and providing accommodations and modifications to the general education curriculum to make it more accessible to students.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The IEP is the foundation of quality education for every student with a disability, and all students who receive special education and related services are required by law to have an IEP. The IEP process guarantees effective teaching, learning, and better results for students with disabilities. Parental involvement is a key component of the IEP process. Parents shall be actively engaged in all aspects of the IEP process. If a parent has a limited proficiency in English, the school shall make reasonable efforts to arrange for an interpreter during meetings pertaining to the student's educational placement. For meetings regarding the development or review of the IEP, the school shall take necessary steps to ensure that parents understand the meetings—including arranging for an interpreter.</p> <p>The school shall conduct meetings to write, review/revise every student's IEP in a timely manner, in accordance with state and federal law. A minimum of 98% of IEP translations shall be completed within 60 days of the IEP meeting date.</p> <p>Once an IEP meeting is scheduled, the school shall promptly notify all participants. Parents shall be notified in a timely fashion to make sure they have an opportunity to attend. IEP meetings shall also be scheduled at a place and time acceptable to both parents and school.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Response to Intervention (RtI) approach shall be one of several components of the process of determining a Specific Learning Disability (SLD) in compliance with the 2004 IDEIA statute and regulations. This three-tiered approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Interventions shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. Students who fail to respond to targeted interventions shall be referred to comprehensive evaluation to determine eligibility for special education and related services under the category of SLD.</p> <p>The school counselor in charge of Student Success Team (SST) shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The SST counselor shall monitor for inappropriate disproportionate representation by race or ethnicity of students with disabilities.</p> <p>Parents shall also have full right to request a disability evaluation for their child, as addressed in IDEIA 2004.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>Special education instruction must be explicit, intensive, and supportive. In order to effectively provide instruction to students who may be struggling with reading, core general education textbooks shall be supplemented with abridged versions that address the CA content standards. To improve student performance, a multi-tiered approach to instruction that focuses on appropriate grade-level instruction shall be implemented. This shall include grade-level and intensive intervention tied to IEP goals and CA content standards. Benchmark assessment information and progress monitoring shall be used to intervene and appropriately provide support to students, and teachers shall continue to receive the training that is required for the implementation of these benchmark assessments. Ongoing progress monitoring shall be used to ensure that the needs of students are being appropriately identified and met. Core curriculum, including strategies aimed at supporting differentiated instruction in special day programs shall be improved. The school shall work collaboratively with the office of curriculum, instruction, and school support to improve instruction in the core curriculum. Teachers shall have the option of using the web-based Math program, ALEKS, and students with disabilities shall be included in all aspects of math instruction and intervention.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Alternate Standards shall apply, but not limited to 1) students with moderate, severe/profound intellectual disabilities. 2) Students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors who have failed to respond to functional and systematic behavioral interventions in a less restrictive environment.</p> <p>A comprehensive, individualized behavior management system that includes proactive teaching, rehearsal of social/daily living skills, and structured and consistent reinforcement systems shall apply to qualifying students, as stated in their IEPs. Acquisition of age and grade appropriate academic, social, and emotional skills through the above alternate standards would enable students to access the general education curriculum, meet California graduation requirements, and also prepare students to become productive members of society.</p> <p>The school shall ensure maximum integration of students with moderate to severe/profound intellectual disabilities, in compliance with outcome 7 of the mandated consent decree. School administrators shall regularly review the IEPs of students with moderate, severe/profound intellectual disabilities to ensure that integration/mainstreaming opportunities and percentage of time outside of general education indicated in IEP correlate with students' schedules.</p>
Outcome 13	Plan to provide Supports & Services	<p>The school shall provide a range of programs and related services to all students eligible for special education. Program services shall include, but not limited to, Autism Spectrum Disorder (ASD), Deaf and Hard of Hearing (DHH), Least Restrictive Environment (LRE). Related services shall include, but not limited to, Adapted Physical Education (APE), Assistive Technology (AP), Speech and Language, and Transition. Support services shall include technical assistance to students and parents in the areas of behavior intervention, instruction, and support for inclusive environments.</p> <p>The school shall monitor the delivery of supports and services through the Welligent Services Tracking System user data. Resource specialists, special day program teachers, and related service providers shall be required to complete service tracking system logs, and also be held accountable for providing services specified in student IEPs.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Transition services shall be provided to students with special needs age 14 (and sometimes younger) in accordance with IDEIA 2004. Transition planning for a student beginning at age 14 or younger shall involve helping the student plan his or her courses of study so that the classes the student takes will lead to his or her post school goals. Transition services for a student beginning at age 16 or older shall involve providing the student with a coordinated set of services to help the student transition from high school to post high school activities. These activities include, but are not limited to post secondary education, vocational education, integrated employment (including supported employment), continuing or adult education, adult services, independent living, and/or community participation. Transition services shall be based on the individual student's needs, taking into consideration the student's strengths, preferences, and interests. These services shall be delivered through direct and/or indirect support coordinated by a transition support teacher.</p>
Federal requirement	Access to Extra- Curricular/Non- Academic activities:	<p>HPCIP will provide full social supports for all students through the student "Link Crew" peer support program at HPCIP, as well as full inclusion and recruitment in all student activities. School districts have an obligation, under the federal Individuals with Disabilities Education Improvement Act (IDEIA) to provide students with disabilities an equal opportunity to participate in extracurricular and non-academic activities. These activities may include athletics, counseling services, health services, transportation, recreational activities, clubs and special interest groups sponsored by the public agency, referrals to agencies that provide assistance to students with disabilities, and employment services to students, including both public agency employment and assistance with outside employment. All students shall be encouraged to actively participate in these activities. SPED students have a lot to contribute!</p> <p>The school shall take necessary measures, including the provision of supplementary aids and services determined as appropriate and necessary by a student's IEP committee, to provide nonacademic and extracurricular services and activities in the manner necessary to afford every student an equal opportunity for participation in these services and activities.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<p>Extended School Year (ESY) services shall be provided if a student's IEP team determines, as mandated by California school law and the 2004 IDEIA statute and regulations, that the services are necessary for the Free and Appropriate Public Education (FAPE) to the student.</p> <p>If the IEP team determines that a student is ineligible for ESY, the student may be referred to the general education inter-session program.</p> <p>All students who are eligible to participate in ESY shall receive 20 days of instructional services per academic year (a 4-week program), including holidays, unless otherwise specified in their IEP.</p> <p>The ESY program shall run for 4 hours a day and students may take a maximum of two classes (2 hours per session). The program shall provide 2.5 credits per course, and designed to limit regression of learned skills and not for the purpose of earning credits.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>HPCIP will comply with all federal consent decrees as mandated by law, and also do more than that: comply, to the best of our ability, with the spirit of the law to correct the injustices the law was designed to remedy.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	<p>Professional development that leads to effective implementation of RtI requires that administrators, teachers, support personnel, and instructional aides/paraprofessionals possess the requisite skills to conduct RtI. School-site professional development shall occur both within and across administrative structures. Professional development shall be linked to ongoing assessment and student need, and follow-up professional development shall be focused on meeting these identified needs. Teachers shall be trained to examine current instructional practices, improve existing skills, and to gain new knowledge and skills to ensure better-quality targeted instruction.</p> <p>All school personnel assigned to provide instruction to students shall participate in ongoing, job-embedded professional development that will lead to effective research –based instruction with the RtI² approach.</p> <p>Special education teachers and instructional aides/paraprofessionals who provide instructional support to students in the core curriculum shall be included in training along with their general education colleagues. All school-site educators shall receive training on the district-adopted intervention program so as to effectively serve students in the tiered intervention model.</p>
Outcomes 6, 8, 16	Staffing/Operations	<p>HPCIP will offer a level of SPED services that only a large comprehensive High School can provide. Serving a total (current) Special Ed population of 382, HPCIP will provide certified teachers to staff the following classroom settings: Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) and Other Intervention (OI) programs. Additional supports include instructional aides, MCD clerk, file clerks, translators and a Bridge Coordinator.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	<p>Budgeting will align with the current HP High School levels and LAUSD's transparent budgeting process. Additional funds will come from grants and endowments that the HP Board of Directors will seek as part of the HPCIP Strategic Plan. Seeking supplemental outside funding for SPED is vital, as SPED teachers and staff need to attend conferences and workshops in the latest instructional and support methodologies for SPED students, as well as attend mobility fairs and conferences, and bring the latest technological and mechanical aides and supports to parents. Additionally, training students and parents to provide respite services will aid our parents of disabled students at HPCIP greatly. Creating a world-class high school for all students includes SPED!</p>
Outcome 14	Parent Participation	<p>Parental involvement is a key component of the IEP and education process. Parents shall be actively engaged in all aspects of the education process. If a parent has a limited proficiency in English, the school shall make reasonable efforts to arrange for an interpreter during meetings pertaining to his/her child's educational placement. For meetings regarding the development or review of the IEP, the school shall take necessary steps to ensure that parents understand the meetings—including arranging for an interpreter. This provision will help to ensure that parents are not limited in their ability to participate in their child's education because of language or communication barriers. A minimum of 90% of parent's complaints shall be responded to within 30 days.</p> <p>Parents shall be encouraged to actively participate in the IEP process, and have regular knowledge of how their child is responding to interventions. Evidence shall be provided of recorded attempts to convince parents to attend IEP meetings in accordance with Section 300.345(d) of the 2004 IDEIA regulations. Parents shall be given an opportunity to make suggestions and gain access to written intervention plans with details about how the school is helping their child. Parents shall also be encouraged to attend PTA meetings and engage in volunteer activities on school campus or parent center. The Parents Communications Center at HPCIP will also provide additional supports, such as respite services and advocacy services.</p>

IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
(new) Board of Directors for H.P.	Year 1, 1-6 months.	Superintendent Cortines	Executive Search and Recruitment; Board Expenses.	When the Board implements its Strategic Plan.	When established benchmarks in the plan are met.
Principal for H.P.	Year 1, 1-6 months.	H.P. Board of Directors	Executive Search and Recruitment.	When a principal is hired.	When the principal meets established benchmarks.
(new) H.P. Endowment Fund	Year 1, 1-6 months.	H.P. Board of Directors	Legal and Financial Consultation.	Community sees benefit of endowment fund.	Endowment is transparent and growing.
Community Involvement	Year 1, 1-6 months.	H.P. Board of Directors	Appoint Community Coordinator.	Community supports are aligned with plan.	Community has a clear mechanism to support H.P.
Faculty	Year 1, 1-6 months.	Administrative Team	Teacher agreement to achieve plan goals.	Parts of Strategic Plan assigned to all faculty.	One year evaluation using LAUSD Framework.
Professional Development	Year 1, 1-6 months.	Administrative Team	Hiring of UCLA School of School Management	Skills training assigned to all faculty.	One year evaluation using LAUSD Framework.
(new) Faculty Planning Session	Three days before beginning of school year.	Administrative Team, Faculty	Three days of paid time for faculty.	All faculty members will plan their academic year.	Administrators will review plans and sign off.
(new) Parents Communication Ctr.	Year 1, 1-6 months.	Administrative Team, Parents	Funding to hire 2 full time staff members.	Parents Comm. Center implements plan.	Benchmarks on plan are met.
Homeroom Core Curriculum	Year 1, immediate.	Faculty, Students, Administration	Binders and supplies for every student.	All students receive binder and supplies.	100% Compliance bringing binder to school each day.

APPENDIX H – ASSURANCES FORM

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

ASSURANCES FORM

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

☒ Traditional ☐ Pilot ☐ Network Partner ☐ ESBMM
☐ Independent Charter ☐ Affiliated Charter

Name of School HUNTINGTON PARK HIGH SCHOOL

Name of Applicant Group/Applicant Team HUNTINGTON PARK COMMUNITY IN PARTNERSHIP

Lead Applicant David Sievers

Title of Lead Applicant LAUSD Teacher

Mailing Address P.O. Box 2063 Monrovia, Ca. 91017

Phone Number _____ Fax Number _____

Email Address dsievers@sbcglobal.net

Website (if available) www.hpcip.org

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

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

Please check one of the following statements.

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

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

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

2. Assurance that an Applicant Organization is Solvent

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

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

**PUBLIC SCHOOL CHOICE 2.0:
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placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

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

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

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

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

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

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

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

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


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

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

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

Name of Lead Applicant David Sievers

Title of Lead Applicant LAUSD Teacher

Signature of Lead Applicant  Date 3/7/11

Name of Board President* _____

Signature of Board President* _____ Date _____

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

APPENDIX I – Bell Schedule for HPCIP

HPCIP Bell Schedule

Regular Day Bell Schedule

Description / Period	Start Time	End Time	Length
	7:25	9:00	
Block 1	AM	AM	95 min
	9:06	9:26	
E&I	AM	AM	20 min
	9:26	9:41	
Nutrition	AM	AM	15 min
	9:47	11:22	
Block 2	AM	AM	95 min
	11:28	1:03	
Block 3	AM	PM	95 min
	1:03	1:33	
Lunch	PM	PM	30 min
	1:39	3:14	
Block 4	PM	PM	95 min

Shortened/ PDS Tuesday Schedule

Description / Period	Start Time	End Time	Length
	8:35	9:59	
Block 1	AM	AM	84 min
	9:59	10:14	
Nutrition	AM	AM	15 min
	10:20	11:44	
Block 2	AM	AM	84 min
	11:50	1:14	
Block 3	AM	PM	84 min
	1:14	1:44	
Lunch	PM	PM	30 min
	1:50	3:14	
Block 4	PM	PM	84 min

Minimum Day Schedule

Description / Period	Start Time	End Time	Length
	7:25	8:31	
Block 1	AM	AM	66 min
	8:37	9:43	
Block 2	AM	AM	66 min
	9:43	10:05	
Brunch	AM	AM	22 min
	10:11	11:17	
Block 3	AM	AM	66 min
	11:23	12:29	
Block 4	AM	PM	66 min



Three Track
Tres Ciclos
(Concept 6)

LOS ANGELES UNIFIED SCHOOL DISTRICT DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

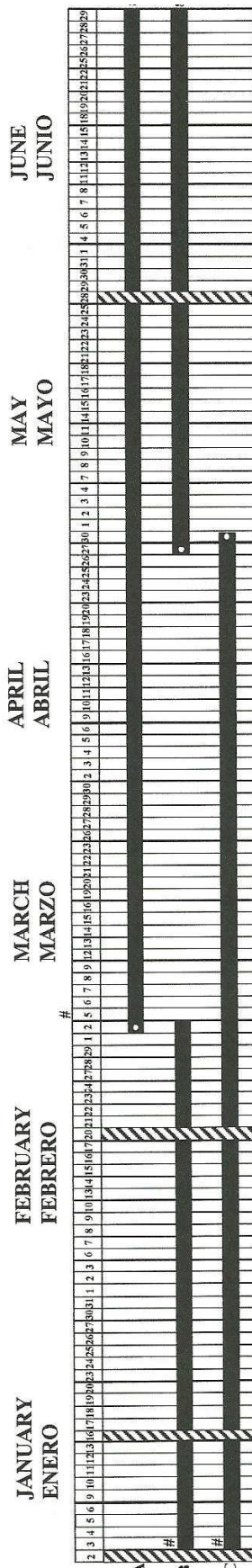
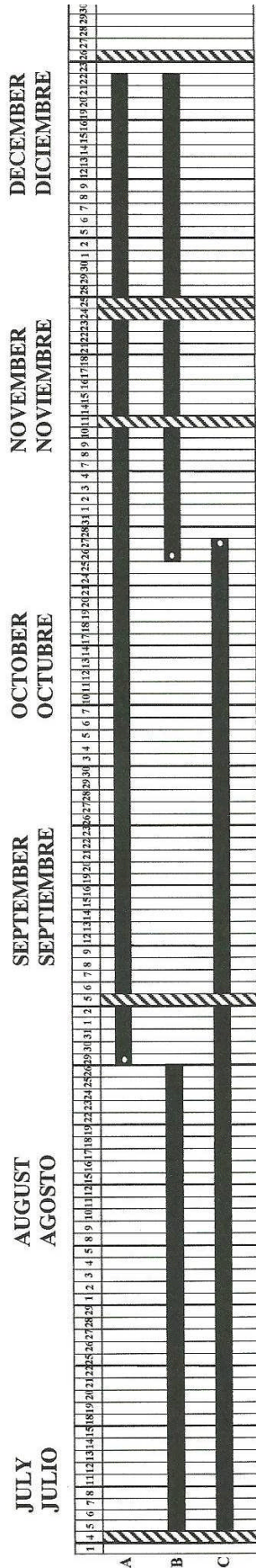
DIA DE FIESTA



10/21/2010

TENTATIV

YEAR-ROUND INSTRUCTIONAL SCHOOL CALENDAR 2011-2012 CALENDARIO ESCOLAR DE INSTRUCCIÓN DE TODO EL AÑO 2011-2012



IMPORTANT DATES:

07-04-2011	Independence Day	11-24 & 11-25-2011	Thanksgiving Holiday	02-20-2012	Presidents' Day
07-05-2011	First Day of Instruction, Tracks B, C	12-23-2011 thru 01-02-2012	Winter Recess, Tracks A, B	# 03-05-2012	Second Semester Begins, Track A
08-30-2011	First Day of Instruction, Track A	# 01-03-2012	Second Semester Begins, Tracks B, C	04-27-2012	Last Day of Instruction, Track C
09-05-2011	Labor Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
11-11-2011	Veterans Day			06-29-2012	Last Day of Instruction, Tracks A, B
					<input type="checkbox"/> Pupil Free Day

APPENDIX J – Graduation Requirements Worksheet

HPCIP GRADUATION REQUIREMENTS

SUBJECT	CREDITS	SUBJECT	CREDITS	SUBJECT	CREDITS
ENGLISH (40)		SOCIAL SCIENCE (30)		PHYSICAL ED. (20)	
English 9A	5	World Hist A	5	PE	5
English 9B	5	World Hist B	5	PE	5
English 10A	5	US History A	5	PE	5
English 10B	5	US History B	5	PE	5
American Lit.	5	Prin American Dem	5		
Contemp. Comp.	5	Economics	5		
Eng/Writ A	5			CREDITS	GRADE
Eng/Writ B	5	VISUAL/PERF ARTS (10)		0-54	9
			5	55-109	10
MATH (20)			5	110-169	11
Algebra 1A or 2A	5			170 +	12
Algebra 1B or 2B	5	APPLIED TECH (10)			
Geometry A	5		5		
Geometry B	5		5	CAHSEE	SCORE
				ENGLISH	
LAB SCIENCE (20)		LIFE SKILLS	5	MATH	
Biology A	5	Life Skills	5		
Biology B	5				
ICS A or Chem A	5	HEALTH	5		
ICS B or Chem B	5	Health	5		
SUBJECTS		SUBJECTS			
ENGLISH		SOCIAL SCIENCE			
MATH		VISUAL/PERF. ARTS			
LAB SCIENCE		APPLIED TECHNOLOGY			
PHYSICAL ED.		LIFE SKILLS			
ELECTIVES	70	HEALTH			
SERVICE LEARNING		COMPUTER LITERACY			
Service Learning		Comp. Literacy			

LETTER OF INTENT:

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

LETTER OF INTENT

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

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

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> HUNTINGTON PARK COMMUNITY IN PARTNERSHIP			
Address: P.O. Box 2063 Monrovia, Ca. 91017		Phone Number:	
Website <i>(if applicable)</i> www.hpcip.org		Email Address: dsievers@sbcglobal.net	
School site for which your team is submitting a Letter of Intent		Huntington Park Senior High School	
School type for which your team is applying		Traditional	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. David Sievers		dsievers@sbcglobal.net	LAUSD/HP Teacher
2. Lawrence Taniform		grandtani@sbcglobal.net	LAUSD/HP Teacher
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

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

Huntington Park Community in Partnership (HPCIP) seeks to instill in our students a burning desire to leave the world a better place than the way they found it, and help them develop the personal traits and skills they need in order to thrive in the 21st century.

To fulfill this mission, HPCIP students will receive three things: Motivation, structure and an engaging course of study relevant for a 21st century career.

The journey begins with teachers encouraging students to search out their inner passions and interests, and, with direction in how to turn these passions and interests into a meaningful career, come into possession of the most important thing for all youth to have: a dream for their future.

Having a dream leads directly to the first tangible thing all students need, motivation. Leading students to the intrinsic motivation of love of learning should be the goal of any educational endeavor, and coupling encouragement with the desire to achieve a dream are the greatest motivators of all.

However, careful preparation is fruitless if there is no opportunity. After careful research, including research with an international view, foreign nations are emphasizing the following curricula for their students in the 21st Century: Databases, Physics, Calculus, Electricity, Statistics and Molecular Biology. HPCIP plans to follow suit. These subjects are the foundation for the jobs of the 21st Century.

Additionally, field trips will be a core part of an education at HPCIP: far too many of our students have never been able to travel outside of their neighborhoods to see what the rest of the world offers.

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

All formal instruction, no matter at what stage in life or level of preparation, falls into one of three instructional levels: fluent, instructional and frustrated. Instruction that is not at the Instructional Level will most likely fail. At the instructional level wonderful things begin to happen: students become engaged.

Does this mean teaching on a remedial level? Absolutely not. The key for HPCIP will be following the prescribed curriculum while making sure to provide access to the curriculum at the students' instructional level. Teaching in this manner will help the student feel less frustrated, and therefore less prone to giving up. Teaching in this manner, however, takes constant skill development on behalf of teachers.

Achieving this requires a three-pronged approach to instruction at HPCIP. The first is to strengthen the role of Small Learning Communities (SLCs) at HP; the second is to provide meaningful on-going teacher development and support through Professional Learning Communities (PLCs); and, most significantly, increase the parent involvement at HP through expanding the role of the current Parent's Center.

First, keeping the Small Learning Communities, or SLCs, at HP is not only vital for the purpose of grouping students into cohesive communities where they can get to know their teachers but, equally important, is to find those teachers with leadership ability and allow them to be responsible for the results of a given SLC.

Additionally, working closely with the SLC leadership will be the most effective and efficient method for the administration to drive change on the classroom level at HP.

Also, HP needs a complete re-organization of the Professional Learning Communities. Missing from the current PLC structure is feedback from the teachers in terms of the efficacy and relevance of the current PLC work. The general criteria for selecting PLC coursework needs to be meaningful in-service programs, with a comprehensive and continuous view of teacher improvement.

PLCs and SLCs will help bring the faculty and administration "on the same page"; however, the role of the community cannot be overlooked, underestimated or under-utilized. Hence the name of this proposal, Community in Partnership.

The primary way to organize the community supporting HP is to elevate and fund the current Parent's Center to a Parent's Communication Center. This center would not only help parents become aware of, and how to access, the educational opportunities afforded by HP for their children, but also facilitate communication between parents and teachers, and help teachers become a part of the local community.

C. Vertical Articulation. Please discuss how you will partner with the family of schools in the Huntington Park community from early childhood through adult education to ensure the smooth and seamless transition from one grade level to the next.

The immediate goal of the HPCIP is to coordinate the Parent Center and PLC work with the elementary schools, and coordinate the SLC, PLC and Parents Center work with the middle schools. This opens a formal and working relationship between faculties where none previously existed.

Representatives from the school and Parent's Communication Center will visit the elementary and middle schools and reach out to parents' years, and in some cases, a decade before their students anticipated enrollment at HPCIP to help prepare students for a successful High School career.

Life after High School is of vital concern. Therefore, every student will develop a plan, starting in 9th grade, to identify a field of interest, formulate a vision of their future, and then create an actionable plan of post high-school studies for their life after graduation.

D. Performance Data. Provide evidence of the team's/organization's track record of academic success with the population of students in the Huntington Park community or a similar population of students. Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts.

There is a significant difference between the API before SLCs and PLCs began at H.P. in 2007 and after. Here you can see the changes SLC and PLC implementation has wrought. Although a point of contention is in including Libra Academy in HPs API, it can be argued that Libra is basically an enhanced SLC.

Academic Performance Index (API):

2010	603*	Including Libra Academy
2009	568	
2008	564	
<u>2007</u>	<u>543</u>	<u>SMALL LEARNING COMMUNITIES BEGIN AT HP</u>
2006	542	
2005	547	
2004	517	

Conclusion

The work of SLCs and PLCs is only now beginning to bear fruit at Huntington Park High School. We must significantly and meaningfully improve and re-commit to SLCs, PLCs, and Parental Involvement and, in this manner, continue and accelerate the positive metrics of HP.

Huntington Park Community in Partnership

Job Description for Principal

A. Job Purpose

Will serve as the instructional leader, chief fiscal officer, and the chief administrator of Huntington Park Community in Partnership, a school that serves students in grades 9-12 at Huntington Park High School in Huntington Park Ca.; The person selected will be responsible for the implementation of the instructional program as approved by the H.P. board of Directors, and the operation of the school plant and all other site facilities.

B. Responsible to

Huntington Park High School
Board of Directors.

C. Subordinates

Assistant Principals, number and responsibilities To
Be Determined,
Certificated and classified personnel

D. Functions

Essential Functions

1. Implements the Strategic Plan as written by the H.P. Board of Directors; reports to the Board as needed and provides a yearly report on the successes and failures of the Strategic Plan.
2. Serves as a resource for, and liaison to, the stakeholders of the Huntington Park High School Community in Partnership.
3. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
4. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, and Gifted and Talented students.
5. Provides leadership for, and facilitates collaboration with, all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
6. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
7. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
8. Organizes and conducts school extra-curricular activities and fundraising events.
9. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
10. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
11. Maintains positive public relations and outreach contacts with parents and community groups.

12. Provides effective professional development and training for all stakeholders to improve student achievement.

Ensures the maintenance of a clean physical environment that is conducive to good health and safety.

13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
3. At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology to meet the requirements of the District's Master Plan for English Learners.

For additional information on Master Plan requirements, refer to LAUSD Human Resources Division bulletin on "Culture, Language, and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

Technology skills and experience aligned to district data systems; familiarity with distance learning programs; familiarity with options programs and options students needs.

NOTE: No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Ability and integrity in dealing with confidential matters.
2. Ability to provide administrative leadership at the executive level including decision-making, problem-solving, and delegation of authority.
3. Knowledge of District policies and procedures, goals and objectives, organizational

- structure and functions, and negotiated contracts.
4. Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups.
 5. Commitment to standards of assessment and accountability as specified in the District- wide reform movement.
 6. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
 7. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
 8. Ability to observe, evaluate, and utilize subordinates effectively.
 9. Knowledge of effective administrative and managerial practices and the ability to implement them.
 10. Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the fields of elementary and secondary education.
 11. Knowledge of staff development and in-service resources and the ability to implement them.
 12. Knowledge of secondary and elementary curriculum, District instructional objective, and best instructional methods and strategies.
 13. Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to elementary and secondary education.
 14. Ability to make formal, public presentations.
 15. Knowledge of, and skill in, budget preparation and control.
 16. Ability to communicate effectively with students, supervisors, peers, teachers, other District personnel, parents, community and union representatives, and other stakeholders, both individually and as a group.
 17. Ability to compose and comprehend written communication.
 18. Ability to effectively utilize computer technologies, such as email and word processing programs.
 19. Ability to cope with crisis situations and the need to make immediate decisions.
 20. Ability to cope with high volume work and multiple tasks.
 21. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential
4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description

5. One elementary and one secondary level credential from among the following:
 - a. Elementary School Administration or Supervision Credential
 - b. Secondary School Administration or Supervision Credential