

PUBLIC SCHOOL CHOICE 2.5 APPLICATION

LOS ANGELES UNIFIED SCHOOL DISTRICT

HUNTINGTON PARK COMMUNITY HIGH SCHOOL



Collaboratively Prepared by

The Huntington Park High School Reform Coalition

Teachers, Parents, Students, Administration,
Alumni, and Community Members





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Introduction to Huntington Park Community High School

The passion for our lives fuels us. The values of our culture, family, and language feed our souls. Our inner strengths propel us forward on our journey through life. Communication, collaboration, relationships, family, and passion make us whole and push us to our fullest potential.

As members of the Huntington Park Community, we struggle to develop into adults without losing our cultural identity... our ideals...our principles...the things which make us valuable and unique. We strive to ensure that our drive for life, learning, justice, equality, and the spark to embrace our piece of the American Pie will not be overcome by the emotional struggles of being a ~~have~~ not." Instead our strengths and survival skills are enfolded into a nurturing school community and we are empowered to use our gifts to better ourselves, and our community to have the better life that our parents struggle to provide for us.

For students, the privilege of attending Huntington Park Community High School provides an opportunity to uncover our passions, strengths, and talents. Here, we know that we can taste the success, which will endow us with the ability to move forward in life and continue to savor the successes of life. We learn to apply the information we can readily access through technology to produce a quality product which touches other peoples' lives. Our use of technology allows for global collaboration, research, and the production of and expression of our individual talents. We find our voice and pursue our vocations as we participate in effective community service and become an integral and stable part of the community that we will return to when our talents are honed.

The staff of Huntington Park Community High School commits to developing a school that will: (1) Integrate with the students and community not just as a product but as people. (2) Interact with students, parents and community as not just a number or a face but as real people with valuable ideas, talents, experiences and interests that can be utilized to broaden learning experiences in a community of shared leadership and collaboration. (3) Engage students, not just hear them out. (4) Draw the best from students and help them learn to accept giving their best. (5) Accept the honor of helping students find and pursue their passion as their contribution to the community and broader society.

The teachers at Huntington Park Community High School have a shared community vision of a school where the keys to success are: collaboration, personalization, project based learning with a community emphasis, continuous support and early and frequent intervention, data collection which shapes our school goals in a continuous cycle of improvement, all with an overlay of technology, which produces a student who can compete anywhere and anytime. Within our academies we pledge to cultivate, foster and support each student's unique talents by combining exemplary instructional practices with personal mentoring, a rigorous curriculum and project-based applications. These project-based applications stimulate creativity and rouse motivation as students investigate their talents and interests and develop their skills and proficiencies to become successful in the real world.

The parents and community of Huntington Park Community High School have high expectations and a commitment to the needs and the excellence of their students. As such, they support the students, staff and school in a model of collaborative leadership and community engagement which is unparalleled.

Who are we? We are Huntington Park Community High School. Not the wave of the future. We are real, alive and present in this community.



1. EXECUTIVE SUMMARY

1a. Student Population and Data

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 similar population of students, and how your proposed school will meet the identified needs of these students.

The student population served by Huntington Park Community High School comes from the Huntington Park Community and the surrounding communities. Strengths of the any of Huntington Park community include a strong Latino culture, stability and business strength. Students from Huntington Park High School are primarily Latino (about 98%), about one-third of the students are second language learners,¹ and many students are first and second generation children of immigrant families. Many students, from this area live at or below the poverty level. According to Interim District 6 Superintendent, Rowena Lagrosa, 88 percent of the students at Huntington Park High School are on the free or reduced lunch program for low-income families.² The numerous challenges students face include low family literacy rates, poverty and gang influences which impact the students' access to education.^{3, 4}

The Huntington Park Community High School Design Team has numerous years of teaching and educational experiences inside the Huntington Park community. In addition this team has a broad spectrum of experiences to draw upon in formulating a plan to improve student access to the same educational experiences that their same-age and wealthier peers enjoy. Our shared experiences tell us that students who are provided with the appropriate supports during school can succeed in school and on any career path that they choose to take as well as reduce the economic and social detriments caused by a lack of education.

The Huntington Park Community High School Design Team plan will describe the supports and structure of a school which will meets the educational, social and psychological needs (such as division into career academies and the 9th grade academy), of the students of Huntington Park Community High School and place them on the road to successful adulthood and community improvement. The overall strengths of our plan and the primary reason our plan should be adopted are:

1. We have intimate knowledge of our students and this community (demographic info, years of experience from the team.
2. We know how to have success with these students and have evidence of the beginnings of this success that we can build upon such as the successes experienced by LIBRA Academy.
3. We have a clear plan that meets the needs of EVERY student – we won't let anyone fall through the cracks – we will have small academies which provide personal attention and ensure accountability for the success of each student – we will target instruction through our Academies to meet the identified needs of our students (need more detail on how this plan connects to the identified needs of the student body) – we will use student-centered curricula and instruction – Collaborative Teaching and Interdisciplinary, Integrated Teaching.
4. We have an accountable, autonomous governance model that will ensure that we can get the right people on board to ensure success.



1b. Vision, Mission, and Philosophy

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.

Mission Statement

The purpose of Huntington Park Community High is to provide a rigorous, standards-based, education that will prepare students to be creative problem solvers, college-prepared and career-ready. Students will be motivated to be productive and involved community members that contribute to the betterment of society and their community.

Vision

Huntington Park Community High School envisions a semi-autonomous network of student-centered learning academies in a safe and healthy environment under a comprehensive high school model. Within and across the academies, teachers will collaborate with parents and the community to provide all students with rigorous academic instruction, and opportunities to develop as creative, responsible, and ethical individuals. The curriculum will be directly linked to career paths and college readiness, utilizing a pyramid of instructional and intervention strategies. Students will receive the support they need to mature, make healthy life choices, and be ready to compete in the global economic community. Collaboration and the sharing of best practices will be the cornerstone of professional development. Data and assessments will support and inform the school's instructional philosophy and practices. All students, including but not limited to students with Special Needs, English Language Learners, and Gifted and Talented students will be served. Parents and community will be encouraged to participate in a meaningful and mutually supportive manner to ensure student success.

Huntington Park Community High: Guiding Principles/Core Beliefs

Our underlying core beliefs are:

Education is the single most important contributor to the wellbeing of the individual in society
Each child is a unique individual who is entitled to a secure, caring and stimulating learning atmosphere in which to grow and mature emotionally, socially, intellectually and physically.

This philosophy is supported by the following guiding principles:

1. When ALL Students are at the center of educational decisions, and are provided appropriate structures and support there are improved opportunities for ALL students to learn and develop to their full potential.
2. Students learn best when they are fully engaged and assume responsibility for their own learning; self-directed learning promotes natural curiosity and creates life-long learners.
3. Students are able to meet their fullest potential in a safe, personalized environment that supports intellectual risk-taking and invites the sharing of ideas.
4. Students are empowered to learn when presented with a set of demanding and challenging expectations supported by a rigorous and challenging curriculum which is relevant to their life experiences.



5. Educational experiences are made more authentic when supported by community learning experiences and opportunities to apply learning in real life situations.
6. The role of the teacher, as educational guide is strengthened by authentic learning experiences, collaboration and adequate time and space to process and apply information.
7. Ongoing parent and community engagement creates shared responsibility of all stakeholders (students, parents, staff and community) for the student's education and well-being.
8. Accountability by all stakeholders is the key to continuous self-improvement.

The teachers and staff on the Huntington Park High School Design Team are committed to producing graduates who are empowered, competitive, mature, and ready to face life after high school.

New School Plan

Assurances: The Huntington Park Community High School Design Team is comprised of current employees of the Los Angeles Unified School District, parents, community members and students and we pledge to continue to uphold and follow all LAUSD, state and federal guidelines and policies as they apply to the school site, to staff, to parents, to the community and to students. (See Appendix A: Assurances.)

Huntington Park Community High School will restructure Huntington Park High School into small academies based upon student career and educational interests. Research has shown that small schools, (which includes small learning academies within larger schools), when executed correctly, are more effective in educating students.⁶ The benefits of small schools (and academies) are that they can be a safer place for students, provide a more positive, challenging environment, lend themselves to higher achievement, and have higher graduation rates and fewer discipline problems as well as much greater satisfaction for students, and teachers.⁷ Small academies with a core group of teachers, focused on a small group of students can achieve the same results under an umbrella of comprehensive services.

We have already seen evidence of this success in the small academy that Huntington Park High School houses on its campus. The Libra Academy was formed in the 2009-2010 school year and is housed on the Huntington Park High School campus. When their CST Test Scores were disaggregated from the CST tests scores of Huntington Park High school, it was found that the overall score of the academy was 720⁸ in comparison to the score of 546 which was scored by Huntington Park High School. Based upon improvement in the student's test scores; it was concluded that the small personalized environment, provided by the academy had an overall affect on the student's academic achievement at Libra Academy.

The 10th through 12th grade career-themed learning academies will have a career and educational focus. Each academy in grades 10 – 12 will develop students to their full potential and maximize the ability of each student to pursue their chosen career and or educational path. Huntington Park Community High School will also construct a recovery academy program to address the needs of students who are not performing at grade level. These students will be provided with intervention strategies and alternative instructional/schooling to improve their skills and abilities.

The focus of the 9th grade academy will be academic improvement, skills development and emotional and social development. The 9th grade academy will strive to prepare freshmen with the academic, critical thinking, emotional, and social skills necessary to matriculate through grades 9 through 12 and graduate in a timely manner. Huntington Park Community High School will address the needs of 9th



graders by designing freshman academies to focus on the intense needs of freshmen. Incoming freshmen will be evaluated in the 8th grade using placement assessments for math, English, and science. Students who require remediation classes will receive these services prior to and upon entering the 9th grade. High performing students will be placed in classes that meet their academic levels. Average Students will be selected for AVID style instructional classes.

In addition, if there is a need, one house of the 9th grade academy will act as an 8+ school to meet the needs of students who have been socially promoted, yet failed two or more core classes during the prior school year. This portion of the academy will be phased out as Middle School preparation of students improves, and students prove ready for the challenges of high school.

In the 2011-2012 the 9th grade academies will commence operation. All 9th Grade students will begin in the fall semester, (September) in order to effect the transition of the academies over the summer. The rest of the school will continue as theme based, small learning communities (SLCs) with their current students in grades 10 through 12. During the 2011/2012 school year, the SLC's will reconstruct themselves into unique, semi- autonomous Academies, developing their curriculum, courses and themes along selected career paths, based upon student input and needs. All academies will adhere to the mission and vision of Huntington Park Community High School and execute the umbrella research based instructional strategies as set forth below.

This education plan will be supported high expectations and by Response to Intervention² (RtI²) strategies to meet the diverse educational needs of students. Professional Development will be provided to teachers to ensure a thorough understanding of the RtI² Pyramid and strategies employed to assist —at risk” students.

1c. 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.

In congruence with our mission and vision, Huntington Park Community High School is committed to providing a quality, rigorous, and thorough academic program for all students enrolled. Therefore the design team has chosen replicable instructional programs designed to achieve our instructional goals for the students of Huntington Park Community High School.

The instructional program(s) are based on providing instruction through Collaborative Teaching and Interdisciplinary, Integrated Teaching that is thoroughly informed by research-based pedagogical techniques which ensure that the students have access to a competitive curriculum. The instructional programs chosen will ensure that students are at the center of educational decisions and that they are empowered to learn. The proposed curricular and instructional programs are student-centered and based on the research of effectiveness with other similar student populations.

Collaborative Teaching have been shown to be particularly effective for students who are English language Learners and special education students who are integrated into the main population.^{9 10 11 12} Interdisciplinary, Integrated teaching has been proven effective for teachers as it facilitates interaction and collaboration.^{13 14 15} Students who are taught using an interdisciplinary approach find content more relevant and interesting as it relates to their lives and worlds. In addition, students may be intrigued and motivated to learn a seemingly unrelated topic which is related to their field of interest.¹⁶



The instructional programs chosen will ensure that students are at the center of educational decisions and that they are empowered to learn. The proposed curricular and instructional programs are student-centered and based on the research of effectiveness with other similar student populations. The curriculum is directed toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged (ED), and Students with Disabilities (SWD).

Curriculum goals at Huntington Park Community High School will be carefully and appropriately set for learners, and teaching procedures will be progressively adjusted and revised based on the extent to which curriculum goals have been achieved through **Common Data Driven Grade-Level Assessments**.^{17, 18, 19} The curriculum will be directed toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged (ED), and Students with Disabilities (SWD).

If, after completing a set of comprehensive strategies, and possible teaching procedure alternatives, we are unable to achieve the curriculum goals, then the teaching teams will revisit the assumptions that led them to believe the curriculum goal was appropriate for the learners. Programs such as RtI² will be employed to provide a safety net for learners who are unable to achieve the curriculum goals set forth.

Textbooks and instructional materials will be carefully chosen to align with the standards because students will attain success only if the instructional program in the classroom incorporates standards-aligned content and proven research-based practices. High-quality textbooks and instructional materials can provide valuable structure to classroom activities and simplify the many decisions involved in planning instruction. In a standards-based environment, the instructional program is a critical tool in support of student learning. The central role of instructional materials in teaching and learning turns the selection and adoption of resources into an ideal opportunity to further the learning outcomes defined in standards.

Key instructional Strategies:

To reach our instructional goals, we will adopt key researched-based instructional strategies such as Project Based Learning, Reading and Writing Across the Curriculum, SDAIE, Interdisciplinary Lessons that have proven to be effective for the type of student population that will be served by the Huntington Park Community High School. There will be an instructional focus on the standards and high academic expectations with support for all students. Instruction will be goal and data driven and evidence of effectiveness will be presented through common culminating assessments developed by the content area teachers. Through the differentiated instruction, students will be able to be fully engaged in learning and empowered to meet their full potential utilizing authentic learning experiences that are hands-on and culturally relevant.

Personalization and the small academy model will allow for risk taking and the sharing of ideas. Traditional instructional practices, which have been proven to support the educational needs of students of populations similar to the Students at Huntington Pak Community High School will be implemented across the academies as appropriate to meet the needs of all students. These strategies include:

- direct instruction
- interactive instruction
- cooperative learning
- project based learning
- AVID-style instructional strategies
- organizational skills
- study skills



- interactive notebooks

Accountability:

Finally, accountability will be established through the data models such as the SARC, CST Scores, High School Graduation Rates, Matriculation Rates and drop-out rates. The responsibilities of educators, including teachers, administrators, parents and will be clearly defined, easily understood and uniformly enforced.

1d. School Culture

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

School Climate and Culture

Our goal is to provide a positive climate and a safe educational environment that supports student achievement. Our school culture and climate is created by the sharing of beliefs and expectations, a philosophy of personalization, through rituals and customs, routines and schedules, appropriate governance structures and decision making processes and adequate school facilities. Direct, explicit teaching of our new culture will be done through new cultural norms. In addition, teachers, staff, and parents as role models display and teach students the cultural norms we wish to establish. Students will be motivated to watch others around them and to emulate their acceptable behaviors as these behaviors will be rewarded. Finally the events and behaviors that occur in the school will cause unconscious enculturation into the new school.

Demographics

The benefits of our almost homogeneous demographics are that it will be easier to teach students the accepted values and norms of the culture we desire to create and the context of boundaries of accepted behaviors. Our school culture will result in our students being around other students who understand them and have similar thought processes, leading to a more trusting, faster-paced, and more fun class atmosphere as the students already know one another. Students will provide each other more mutual support, and encouragement to persist in the face of difficulty. Many students have grown up in the neighborhoods surrounding Huntington Park Community High School, as a result, the likelihood of these students engaging in peer bonding, mutual encouragement, and affectionate guidance is much higher. The likelihood of students, once they have been enculturated, spreading this culture to their younger age peers is higher, lending itself to a more unified school as time progresses.

Shared Beliefs and Expectations:

Our goal is to increase academic achievement for all students while acknowledging and responding to the diverse needs of our students. This is based upon the ideals that:

1. Education is essential for a better future for students, their families, community and the world;
2. Everyone can learn and achieve to their fullest potential;
3. Everyone can earn a diploma or certificate of completion;
4. Everyone matriculates in a timely fashion from each grade and from high school to college, vocational school or to a trade or profession after high school;
5. Students will emerge empowered from the Huntington Park Community High School as lifelong learners, aware of their aspirations, able to access information, ask questions and make thoughtful



and mature decisions;

Shared expectations among students, parents, teachers and community will motivate students to achieve their goals. In addition, Huntington Park Community High School will offer rewards which are extrinsic through community partnership programs which offer incentives and rewards assemblies to increase student motivation. We will offer courses based on student interest to motivate students to come to and stay in school. We will directly teach students how to be intrinsically motivated by their future rewards.

School safety is a priority. School rules, policies and procedures are set and implemented for student safety and comfort. All students have the right to have a safe and drug free campus. All school community members will support the uniform school rules and classroom policies. As each student's purpose is to develop as a whole person, unsafe behaviors detract from those goals. Students will learn the strength and self-control to help keep their campus safe. The school community will work collaboratively with the Mayor and City Council of Huntington Park, other city groups, citizens, and stakeholders to maximize security at the school through a school safety collaborative who works closely with the Positive Behavior Support and Discipline committees.

Personalization²⁰

The personalization of teaching and learning requires a school to suit its program to its student body. Breaking up the large school into small groups of students assigned to a small group of staff allows the school to get to know students better both academically and social and better meet student needs. Personalization must begin in the classroom and become a campus wide part of the school culture.

Personalization will be carried out through: individualization in the classroom; a personal touch in dealing with students and a supportive school or classroom climate; efforts to empower individual students personally, psychologically, and instructionally. Personalization in the school culture means that:

1. No two students or learners are alike;
2. Every learner has a unique experiential background and a unique set of innate talents and personal interests;
3. No two learners exhibit the same behavioral patterns or possess the same goals or levels of aspiration or solve problems in the same way or are motivated by the same incentives;
4. No two learners are ready to learn at the same time or to the same degree;
5. While learning for each individual is, at least to some extent, unique, the needs of most students can be met through differentiated instructional technique;

Because these aspects of culture are primarily formed through teacher-student interactions, classroom culture is an intrinsic part of school culture. All staff will strive to develop knowledge of their core student's abilities and needs develop relationships as partners with students and parents in the student's education. All adults responsible for the growth and development of students will work to create opportunities to build knowledge, skills, and attitudes to enable each student's success. All staff will understand individual student aspirations in order to motivate and instill a sense of accomplishment in each student and create safe and positive classroom environment that bridges the disparity and reflects high expectations for all, yielding high levels of achievement for each student.

In addition to the statements about personalization above, teachers, administrators, staff



members, and the Leadership will work in partnership with parents, the community and city government to foster a sense of belonging for each student, to ensure that all students know that they are valued members of the community. Sustaining our current partnerships and engaging in new partnerships with city government, social service agencies, businesses, higher education, and alumni allows the community and the school to come together in a collaborative effort to meet the comprehensive needs of our students, families, and the community.

Rituals and Customs

Student Rituals: Student recognition will take place inside and outside of the classroom. Students' success will be celebrated routinely with recognition programs which are held on a monthly basis. Recognition will include rewards, certificates, assemblies, positive phone calls and notes homes, school celebrations, and recognition events, special assemblies, free time, field trips, newspaper articles, public recognitions, rewards from outside stakeholders and other rewards as available. As a matter of custom, the school community through the school governance teams will establish a system of accountability to ensure that all school resources are used to support student achievement.

Structure/Governance and Decision Making Processes

The school governance teams will establish and communicate an accountability system through the Action Research cycle to ensure that all school resources are efficiently and productively used to support student achievement. In addition, they will establish an assessment process that measures and reports at regular intervals on the status and the effectiveness of school programs. Leaders (including students, teachers, administrators, staff members, board members, parents, and community members) will use annual benchmarks and related data to monitor the progress toward reaching the goals of the strategic plan and providing a quality, personalized education that will ensure academic success and well-being for each student at Huntington Park Community High School.

School Facilities

All school facilities will reflect high standards for cleanliness, safety, access, and energy efficiency. School facilities will be designed and maintained for student needs, with built-in flexibility to address multiple needs and uses and optimize student learning. Each school facility will provide current and appropriate technology to sustain effective learning and working environments for students, staff and teachers.

1e. 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.

(N/A)

1f. 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 Community High School is located in the City of Huntington Park California. The enrollment of this school will be very racially homogenous due to the racial composition of the city.



However, the school population will be diverse in its needs due to cultural factors such birth place, number of generations a family has been in the United States, transiency, income level and educational levels of parents.

School enrollment in the first year will be approximately 3700 - 4,200 students. However, as the school will be rolled out in phases, only approximately 900 students will be part of the new school. These are the Freshman Academy Students. The remaining students will be part of the existing High School.

Huntington Park High School. The matriculating family of schools which provide students to Huntington Park High School are Edison Middle School, Gage Middle School Gage Math and Science Magnet, Nimitz Middle School. Nimitz Math and Science Magnet

The City of Huntington Park has 61,348 residents. The current composition is African-American (.5%), American Indian (<0.1%), Asian (.7%), Caucasian (2.7%), Hispanic (95.57%), Native Hawaiian and Other Pacific Islander (<less than .1%) and Biracial (<0.1%) and Other (<0.1%).

Education levels vary among the residents of the City of Huntington Park. Of the residents, 59% of the population did not finish high school, 23% graduated from high school, and 18% had some post-secondary education. The U.S. Census Bureau report for 2005-2009 reports that about 5.5% of the population earned a bachelor's degree or higher certificate. The median household income in the City of Huntington Park is \$27,000.00 per year.

The data from matriculating schools demonstrates the need for Huntington Park Community High School to personalize students' education and provide for more community involvement and engagement in the educational lives of the students, utilizing the community strengths to better meet the students' needs. The Huntington Park Community High School Design team has team has engaged the Huntington Park community, (including students, teachers, parents and staff), by involving them in the design process through public and private meetings where the design of the proposed school was discussed and the ideas presented were incorporated into the plan presented by the team. The design team and Huntington Park Community High School will continue to keep parents, students and the community engaged by involving theme in school wide activities and involving them in leadership councils, as wells as allotting them an active and meaningful role in school decisions.

1g. Leadership

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

The roll that principals' play in ensuring both student and teacher success in school is critically important to a school's success.²¹ Therefore it is critical the principal should be selected carefully for compatibility of the mission, vision, and core values of Huntington Park Community High School. This dynamic leader will enjoy the challenge of transforming the campus culture from one of —we cannot” to one of —we will” and charismatically knit all students, parents, staff and the community into one body to carry out the mission and the vision of the school.

Research tells us that the role of the principal in strengthening teaching and learning at a school must not be over-looked.²² Therefore the new principal must have a strong back ground and teaching and learning and be familiar with teaching strategies as well as the curriculum which will be implemented in the new school. The principal must part of a team of primary instructional leaders of the school as the guidance and leadership which our principal must offer is pivotal to the success of the school. While the leadership team is an important element of the leadership of the school, the principal must be willing to be responsible for all decisions, provide leadership, and believe that working in collaboration with the staff,



students and community is an important part of school leadership. The principal must believe that the staff and students are only as good as their leadership and strive to develop the staff, parents, students and community as leaders in the school community.

In selecting a principal, Huntington Park Community High School will function under the governance model described in section 10 of this document: Governance and Oversight. The selection team, an inclusive body comprised of students, parents, and the design team, and input from community leaders, will review candidates based upon the selection criteria set forth in this document. As a new principal will be selected prior to the formation of the school, members of the design team will take an active role in the selection of the new principal and the staff. This committee will in turn recommend a candidate for approval by the School Leadership Councils. A formal job description of the principal is located in the School Leadership Section of this document.

1h. 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?

It is crucial to empower the participants in the educational process in the governance of a school. The more that student learners, families and the entire educational community are empowered and involved in making decisions about students' education, the more powerful that force can be toward helping students to take true responsibility for their own education. Expanded School Based Management (ESBMM) is a strong governance model which allows schools to be overseen and governed by a leadership council, much in the way a corporation is governed by a board of directors. ESBMM permits teachers and staff, working diligently with administrators, parents, and students to make critical managerial decisions at their schools using their authority over virtually every aspect of day-to-day operations, including how to spend funds. ESBMM empowers the professionals who are actually working with the students to make decisions that will help them to best serve their students.²³

The ESBMM Governance Model was also chosen as it gives the school control and autonomy of the school while acknowledging the benefits to employees of staying professionalized, within the salary, retirement, benefits, and rights under a contract which they bargained for when they first become employed in this school system. Schools such as the Woodland Hills Academy have experienced success using the ESBMM model. Due to this managerial model, Woodland Hills Academy has experienced increased student, parent and teacher satisfaction. In addition their API scores have risen and continue rise every year, while, and enrollment has increased skyrocketed to the point that it may have to be capped.²⁴

At ESBMM schools, the school councils select administrators, and staff, control the bell schedule and curriculum offerings, determine how budgets will be spent, determine staffing priorities in terms of class sizes and design and implement their own professional development plans, curriculum and assessments. However, the increased autonomy of the school requires comes with increased responsibility on the part of students, staff, parents and the communities. It also requires accountability for the actions of the governing body. The Huntington Park Community High School Design Team and staff and parents who support the design of this school are ready, willing and able to undertake the responsibility of an autonomous school site. We are committed to rigorous administrative and staff selection within the parameters of the UTLA contract.



2. CURRICULUM AND INSTRUCTION

A. Instructional Philosophy

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

Instructional Philosophy

Our core philosophy is that all students can learn and achieve to their fullest potential and acquire the skills needed for graduation and successful adulthood. To carry this out requires all students, parents, teachers, and administrators to be involved and engaged in instruction. Students have the capacity to develop to their full potential when their instructional needs are revealed, assessed and met.

In order to meet student instructional needs, students must be: (1) At the center of all instructional decisions; (2) Ready, willing, and able to learn in a receptive personalized environment; (3) Provided with appropriate structures and support from the moment they enter the school community; (4) Provided with instruction which is culturally relevant and fully engages students' interests and allows students to assume responsibility for their own learning; (5) Allowed to engage in intellectual risk-taking, and the sharing of ideas; (6) Presented with a rigorous curriculum that is relevant to their life experiences; and (7) Provided with authentic learning experiences to reinforce student learning.²⁵

Teachers provide the best instruction when they: (1) Work in collaboration with other teachers and staff to meet the needs of students; (2) Are provided with appropriate support to assist students who are having difficulty; (3) Use Interdisciplinary integrated teaching models to facilitate teaching and generate student interest in the curriculum; (4) are able to assess and meet the needs of students through frequent, common data driven assessments; and (5) Are able to engage in personalization.²⁶

Staff, Parents, and Community are able to sustain and assist in instruction by providing support to the community of learners in various ways such as: (1) Maintaining a presence at school to support staff and teachers; (2) Attending school functions; (3) Maintaining constant and frequent communication with teachers and students; (4) Being an active part of instruction and support personnel on campus; and (5) Maintaining an active voice in the affairs of the students and the school, thereby ensuring accountability for all parties.²⁷

The students served by the Huntington Park Community High School will bring with them their personal histories, talents, challenges and potentials. Some of the students and their families have immigrated to the United States from Latin America and Mexico in search of new opportunities, while the balance of the population has strong ties with South Los Angeles. Data shows that some of the students have learning disabilities, as many as one-third of the students speak English as a second language, some students have learning disabilities, and other students will require additional assistance to grow as learners given their educational history. The curriculum is specifically directed toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged (ED), and Students with Disabilities (SWD).

The Huntington Park Community High School Design Team has many years of experience teaching in South Los Angeles County and with similar populations in other cities of the United States. These experiences have given our team the expertise to ensure that, with the correct supports, our students will



be successful in high school and also in whatever career path they choose after completion of their high school experience.

Celebrating Culture

The instructional program will celebrate the cultures of our students with grass-roots exhibitions of the talents of the students; acknowledgement of our shared histories within the Huntington Park Community and from different parts of Latin America; and the devising of artistic programs whose themes celebrate students' lives, past present and future.

Offering Equitable Access

Huntington Park Community High School will offer equitable access to education by: (1) Teaching in the content areas using the California Content standards; (2) Assessing students using multiple measures (one-size does not fit all); (3) Using developmentally appropriate learning strategies to connect curriculum to life beyond the classroom; (4) Understanding how factors such as race, gender and health influence learning; (5) Encouraging participation from families to facilitate learning; (6) Applying Guided Language Instruction and other instructional strategies, principles and practices of instruction for English Language Learners; (7) Planning and sequencing instruction through short and long term goals; and (8) Promoting a positive, safe and tolerant learning environment based upon democratic principles which resist attitudes such as sexual harassment and racism.

Preparing for a pluralistic society

In our pluralistic society, education is a human right; it is necessary to obtain employment. The right to work is intertwined with education. Without education students are precluded from obtaining the knowledge which is shared by people who live together, share a mainstream lifestyle and participate in middle-class life. Without education students are precluded from gaining the realities of the American Dream; the dream of progress and betterment of self and family. Without education students have difficulty learning the appropriate behaviors for mainstream culture, speaking the language of the culture, obtaining the artifacts of that culture and more importantly taking what they need from that culture and retaining the portions of their culture which they value in a unique blending of culture and race. Without education students cannot be prepared for cultural diversity and equal involvement in society regardless of race, gender or sexual orientation. It is the goal of Huntington Park Community High School to prepare students to live and work in a pluralistic society by teaching students how to integrate into the mainstream without losing their cultural identity.

Instructional Program

In congruence with our mission and vision, Huntington Park Community High School is committed to providing a quality, rigorous, and thorough academic program for all students enrolled. The pledge of the Huntington Park Community High School is to instill and model high academic expectations for the diverse student population that will be served, resulting in graduating students who will be career ready and college prepared. The proposed curricular and instructional programs are student-centered and based on the research of effectiveness with other similar student populations.

The instructional program(s) are based on providing instruction through **teacher collaboration** and **Interdisciplinary projects or lessons, Integrated Teaching (collaboration of teachers within the same content)**. Teacher collaboration have been shown to be particularly effective for students who are English language Learners and special education students who are integrated into the main population.^{28 29 30 31} In addition, Interdisciplinary lessons and Integrated instruction which has been proven effective for teachers as it facilitates interaction and collaboration.^{32 33 34} In addition, students who are at risk for failing a particular subject may be intrigued and motivated to learn seemingly unrelated topic which is related to their field of interest.³⁵ Students who are taught using an interdisciplinary approach find



content more relevant and interesting as it relates to their lives and worlds.

What students will know and be able to do

All students, staff and the community will aspire to develop students who: (1) Take responsibility for their self and learning. (2) Develop a strong work ethic. (3) Have a drive to succeed. (4) Have a desire to meet challenges. (5) Have a commitment to self, family and community.

Our students will develop the following habits of the mind³⁶ and knowledge base. Students will know: (1) the content necessary to categorize and understand their subject matter; (2) how and where to find content to meaningfully solve problems; (3) how to use patterns of meaningful information to categorize problems, problem solve and recognize the relationships between problems and solutions; (4) the skills to apply the right content to known and novel situations and return to problem solving if the solution is unsatisfactory; (5) how to determine the efficacy of a solution, store and retrieve correct solutions.

Implied in these habits are the skills that our students will develop, which will prepare them to be successful adults. Our students will: read critically; think critically; work collaboratively and independently; communicate effectively orally and in writing; research effectively; problem solve and efficiently use technology to communicate ideas.

A graduating senior from Huntington Park High Community School, no matter what career path he takes, will carry with him the following embedded principals to his successful adulthood: (1) Learning a subject is not achieved with just memorization; (2) To learn, one must study old ideas and actively explore new ones; one must appreciate ideas and abstractions; (3) Recognizing patterns in self, behavior, learning, knowledge, school, and the world contributes to learning and progress; (4) It's difficult and rewarding to be a willing intellectual risk-taker; (5) Contributing to and benefiting from group problem solving benefits everyone; (6) An attitude of willingly and eagerly attending classes and an effort when absent to find a way to discover and learn the material missed will contribute to learning and growth; (7) Conscientiously working on assignments with determination will improve work product; effort is a component of success; (8) It is O.K. to make mistakes, they contribute to learning; I can learn from my mistakes; (9) i must set aside time to be successful; (10) I will have patience to work on problems which are time-consuming; (11) Successfully completing tasks which require organizing, and implementing multiple steps is difficult and rewarding; (12) Effort is an important component in success; if you don't make an effort you will not succeed.

Ideal Educational Outcomes:

A graduate from Huntington Park Community High School will be: (1) Committed to developing positive and productive relationships; (2) Able to demonstrate emotional and intellectual intelligence. (3) Able to communicate and collaborate with effectiveness and efficiency; (4) Able to exhibit creativity, critical thinking and problem solving; (5) Able to manage priorities to reduce stress; (6) Able to lead and serve others; (7) Committed to high standards and continuous learning; (8) Able to live a balanced, healthful and purposeful life.³⁷

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

Huntington Park Community High School will provide consistent access for all students to standards based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, socio-cultural influences including second language learners and possible learning disabilities. Students receive an individualized, personalized pedagogy that addresses student interests, goals, learning styles, socio-cultural influences, and possible learning disabilities.

The Los Angeles Unified School District has aligned the standards measured on the California Standards Test and its periodic assessments as a means to provide evidence of the effectiveness of the curriculum in English Language Arts, Mathematics, Science and Social Studies. District adopted curriculum is aligned to the California State Standards, is research-based, and has been shown to be effective for our students as evidenced by student gains in achievement across the District. Through the WASC accreditation action plan, students will be on a pathway to ensure future student success and accreditation utilizing the District curriculum as a tool to improve student achievement.

Curriculum will meet the requirements for University of California and or the California State University eligibility. The minimum requirements are that all students will take four years of English, two or three years of Mathematics, two years of science, three years of Social Studies, two or more years of Physical Education, two years of foreign language, one year of performing or fine arts electives and one year in a career technical art.

Under the proposed Huntington Park Community High school schedule, the students at Huntington Park Community High School will have access to additional instructional minutes in the core subjects. These additional instruction minutes will enable the students performing at or above grade level to enroll in specialized electives, enrichment opportunities, and other accelerated learning. Huntington Park Community High School will add depth and complexity to the curriculum for students at or above grade level.

Each of the Academies in the Huntington Park Community High School will have a distinct thematic career pathway that guides the students as they experience the core academic instruction. The inclusion of the specialized electives and the Career Technical Education (CTE) courses, in the curricula at the Huntington Park Community High School will be supplemented by thematic teaching delivered through the individual Academies. School-wide use of project-based learning (PBL) will ensure the curriculum is relevant to the lives and cultures of students. Huntington Park Community High School will connect academic learning and real life experiences and presentations of student learning organized around each of the Academies' themes.

Our core academic curriculum will follow the state content standards in order to ensure competitiveness in our pluralistic society. The curriculum will be taught with rigor, relevance,³⁸ ³⁹, ⁴⁰, ⁴¹and relationships⁴² which ensure that students learn what they need to know to be career and college ready. Students will not only learn the fundamentals but the content necessary to ensure career⁴³ and college readiness. Course work will be traditional in content and nontraditional in its delivery and assessment. Students will be actively involved in the design and implementation of strategies which facilitate learning as they complete hands on, experiential and project based learning assignments.⁴⁴



The core curriculum will be developed along multiple pathways to ensure that student needs and interests are met. The Multiple Pathways Approach, which is part of AB2648,⁴⁵ has been recommended by the previous Superintendent of Instruction, Jack O'Connell,⁴⁶ as a means of curriculum delivery which is most effective with populations similar to the students in Huntington Park. According to the WestEd statement of the report to the Legislature on Multiple Pathways Curriculum, "It is important that pathways be designed to ensure that all pathway students have curriculum choices that will prepare them with the knowledge and skills necessary for: Successful career entry immediately after high school; Successful participation and completion of education after high school, including, for example, two- and four-year colleges and universities, apprenticeship programs, formal employment training, and other postsecondary options."⁴⁷

The elements of a Multiple Pathways Curriculum⁴⁸ are:

- **An integrated core curriculum** that:
 - Provides access to a challenging academic component that prepares students for success in California's colleges and universities, including apprenticeships and other postsecondary programs;
 - Is delivered through problem- and project-based learning and other engaging instructional strategies See Appendix for detailed description of project based learning;
 - Intentionally brings real-world context and relevance to instruction, using methodologies that emphasize broad themes, interest areas, and career technical education;
- **An integrated career technical core curriculum**, including a sequence of at least four, yearlong related courses that:
 - Contains CTE standards-based courses;
 - Provides students with career management skills;
 - Is aligned with and underscores core academic principles and standards;
- **A series of work-based-learning opportunities** that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or electronically assisted mentorships;
- **Student support services**, including supplemental instruction in reading and mathematics, counseling, and other services to help students master the advanced academic and career technical content necessary for success in postsecondary education and careers;

Western Accrediting Commission for Schools and Colleges (WASC) Accreditation Timeline

The plan and timeline for WASC accreditation is realistic and includes strategies to ensure the school meets all WASC criteria and identifies who will lead the process for the school. The Public School Choice plan is the action plan for the WASC accreditation process and the Single School Plan. A Committee, (including the principal, secondary administrators, out-of classroom personnel, teachers, parents and students), for WASC accreditation will be formed in the first semester of school to review the WASC Accreditation guidelines and continue as a standing committee to focus on data in order to modify and improve the instructional program as necessary. The teams will also review the standards-based Focus on Learning (FOL) Guide, which was jointly developed by WASC and the CDE, and designed to be used by California schools that previously were subject to the State's Program Quality Review (PQR) requirements and chose to pursue accreditation to fulfill the requirements for both PQR and the accreditation-related admission requirements of California's public university systems. The school WASC Committee may utilize consultants from the state of California for assistance in the application of the



standards to Huntington Park Community High School.

The fall and spring reviews for Public School Choice will serve as a vehicle to monitor our adherence to the goals of a Public School. Huntington Park Community High School will immediately seek to begin the process of WASC affiliation. The WASC process of accreditation is an invaluable experience for the participating schools as it provides opportunities for introspection and growth. Through this procedure, schools are better able to meet the academic and social needs of their students. Appendix will outline the timeline and steps to obtain WASC Accreditation. Huntington Park Community High may the six-digit College Board School code by contacting the College board. . Application for approval for courses will be submitted to Los Angeles School District, the State of California and the Regents in order to obtain the necessary course approvals prior to the beginning of school.

A-G Requirements

The LAUSD academic experience in high school includes academics, life skills, and service experiences. Of the total of 230 credits needed to graduate from high school, only 160 of them come from core course. The remaining 70 credits come from electives, courses students will choose according to their own interests. Students will also be required to demonstrate computer literacy, either through class study or through a performance assignment and select a career pathway as well. Students must also be able to pass the California High School Exit Exam (CAHSEE), a state-wide test, in order to receive their diploma. Meeting these requirements does not necessarily make students eligible for college admission.⁴⁹

All Huntington Park Community High school students will take four years of English, two to four years of Mathematics, two to three years of Science, three years of Social Studies/History, two or more years of Physical Education, one to three years of foreign/world languages, one year of a performing or fine art elective and one year in a career technical art, meeting or exceeding A – G requirements. The alternating 4x4 allows for additional supplemental curriculum.

A - G University/College Requirements			
Subjects to meet and exceed admission requirements for UC and CSU systems			Required Number of Years
A	History/Social Science	World History AB, US History AB, Principal of American Democracy, and Economics.	2 required 3 recommended/required for UC
B	English/Composition and Literature	English 9, English 10, American Literature, Contemporary Composition, Senior Composition, English elective	4 required
C	Mathematics	Algebra 1, Geometry, Algebra 2, Calculus, Trigonometry, and Math Analysis.	3 required 4 recommended/required for UC
D	Laboratory Science	Biology AB, Chemistry AB, Physics AB, Physiology AB.	2 required 3 recommended/required for UC
E	Language other than English	Spanish 1, 2, and 3. AP Spanish. French	2 required 3 to 4 recommended/required for UC
F	Visual and Performing Arts	Art, Music (instrumental and vocals), or drama	1 required
G	College Preparatory		1 required



	Elective		
A	History/Social Science	World History AB, US History AB, Principal of American Democracy, and Economics.	2 required 3 recommended/required for UC
B	English/Composition and Literature	English 9, English 10, American Literature, Contemporary Composition, Senior Composition, English elective	4 required
C	Mathematics	Algebra 1, Geometry, Algebra 2, Calculus, Trigonometry, and Math Analysis.	3 required 4 recommended/required for UC
D	Laboratory Science	Biology AB, Chemistry AB, Physics AB, Physiology AB.	2 required 3 recommended/required for UC
E	Language other than English	Spanish 1, 2, and 3. AP Spanish. French	2 required 3 to 4 recommended/required for UC
F	Visual and Performing Arts	Art, Music (instrumental and vocals), or drama	1 required

*Life skills will be replaced by the Advisories, Freshman Seminar, and Avid Styles strategies.

Autonomy

The power and authority to manage, operate, and administer the educational programs at Huntington Park Community High School will be in the sole purview of the governing bodies and school principal, subject to applicable state and federal statutes and regulations with the understanding that the District governing board retains ultimate authority over the performance of those powers or duties so delegated. It shall be the decision of governing bodies of Huntington Park High School to determine the courses of study, scope and sequence, curriculum, instructional strategies, text selection, staffing configurations, professional development, and the methods to meet the District promotion guidelines, subject to the above referenced limitations. Huntington Park Community High School shall use district processes/structures for reporting data relative to enrollment and scheduling, attendance, state and district assessments, and all other student information required for district and state reporting.

Huntington Park Community High School shall operate under the California Code of Education and the established policies and procedures of the District. Should Huntington Park Community High School wish to be exempt from any policies and procedures of the District, it will submit a request for waiver from the District Board of Education. Huntington Park Community High School will work with California State School System and the University of California and private universities to expand relationships with the intent of improving educational opportunities for all students. Such mutually beneficial arrangements may include, but not be limited, the instructional use of technology, internships, content interactions, departmental outreach programs, cultural outreach programs, and cognitive research.

Huntington Park Community High School is devoted to using the instructional autonomy provided under the Expanded School Based Management Model and the Public Schools Choice process to implement innovative practices designed to maximize student learning and engagement. Huntington Park Community High School will utilize Project-Based Learning⁵⁰ as a primary strategy for actively engaging students by encouraging and promoting the concepts of problem solving and critical thinking. Project-Based Learning lessons require re-sequencing of content standards and development of performance-based assessments that will measure student mastery in methods that are different from the traditional



assessments,⁵¹ such as the multiple choice or even the constructed response assessments.⁵²

The emphasis in designing the curriculum and instruction will target the competencies that will assist the students beyond their high school career, including, but not limited to: (1) Oral presentation skills; (2) Critical reading, thinking, and questioning; (3) Cogent expository writing; (4) Explicit citations of hypotheses and evidence; (5) Summarizing, categorizing, and synthesis; (6) Use of technology for discernment of research and real-life applications.

Huntington Park Community High School will address the need to increase college access and eligibility by increasing the opportunities for students to enroll in community colleges and/or the California State University system while in high school. Students will earn college credits and experience college content. Huntington Park Community High School will implement proactive counseling and guidance beginning in the Freshman House to inform and assist students so that they are ready for college through exposure to a college preparatory curriculum and application of the skills in college learning environments. Huntington Park Community High School will exercise autonomy by utilizing flexible scheduling and balanced traditional school calendar to enable credit recovery and or credit acceleration. (Section 3: School Schedule/Calendar).

To implement the plan for Huntington Park Community High School, there is a defined set of areas where new curricula will need to be developed. Foremost among these is the creation of a curriculum for an advisory period.⁵³ Working within the organization of the separate academies, every student will receive a personalized secondary educational experience. High school advisories will be organized as multi-grade groups with assigned advisors drawn from the certificated staff and these advisors will be involved as trained student facilitators and peer mentors.

The advisory curriculum will be organized as modules to provide information for possible classroom activities that are linked to the 40 Developmental Assets, course completion credits and guidance on school programming, the review of data from assessments on individual students, study and other organizational skills, social responsibility, student projects of learning, college preparation, and career development skills. The Advisory will offer emotional support to the students through contact with an adult at the school, as well as the student's peer group. Each of the Academies will have the leeway to develop Advisory curriculum geared to reinforce and expand the theme of the different Academies. During year one of the program to provide the opportunities for the staff to explore existing curricula and develop a curricula which meets the needs of the student population. By the end of the second year, Huntington Park Community High School will have a set Advisory curriculum. Another area of curriculum development is based on the design of project-based lessons with thematic and interdisciplinary emphasis.⁵⁴ This is time-consuming work that requires the commitment to collaborative teaching.^{55 56}

Huntington Park Community High School understands that the depth of the task, the time required to develop the project-based learning lessons will encompass additional time to complete. Huntington Park Community High School will start the curriculum development process during the first year of the program, but the curriculum will be completely developed by the end of the second year.

Huntington Park Community High School understands the need to develop curricula for the specialized electives to be offered in order to provide the students with the access to courses that investigate the thematic orientations of the various Academies. During year one students will take the standard electives while the specialized electives are developed, The focus of the electives will be centered on establishing the Academies and integrating the theme into core academic instruction. It is anticipated that the curricula development for these specialized electives will occur during the second year of implementation



of this project.

Huntington Park Community High School anticipates the need to devote time and resources to develop the curricula for academic intervention courses with the emphasis on English/Language Arts and Mathematics. Huntington Park Community High School plans to conduct in depth analysis of the programs and to develop the curriculum to meet the learning needs of the diverse student population to be served by Huntington Park Community High School.

In the first year, the focus of the HPCH is on Tier 1 of Response to Instruction and Intervention², thus ensuring that every student receives differentiated in-class interventions. During the second year and beyond, Huntington Park Community High School will continue the focus on the development of Tier 2 (strategic) and Tier 3 (intensive) interventions for struggling students.

Time-Lines

The constraints of PSC 2.5 prevent the team from fully developing the curriculum for the entire school and the students in year one. As the school selection process will not be completed until April, 2011, it gives the team less than two months to make the selections of leaders, staff and materials which is a daunting, though not impossible task. (The new School year begins July 2011). Therefore the development team proposes developing the curriculum over a period of three years and will concentrate on rolling out the new school and curriculum over a three year period.

Year 1 - Curriculum Development Goals:

Prior to the beginning of the school year:

1. Select an instructional leader to lead the team in implementing the mission and vision of Huntington Park Community High School.
2. Work with instructional leader to form teams to select faculty and staff aligned with mission and vision of Huntington Park Community High School.
3. Form core teams of personnel to carry out the mission and the vision of Huntington Park Community High School.
4. Select textbooks and instructional materials aligned with state standards.
5. Implement technology plan
6. Set realistic curriculum goals for the coming school years.
7. Begin Staff development for RtI², Avid, PBL, SDAIE, Advisory

During the School Year:

1. Implement Summer Bridge Program & Summer Bridge Curriculum
2. Implement 9th grade Academy System & align curriculum to goals and standards for 9th grade
3. Implement Advisory Curriculum; continue to develop advisory curriculum
4. Train on RTI² through Local District 6
5. Continue Staff Training for Avid, PBL, & SDAIE
6. Teachers continue to work with PLC & Grade Level Teams and develop, organize and form 10-12 Career Academies and aligning with CTRE Pathways.
7. Develop Curriculum for specialized electives for each Academy.

Year Two Curriculum Goals

Prior to the beginning of the School Year:

1. Review the work of the selected instructional leader leading the team in implementing the mission and vision of Huntington Park Community High School.
2. Review the work of instructional teams in implementing the mission and vision of Huntington Park Community High School.
3. Review personnel selections in carrying out the mission and the vision of Huntington Park



Community High School.

4. Review selected textbooks and instructional materials to ensure that they are meeting the instructional needs of students. Make purchase of additional and/or supplemental materials as necessary.
5. Review and continue implementing technology plan
6. Review and set realistic curriculum goals for the coming school years.
7. Continue Staff development for RtI², Avid, PBL, SDAIE, Advisory
8. Purchase materials and textbooks and technology necessary to ensure academies are ready to operate at the beginning of the school year.

During the School year:

1. Implement Summer Bridge Program & Summer Bridge Curriculum
2. Implement 9th - 12th grade Academy System & align curriculum to goals and standards for all grades.
3. Implement Advisory Curriculum; continue to develop advisory curriculum
4. Train on RTI² through Local District 6
5. Continue Staff Training for Avid, PBL, & SDAIE
6. Teachers continue to work with PLC & Grade Level Teams and develop, organize and form 10-12 Career Academies and aligning with CTRE Pathways
7. Implement LAVA Learning Labs
8. Teachers continue to develop 10-12 Career Academies and aligning with CTRE Pathways

Year Three Curriculum Goals**Prior to the Beginning of the School Year:**

1. Review Summer Bridge Program & Summer Bridge Curriculum; adjust as necessary to meet the needs of incoming students.
2. Review 9 – 12 grade Academy System to ensure alignment of curriculum to goals and standards for all grades.
3. Review Advisory Curriculum; continue to develop advisory curriculum based upon student needs.
4. Continue to train on RTI² through Local District 6
5. Continue Staff Training for Avid, PBL, & SDAIE

C. Addressing the Needs of All Students

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

Analyzing the data on student achievement, data from classroom observations of instruction, and other needs assessment activities have demonstrated to the Huntington Park Community High School the need for additional scaffolding and differentiation on instruction. Our instruction needs to provide new approaches to content, process and product through student-centered pedagogical techniques and strategies. This means that Hunting Park Community High School will be starting where the students are, rather than adopting a standardized approach to instruction and teaching. We will not assume that all learners at a given age or grade are alike. The differentiated instruction is responsive teaching. We do not believe that one method or strategy of teaching will teach all successfully.⁵⁷ Using differentiated instruction^{58, 59} the teacher will plan different approaches to what the students need to learn, how they will learn, and how they can express what they have learned in order to increase the amount that each student will actually learn and the efficiency with which they learn. The teachers will do this by differentiating



the content (what), process (how), and product (evaluation) in the classroom.

While addressing the needs of all students enrolled at Huntington Park Community High School, a key aspect will be devoted to the implementation of Culturally Relevant and Responsive Education (CRRE).

⁶⁰ CRRE is an educational framework that confronts the reality that teachers will come into contact with students whose cultural, ethnic, linguistic, racial, gender ⁶¹ and social class backgrounds differ from the said teacher. Teachers must be able to develop pedagogical practices and strategies that are relevant and have meaning to the students' cultural and social realities in order to combine and integrate the diverse cultures of the different racial and ethnic groups into the overall academic program. ⁶²

The elements of CRRE that will drive the instructional program at Huntington Park Community High School include:

- Communication of High Expectations. We believe that students from culturally diverse and low-income backgrounds are capable of learning. The high expectations will be communicated based on respect and the belief of the student capability;
- Cultural Sensitivity: We will continue to gather knowledge of the cultures and languages represented in the classrooms and will translate this into the instructional practice. The teachers will rein in the accomplishments of the diversity to further the intellectual exploration by tying the various learning experiences so that the students have academic excellence;
- Culturally Mediated instruction: Instruction will be developed by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content. This instruction will ensure that students develop and maintain cultural competence through connections with the community, nation, and globe;
- Reshaping the curriculum: Huntington Park Community High School will provide the students with experiences that will highlight academic success by legitimizing the students' real-life experiences as a part of the official curriculum;
- Active teaching methods: The instruction will engage the students in roles in developing and creating curriculum and learning activities as part of our belief that co-construction of knowledge is the foundation of student to teacher relationships;
- Small group instruction: We will provide the students with additional collective and collaborative learning experiences and options for the students to show mastery of skills and standards as part of the foundation of the small group instruction model;
- Teacher as facilitator of dialogue: In order to develop the students' critical thinking skills through reflective discussions and learning experiences that will challenge the students' status quo, the teacher will facilitate student discussions and not lead the discussions;
- Student-controlled classroom discourse: Providing students with opportunities to control portions of lessons will enable teachers to gain insight into methods of speech and negotiation are used by the students in the home and the community;

Huntington Park Community High School will implement a comprehensive Response to Instruction and intervention to meet the needs of all students. Per the LAUSD bulletin 4827.1 RTI² is based on support and systematic intervention and extended learning opportunities for all students. This means that a tiered pyramid of intervention is defined as an entry and exit system for academic intervention and a referral to other intervention services. RTI² is an integrated approach using the pedagogy, lesson design, and progress monitoring of data to ensure the best instructional practices and decisions are made for the students. This will ensure that all students will receive a quality, standards-based instruction in the content areas and will enable all students to graduate as college prepared and career ready individuals.

The framework of RTI² establishes a series of processes for providing increasing levels of instructional time and rigor to match the needs of all learners as the needs are identified. The early support to enable



the high performing students to accelerate in their learning is based in RTI² on the provision of high-quality first instruction, and the use of data to identify students for the appropriate acceleration interventions and it is everyone's responsibility based on frequent progress monitoring to identify the students that need RTI². The intensity, frequency, and the duration of the support increases and student-teacher ratio decreases as the students move up the tiers.

Tier 1 of RTI² functions as the instructional program that the students will receive in order to succeed in school. The teachers of Huntington Park Community High School will deliver instruction that is differentiated, culturally responsive, evidence-based, and aligned to grade-level standards. The students will have access to the high-quality instruction. Differentiation will develop through modification to the content, processes, product, and resources available in the classroom. For the teachers to differentiate instruction and to maximize student progress, the teachers will add depth and complexity to the curriculum, scaffold the lessons, and assess students to allow the formation of flexible groupings. Teachers will implement learning centers, use strategies to question the students, allow independent study, preview, review, re-teach, and frontload to assist students' development.

Tier 2 will include strategic interventions for targeted groups of students that have demonstrated academic weaknesses and that need increased intervention and support to access the core curriculum. Strategic interventions will be for students that need the additional time and instruction to learn successfully. This instruction will be based on data related to the needs of the individual student. The strategic interventions will give students the additional time they need to learn either by using an instructional strategy used in the core or a different pedagogy depending on what is most likely to benefit the student.

Tier 3 is known as intensive intervention. This will be for the students that need focused individualized and/or small-group instruction designed to help the students' progress. Tier 3 will include the use of curricula, pedagogy, and instruction that respond to the data that indicate that these students' academic and or behavioral progress is delayed despite the instruction or intervention that has previously been attempted. Tier 3 students' progress will be monitored more frequently to provide insights into the specific academic deficits and potential strengths of each individual student. Close monitoring will allow for modifications of the curricula and intervention strategies to better serve the needs of the students. It must be emphasized that Tier 3 services are not related to Special Education services, but Tier 3 is a critical process that is intended to provide intensive intervention so that the students have the additional opportunities to succeed and to learn.

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

Huntington Park Community High School will provide a context for common lesson design that will use research-based instructional strategies. Huntington Park Community High School will use teams of teachers to collaborate during lesson planning as Professional Learning Communities (PLCs). These PLC's will develop lessons that incorporate elements of Understanding by Design,^{63, 64} Specially designed Academic Instruction in English (SDAIE), and Madeline Hunter's lesson plan template.

The Huntington Park Community High School lesson plan template will include the following elements:

Part 1: Evidence of Backwards Design

- Framework Big Idea/Key Inquiry for Lesson: This will provide a clear link to the content standards and show sequencing of standards;
- List content standards to be incorporated in the lesson;
- Provide a learning goal and objective that phrases the standard or component of the



standard in language that is accessible to students;

- Include a Language Objective that describes how students will be expected to express themselves orally or in written form, as well as the kind of language is required to complete the classroom assignment and to participate in classroom discussions;

Part 2: Lesson Plan Components

- A. Anticipatory set to hook and engage students: Bridging, eliciting, and activating prior knowledge or creating schema for learning if not present; Making connections to previous learning or real life examples; Introducing key vocabulary, vocabulary in context, and or preview of text; Group brainstorm; Anticipatory charts, and or advance organizers;
- B. Direct instruction, modeling, and demonstration (structured practice): Providing background information; Providing multiple examples of concept skills and strategies; Restating and clarifying concepts and strategies; Thinking, writing, and solving aloud; Use of rubrics to showcase criteria for evaluating progress; Use of visual and graphic organizers;
- C. Facilitation and guided practice to lead students step-by-step, clarifying, and using concrete representation of learning: Assigning clear tasks; Observing and guiding student application of learning; Student practice of skills and problems; Leveled questions; Questions for clarification;
- D. Structuring collaborative practice to monitor and provide corrective feedback: Providing opportunities for student interaction (cooperative groups, think pair-share, reciprocal teaching); Guiding student engagement in relevant academic conversation (oral language practice of target vocabulary); Multiple methods to check for evidence of student understanding; Re-grouping for re-teaching of students before release to independent practice and other interventions as needed; Praising, prompting, and correcting;
- E. Independent practice: Student projects; Leveled work; Systematic and sequential; scaffolding of assignments: Students self-manage and self-assess learning;
- F. Closure and wrap-up: Helping organize and structure student reflection on what has been learned; Promoting coherence and synthesis of concepts and skills; Clarifying and lingering misunderstandings; Providing opportunities for students to demonstrate or apply learning; Summarizing and or review;

It is the belief that the components of the lesson planning will impart a common foundation that will assist the teachers to move toward in-depth PLC-style collaboration. The template is not a do-all or an exercise with which teachers must comply. Instead the template is intended to provide a basis for common understanding of teaching practices and shared definitions of high-quality classroom teaching and student learning aligned to Tier 1 of RTI².

Developing these common lessons, Huntington Park Community High School will adopt sets of research-based instructional strategies based on the analysis of student data from the schools that Huntington Park Community High School students will come from. It is clear that many of the anticipated students have moderate to severe learning gaps which will complicate the delivery of rigorous, grade level instruction based on the California content standards. The typical Huntington Park Community High School student will need additional support and scaffolding in order to be successful in the core academic program. The Huntington Park Community High School design team has decided on the following research-based instructional strategies that support the approach and will form the basis of instructional delivery across content areas and Academies:



Specially Designed Academic Instruction In English (SADIE): This is a pedagogical approach that focuses on providing students with scaffold and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities, cooperative learning activities, comprehensible input including use of graphic organizers and other non-linguistic representations to categorize and organize learning, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

Advancement Via Individual Determination (AVID): This is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. Writing, inquiry, collaboration, and reading forms the basis of the AVID curriculum. This gives the students the skills they will need to succeed in a college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers to stimulate higher-thinking and meta-cognition. AVID also includes the focus on improving students' study skills. Avid will be implemented and infused across the curriculum for all students, not just those of the group of "AVID" students.

Project-Based Learning (PBL): This is an approach for classroom activity that emphasizes learning activities that are long-term and student-centered. The PBL framework will enable students to collaborate and work together in ways for them to come up with solutions to real world problems and or learning applications. PBL provides tasks based on challenging questions or problems that involve the students' problem-solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching. PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks. PBL provides the basis for students to develop the skills needed in their future in the areas of: (a) Information, media, and technology; (b) Life and career skills; and (c) Learning and innovation.

Interactive Notebook/Binder (INB) The interactive notebook is a research based practice that develops organizational skills and study skills within the student. The term "interactive" means the student is not just placing their work into a notebook, but they also interact with the notebook. The overall description of an INB is: the right hand side if the notebook is teacher driven, all lessons, notes, worksheet etc. given by the teacher is placed on the right hand side of the notebook. The left hand side of the notebook is student driven. On the left hand side the student is to do something to demonstrate they have read and studied information on the right hand side. The left hand side involves differentiated learning because it is based on the student learning style. Whatever methods the student chooses to use, drawings, internet research clippings, reforming notes into cornel notes, summarizing, etc. The interactive notebook is also used for students to reflect on their performance and develop and plan of their own for personal improvement and growth academically.

Writing Across the Curriculum (WAC): This is a strategy for having students practice writing in a variety of contexts based on the following principles: (1) Writing promotes learning; (2) Integration of writing and the writing process promotes student participation, a diversity of student voices, and it engages students as critical thinkers while promoting their texts as important resources and thinking tools; (3) Effective writing instruction integrates subject area disciplines ; (4) The opportunity to write in every class develops good writers; (5) Writing as part of instruction will be used in every classroom; (6) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.



Even though the specific curricular use of these strategies will differ from Academy to Academy based on the thematic orientation, all students of Huntington Park Community High School will receive an instructional program that incorporates the use of these strategies. The strategies are mutually reinforcing and they provide a common set of methods for designing classroom teaching practices and student learning activities that will enable the staff of Huntington Park Community High School to reach the vision of all students graduating from high school to be college-prepared and career-ready.



3. SCHOOL CULTURE AND CLIMATE

A. Description of School Culture

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

Huntington Park Community High School will provide a positive and safe educational environment that supports student achievement. Our shared beliefs and expectations, philosophy of personalization, will be supported by rituals and customs, routines and schedules, appropriate governance structures and decision making processes and adequate school facilities. Direct explicit teaching of our new culture will validate our new cultural norms. Teachers, staff, and parents will role model and teach students the cultural norms we wish to establish; including the idea that we believe a culture of respect, creates more respect. Students will be motivated to watch others around them and to emulate their acceptable behaviors as these behaviors will be rewarded. Finally the events and behaviors that occur in the school will cause unconscious enculturation into the new school.

At Huntington Park Community High School the culture will be one of acceptance and respect for self, others and diversity, love of learning, strong work ethic, creative confidence, commitment to positive self-development, shared responsibility and accountability. Students will flourish in the an active, visible, school-wide culture of high expectations, rooted in the core belief that all students will learn and achieve to their fullest potential, and acquire the skills needed for graduation and successful adulthood with correct supports including personalization and connections to school. Students will reach their fullest potential academically, socially and emotionally whether they are preparing for post high school education or vocational training.

The staff at Huntington Park Community High School recognizes that a school's social culture has a broad influence on students' learning and growth. We will intentionally monitor and assess factors such as the school's espoused goals and values, the principal's leadership, the school's leadership, the faculty's teaching and discipline methods, the policies regarding grading and tracking and the inclusion or exclusion of students and parents in the planning and decision-making process to ensure that the intention of the culture and the mission, vision and core values of the school is carried out. Studies show that meaningful interaction between adults and youth builds mutual respect and provides young people with mentors and positive role models⁶⁵ and supportive teacher-student relationships are critical to school success.⁶⁶ In addition, school programs with positive teacher-student relationships — particularly ones that help the student feel connected to a learning community — have successfully reduced the dropout rate.⁶⁷

The school climate will be personal, caring, and supportive with a whole student approach toward helping students reach their goals. The entire community, (the teachers, staff, administrators, students, parents and community members) understand the need for emotional, social, and academic support for the all students, particularly the 9th grade students. We will focus on increased student achievement, increased graduation rates, and increased college attendance. A broad body of research substantiates that a supportive and caring school environment fosters positive students' outcomes; including less substance abuse, and violence,^{68, 69}. In this atmosphere, students are also more likely to develop positive attitudes toward themselves and toward others, an increased sense of —onnectedness⁷⁰, —blongingness^{71, 72} or —ommunity^{73, 74} and a sense of safety during the school day. Studies also show that students who have strong connections with both teachers and socially positive peers are more likely to resist the pull of



gangs that offer an alternative form of connection for alienated students.⁷⁵ The city of Huntington Park has seven major gangs located within this boundaries⁷⁶ and there is a need to assist students in resisting gang influences and membership.

As a result of our belief systems and core values a system of five small 10th through 12th grade academies and the 9th grade learning academies will be established. This change will create a safe and personalized school culture by re-designing the large over crowded Huntington Park comprehensive high school campus into small learning academies of approximately 300 students each (small-schools-within-a-school). Students within each small learning academy will then be grouped into a freshmen house of 100 to 120 freshmen, who share the same three core teachers in biology, English, and math. It is vital that students are known and cared about as an individual by several teachers. These academies will create a new culture of learning, (as well as develop students along their career paths) and develop a set of values and beliefs, standards and practices that will transcend all the tensions and concerns that negatively influence the individuals on campus.

In order to create a positive and collaborative academic, behavioral and social environment, Huntington Park Community High School will establish a common language that promotes integrity, ethics and character. Action research will be the initiative, to be observed in each academy, in project-based learning in the classroom, in decision making, in school governance on all leadership teams and in student leadership resolution of student issues. Every aspect of the school, instructional program, parent meetings, community meetings and student leadership groups will center on the goal of promoting student achievement to their highest potential as well as raising graduation and college attendance rates.

Through the use of an Individual Learning Portfolio (ILP) in the Advisory class, students will develop the skills to engage in self-examination which will help them gain intellectual habits that not only improve their performance but also improve their effectiveness as learners. The Individual Learning Portfolio (ILP), (modeled after Individual Education Plan and the Secondary English Learner Portfolio) will establish learning goals, monitor progress, and demonstrate standard mastery and skill proficiency. Each student from the different academies will create his ILP with the support of his teachers, parents and counselors and other staff. Strategies such as evaluating their own strengths and weaknesses, planning their own future, and reflecting on what they are learning and how they will deepen their learning in every class will be expected in all areas of school environment. It will be updated, assessed and reviewed annually to monitor and adjust his approaches to learning or to develop effective strategies to meet his goals. A caring, supportive relationship is one of the most powerful factors available to protect young people from a variety of negative influences.⁷⁷

Care and Culture Change begin in the 9th grade: An articulation program for incoming 9th graders will be developed with teachers at feeder middle schools to create a thread for the college- going and career-ready culture. HPCHS teachers and teachers from feeder schools will collaborate regarding the methodologies and academic and behavioral expectations for incoming 9th grade students. A summer bridge program will be implemented to provide high expectations for student learning, positive behavior, guidelines and information on coursework, opportunity to meet with teachers and counselors, and to prepare for the college going and career ready culture at HPCHS. Student assignments will, when practicable, be integrated with technology in order to ensure that students meet technological literacy goals.

Teacher and staff cultural education will also be instituted. Professional Development for teachers will include activities that promote the collegial and collaborative support that they need to master the subject area content and the shared curricular strategies which provide for the students' development of thinking skills and strategies, core competencies, behaviors, attitudes and habits. It will enable teachers to focus



their curricula on essential questions, key ideas, and supporting concepts and to teach these through techniques, activities, and assignments that require students to develop the key cognitive strategies necessary for college success. Teachers will be better equipped to develop the curriculum and the assessment to use in collaboratively creating interdisciplinary units. By requiring A-G coursework, the school will support all students to graduate from high school prepared to pursue postsecondary education consistent with their goals and aspirations. Through in-class scaffolding provided by the instructional strategies (Interactive Notebook, Cooperative Learning, Graphic Organizers (SDAIE), etc.), ALEKS for Math and the Response to Instruction and Intervention (RTI²) process which is designed to identify the needs of the students and facilitate the basic skills development, every student will have the supports they need to access the materials and meet their goals. Our instructional supports explicitly connect or school climate and culture in that they change the focus of instruction from teacher-centered to student centered.

Teachers will be committed to creating differentiated learning opportunities through study classes such as Seminar for freshmen, Avid- Style Best Practices, and using student-centered pedagogy to help students master the skills and concepts these courses require. While the college counselor will work with all students and parents/guardians to connect them to college opportunities, all staff will serve as proactive —counselors” to collectively mentor students into a —college-going” mindset. Through the grade-level team for the 9th graders and core-subjects team for the 10-12th graders, students will form meaningful relationships with teachers over time that will allow for more personalized support.

The academic program in Huntington Park Community High School will be structured in such a way that students are required to assume more control and responsibility for their own learning as they move through high school. Research demonstrates that students, and particularly students experiencing poverty, are more motivated and more successful in school when they feel connected to a school community.^{78, 79} and that relevant and real-world curricula, personalization and feeling connected to school increases student engagement in their learning experience.⁸⁰

Huntington Park Community High School will promote caring connections between staff and students, provide positive behavioral supports for students who are struggling to adapt to social and academic norms, and offer multiple opportunities for social and emotional learning. We understand the importance of these and other connections that make students' educational experience more meaningful, personalized and lasting. Therefore, we will:

- connect academics to the lives of students through culturally relevant and real-world curricula that value student’s prior knowledge and experience, and build on it to expand their knowledge of themselves, their community and their world
- connect students to each other through collaborative group work in Advisory class and in all of the core classes where they will be encouraged to look beyond their experiences, value the experiences of others and become part of community of learners.
- connect students to the school and community by providing an atmosphere that supports an —open door” policy where classroom doors are open for others to drop in and view lessons in progress and for everyone to understand that open communication is important in building trust and establishing a supportive atmosphere. Students will have the opportunity to interact with a variety of school-based and community-based activities and organizations through which they gain an increased sense of belonging to the greater community.

As an additional motivating factor, students will also participate in the decision-making through the student leadership (ASB, Student Council, Link Crew, Pod Squad, student caucuses etc.). As part of



culture-building and the curriculum, Huntington Park Community High School faculty will instill in students a sense of ownership of their school and inspire a level of trust that will enable them to share all concerns with an adult, especially regarding safety. Parents and the community will play an active participatory role in the education of their children by offering their volunteer efforts as guest lecturers or coaches.

From the introduction of the vision-mission and the culture of the school, the students will have the clear understanding that they will succeed. To maintain this attitude of success, parents/ guardians, students, staff and community will reiterate this shared vision in every communication and activity. Incentives and rewards will be given for attendance, grades, and improvement of behavior by individuals and by Academies as motivation to reach their goal. Awarding ceremony/graduation will be held for 9th grade students who successfully passed all subjects (55 credits) and matriculated to 10th grade. There will be honors assembly for each grade level at the end of the semester. Names of students with grade point average of 3.0 and above will be published in the school newsletter (The Spartans, See Appendix). —Eligibility Program” will also be implemented, wherein students must meet minimum standards to participate in fun/educational activities such as field trips, assembly, dance, graduation ball, etc. Teachers will give out Positive Behavior Support (Spartan Bucks) to students who demonstrate good academic performance and good behavior in class.

Safety is a campus wide issue. Huntington Park Community High School will develop a Safety Collaborative, (much along the lines of the one developed by Huntington Park High School), which includes various administrators, support service personnel, community representatives, parents, and Huntington Park community public service agencies such Huntington Park Police Department. School and community safety issues will be addressed in these meetings to facilitate and maintain the development of a safe school. Huntington Park Community High school will work with the safety collaborative and implement a variety of safety strategies within the school such as: Adult-Supervision and Safety volunteers; Student ownership and trust; Common campus-wide behaviors and a Positive Behavior Support Plan for all students; The Welcome Center; A Community Schools Complex; and A community policing environment

B. Student Support and Success

Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

A successful Huntington Park Community student will attend school 98 % of the time, demonstrate consistent academic proficiency and adhere to the student behavioral norms. Each student at Huntington Park Community High School will be able to apply critical thinking and problem solving skills to real world situations and will be positively engaged in his/her multiple communities, both local and global. Each student will gain the tools and knowledge to evaluate, measure, and monitor her/his own learning. Project-based lessons will leader/his to work collaboratively with others, to think critically, to be reflective of himself, of others, and of the society in general, and to understand and address complex personal and social problems. Imbued with emotional and social skills, a successful student will be involved in family and community-based work that will challenge her/him to take ownership over her/his own learning and come to see the relevance of education on her/his own terms.

Huntington Park Community High School is committed to providing a personalized learning environment for each student through a multi-tiered approach to instruction and Intervention. Teachers provide instruction at each RtI² tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. All students will have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high



quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities.

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

To further support personal, emotional and social growth, Huntington Park Community High School will promote a culture of performance excellence and ethical conduct through the school-wide Positive Behavior Support and Discipline Plan. Membership on the School-wide Positive Behavior Support Committee (PBS) is open to all students, parents, teachers, and support staff on an annual basis and meets once a month, to plan, discuss and oversee PBS activities and discipline policies. The PBS Committee works closely with the deans, administration, and support staff as well as making recommendations to the Discipline Committee on the Shared Decision Making Council, where school policies are approved. Each school year the PBS committee reviews, edits, and makes any needed changes and improvements to the PBS Discipline plan. The Spartan Character Traits of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship will not just be posted in hallways and classrooms, but taught, enforced, and modeled by all staff. All teachers and staff will attend on-going professional development and support on the effective use of classroom management and positive behavior support strategies with an emphasis on by providing early intervention for misconduct and appropriate use of consequences.

Spartan Character Traits (i.e. appropriate behavior in the classroom and in common areas of our school as outlined in our Spartan Code of Conduct) will be reinforced through the use of Spartan Bucks as well as with other forms of recognition. The School-wide Positive Behavior Support Plan and Discipline Policies will be communicated to all stakeholders in our HPCHS Parent-Student Handbook, assemblies, parent newsletters, staff trainings, advisory and classroom lessons. Discipline data will be analyzed & reported on a monthly basis to increase staff buy-in and to develop more effective interventions. Community members, alumni, and business leaders will speak to our staff and students to promote the value and importance of living a life of character as well as performance excellence and ethical conduct.

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

C. Social and Emotional Needs

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

According to the Collaborative for Academic, Social, and Emotional Learning (2002): —Improving the social and emotional climate of schools, and the social and emotional soundness of students, advances the



academic mission of the schools in important ways....Satisfying the social and emotional needs of students does more than prepare them to learn. It actually increases their capacity to learn.” Students who feel connected to school and to the people at their school report higher levels of emotional well-being. The bond they feel with the school serves as a protective shield against unhealthy behaviors and decisions such as using alcohol and illegal drugs, engaging in violent or abnormal behavior, becoming pregnant, and experiencing emotional distress.⁸¹ Other recent studies found that positive relationships between students and teachers reduce the risk of dropping out, especially among high-risk students.⁸²

Huntington Park Community High School believes that meeting the social and emotional needs of all students will support academic, emotional and social achievement. Research studies suggest student outlook is influenced by such resources as: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students’ social and emotional needs, one-on-one and/or peer counseling groups, after school clubs, extracurricular activities, sports, academic competitions, talent shows, and student-created performances. All staff and parents at the school will be committed to identifying and supporting the social and emotional well-being of students and will develop an atmosphere of mutual respect to generate this sentiment.

The entire school community will assume shared responsibility for identifying and supporting the social and emotional needs of students. Studies show that when an entire school community is committed to the well-being of students, students prosper.⁸³ During the Advisory period, teachers will monitor students’ academic progress, and social/emotional needs. Making the school a safe place where students can have someone to talk to about their personal concerns is vital to creating an engaging environment for all students.

Additionally, a mentoring program will be implemented in which upper class students in the 11th and 12th grade will mentor freshmen and sophomores to provide additional support for them. The Advisory period will also be used to serve this purpose and the counselor can pair up classes to create a dynamic that will benefit both upper and lower class students. Positive relationships will be directly and indirectly promoted through general policies and practices that contribute to students having an positive view of their future.

School spirit is an important factor in keeping students connected to their academic life. This also contributes to student engagement that may be needed to assist students who may be dealing with issues outside of school. Activities such as school dances, pep rallies, health and wellness workshops, field trips, and motivational/informational assemblies, mentoring and internships will also provide positive social support for students.

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

HPCHS will follow District guidelines to meet health mandates of students with 504 plans and IEP. A full time nurse and school psychologist will be available to meet the health needs of students. Community resources are such as Juvenile Assistance Diversion Effort, which provides individual, adolescent and family counseling services(JADE), AltaMed Health Care Foundation, which provides health services to low income families and underserved populations, (ALTAMED), and some parent volunteers are also



available for our students. The Psychiatric Social Worker (PSW) will work with the Coordinator of Services Team (COST), comprised of the Pupil Services Advisor, PSW, Dropout Prevention Advisor, counselors, assistant principals, community reps, nurse, and school psychologist, to review extreme at-risk students, and make recommendations for further evaluation via Student Study Team (SST), or referral to local or District agencies for assistance.

D. College and Career Readiness

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

Each academy has its own focus and career pathways and may vary its approach to instruction. However, the curriculum in all of them will address the students' academic, social, and college and career needs. Each academy will offer A-G classes and all academies will share in the AP classes and special electives. AVID-Style Best Practices will be implemented to help underachieving students prepare for and succeed in colleges and universities until the AVID program can be fully implemented. Huntington Park Community High School will train teachers in the 9th grade academy so that they can implement the college and career readiness program of the Avid-style advisory at the inception of the 9th grade academy.

All students will receive a minimum of one semester of the AVID elective class that will teach students study skills, reading for content, interactive note taking, and time management. In this class, students will be exposed to several career paths, attend college or career fairs, hear from guest speakers (professionals from the community) and will begin their own personal journey concerning college and career choices. Ninth graders will be exposed to the different career pathways of the five academies. By the tenth grade, students should have chosen their pathway and be ready to move to the academy of their choice.

All the five academies will embark on the Career and Technology (CTE) pathways. But the focus will be the A-G requirements supported by the pyramid of instruction and intervention. Passport classes, a wide variety of elective classes and AP classes will be offered to all the students of the five academies. There will be individual computer-based student support available through Learning Labs such as the Los Angeles Virtual Academy (LAVA) for credit recovery. We will also work with the Adult School to accommodate students who lack credits for graduation, for certification and work experience..

Counselors will be available for all students regarding their schedule and classes in order for them to complete the A-G requirements in a timely manner. On-line collaboration between the student and her/his counselor will facilitate the updating of the individual's graduation plan. Counselors will work with local colleges, universities and trade/technology schools to provide visits to these schools and discuss with students and parents their higher learning programs, the requirements for enrollment and financial aid available.

The College and Career Center under the direction of the College and Career Center Coordinator will be the hub for all college and career information, financial aid (FAFSA) and on -line applications. Colleges and universities including community colleges and trade/technology schools, California State Universities and the University of Southern California will visit the center and offer counseling, mentoring and recruitment outreach.

At Huntington Park Community High School our goal is to establish and nurture a college-going culture. The following outreach and college preparation programs provide students and their parents with various support services including campus tours, motivational workshops, financial aid seminars, assistance with



the college admission process, opportunities to speak with onsite college representatives, as well as class presentations.

Some of the programs Huntington Park Community High School will offer include;

- University of California Early Academic Outreach
- California Student Opportunity and Access Programs/CAL SOAP
- TELACU / Talent Search and Upward Bound
- Educational Talent Search at Cal State Long Beach
- East Los Angeles College and California State University Los Angeles Outreach
- Pre-Collegiate Academy
- Community College Concurrent Enrollment Program
- California Scholarship Federation
- USC/Mexican-American Alumni Association/La Curacao Academic Achievement Program (LCAAP)

Work experience courses will be available to all juniors and seniors. With the structure of block scheduling, students who are on track to graduate will have more available time for internships and work experience applicable to their college and career needs. Each academy will have partnerships for internship and work experience available that is threaded to the academy themes and will prepare students for a specific field or industry.

E. Parental Involvement

Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

At Huntington Park Community High School, our goal is to create a culture where parents are viewed as partners in working towards the common goal of helping every student graduate ready for college or a career. The Welcome Center is a place where the parents can ask questions and get the information and the help they need to get involved in their child's education. The culture of the center will be informal and inviting and will include information regarding high school graduation, college, careers, special education, English language learning, community meetings, and student and school celebrations. It will also be the center for parent classes (ESL, parenting, healthy cooking, etc.) and information sessions(graduation, A-G requirements, college funding) and will encourage spontaneous social interactions where teachers, staff, parents, and community members can gather to share ideas and strategize around a particular issue or topic.

Parents will be invited to participate as adult lecturers and guest speakers in areas such as careers, family histories, cultures, and Spanish language. They will volunteer in classrooms, provide hands-on demonstrations, volunteer in club activities and sports programs, and provide club sponsorship. The five academies will fund a full-time parent and community coordinator. It is the role of the coordinator to organize the parents and community members, call meetings and contact resource persons to train parents and community partners on how to work collaboratively with the faculty, non-teaching staff and administration within and outside of the school to support our students.

Huntington Park Community High School greatly values the participation of parents in the education of their children. Parents will be integrated into the fabric of our school culture by implementing the following structures, policies and practices which support building and maintaining the relationships between our staff, our students and their families:



- Teacher//Parent Collaboration Room;
- Parent Partnership – parents will be invited and encouraged to be part of the governing council of the school, to volunteer in the hallway supervision, to attend parent-teacher meetings, to observe classrooms (including creating and using a classroom observation form) and assist a teacher in the classroom and during out of classroom activities such as field trips, games, and academic fairs;
- Celebrations and Events- throughout the year, parents will be welcomed to the campus to learn about our school and celebrate their child's success (e.g. beginning of the year- welcome potluck, mid-year awards celebration. and end-of-the-year exhibits/fair);
- Advisor-Parent Connection – through our advisory program, the Huntington Park Community High School faculty will reach out to parents to invite them to participate in their child's education. The advisor is responsible for contacting the parents regarding absences, credits, grades, etc.) and involving them in understanding and participating in the goal setting and celebration of goal achievement of their child through the Individualized Learning Plan;
- Parent input/Feedback – as part of reflective practices of Huntington Park Community High School, we want to provide each member of the community with the opportunity to critique or praise how things are going at the school. To do this, we will provide a complaint/concern/suggestion box in the school office where parents, students and teachers can provide anonymous feedback. We will also conduct a parent survey at the end of each year to use as a tool to improve our plan for the following year;
- —Back to School Night” and Parent Conference days will be offered, on a flexible schedule to ensure that parents have an opportunity to learn about the school and share their child's educational experience;
- Teacher-parent communication will be frequent and positive as well as instructive. Teachers will communicate with parents via the telephone, mail, and e-mail and web-based programs (such as Edline.com);
- Student progress reports will be sent out at 5, 8, and 12 weeks of school;
- The school newsletter will be provided to parents quarterly by mail, e-mail and on-line;
- Parents will be encouraged to participate in governing bodies, safety groups, School leadership Councils, School Site Council, English Learners Advisory Council, and The Parent Student Teacher Association;
- Clubs and activities will include parent advisors;

F. School Calendar/Schedule

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



The school will be organized in a block scheduling format to provide more instructional minutes during a day for our students. We will observe the 2 x 8 block schedule to offer additional enrichment and intervention during the day for students. The school schedule will also include the “flex-day.” A flex day means that a student’s schedule may begin either at period 00, 01 or 02 and end at period 03, 04 or 05 depending on the student’s course selections. This schedule provides more flexibility in scheduling in that many course electives will be offered at periods 00 and 05. In addition students can earn additional credits and have the opportunity to make up courses or credits during an extended school day.

(See the Appendix for the more detailed school calendar, the block schedule, and related instructional minutes).

3f(i). Autonomy

Autonomy allows us the flexibility to create a statement of expectations to be signed by all teachers/staff. This will ensure that each staff/teacher knows his/her duties and responsibility and is expected to perform well. It includes giving time to address the needs of the students, while maintaining a respect for teacher work- days, providing time to plan and collaborate.

3g. Policies

Discipline Policy

Huntington Park Community High School Discipline Policy: In a study comparing schools’ disciplinary practices to the field’s recommended best practices, Gottfredson et. al.⁸⁴ determined that 90 percent of schools were using inadequate discipline practices. While almost all schools displayed adequate practices regarding the communication of rules and the documentation of rule violations, very few schools use a wide range of responses to misconduct or apply positive rewards for desirable behavior.⁸⁵ According to the U.S. Departments of Education and Justice,⁸⁶ disciplinary rules should be clear and enforced consistently. Further, research shows that it is beneficial to have a range of both punitive and non-punitive consequences for behavior.⁸⁷ Disciplinary responses to more severe behavioral issues are a delicate issue on school campus and must be handled sensitively.⁸⁸ Suspension rates must be monitored to ensure that there is no rise in problem behaviors. Serious responses to discipline problems such as expulsion should include a formal due process such as notices sent to students and parents, appeal hearings, right to representation, and the opportunity to examine witnesses.^{89, 90} The disciplinary hearing process employed by Huntington Park Community High School aligns the Los Angeles Unified School District policies, procedures and processes for discipline.

The purpose of the Positive Behavior Support and Discipline plan is to promote positive behaviors, emotional, social and academic growth, and a culture of performance excellence and ethical conduct campus wide. It is our firm belief that awareness of school rules and policies, along with increased perception of consistency in enforcing rules and consequences, will improve order and reduce incidents of violence. Measures like effective communication and consistent school rules will create a healthy, positive, pro-social school atmosphere.

In the cases where positive support does not work, the formal school discipline policy will support appropriate behaviors. The school policies will include progressive discipline and sanctions, (See discipline code, anti-violence contracts, behavior contracts, discipline hearings, check in and student monitoring, campus monitoring, and random searches. The school will have a robust discipline system that includes specific rules regarding acceptable and unacceptable student behavior. The primary function of these activities is to provide a system of rules and policies governing behavior. The system of graduated sanctions and the merit and infraction point system discussed previously are also forms of



behavioral modification.

Progressive Discipline: Students will receive consequence of increasing severity for discipline problems, including trash pick-up, lunch and before and after school detention, exclusion from school activities, behavior contracts, required discipline classes, discipline hearings, suspension and expulsion hearings,

Code of Conduct and Discipline Code: The student Code of Conduct and the Discipline rules will be outlined in the student handbook and on various postings throughout school. The Code of conduct will outline behavior expectations for students. The Discipline Code will include a consistent set of rules to impose punishment on students for certain behaviors. Students may receive a variety of consequences for misbehavior, including detention, behavior contracts, required discipline classes, discipline hearings, and expulsion. Any faculty or staff member can give a student trash pick-up or detention; however, only intervention center staff, (Staffed by administrators, Counselors, out of classroom personnel and teachers) will give students Saturday School, attendance make-up, or stricter consequences.

Students will understand that the code of conduct and the discipline code applies when a student is at school as well as when they are on their way to or from school or at the public transportation station. The school will establish clear, consistent, and certain consequences for any behavior that leads to violence; students will definitely receive punishment for certain specific behaviors or a pattern of behaviors which disrupt instruction or are dangerous to self or others.

Anti-Violence Contracts: Students will be required to sign an anti-violence contract at the time of enrollment to demonstrate that they understand what is written in the discipline code and will adhere to its rules.

Behavior Contracts: Students will be placed on a behavior contracts if they have not changed their behavior after being required to take discipline classes and to use behavior journals. The behavior contract lists the offenses that violate the contract. Failure to adhere to the rules outlined in the contract may result in suspension or expulsion. The contract will be signed by the students, their parent/guardian and disciplinary team.

Discipline Hearings. Discipline hearings will be held in cases of academic dishonesty, repeated minor discipline problems, moderate discipline problems, and violations of anti-violence and behavior contracts. Three members of the school staff will serve on a panel while the student's administrator, a student advocate, and the student's parent/guardian present their understanding of the situation and the student. The panel determines the consequences for the student's behavior. The student has the right to appeal the decision.

Security and Surveillance: Front Desk Check-In. Students will check in with the front desk using their identification card every morning when entering the school building. All visitors and guests to Huntington Park Community High School will check in and out with the front desk security guard. Visitors will be given name badges while they are in the building.

Monitoring between Class Periods and Lunch: Staff will stand in hallways or at their doors, during passing periods, and administrators, staff and other personnel will monitor lunch periods.

Public Transportation Station Monitoring. A public transportation station is located on the street near from the school. Staff and School Police will monitor the public transportation station after school dismissal to prevent incidents.



Random Searches: Random, unannounced searches will occur periodically throughout the school year.

Promotion Policies

Huntington Park Community High School believes that promotion from one grade in high school to the next must indicate that students have passed a series of academically challenging courses in the core subject disciplines of English, Mathematics, Science, and Social Sciences, as well as courses in other areas such as world languages, fine arts, physical education, and career education that are aligned with the California State Standards. Students who successfully earn course credits will display their understanding of and competency in course subject matter through both standardized exams and appropriate assignments and assessments developed by teachers.

Huntington Park Community High School recognizes that students must attend classes in order to achieve their highest levels of learning. Students will be encouraged to attend on a daily basis. This promotion policy requires that students to demonstrate genuine academic achievement and a commitment to learning in order to make progress toward earning their high school diplomas.

1. Definitions

- a. For purposes of this policy, a “5 unit of credits” is 300 hours of classroom instruction. 5 units of credit represents the credit that students can earn for successfully completing one semester of class work in a particular course.
- b. For purposes of this policy, a “core course” is any course in one of the core subject disciplines of English, Mathematics, Science and Social Sciences;
- c. A passing grade for purposes of this policy means at least a “D” average for the semester in a course;

Promotion Requirements: The following guidelines regarding promotion shall apply for ninth, tenth, eleventh and twelfth grade students:

2. **Ninth Grade Promotion:** To be promoted from ninth to tenth grade in a Huntington Park Community High School, students must pass at least three of their core subject courses during both semesters and must have successfully completed **a minimum of 55 units of credit**;
3. **Tenth Grade Promotion:** To be promoted from tenth to eleventh grade in a Huntington Park Community High School, students must pass at least three of their core subject courses during both semesters and must have successfully completed **a minimum of 110 units of credit**;
4. **Eleventh Grade Promotion:** To be promoted from eleventh to twelfth grade in a Huntington Park Community High School, students must have successfully completed **a minimum of 170 units of credit**. All eleventh grade students must have completed at least twenty (20) hours of community service learning in order to be promoted to the twelfth grade;
5. **Graduating Seniors:** To graduate, session student must have completed at least 230 credits and passed the CAHSEE;
6. **Assessment of Student Work:** Huntington Park Community High School believes that student work must be regularly and systematically assessed with methods that both challenge students and provide an accurate evaluation of students’ success in learning course subject matter. Teachers shall regularly use a variety of criteria in assessing students’ work, *e.g.*, objective and



essay tests, student portfolios, oral presentations, research assignments, homework and classwork. These assessment criteria should be appropriate to the course content and should provide students with a variety of means by which they can demonstrate their mastery of the material covered in a class. One important method of assessing student success in learning course subject matter is final end-of semester examinations. It is recommended as an educationally beneficial practice that final end-of-the-semester examinations for students taking the same course at a school be developed collaboratively by the course teachers working under the auspices of the department chair. Results on final end-of-semester examinations shall constitute at least 10% of students' final semester grade.

7. Bilingual/English Language Learners

- a. **First and Second Year Transitional Bilingual Education Program/Transitional Program of Study Students:** Students in their First and Second year in a Transitional Bilingual Education Program/Transitional Program of Instruction must complete the required promotion criteria in their home language, while completing the required English as a Second Language curriculum.
- b. **Third Year English Language Learners:** Third year English Language Learners shall complete the same number of credits as those required of the general program students. Since these students are in transition, their classes may be in English, Sheltered English or their home language.

8. Students With Disabilities

Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individualized Education Program (IEP) Team will determine whether a student with disabilities is expected to meet the Huntington Park Community High Schools' promotion criteria or another criteria, which must be documented in the student's IEP.

9. Parental Notification

Beginning with the first day of the school year and prior to October 31st of each school year, principals must notify parents in writing of the promotion policy of the Huntington Park Community High School. Copies of the policy will be made available to schools for distribution. At the end of the fifth week, fifteenth week, twenty-fifth week, and thirty-fifth weeks, parents will be notified in writing if their child(ren) is receiving a failing grade in any class. Schools shall mail the failure notifications to parents at the last address given as the family residence. Copies of failure notifications must be maintained at the schools.

10. Exemptions

Requests for exemptions to this policy must be made to the principal. Decisions on exemption requests shall be made on a case-by-case basis taking into consideration such factors as: (1) Health issues regarding the student; (2) Issues related to a student's family; (3) A student's prior academic history and effort; and (4) Other extenuating circumstances.

A decision to retain a student may be appealed by a parent/guardian to Local District Six and the Los Angeles Unified School District.



4. ASSESSMENTS AND SCHOOL-WIDE DATA

A. Assessment Philosophy

Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.

Huntington Park Community High School is committed to —data-driven” accountability, which transforms analyses of data from reports into true information that drives concrete actions for continuous program improvement and places student needs at the center of educational decisions.⁹¹ This data will influence instruction with the principle goal of improving student learning.⁹² Our philosophy involves students, teachers, and staff in the assessment process.

Teachers should be an integral part of developing objectives and curriculum.⁹³ Therefore, teachers need to have the knowledge and skills necessary to create, administer, and interpret assessments. Teachers will receive this knowledge through appropriate staff development. (See the Professional Development section). As any one assessment is a limited source of information and it must be used in conjunction with all other available information about a student, including observations, subjective notes, and conversations with the student in order to accurately assess student needs.

Students must also be involved in the assessment process: In order to enhance student achievement and create an environment that supports lifelong learning, teachers will form partnerships with students by involving them in the assessment and evaluation process. When students comprehend their achievement and success, they can be assured that they are prepared for post-high school or vocational education. Furthermore, taking part in the process of making the assessment allows students to learn to take responsibility for their education. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement and meet the needs of all learners. Data-driven accountability sets the school on a continuous cycle of educational improvement.⁹⁴

Building a culture of assessment demands a focus on student learning. A successful assessment program will sustain itself if faculty and staff are involved in measuring and evaluating outcomes that contribute to the overall learning and educational experience of the students as well as supporting the vision of the school. While external forces are on the periphery of our assessment efforts, assessment should not be viewed as a compliance tool to meet external requirements or mandates but rather as a tool to assist our school in making a commitment to the success of its students. Assessments help gauge individual progress to help build on strengths and address weaknesses of each student. Assessments also provide information about program effectiveness, areas of curricular strength and weakness, resource and staff needs, and targets for improvements. Assessment help to answer two essential questions: 1) How are we doing?; and 2) How can we do better? Answering these questions will allow the school to improve instruction and achievement in the classroom.

B. Autonomy

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

Huntington Park Community High School will implement innovative practices aimed at maximizing student learning and diagnosing and targeting instructional resources. Autonomy will ensure ongoing use of data to guide and modify classroom and school decisions and ensure a cycle of continuous improvement. One area of assessment autonomy will center on the development of common formative assessments in each subject area. While we plan to continue utilizing the District's Periodic Assessments



in the first year, Huntington Park Community High School will concurrently begin to develop our own common assessments to guide and modify instructional planning. These will take the form of diagnostic assessments, as well as common unit exams, midterms, final examinations and Project Based Learning assignments.

While multiple choice tests (e.g., CST, CAHSEE, and Periodic Assessments) provide data on breadth of subject matter, they do not adequately measure depth of knowledge, complexity of thinking, cumulative knowledge, or provide students with opportunities to select how they will demonstrate mastery. Huntington Park Community High School intends to design common formative assessments based on a common item bank of test items. In addition, Writing Across the Curriculum as an instructional strategy necessitates the development of writing assessments in all or most subject areas as part of formative assessment. Project Based Learning Assignments which are designed to ensure that students have met educational course objectives will also ensure that mastery of subject matter is measured. The school will use the assessments available thorough Los Angeles Unified School District as a resource and basis to develop and tailor assessment specific to our school. We will also use curriculum based resources for common assessment items and to develop our own test items to construct this common item bank, exercising their autonomy in designing assessments. Performance-based assessments tied to project-based learning will also be developed.

Assessment autonomy will allow Huntington Park Community High School to develop assessments of this nature in order to truly have multiple measures of achievement. Huntington Park Community High School will continue to administer summative assessments to determine at a particular point in time what students know and do not know. These assessments include: State assessments; District benchmark or interim assessments; End-of-unit or chapter tests; End-of-term or semester exams; Scores that are used for accountability for schools (AYP) and students (report card grades).

C. Student Assessment Plan

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

Pre-assessments will be utilized to assess student ability. These pre-assessments will be used as the first level of assessment in the classroom. Teachers will use questioning, Socratic Seminar, and other techniques to move students higher on Bloom's Taxonomy and to demonstrate critical thinking and problem-solving. Throughout, efforts will focus on expanding the teacher repertoire of what checking for understanding means to arrive at common expectations for both formal and informal assessment based on multiple measures of achievement.

All formative and summative assessments will be aligned to the State standards. Teachers will ensure that their use of assessments are directly aligned and used for the benefit of student success, as measured by multiple measures. In particular, the blueprints from the CST, CAHSEE, and CELDT will be used to guide instructional pacing and delivery. In addition, Huntington Park Community High School will continue to use the Secondary Periodic Assessments as a formative measure of student progress in English/Language Arts, Mathematics, Science, and History/Social Studies. Item analysis will be used to identify key standards where students have struggled to achieve standards mastery.

The existing measures will be augmented with school-developed rubrics for student assignments, as well



as project-based assessments to assess culminating projects and portfolios of student work. For example, the plan to develop students' writing skills across the curriculum will be supported through the development of standards-based rubrics that we develop and score collaboratively. These formative assessments will provide a more frequent measure of student progress that can be used for targeted re-teaching and spiraling of key standards. Similarly, professional learning communities (PLC's) will be used for teacher collaboration and professional development will include structured analysis of student work using the ATLAS protocol. (See the Appendix for the ATLAS Protocols). Student work will be assessed with standards based rubrics. In this way HPCHS will build an objective and data-driven assessment program. Huntington Park Community High School is committed to conducting a rigorous, data-driven school which incorporates both growth and attainment measures to ascertain effectiveness.

Tests	Assessment Type	Dates	Grade Level	Rational/Purpose
Grade Level Subject Specific Assessment	Pre-assessment	Beginning of school year	9 – 12	As a teacher planned activity, a grade level, subject specific assessment will provide important information about student needs and skills. This assessment will be used by all teachers of like classes.
Grade Level Subject Specific Assessments	Formative	Ongoing and frequent	9 – 12	The purpose of these assessments will be to gauge student mastery of identified and necessary standards. The information will be used as a foundation for feedback to modify the teaching and learning process. These assessments are checkpoints on student progress. A team of teachers will design these assessments with departmental support. These assessments will be used by all teachers of like classes.
Periodic Assessments	Summative	Three times a year	ELA (9 th and 10 th), Math/Science, Soc. Studies, Science	These formative District assessments provide further feedback for modification of the learning process.
End of the Year Grade Level Subject Specific Assessment	Summative	End of school year	9 - 12	The end of the year grade level, subject specific assessment will inform teachers of what students have learned. Students will be asked to demonstrate mastery of identified essential standards. This assessment will be designed by a team of teachers with departmental support. This assessment will also be used as a conversation starting point to plan for the next school year.
Senior Culminating Project	Summative	June	12	The Senior Culminating Project is a performance-based presentation that demonstrates a wide range of student learning, including multidimensional tasks. A component of the project will



				ask students to reflect on how the learning was achieved, why education is necessary and how their experiences at Huntington Park Community High School will support their future endeavors.
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D. Assessment Development
Not Applicable.

E. Data Collection and Monitoring

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

Huntington Park Community High School will implement a school-wide plan for using collected student data. The testing coordinator, along with department chairpersons, lead teachers, instructional coaches, coordinators, counselors, the librarian, and other interested staff and community members will regularly convene to plan for the dissemination of student data (Data Dissemination Team). This team will schedule time within the professional development schedule for teachers, administrators, and other support persons to review data and use it to inform practice. Administrators and lead teachers will also use this data to create a master schedule that meets the needs of students, programming students into appropriate classes, A - G requirements, and academy-specific courses to ensure graduation, enrichment and intervention. Teachers within departments will use the data to make decisions on curricula, teaching strategies, project-based learning experiences, interventions, enrichments, benchmarks, and grading policies. Staff will receive extensive training in how to use and access *My Data* and staff will regularly monitor student progress. Support staff will be trained to use *My Data* and will continue to use data to identify students who need services and monitor the effectiveness of those services. At the beginning and end of each school year, the Data Dissemination Team will meet with feeder schools to review data and track the progress of cohorts of students as they move through the system. This team will create and improve policies and procedures as a result of the data. Huntington Park Community High School will develop a set of holistic and analytic rubrics to objectively set criteria for performance-based assessments of subject area and interdisciplinary projects.

F. Graduation Requirements

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

Huntington Park Community High School will follow the District policy⁹⁵ and procedures for graduation requirements. HPCHS will also design a Senior Project as a culminating assessment that is a performance-based presentation of student learning that is capable of measuring oral presentation skills, critical reading/thinking/questioning skills, writing skills, reasoning skills and use of technology. This Senior Project (and mini-projects at earlier grade levels to provide practice in these demonstrations of learning) reinforces the notion that students should exercise some degree of choice in how they demonstrate mastery. Specifically, the staff and teachers will prepare students to select from a ~~menu~~ "menu" of ideas for the senior culminating project and requirements for a smaller scale project at each grade level. Similarly, the choice of Writing Across the Curriculum as an instructional strategy necessitates the development of writing assessments in all or most subject areas to measure student progress and readiness to graduate.



5. PROFESSIONAL DEVELOPMENT

A. Professional Culture

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

The goal of Huntington Park Community High School is to create a school culture, which enhances teacher effectiveness, improves student learning, and ensures high achievement for every child. Research shows that student achievement improves when teachers work collaboratively in a professional community —and improve their practice and improve student learning.”⁹⁶ The goal of Huntington Park Community High School is to establish a collaborative community, where there is a culture of learning, among students, administrators, teachers, staff, and parents. To foster a collaborative culture, in which instructional strategies are shared, explored, reviewed and evaluated. Teachers, administrators and students all have or will develop a high level of academic expectations. Huntington Park Community High School will become a collaborative professional culture that focused on common goals and strategies. Teachers within professional grouping will model, evaluate and mentor each other to create a shared commitment to improving delivery of effective instruction that increases and strengthens the academic performance of students.

Most teachers in traditional schools, particularly those at the high school level, teach in isolation from the rest of the school. To move from an isolated classroom environment to a shared, collaborative endeavor can be challenging—and collaborating effectively will take training and practice. Research has demonstrated that teachers who share a common philosophy and curricular focus, collaborate, and have structured opportunities to learn and work with other teachers are generally more effective than those who do not have those experiences”^{97, 98}. One of the goals of HPCHS professional development program is to change the current professional culture of our school from one of isolated teaching to one of effective collaboration.

To achieve this goal Huntington Park Community High School have partnered with the UCLA School Management Program to develop an inquiry-based professional development community, where teachers are engaged in a continuous learning process to improve and maintain an effective professional teaching culture. After an evaluation period to gauge the “professional culture”, instructional strategy needs, and professional needs of our school, UCLA School Management Program and the School Leadership team will develop an initial year professional development program tailored to our needs. UCLA SMP will train and assist the school leadership team to make our professional development self-sustaining, yet evolving. UCLA School Management Program will provide training and sustained support in the following areas: (1) Implementing Inquiry-Based Professional Development; (2) Coaching/Mentoring and Leadership Training; (3) Developing Facilitation Skills to Support Effective Meetings; (3) Understanding and applying a continuous Cycle of Inquiry model; (4) Creating Professional Development Settings that Support and Sustain Change; (5) Looking at Student Work, Data and Enhancing Teacher Effectiveness; (6) Building Sustainable Professional Learning Communities (PLCs); (7) Forming Community Partnerships.



B. Professional Development

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

The goal of our professional development is effective action that addresses significant problems related to teacher effectiveness and student learning and aims to reduce the discrepancies between the school and district's goals for student learning and their actual achievement. The goals set for the professional development at our school are the "authentic problems" found in data about students, school, and district contained in the district's strategic improvement plan. The target goals for Huntington Park Community High School are to increase the matriculation rate of freshmen students, increase graduation rates and CAHSEE passage rates, increase CST scores to higher percentages of advanced and proficient, and increase number of college/career ready students.

Our professional development plan encompasses a comprehensive, sustained, and intensive effort to improve teacher effectiveness, provide students with an effective and rigorous program of instruction, and enable students to meet and exceed the California State Standards. The Huntington Park Community High School Professional Development Plan is based on the principles of a Professional Learning Community.” In the book, *Learning by Doing*, the authors define the following commitments: ⁹⁹

- Focus on Learning
- Collaborative Culture and Collective Inquiry
- Professional Learning Communities (PLCs).
 - grade-alike teams (Interdisciplinary PLC)
 - content-alike teams (Content PLC).
- Collaboration across the subjects
- Collaboration across the grades
- Advisory Support Team
- Collaboration across the academies
- Collaboration with the community
- Collaboration with feeder Middle Schools

For a detailed description of each of these commitments reference “Professional Learning Community Commitment” in the Appendix. UCLA SMP will assist in developing each of these commitments through professional development workshops, ongoing mentoring, and leadership development.

In keeping with our vision and mission, and based upon identified needs, our professional development plan will target specific research-based instructional strategies, i.e. Interdisciplinary Project-based learning, SDAIE, Writing Across the Curriculum etc... See Section 2.d. on Curriculum and Instruction for a detailed description of these strategies. Professional development will be provided by: (1) LAUSD and Huntington Park Community High School Professional Development team; (2) UCLA School Management Program; (3) AVID Implementation Program.

A. LAUSD and Huntington Park Community High School Professional Development Team

Huntington Park Community High School will also be mindful of the overall Los Angeles Unified School District's and Local District 6 professional development plans and utilize the district's resources to develop as appropriate and needed. With the assistance of UCLA School Management Program, Huntington Park Community High School will form a professional development team to assist and eventually conduct professional development at Huntington Park Community High School within 3 years.



Professional development is as effective as those delivering the training and mentoring. Our professional development team members need to be knowledgeable of researched based best practices, to have effective facilitating skills, to be non-bias and equitable, use positive motivating and mentoring skills, and yet hold firm to a high level of expectations and commitment. For the first year of school reform implementation, UCLA School of Management will facilitate professional development as need. Initial teacher mentors will be the members of the design team who have experience with the instructional strategies and other elements within the proposal.

B. Professional Development with UCLA School Management Program

School-wide Professional Development will be divided into six target topics/goals for the inaugural year:

1. Establishing Writing Across the Curriculum;
2. Establishing a School-wide Literacy Program;
3. Design and Implement Freshmen Advisory Groups;
4. Using Assessment Data and Student work to Drive Effective Instruction;
5. Establishing Sustained Professional Learning Communities;
6. Re-design of current Small Learning Communities into Career Theme Academies;

To achieve these goals UCLA School Management Program will provide training and support in the following workshops: ¹⁰⁰ (see Appendix for more detailed description of each workshop.)

1. **Critical Friends Groups Time-Efficient Protocols for Looking at Student Work.** This training will show teachers how time-efficient protocols for looking at student work bring educators directly into the "critical" conversations that lead to examining instructional practice and getting positive academic results with students. CFGs represent a basic unit of support for educators engaged in improving schools and increasing student achievement. They provide an organized way for educators to work together productively to enhance their teaching practice through collaborative learning. CFGs provide opportunities for educators to: develop shared norms and values; engage in reflective dialogue; give each other feedback on their work; share resources and ideas; and, plan changes in their school's organization and culture.
2. **Classroom Walk Through.** This institute provides educator with practical experience in using a non-evaluative, non-judgmental protocol to observe students at work in classrooms. These observations are then debriefed in order to identify patterns of successful learning, which are then tied to effective instructional practice and professional development at the school site. It creates the opportunity for a district, school, or group of teachers to inquire together as they plan actions to bring about increased student learning through enhanced teacher practice.
3. **Discover the Power of Advisories Supporting Students in the Learning Process.** Advisory programs are based on the idea that secondary-level students are more successful when they have at least one adult in the school community who knows them well. Advisory classes strengthen the students' connections with the school, facilitate both academic achievement and personal growth, and provide the opportunity for students and teachers to create a strong sense of community. (UCLA, 2011).
4. **Socratic Seminars.** Socratic Seminars improve teaching and learning for all students at ALL grade and achievement levels, from kindergarten through college. Socratic Seminars focus on the student as worker, taking responsibility for his or her own learning; engage students in active learning; teach and reinforce critical thinking; teach students to construct meaning from texts in many disciplines; work effectively with heterogeneous groups; and, can be implemented in both specific subject areas and school-wide interdisciplinary programs.
5. **The Writing Initiative (Writing and Reading Across the Curriculum).** During this training, educators will: explore strategies that will supplement their understanding of the stages of the writing process from the perspectives of the learner and the teacher; identify the connections between the writing process and content standards, reading comprehension, and scaffolding for



English Learners; discuss the role of standards, models, and criteria charts in the teaching of writing and in classroom use; and, understand what quality work looks like and when that standard has been met in their classrooms.

6. **Bridges to Understanding: Teaching That Matters for English Learners.** Teachers will learn how to engage culturally and linguistically diverse learners in rigorous and meaningful standards-based learning; develop content vocabulary and academic language for students at various levels of English proficiency; build reading and writing skills across content areas; infuse higher-order thinking into the instructional program; help students become more independent, self-reliant learners; and, promote supportive classroom relationships by valuing students' unique experiences and academic strengths.
7. **Secondary Bridges Math Workshop.** During this workshop, teachers will: experience a variety of instructional strategies and teaching practices that support ELLs in learning grade level mathematics; understand the role that language plays in understanding mathematical concepts and skills; and, learn how to provide engaging opportunities for students to use the "basic skills" of listening, speaking, and thinking in the math classroom.

C. PD with AVID -- Advancement Via Individual Determination

AVID, Advancement Via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

Huntington Park Community High School has chosen the AVID program because of its well-known success rate with schools of similar demographic as ours. Also all three of our feeder Middle Schools (Gage, Nimitz, and Edison Jr. High) have an established AVID program. A need has been expressed for Huntington Park Community High School to develop an AVID program so that students from the above mentioned feeder schools and continue their education in the AVID program. Having an AVID program at HPCHS will entitle the school to funding and ongoing professional development via AVID. Contact has been established with Cindy Stoll, AVID program specialist for Curriculum & Instructional Services of Los Angeles County Office of Education (LACOE), to timeline and training procedures for Huntington Park Community High School to implement the AVID program. (See Appendix for more detailed information on the AVID program).

Steps for Implementation: (1) AVID Awareness and Implementation Meeting; Team of the school principal, counselor, intended site coordinator, potential AVID elective teacher, and a district administrator, if possible must attend Awareness training; (3) Signing of Commitment to Implement AVID based on AVID protocols; (4) Meet with AVID representative to develop implementation; (5) Training of AVID Coordinator, Content Teachers and AVID elective Teachers; (6) Attendance of AVID Summer Institute and the Team of AVID elective teachers, content area teachers, counselors, administrator/s and Avid Coordinator.

AVID is infused with the use of research based —Best Practices” instructional strategies, such as note-taking skills, cornel notes, KWL, higher level thinking skills building, expository writing skills, Socratic seminars, inquiry based learning, collaborative learning groups, organizational skills (Interactive Notebook), Jigsaw, R.A.F.T., etc. Huntington Park Community High School does have a few AVID trained teachers have the knowledge and expertise to assist in professional development of other teachers in these instructional strategies. These teachers will assist with UCLA School Management facilitators in PD training of our staff.



C. Teacher Orientation

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

Huntington Park Community High School will introduce professional development plans one month before the new school year starts for existing teachers. UCLA School Management Program will assist in this introduction of our professional development plan for the school year. Professional development will begin before the new school year so teachers may begin to form their prospective PLC teams. Existing teachers that return from off-track time will be introduced to the new professional development prior to beginning classroom instruction.

Newly hired teachers will be given an orientation meeting prior to start of new school year. New teacher orientation will include professional development workshops new teachers may have not attended. Teachers hired after the start of the school year will be given an orientation to HPCHS goals mission, professional and instructional expectations.

All teachers, existing and new will be given a Huntington Park Community High School orientation booklet. A master Orientation notebook will be maintained and continue to grow and change as new strategies are added and existing ones are modified. It will be used as a tool for the new teacher orientation each year and as a tool for all teachers throughout the year. After the initial orientation, the school's professional development calendar, (see below) will focus on teachers collaborating to analyze student data, identify skill needs, implement instructional strategies, and using student work for reflection/improvement. (See Appendix for the yearly calendar). Beyond the formal professional development sessions, new teachers will have a mentor teacher from their grade-alike team or content area (depending on the need) to check in with them on a weekly basis and address their learning needs individually.

In the school year 2012/2013 Huntington Park Community High School expects to go to a traditional school calendar with the opening of new high built to relieve Huntington Park Community High School of 1/3 of its' students. See Appendix for Teacher Orientation for Traditional Calendar Year.

D. PD Calendar

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

The table below outlines all of the professional development sessions that we will have throughout the school-year, with the majority of the sessions occurring during the *after school professional development meeting* that will take place every Monday from 1:20pm - 3:10pm (a shortened day for students). If shortened day schedule is not possible, meeting will be held after school from 3:30 to 5:00pm. It is important to point out that the majority of the after school professional development sessions will be *grade-alike* (Interdisciplinary PLC) meetings and the format of the PD will follow the Professional Learning Community Continuous Improvement Process and Protocol described in the *Learning by Doing* guide (described in the Section 5.B. and in Appendix).

This process starts with analysis of the student data that we will collect from the *Initial Grade-level*



Assessment. Based on that analysis, teachers will determine specific skill areas that need to be addressed across curricula, set learning goals for students and discuss the potential strategies to address them. At that point, teachers with experience in a particular strategy will conduct trainings on that strategy for the rest of the team (if no internal teacher has experience, the principal will bring in an expert/trainer).

After the training, the teachers will discuss how to implement best practices in their classrooms and will begin implementation. Meetings during implementation will involve looking at student work, reflecting on implementation and making improvements where necessary. It will also be possible for teachers to visit each other's classrooms to watch the implementation of a particular strategy).

Structure	Description	Frequency
Retreats - Full-day sessions - All staff attend (with grade-alike Interdisciplinary PLCs' and content areas Content PLC breakouts)	<i>Teacher Orientation Retreat</i> (see above)	For year round calendar, 1 to 2 days before start of school year. For Traditional School Calendar 3 weeks summer prior to open 1 week make-up session in August 2011.
	Review student-level data, reflect on 1 st semester and set learning goals for 2 nd semester (also use time to review and address WASC Initial Visit document)	1 full day - after 1 st semester <i>Mid-Year Grade-level Assessment</i> results have been collected/analyzed
	Review student-level data, reflect on 2 nd semester/year; adjust curriculum for next year	1 week end of the school year
Grade-Alike Meetings (Interdisciplinary PLC) ¹⁶⁶ - After school - 1.5-2 hours - All staff/grade-alike Grouping	Every meeting will start with a 10-15 minute <i>Distributed Counseling Student Protocol</i> ¹⁶⁷ The remainder of the meeting will be used to follow the <i>Professional Learning Community Continuous Improvement Process</i> over the course of one semester (see above for details). This time will also be used for curriculum implementation check-ins, particularly during cross-curricular project implementation.	3 times/month during the after school professional development meeting time and Common Conference time
Advisory Team Meetings - After school - 1.5-2 hours - All staff/Advisory team grouping ¹⁶⁹	Every meeting will start with a 10-15 min <i>Distributed Counseling Student Protocol</i> . The remainder of the meeting will be used to discuss the Advisory curriculum implementation /challenges, learn about intervention strategies /referrals, ¹⁷⁰ and reflect /improve Advisory implementation	One time/every other month during the after school professional development meeting time *During initial Advisory implementation, the frequency of the meetings may be increased (in place of content-area or grade-alike mtgs.)
Whole-School Meetings - After school	On occasion, as whole-school professional development needs	As needed during the after school professional development meetings



- 1.5-2 hours - All staff	are identified by the principal or the data and professional development team, all staff will meet to review data, learn a strategy or discuss a school-wide instructional issue. Note: The <i>whole-school meetings</i> during this time will always be instructionally focused. Operational issues will be handled during faculty meetings, which will take place after school.	Examples: - Project-based learning/group training and breakouts based on need - Community Connections meetings
<i>Meeting of the Minds</i> - Across schools - Content-area groups	Content-area groups meet across the four small schools to share best practices and focus on content-specific instructional strategies.	One time per semester; depending on funding, it will be a half-day, full day or after school meeting.
<i>Common Planning Time</i> - Grade-alike dyad Academy core group Interdisciplinary PLC	Grade-alike math/science and English/social studies teachers will have 2-4 days per week (50 minutes per day) with a common planning period. This time can be used to check in on shared projects, particular students or instructional strategies.	Two to Four days per week (depending on the schedule)
<i>Additional Trainings/Conferences</i>	As the district provides, money is available or grants are available, teachers are encouraged to attend instructionally focused trainings and conferences that will improve their teaching and learning. Upon return from these conferences, the teachers will be required to share what they learned with the staff.	As available, throughout the year <i>Examples:</i> Special Education Career and Technical (CTE) Gifted and Talented (GATE) English Language Learners (ELL)
<i>Additional Planning Time</i>	All teachers are expected to have a syllabus, curriculum map and unit plans completed prior to the beginning of the semester.	

E. Program Evaluation

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

The program evaluation will be conducted by the Data and Professional Development Team, which is facilitated by the principal and includes at least one member from each grade-level team. The evaluation takes place on several levels and at different times throughout the year. Prior to the beginning of the school year teachers will participate in a reflection and survey after the Teacher Orientation. The Data and Professional Development team will then review the reflections and surveys to identify the areas where teachers require additional training and arrange for professional development sessions and/or



individualized support (through a teacher mentor) to take place during the school year. The reflections and survey data will identify the teachers with knowledge or skills in a particular area and the professional development and data team will approach those teachers to be trainers for sessions about which they are knowledgeable as well as to be mentors to teachers identified as needing additional assistance.

After the completion of one cycle of the Professional Learning Community (PLC) Continuous Improvement Process each grade-alike team will participate in a process evaluation reflection. The teachers will use the reflection to influence their next process, and the Data and PD Team will review the reflection to determine if a team or a teacher needs additional supports to successfully work through the PLC process, and arrange for those supports through a training or mentor. During the End of the Year retreat a section of the year's reflection work will be dedicated to the grade alike, content-alike and advisory support meetings. Some of the reflection will be verbal, and other elements will be anonymous and written. The Data and PD Team will review the notes and written elements gathered during the reflection and incorporate them into the plan for the following year's professional development. This plan will be presented to the faculty during the Beginning of the Year Retreat (currently called the Teacher Orientation Retreat) during the summer of 2012.

f. Autonomy

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

In order to successfully implement project-based learning (including cross-curricular projects), research based instructional strategies and develop curricula that are responsive to the needs of our students, the PSCS faculty must have complete autonomy to determine the structures, frequency, and content of all professional development and collaborative meeting time. The plans outlined above are designed to relate directly to the needs of the students (as determined by analysis of student data) and the needs of the teachers (as determined by surveys and reflection responses). Without autonomy, this responsiveness would be difficult if not impossible to facilitate.



6. SERVING SPECIALIZED POPULATIONS

a. Special Education

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

Huntington Park Community High School will serve specialized populations of students (an any student in need of assistance), utilizing Response to Intervention (RtI²). ~~—In~~ California, Response to Instruction and Intervention (RtI²) is a systematic, data-driven approach to instruction that benefits every student. California has expanded the notion of Response to Intervention (RtI) to RtI². RtI² is meant to communicate the full spectrum of instruction, from general core, to supplemental or intensive, to meet the academic and behavioral needs of students. RtI² integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.

RTI² is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data... RtI focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational problems increase in intensity and special education seems the only viable option. Response to Intervention (RTI²) is a multi-tier approach to the early identification and support of students with learning and behavior needs. ~~—Multi-tiered~~ refers to the layers of interventions which are provided to students prior to being referred to special education. It also refers to the programs and interventions provided to children who meet the criteria for special education. RtI has four components: High-quality, scientifically based classroom instruction; Ongoing student assessment; Tiered Instruction; and Parent involvement.

The three-step model of support is as follows: Tier 1 – includes school-wide preventative services and ~~—High-Quality Classroom Instruction, Screening, and Group Interventions~~; Tier 2 interventions are ~~—targeted~~ interventions. They include more intensive classroom instruction; smaller group instruction and longer instructional periods; Tier 3 interventions are intensive interventions and may include evaluation if the student does not respond to interventions. Each intervention is designed to prevent further academic and or social failure and serve individual student needs with a multi-level response for students at risk. RtI includes early diagnosis of learning issues and the application of interventions in a manner designed to preclude failure.

The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI² is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains.

The text below focuses on the processes in place at HUNTINGTON PARK COMMUNITY HIGH SCHOOL to ensure RTI² among Students with Disabilities (SWD), English Learners (EL), and other at-risk students. See Appendix : Modified Consent Decree and Special Education referral process.



Goals:

- Comply with all IEP goals, comprehensive monitoring, and collaboration between regular education and Special Education staff.
- Comply with Least Restrictive Environment (LRE) requirements.
- Integrate school Mental Health professionals into the coordination of instructional services for SWD (students with disabilities), EL, SEL, and other at-risk students.
- Emphasize pedagogy tied to the development of academic English language proficiency in all courses; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.
- Redesign the school master schedule to prioritize a) academic intervention in ELA and math and targeted instructional support for EL, SEL, SWD, and other at-risk students.

Ensuring the Least Restrictive Environment: In compliance with the Individuals with Disabilities Act (IDEA), (found at Title 20 of the United States Code, and in accordance with Section 300.201 of Title 34 of the Code of Federal Regulations), and California Law, (California Education Code Section 55620 through 56660 et. seq.), special education regulations require that public entities provide equal access to all services for students regardless of disability or impairment. Students with disabilities will participate in the strand classes of each academy as appropriate to their abilities and needs. General education teachers and Special Education teachers will collaborate together to ensure that the optimum teaching strategies for students with disabilities are found. A mentorship program will be established to ensure that regular education students will be assigned as mentors for students to ensure successful participation and learning inside and outside of the classroom. Students with disabilities will be eligible to participate in classes based on their needs and interests, rather than their disability. It is understood that each academy will contain at least one special education grouping for students who require more restrictive environments to learn.

Because Students with Disabilities are enrolled in the academies based upon interest, Huntington Park Community High School will develop an Umbrella Learning Center designed to help students who have been unsuccessful within the regular academies setting. Students will receive individualized instruction within the unique focus of their academy. The Umbrella Learning Center will include the Bridge Coordinator (who ensures that all placement and service requirements (IDEA, Modified Consent Decree, I.E.P. and placement mandates) are met using the Welligent program), Resource Teachers, teaching assistants, and itinerant service providers, such as the School Psychologist, Speech and Language Teacher, and Audiologist. Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP).

Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and an instructional aide(s) provide the delivery of services in the UMBRELLA Learning Center. However, students' placements will continue to be within their academies. The UMBRELLA Learning Center will be divided into two sections to serve individuals with academic difficulties.

- UMBRELLA Learning Center-Academic: Assists students with low average to average cognition who need intensive or direct support in developing appropriate academic and vocational skills. Students may be placed here for one period based on similar academic and vocational needs.



- **UMBRELLA Learning Center-Behavioral:** With instruction geared to provide instruction for students with emotional and behavioral issues. These services focus on assisting the student's social and emotional growth. Classroom instruction helps students gain greater independence and improve behavior patterns while working on academic goals as needed. Components of the program may focus on behavior management techniques as outlined on the student's IEP, Designated Instructional Services DIS Counseling, small student/staff ratio and a variety of strategies geared to help improve students' social and emotional status. Outside community agencies will also be utilized, including mental health and counseling agencies.

Extended Year Services for Students With Disabilities: Huntington Park Community High School will ensure that all students with disabilities have access to extended year services and that all Special Education teachers will include provisions for services in all IEPs. Services, obtained through grants, will include sheltered vocational experiences during the month of June before the extended year school officially starts in July.

Meeting the Needs of EL and SEL Students: Nearly half (33%) of Huntington Park Community High School's students are classified as English Learners (EL). Much of the remaining student population could be classified as Standard English Learners (SEL) insofar as these students demonstrate difficulty in academic English language proficiency as demonstrated by State summative assessments (e.g., CST and CAHSEE). Huntington Park Community High School will require the collaboration of teachers, parents, and support staff in a multi-tiered approach to address the issues facing this diverse group of learners.

Teachers in one academy will continue to offer ESL instruction following the district adopted pacing plan using the High Point text. Students who qualify for ESL 1 and 2 are placed here to receive their ELA instruction in English with support in their primary language. The academy offers these students all core content instruction in the primary language so when the students transition into full English language instruction they have met their A-G requirements for their appropriate grade level. When the students are ready to transition to sheltered instruction, they are offered the opportunity to choose a different school and career pathway. Other ACADEMIES will continue to offer sheltered support in all core classes and additional support through English Language Skills (ELS), an intervention class, to the core English class for 9th and 10th graders.

Huntington Park Community High School will implement a school-wide infusion of research-based instructional strategies in all areas of the curriculum including use of SDAIE, AVID, Project-based learning, Thinking Maps, and Interactive Notebooks. These pedagogical techniques have demonstrated effectiveness in promoting achievement among both EL and SEL students precisely because they systematically scaffold instruction to allow students to access and master rigorous, standards-based content.

Moreover, these strategies are complementary in their deliberate approach to “~~banking~~” instructional delivery so that there is direct instruction with explicit teacher modeling, academic vocabulary frontloading, graphic organizers to help students organize and categorize learning, UMBRELLA guided practice that facilitates oral language production and student interactions, collaborative learning environments, and time for students to practice skills independently. Each academy will ensure consistent application of these strategies across the curriculum so that ALL students benefit from this approach. While each school will adapt the pedagogical techniques within the context of thematic teaching, all teachers will be accountable for demonstrating transfer of these strategies from professional development into daily classroom instruction. Moreover, the emphasis on data-driven collaboration and professional development (see Sections 4 and 5) will ensure that the progress of EL and SEL students is carefully



monitored using multiple measures including CELDT, CST, CAHSEE, Secondary Periodic Assessments, self-developed criteria charts and rubrics for written work, and UMBRELLA analysis of student work using protocols for analysis, synthesis, and debriefing.

Meeting the Needs of Other At-Risk Students: Through RtI², Huntington Park Community High School will provide a range of resources for students who are struggling academically or who are at risk. Academic interventions include: (1) Classes scheduled within the school day, which include "double-block" classes for English and mathematics. These classes provide real time for scaffolding and additional academic support. (See section 2. Curriculum and Instruction section for more detail); After school programs, which provide intervention classes and academic tutoring after school in the library. After school classes begin at 3:20 p.m. and conclude at 5:20 p.m. and Saturday Classes; (3) CAHSEE preparation classes for students who need further assistance; (4) Individual appointments with their academics teachers for extra support; (5) Adult School classes for students starting at 3:30 p.m. until 5:30 p.m. four days a week and on Saturdays, all located on campus. These classes are both for credit recovery and enrichment.

Huntington Park Community High School will continue to use several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the Coordination of Services Team (COST), that serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf.

Other intervention vehicles for at-risk students are the Language Appraisal Team (LAT) and the Student Study Team (SST). These teams include teachers, administrators, support personnel and community agencies who work in collaboration to identify and provide critical interventions to meet student needs.

Huntington Park Community High School will implement the following strategies to address the high dropout: (1) Set up weekly motivational student support groups, called Graduation Groups, lasting 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise; (2) Hold Diploma Plus workshops informing potential non-grads of diploma and GED options in adult school and support them in this transition via a parent meeting to share educational options and enlist parental support; (3) Enroll students in the ECP to recover credits through concurrent enrollment at LA Trade Tech, where a student can earn up to 110 credits in 1 year. Students and parents apply and interview for admission. Psychiatric Social Workers, Attendance Counselor, and the diploma Project Counselor visit classrooms to provide additional support. All students are offered workshops addressing goals, credit recovery, mental health, college readiness and career awareness; (4) Visit homes of missing students to address the reasons why they dropped out and help them re-enroll in school or an alternative setting.

Mental Health Services: Psychiatric Social Workers (PSWs) at Huntington Park Community High School work under the mission and guidance of School Mental Health. These professionals provide students and community with support and guidance by providing prevention, early intervention, and treatment services. These services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. PSWs also foster resiliency by helping students develop the capacity to spring back successfully in the face of adversity, and to develop social and academic competence.



8. COMMUNITY ANALYSIS AND CONTEXT

A. Description

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

The City of Huntington Park is 3 square mile is just south of downtown Los Angeles. It was incorporated in 1906 for workers in the rapidly expanding industries to the southeast of downtown Los Angeles. About 30% of its residents work at factories in nearby Vernon and Commerce. The City of Huntington Park has 61,348 residents. The current composition is African-American (.5%), American Indian (<0.1%), Asian (.7%), Caucasian (2.7%), Hispanic (95.57%), Native Hawaiian and Other Pacific Islander (<less than .1%) and Biracial (<0.1%) and Other (<0.1%).^{101, 102}

The community surrounding Huntington Park Community High School is bordered by the towns of Vernon, Bell, Commerce, South Gate, Maywood and South Los Angeles. Vernon, primarily an industrial center containing refineries, importing companies, truck companies, rail yards and other industries, and corporations is a source of employment for many residents of Huntington Park. The biggest industries in Huntington Park include: government services; insurance and personal services; doctors & clinics; restaurants; beauty Salons; auto repair; grocery stores; and clothing stores. In addition, Huntington Park and the surrounding communities have metal industries as well as many manufacturing firms in their boundaries. Pacific Avenue Retail Centers are another source of income for the residents of Huntington Park, providing many jobs for unskilled workers. There are many single family homes and multi-family, large apartment buildings in the area. Due to the industrial and commercial activity in and around the city, there is great opportunity to opportunity to create partnerships with local businesses which include work experiences and community support activities.

Businesses and business growth are also source of a strength of the community. Business and work opportunities in this city and nearby Vernon and Commerce are the attraction and backbone of this community. Residents see their business and work prospects and the opportunity for education as a key to a better future. Partnering with the local community surrounding Huntington Park Community High School will provide the school with support and endless opportunities for growth.

Huntington Park residents speak a variety of languages. In 2009 residents reported that 52% percent of the people living in Huntington Park in 2005-2009 were foreign born. 48% were native, including 45% who were born in California. Among people at least five years old living in Huntington Park in 2005-2009, 94% spoke a language other than English at home. Of those speaking a language other than English at home, 99% spoke Spanish and 1% spoke some other language; 53% reported that they did not speak English "very well."¹⁰³

Education levels vary among the residents of the City of Huntington Park. Of the residents, 59% of the population did not finish high school, 23% graduated from high school, and 18% had some post-secondary education. The U.S. Census Bureau report for 2005-2009 reports that about 5.5% of the population earned a bachelor's degree or higher certificate. The median household income in the City of Huntington Park is \$27,000.00 per year. 21% of families and 22.9% of individuals live below the poverty line.¹⁰⁴

The strengths of the Huntington Park community are its common culture, relative population stability and business strength. Although the primarily Hispanic American community shares a common language, residents come from quite varied cultural backgrounds. While each group has its own unique history and relationship with this country there is great diversity among subgroups when it comes to values and



expectations. While the cultural diversity itself is an asset, the shared similarities of language, values, and family structures, which provide emotional and financial support, as well as role modeling and the passage of a shared family history are definite strengths of this community.

When Huntington Park Community High School (Grades 9-12) opens its doors in the fall of 2011, it will replace the current Huntington Park High School in Local District 6 in the incorporated City of Huntington Park. The enrollment of this school will be 3700 – 4200 students in grades 9-12 in 2011 school year, of which 37.4 are English Language Learners, 11% will need special education services, and 71% are low socioeconomic status. In 2012, the school's numbers may be reduced by as many as 2000 students due to the opening of two new schools in the area and the maintenance of the Libra Academy and the School of Social Justice. The matriculating family of Middle schools which will continue to feed the school are: Gage Middle School; Gage Math and Science Magnet; Nimitz Middle School; Nimitz Math and Science Magnet; and Edison Middle School.

The rationale for choosing the Huntington Park Community for this new school is: (1) The current high school has a history of underachievement, documented by the school's test scores and AYP and API scores, CAHSEE Test Scores and CST Test Results. (2) Compared to their counterparts in other portions of the district, the performance of students in the Huntington Park Community on standardized tests is mediocre at best. (3) Educational improvement is a critical step in improving the Huntington Park Community. Current performance data indicates there is a need for a focused instructional program which meets our students as they prepare for post high school graduation success.

Education data which demonstrates the history of under-achievement is as follows: Results for the CAHSEE Administration for the 2009-2010 school years indicated that only 31.1% of Huntington Park High School Students were proficient in English Language Arts and 29.7% were proficient in math. In comparison, the district-wide statistics of 54% of students who were proficient in English Language Arts and 53.4% students who were proficient in Math. The graduation rate at Huntington Park High School in the 2008-2009 school years was 65.2% as opposed to the district-wide graduation rate of 69.6% and the state-wide graduation rate of 78.6%.

The Los Angeles Unified School District and Local District 6 have acknowledged the community's need for school improvement in the Huntington Park area. The new school model provides an opportunity for Middle School and Junior High teachers to articulate, and more actively respond to the needs of middle school students and matriculate them to the ninth grade. As early as sixth grade, students will begin learning about the rigors, rituals, and routines of the high school experience in active partnerships created by the new high school. At the elementary school level, opportunities to participate in the high school community and be imbued with the ideology that education includes high school and beyond will present itself as the students of Huntington Park Community High deliver a wide variety of entertainment experiences which encourages matriculation to Huntington Park Community High School.

Huntington Park Community High School also aligns with the community's need to provide skilled workers from within the Huntington Park Community, connect school to career and college recruitment, invest in the community, meet the philanthropy needs of businesses, create ownership of local issues, (such as youth crime and disenfranchisement) through partnerships with the schools. The expected outcome is that the college-ready, career prepared students will meet these particular needs of the Huntington Park Community.



B. Background/Support

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

Huntington Park Community High school will remain part of Local District 6 (formerly known as Local District J) has served the South east area for decades. Local District 6 has been affected by double-digit losses in the Academic Performance Index Growth of most of its middle and high schools since 2007. The Design Team for Huntington Park Community High School is a highly qualified group who dedicated many personal hours to the formation of all aspects of the plan.

Numerous parent meetings have been held by the Huntington Community High School Design Team. Parents have been intimately involved in the details and design of the plan. Parents and students attended meetings held on the past 12 Saturdays and six Thursdays in the past two months in order to assist in the design of the plan. Prior to that time, this team, which was formed from the proposed Freshman House Academy Team held meetings from September through December 2010 which included, parents, students and community members. Parents and local community members have signed petitions in support of plan which allows Huntington Park High School to remain a comprehensive high school. Copies are on file at Huntington Park High School and available from Laurie Woerfel, Design Team Member.



9. COMMUNITY ENGAGEMENT STRATEGY

A. Engagement Plan

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

At Huntington Park Comprehensive High School we believe that community and parent engagement is a key to our students' success along with a rigorous and comprehensive curriculum and teaching strategies which meet the needs of all students. Huntington Park Community High School teachers and staff are committed to the school's mission of creating a "community school" where teachers, parents, and community members are partners in education. A key part in a school learning community is an organized program of school, family, and community partnerships which identifies and integrates resources and services from the community to strengthen school programs, family practices, student learning, and school goals. Research and fieldwork show that such programs improve schools, strengthen families, and invigorate community support, and increase student achievement and success.^{105, 106, 107} At the heart of the community schools' approach is the formation of intentional partnerships, where community members, parent-teacher groups, the school, resource centers, and partner agency staff all work together to make the school a warm, inviting, and supportive place for families. All agencies are organized around a common goal: to create the conditions necessary for all children to learn at their best.

The Expanded School Based Management Model (ESBMM) broadens the idea of school leadership to include all staff and provides the school's governing councils with control over more decisions, so parents and community groups have more reason to get involved – they can make an impact on decisions right at the school and don't need to go through the District bureaucracy. Huntington Park Community High School will differ from most schools in two important ways: (1) Organizationally, educators, parents, and other partners will be working together to systematically strengthen and maintain their family and community involvement programs over time. (2) Interpersonally, these partners will recognize that they all have roles to play in helping students succeed in school—and that, together with students, they will strengthen the school's learning community.

Huntington Park Community High School will build engagement capacity through effective communication between school and home and with community, supporting parenting, encouraging volunteerism, supporting at-home learning, involving parents and community in decision-making and advocacy. The Community Engagement Plan will be available via school website and brochures in school offices, the Parent Center, Huntington Park City Hall and the public library, and other community venues, to formalize this collaborative environment. Parents, families, and the community are invited and encouraged to be involved stakeholders in the school; the Welcome Center located at the entrance to the school will serve as a first-stop to promote a sense of welcome.

Our integrated approach of aligning school and community resources to support families, learning, and student success is based on solid research and best practices such as the National PTA's core values of integrity, inclusion, respect, commitment, creation of community, and accountability, as well as Joyce Epstein's Keys to Successful School, Family and Community School Involvement,¹⁰⁸ and the California Department of Education's Design Strategies for Community Engagement.¹⁰⁹

According to Bouffard and Weiss, "The ...three essential components for a framework of effective family involvement policies and practices: Family involvement occurs in all the contexts where children and youth live and learn and should be part of a broader complementary learning approach. Family involvement matters from birth through adolescence but changes as children mature. Family involvement must be co-constructed and characterized by mutual responsibility among families, schools, and other institutions and stakeholders."¹¹⁰ Funkhouser and Gonzales state that "When families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school



more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families.¹¹¹

The California Department of Education, in looking at design strategies for community engagement, outlined 5 tiers of engagement which should be fulfilled to fully engage families.¹¹² They are: Tier 1: Inform and Communicate with Families; Tier 2 Educate Families; Tier 3: Involve Families; Tier 4: Engage Families; and Tier 5: Partner and Advocate with Families.¹¹³

Huntington Park Community High School has interpreted these tiers to require the following actions on behalf of the school to engage families, children, teachers and the community in the educational process:

Informing and Communicating with families The school will: fully inform families of the educational process through the educational application; develop and distribute a student and parent handbook which is accessible for students and parents; provide parent orientations for each programs which are language accessible; distribute materials which parents may access given the low literacy rate of the community, (such as televising or recording programs and making them available to parents); and publish a school calendar and important dates in writing and make them computer accessible through the school web-site (including publication of how parents may access the computers through the public library and the availability of computer work stations at the public library or a kiosk system in the school which is easily accessible to parents).

Educating families This requires this school to: hold regularly scheduled parent meetings which are published in the school calendar well in advance of each meeting and which are sensitive to the time periods in which parents have traditionally been inaccessible due to holidays and work schedules; conduct parent trainings which are relevant and responsive to the needs of parents and the school community and serve the needs of both parents and students; provide a parent **resource center** which is more than just a meeting place for parents who have time to spend the day at school. This resource center should have items such as computers, (as well as training on how to use them), books, and access to resources such as staff, people, and information which is important to parents.

Involving Families: The school will: provide families with home based activities to assist their children in their education; and hold family and program conferences on a regular basis to review the students' progress, hold regular family nights and maintain an active Parent Teacher Association.

Engaging families: The school will hold conferences for students in which collaborative goal setting for the child's education is instituted and hold regular advisory meetings to review progress of the students. Student led conferences where parents and teacher(s) attend a meeting facilitated by the student, and discuss the student's educational goals and progress in meeting those goals in one vehicle which will be used to collaboratively set goals.

Leadership training and Home Contact: Service providers will make home visits, engage in leadership training of parents as advocates for their children and the school, and provide mentoring programs to develop parents' skills and talents for the benefit of the school community. Involving parents in meaningful **Leadership roles** in the school and making them part of the decision making bodies will ensure that they are meaningfully engaged in the school.



B. Key Community Partnerships

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

In addition to the relationships created with local colleges, Huntington Park Community High School will work hard to create positive relationships with other resources in the community. For example, the school will continue to communicate effectively with the Huntington Park Police Department to minimize crime in the neighborhood and help make the streets safe for students and families. Huntington Park High School has a current partnership with the Los Angeles Mental Health Association which provides internships and financial support for the Human Services Small Learning Community, which Huntington Park Community High School will maintain.

Huntington Park Community High School will strengthen its collaboration with the community by building partnerships through its academies to provide counselors, college courses, internships in local businesses, and university field trips. Academies will provide a base of students who participate in and use these services, although any Huntington Park Community High School student will be able to participate in these programs. Service-learning projects in the community will provide an avenue of exploration for our students and will create opportunities for collaboration and partnerships between our school and the community. Huntington Park Community High School will develop partnerships with the City Government of Huntington Park to serve as a community partner for the proposed academies and Huntington Park City Library and the YMCA for afterschool academic programs.

By implementing activities for community involvement, Huntington Park Community High School will help parents become involved at school and at home in various ways that meet student needs and family schedules. Input from participants helps schools address challenges and improve plans, activities, and outreach so that all families can be productive partners in their children's school success.

Huntington Park Community High School will hold quarterly public meetings for and with parents, family, and school community members to inform, explain, and invite an on-going dialogue concerning school and student progress data, budget expenditures, and school programs. Ideas and concerns generated at these meetings, along with yearly attitude surveys, will help school leadership teams (School Leadership Council and School Site Council) assess the effectiveness of school programs, including the family and community engagement component. In addition the academies will hold joint quarterly meetings with their community partners and parents to exchange information and collaborate on how to best support student achievement specific to their students. Huntington Park Community High School will host Back to School Night, Student Centered Open House, and two Student-Led Conferences each year. These activities allow parents/guardians the opportunity to monitor student progress and learn how they can help their children achieve their goals. These events also will provide community partners the chance to reach out to parents/guardians, offering pamphlets of services and other information to support families.

Huntington Park Community High School will actively recruit family and community participation at all athletic events, school activities, and performances through on-going communication via phone calls, emails, flyers, newspaper articles, and letters. The EBSMM Governance Model will allow us the autonomy to actively recruit and hire bilingual staff members so as to make communication with parents easier.



Huntington Park Community High School will provide opportunities for parents/guardians to participate in the Parent Institute for Quality Education (PIQE) and parenting classes (See Appendix . Parents who participate learn how to create a positive and lasting educational environment at home using proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their children surrounding their academic successes and challenges; and discussing children's college expectations. These programs will build the capacity of parents/guardians to support their children as they work toward post-graduate success. Parents/guardians will develop the capacity to navigate and interact proactively for their children on the school campus as well as at home and in the community through participation in these programs.

Staff at Huntington Park will conduct teacher-counselor-led conferences and participate in student led conferences to create, maintain, and monitor each student's culmination plans in grades nine through twelve. The purpose of conferences is to support and ensure students' successful preparation for post high school options such as college, vocational education, or entrance into a career. Parents/guardians will be required to attend the conferences each year as a means of monitoring their children's progress toward culmination/graduation. In cases where parents/guardians cannot attend, parent advocates will sit in on these conferences with students.

Grade level family nights will be utilized to communicate important information by grade level and solicit feedback from parents/guardians to better serve our students. Academy family nights will be utilized to impart important information about the academy and solicit further parent feedback. In each grading period, counselors will identify students with two or more Ds or Fails. Students and parents/guardians who will be required to participate in a counseling session to plan the student's road to achievement. Staff will be engaged and trained to make home visits to facilitate the connections between home and school and assist parents in becoming active participants in their child's education.

All Huntington Park Community High School Staff are responsible for creating and maintaining these structures and relationships, but the primary accountability rests with the Principal, the Head of The Welcome Center, School Counselors, Teachers, Administrators, the School Leadership Teams, and the Community Outreach Coordinator.



10. SCHOOL GOVERNANCE AND OVERSIGHT

A. School Type

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

After researching existing school governance models, listening to presentations on these models, the Huntington Park Community High School Design Team has elected to adopt the Expanded School Based Management Model (ESBMM), as our governance structure. We believe the (ESBMM) governance model is an ideal complement to the mission, vision, and educational plan at Huntington Park Community School because it permits collaborative decision-making, inclusive participation of all stakeholders, flexible fiscal budgeting, and prioritizing the allocation of resources to the classroom in order to meet the needs of all students and staff. The Expanded School-Based Management Model (ESBMM) will give autonomous control needed to improve student achievement, by permitting over HPHS's financial resources, the hiring of all school staff and faculty, control over supplemental and enrichment curriculum and assessment, oversight over all professional development, and final authority over the school's bell schedule and school calendar.

The Expanded School-Based Management Model (ESBMM) affords the autonomies needed to support the Small Learning Academy model by placing decision making within the academies regarding instruction and staffing, and also requires collaboration among the Academy Lead Teachers and Administrators, regarding issues that impact the whole complex (e.g. budgeting, scheduling and operations). Huntington Park Community High School will implement all aspects of Expanded School-Based Management Model (ESBMM) consistent with applicable laws and the terms of existing and future collective bargaining agreements between LAUSD and UTLA.

Many argue that the advantage of pilots and charters is that they have more autonomy, particularly in terms of hiring, firing, and budget. ESBMM gives a school the same autonomy, but with a key difference, from pilot and charter schools is the extent of teachers' ownership in an ESBMM school. In ESBMM, the autonomy and control rests not with the principal or some management company, but with the teachers, along with the parents and community, through the Governing Leadership Council. The Governing Leadership Council is similar in composition to a School Site Council.

Oversight structure:

The Governing Leadership Council will adhere to Article XXVII Shared Decision-Making and School Based Management, as described in the LAUSD collective Bargaining Agreements except for specific waivers that will be requested. The Governing Leadership Council will be co-chaired by the principal and Chapter Chair and will be responsible for funding to the local school site based on transparent budgeting. They will also control over:

- Financial resources
- Selection of administrative, certificated, and classified employees, subject to section VC4a
- Curriculum and Assessment while meeting the vision and mission of the school
- Professional development under the guidelines contained in this proposal
- Bell schedules, in alignment with the mission and vision contained in this proposal



(ESBMM) allows for;

- The use of school resources to decrease class size to provide more individualized, and as well the ability to use out-of-classroom personnel to support staff and students;
- Support the Small Learning Academy model or the school within the school model;
- Re-sequencing of content standards to integrate Project-based Learning approaches;
- The curricular and instruction flexibility, that allows teachers to engage students in project-based learning, use common instructional strategies across the curriculum, and work collaboratively to analyze and utilize student-level data;
- The flexibility to develop and pace assessments based on the needs of the students, and to integrate these assessments into the school curriculum and calendar;
- Developing common formative assessments in each subject area;
- Utilizing a staff selection process (Section 13: Staffing) - Selecting administrative, certified, and classified staff who are committed to our school's mission, vision, and educational plan, and professional culture. (Section 7: Professional Development);
- Providing multiple opportunities for common planning time and focused professional development (e.g., start of school year, set aside time each semester, weekly late start, afterschool and Saturday collaboration);
- Requiring staff to adhere to shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction;
- The flexibility needed to design professional development and teacher collaboration to align with key instructional strategies. (Section 2: Curriculum and Instruction) To engage teachers *Teacher Orientation*, weekly professional development/collaborative planning meetings, and additional professional development during other times during the year;
- Aligning school structures such as bell schedule and school calendar with the focus on credit recovery for students performing below grade level and adding complexity and depth via enrichment and college access for students performing at or above grade level;

C. School Governance and Oversight

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.

To build a culture of trust, openness, and transparency, Huntington Park Community High School will implement shared-decision making within the Expanded School-Based Management Model (ESBMM) governance model. All committees and councils will use protocols to support members as they; set norms, plan, look at quantitative data, consider dilemmas, share decision making, share learning, and use —~~a~~ppreciative inquiry” in which members build upon successes to improve student learning. Together school community members have established and will continue to refine the clear roles and responsibilities for each group, sub-group, and individual within the larger organization and how the work contributes to the overarching vision of improved student learning. Given the roles and responsibilities, each committee will be responsible for making decisions and will be held accountable for those decisions.

a. School and Advisory Organizational Charts

See Huntington Park Community School and Advisory Organizational Charts

The **Principal** will have ultimate responsibility and accountability for all school programs and operations, and will have more-than-typical day-to-day responsibility for curriculum and instruction in order to



oversee innovative action research, interdisciplinary and project-based learning, Lesson Design Study, professional development, teaching quality, and parent-involvement in student learning. These initiatives are the heart of this proposal, are complex challenges to implement, and demand the full attention of the school leader to succeed.

Assistant Principals will be delegated correspondingly greater-than-typical day-to-day responsibility for operations (schedules, budget, expenditures, accounting, transportation, cafeteria services, personnel, safety) and student life (student discipline counseling, health services, after school programs).

Academy Leadership Team will coordinate operations and programs within and among academies. The team will consist of the principal, two assistant principals, the school's administrative assistant, the EL and Title I coordinators, the lead teachers from each of the academies, and the department chairpersons. The team will receive technical support from the school's partners - UCLA School Management Program, and be responsible for all action research projects undertaken to inform the decisions of leadership teams, councils, and departments. The team will make balanced, informed, and communicated day-to-day decisions. Decisions will be data-informed. The team will meet weekly to provide timely responses to contingencies that minimize emergencies and disruptions to student and teacher work.

Each academy will have its own **Academy Leadership Team**, consisting of the academy's lead teacher, a parent and teacher from each core team, the classified support person, and the academy's counselor and assistant principal. Academy leadership teams will coordinate implementation of school-wide academic initiatives and student activities within and between academies. Consensus decision-making, communication, and action research within the academies will enable lead teachers to represent their academies before the school-wide leadership team and the governance councils with up-to-date and detailed information.

Advisory Councils - the English Learners Advisory Council and the Compensatory Education Advisory Council will be formed based on the appropriate District, state and federal composition guidelines for each council. Members of these councils will also be elected by stakeholder representatives.

Shared Decision Making Council (SDM)- SDM meetings are open to the public, and are held twice a month. The Shared Decision Making Council (SDM) is composed of the principal, UTLA chapter chair, staff, parents, community members, and student representatives. The SDM works cooperatively to make decisions in five areas of the school program: staff development, student discipline, scheduling school activities and events, school equipment, and various budgetary matters. Huntington Park Community High School will establish a Shared Decision Making Council (SDM) comprised of 16 members (as described in the LAUSD/UTLA Agreement):

- Principal
- UTLA Chair
- 7 teachers elected at large
- 1 classified staff person
- 3 parents/community
- 3 students

Decisions within the SDM will be made by consensus when possible, with recourse to a formal vote of the 16 members if consensus is not achieved. In addition, will have the following subcommittees, with participation of all (except first year teachers) staff in at least one of the following:

- Personnel/Staff Selection (required representation of principal, UTLA chapter chair, teachers, parents, and classified staff for purposes of selecting personnel in accordance with District staffing policies and procedures)



- Professional Development (required participation of Academy and content lead teachers)
- Budget/Finance (open to all interested parties)
- Curriculum & Instruction (required representation of Academy lead teachers, content lead teachers, and instructional coaches)
- Positive Behavior Support and Discipline (open to all interested parties)

School Site Council (SSC)- The School Site Council (SSC) is composed of the principal, staff, parents, community members, and student representatives. The council is a decision-making body for major supplemental expenditures and programs targeted to increase student achievement. A School Site Council (SSC) comprised of 50% staff and 50% non-staff will function as the school's governing council.

We envision the SSC consisting of 16 members:

Principal (1)

UTLA Chapter Chair (1)

Out of classroom staff (1)

Classified staff person (1)

Teachers (4)

Students (4)

Parents (4)

Membership to the SSC will be based on elections for all but named positions. The role and responsibilities of the SSC will be broader than the SLC established under ESBMM. The ESBMM SLC will function as a working group, reporting to the SSC and providing recommendations and policies for further input and ultimate approval by the SSC. The SSC will exercise jurisdiction over the Single School Plan for Student Achievement and WASC accreditation. In the end, SSC will be responsible for making judgments on the direction and focus of the school in order to meet the measurable accountability defined in Section 7: Performance Management section of the PSC plan. SSC will also approve all categorical budgets with input from the Compensatory Education Advisory Committee (CEAC) and English Learner Advisory Committee (ELAC), as well as participation in other State or Federal grant programs.

C. School Governance and Oversight

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

The Governing Leadership Council will be the “umbrella” governing council that meets contract, LAUSD, CDE and Federal requirements of the School Site Council and Local School Leadership Council/Shared Decision Making Council. The Governing Leadership Council is similar in composition to a School Site Council, but will function differently from a SSC, in that it will make more of the school-wide operational decisions. Such as hire new teachers, and even new administrators, set the calendar and decide on how interventions will be handled and what data needs to be monitored to gauge progress. The Governing Leadership Council will control the entire budget for the school, which is budgeted on a per pupil basis. At most schools, the SSC controls only the categorical budget, and the rest of the budget is controlled by the central office. The committee will be responsible for: planning, monitoring and evaluating the activities and expenditures for the Single Plan for Student Achievement and programs operated at the school to improve student achievement; making budgetary decisions about Specially Funded Programs and all areas designated by LAUSD/UTLA contract for Local School Leadership Councils; and appointing committees to gather and analyze information, propose strategies for improving instruction and examine materials, staffing, or funding.



All council members will serve for one year; members may run again for the same or other offices in future years.

The Governing Leadership Council will be composed of 16 members:

Principal (1)

UTLA Chapter Chair (1)

Teachers (4)

Students (4)

Parents (4)

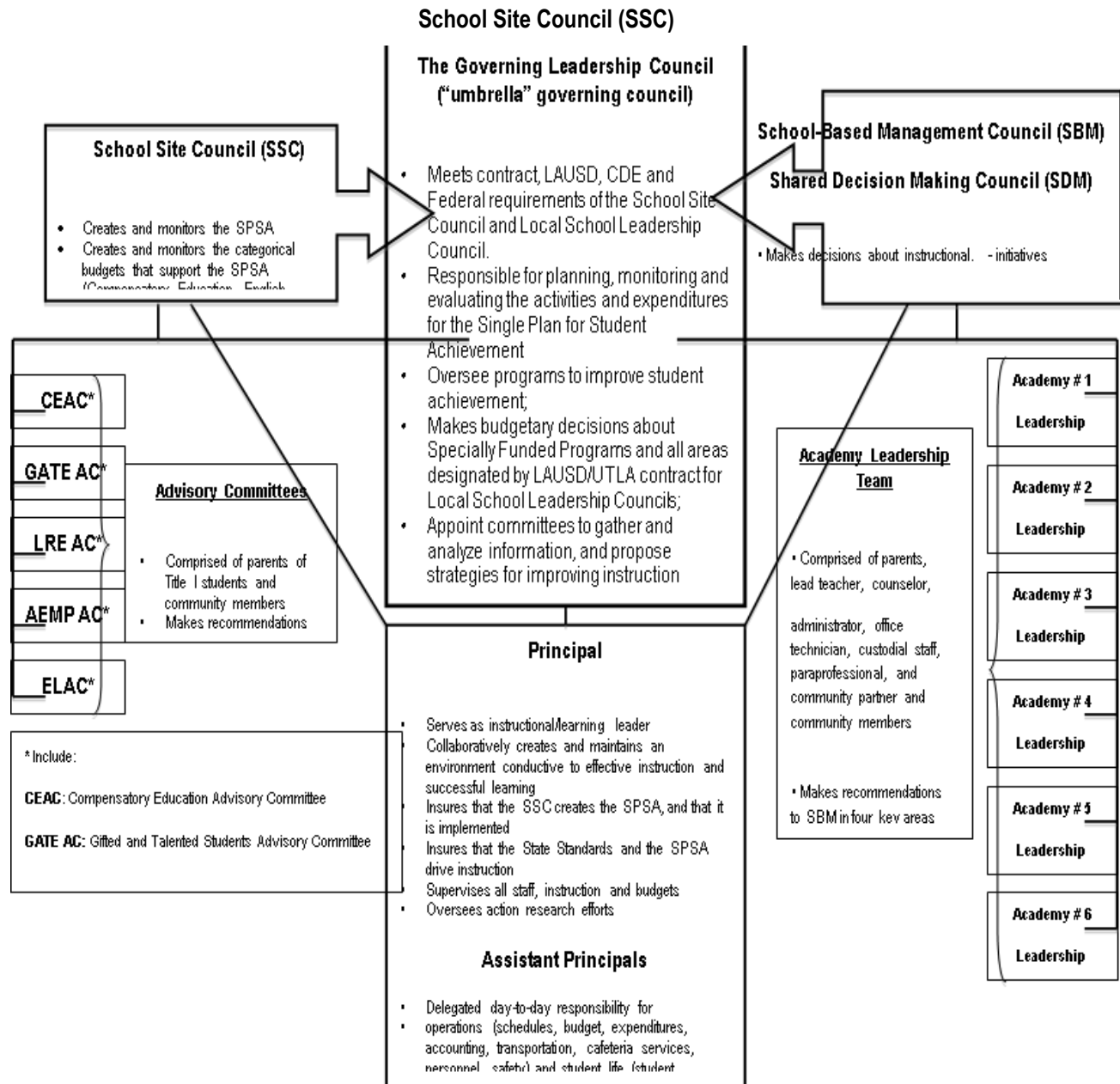
Out of classroom staff (1)

Community Member (1)

The responsibilities of the governing council will be defined according to the areas of this proposal. The council will be an active group that regularly and systematically reviews data, student performance, and input from the community and staff. The council will also make recommendations to align vision and practice.



Huntington Park Community High School Governance Organizational Chart





11. SCHOOL LEADERSHIP

A. Principal Selection

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

Criteria for selecting the Public Service Community School principal

At Huntington Park Community High School our philosophy is that all students can learn and succeed if provided with quality instruction, a consistently structured environment and the appropriate supports for both students and faculty. The principal overseeing the academies must share the mission, vision and philosophy of the school and be willing to do the work necessary to achieve the goal of preparing every student at the school (including English Language Learners and students in special education) for college, career and life.

The applicant selected by to be principal at Huntington Park Community High School will:

- Maintain a reflective practice with the goal of continuous improvement as a leader;
- Support teachers through providing the resources, professional development and the encouragement that they need to do their jobs (being support-oriented rather than compliance-oriented);
- Engage in regular visitation of classrooms for support as well as evaluative purposes. Perform class coverage assignments when needed and be willing to model lesson delivery;
- Listen to teachers, staff, parents and community members and value their contribution to the school, which means implementing and maintaining structures and processes for each of these stakeholder groups to provide input/feedback to the principal and participate in the decisions that impact them;

In addition to meeting the above criteria, the applicant must meet more general criteria for —Principal” maintained by Los Angeles Unified School District which shall include the following qualifications:

- Hold or be eligible to hold a California Administrative Services Credential;
- Have a Master's degree;
- Seven years successful full-time public school certificated service;
- Five years of experience as a teacher in a K-12 public school program;
- Three years of teaching experience at a middle or senior high school, grades 6-12;
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator or instructional coach, etc. or two years as a small learning community lead teacher;

Finally, the additional desirable qualifications for the Huntington Park Community High School Principal are:

- Prior experience with implementing an academy, small school or small learning community plan;
- Experience with project-based learning, Understanding by Design, SDAIE and differentiation (AVID strategies is a bonus);
- Knowledge of, or experience in social entrepreneurial work (non-profits, community organizing);
- Experience managing facilities and daily operations of a school;
- Experience setting the academic tone of a school and being an instructional leader;
- Ability to work actively with teachers to develop and maintain high curriculum standards, carry



- out the school mission statement, and establish performance goals and objectives;
- Experience conferring with staff to advise, explain, or answer procedural questions;
 - Experience hiring and evaluating teachers and other staff;
 - Willingness to visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials in a supportive rather than evaluative manner;
 - Ability to apply clear, objective guidelines for teacher evaluation;
 - Willingness to meet with administrators, teachers, students, parents, and representatives of community organizations;
 - Experience setting school policies and goals;
 - Willingness to take the concerns of parents, teachers, and other members of the community into consideration when making administrative decisions;
 - Willingness to engage in the shared decision making process;
 - Willingness to share decision making powers with a collaborative council and a willingness to work within the distributed leadership model presented by ESBMM;
 - Experience and willingness to work with each academy to prepare budgets and reports on various subjects, such as finances, attendance and student performance;
 - Ability to be actively involved in public relations and fundraising to secure financial support for the schools from local businesses and the community;
 - Ability to monitor whether students meet national, State, and local academic standards;
 - Willingness to oversee the development of partnerships with local businesses and school-to-work transition programs for students;
 - Sensitivity to the needs of English and non-English-speaking students, staff, teachers and community members and a culturally diverse community; bilingualism is a —pls”;
 - Ability to manage possible overcrowding on campus and prepare a shared facilities plan;
 - Ability to serve as an advocate for the repair of the school;
 - Ability and willingness to plan for the upcoming year, and oversee summer school;
 - Willingness to participate in workshops for teachers and administrators;
 - Willingness to supervise building repairs and improvements;
 - Ability to ensure that school has adequate staff for the upcoming school year;
 - Ability to evaluate teachers and staff based upon the tools provided though the school district and their bargaining units;
 - Willingness to do the work necessary to support staff in their professional development and progress;

Selection Process

It is critical to have an excellent pool of qualified and high quality applicants from which to select a principal. Therefore, applicants will be recruited through posting on the LAUSD website, outreaching to current and former principals, assistant principals, small school principals and SLC lead teachers, and administrators from outside the district. Since hiring a principal will be the first priority after the approval of the school, the Leadership Council will not be in place. Thus, the hiring process will be conducted by the Huntington Park Community High School Design team, parents, students and community leaders.

B. Leadership Team

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

As the instructional and organizational leader of the school, the principal is ultimately responsible for the



effective implementation of the school improvement process. However, effective implementation by definition must include the sharing of responsibilities and decision-making with other members of the team. Members of the school leadership team shall include: School Principal and members of the professional staff including Assistant Principals, Instructional Staff, Instructional Support Staff, Instructional Assistants, teachers and teacher assistants, parents who reflect the racial, geographical and socioeconomic status of students in that school including a parent who is the PTA/PTSA/PTO President or designee, and students. The purpose of the school leadership team includes but is not limited to facilitating the involvement of the school community in the development of the School Plan; encouraging, supporting and creating opportunities for involvement from parents in the community; contributing to the design of the School Plan; and monitoring the effectiveness of the School Plan.

The leadership team of the Huntington Park Community School will initially be the design team, all of whom have experience with standards-based instruction, data collection/analysis, curriculum planning and the instructional strategies discussed in this proposal. Design team members will be programmed into each grade level and different academies so that each team will have the support of a design team member through the first five schools year. However, the goal is that as early as the Teacher Orientation Retreat, the newly hired teachers will begin to take on leadership roles and responsibilities. It will be a hiring requirement that each teacher participates in at least one leadership council or team. This participation is critical to the success of our school because success in an academy requires everyone to share the responsibility for the students. The process of setting goals, planning curriculum/instruction, implementing interventions and monitoring the success of the students will be the primary responsibility of each grade-alike team, will take place during weekly professional development time and will be guided by the Grade-Level Initial, Mid-year and End-of-year assessments, and additional data as needed. Lead Teachers and an assistant principal will attend these meetings, provide the supports the teachers need to engage in this process, and monitor student success across all grade-levels through a regular analysis of assessment, attendance, and student promotion data.

C. Principal Evaluation

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

To evaluate principal performance, Huntington Park Community High School will focus on measuring the capacity of the principal on the California Professional Standards for Educational Leaders (CPSELs), which include:

1. Vision – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. School Culture– Advocating, nurturing, and sustaining a school culture and instructional program conducive to school learning and staff professional growth.
3. Management and Operations – Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Family and Community Engagement – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Modeling Professionalism and Ethics – Modeling a personal code of ethics and developing professional leadership capacity.



6. Understanding the Larger Context – Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Principals will be rated on a four-point rubric where 4 = Practice that exemplifies and/or exceeds standard; 3 = practice that meets the standard; 2 = practice that partially approaches the standard; and, 1 = practice that is limited in addressing the standard. Similarly, the same four-point rubric will be used to rate the principal against the key leadership characteristics cited above in Principal Selection. Lastly, Huntington Park Community High School intends to use the draft recommendations from the Association of California School Administrators (ACSA) which suggest an evaluation of principal effectiveness in terms of: (1) Ability to analyze quality instructional strategies and provide effective feedback that leads to instructional improvement, evidence of academic growth based on multiple measures, effective and comprehensive teacher evaluations, high expectations and leadership to ensure active student engagement; (2) Collaborative professional practices for improving instructional strategies (i.e., developing and supporting the creation of PLCs at all academies and course-alike/departments; (3) Effective school management; (4) Meaningful self-assessment to improve as a professional educator; (5) Consistent and effective relationships with students, parents/guardians, teachers, staff, and Administrators.

The school governance teacher will evaluate the principal, with assistance from the principal's direct supervisor from local District 6, and with significant input and parallel ratings conducted by the Staff Evaluation Committee of the ESBMM School Leadership Council



12. STAFFING

A. Staffing Model

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

It is the policy of Huntington Park Community High School that staffing is funded appropriately to serve the academic needs of their students, within the confines of the school's annual budget. We believe that adequate staffing: (1) Ensures that we provide a basic basis for academic success for all students. (2) Promotes equitable access to educational resources and provides equitable access for all students to a high quality education. (3) Includes enough staff to meet the legal, safety, organizational, and contractual requirements to operate a school. And (4) Includes staffing to implement the school's academic initiatives. A school funding formula that focuses on core staffing, classroom based positions, discretionary funds, and grants, while acknowledging the significant restrictions on a majority of the school's resources, will allow our school to focus on academic excellence and reaching our academic vision of every student reaching his highest potential and being college and career ready.

The school staffing model shall: (1) Provide the core staffing needed for the school to focus on academic issues; (2) Be based on data regarding student characteristics, including poverty, crime rates, bilingual percentages, and special education data; (3) Align resources with funding requirements, K-12 staffing ratios where waivers have not been obtained, state and federal grant requirements, and contractual obligations.; and (4) Align staff adjustments with changing student populations. The Principal and the school leadership council shall be responsible for establishing procedures to support the implementation of this policy.

As Huntington Park Community High School plans to roll out its school in phases, it will continue to share the resources of Huntington Park High School for the first years in regards to the following staff members: Parent/Community, Office Staff, School Police, Campus Aides, Special Education Assistants, Librarian - Library Aide, School nurse, School Psychologist, Plant manager, Building & Grounds Workers, Facilities Attendants and Gardeners, and Food Services Manager and Workers.

Staffing Model: Once Huntington Park Community High School has reached full enrollment in 2014-15, the school will staff according to the following model: Each Academy of approximately 520 students will consist of 4 to 5 houses, co-led by the teachers. The academy will also have a lead teacher/coordination leader, elected by the academies' teacher, who will assist in managing the day to day operations of the academy, assume administrative duties and act as a dean in conjunction with the Counselor in disciplinary matters. Lead teachers will teach at least one class, and be reelected on a yearly basis. Each academy will have 1.5 counselors per 520 students, to staff the academy. The academy will also share assistant principals at a ratio of approximately 1 per 1000 students to assist the principal and the coordination leaders in the operation of each academy and provide instructional leadership. Other staff, including the Parent/Community, Office Staff, School Police, Campus Aides, Special Education Assistants, Librarian, Library Aides, School Nurse, School Psychologist, Attendance Coordinators and counselors, Retention Counselors, College Counselors, Plant manager, Building & Grounds Workers, Facilities Attendants and Gardeners, and Food Services Manager and Workers will be hired and shared by all of the academies as part of our umbrella approach to sharing services.



B. Recruitment and Selection of Teachers

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

Recruitment and Selection

Huntington Park Community High School is submitting a waiver to request that total of 12 teaching positions be reserved for the members of the design team during the 2011- 2012 and 2012 – 2013 school years. (12 positions total¹¹⁴). The remaining positions at the school will be reserved for teachers and certificated staff who meet the selection criteria outlined below, who wish to transfer from Huntington Park High School. Remaining positions will be filled with from outside applicants who meet the selection criteria outlined below.

During the spring, of 2011, Huntington Park Community High School will reach out to the faculty, and staff of Huntington Park High School, providing information about the new school, including the overall vision, mission, philosophy and expectations for teachers. Teachers from Huntington Park High School who wish to teach at Huntington Park Community High School will make application to the school and apply to transfer to Huntington Park Community High School specifying which academy they wish to join. Transfer requests will be granted based on the interview process, the presentation of a sample lesson, and the selection criteria outlined below. Huntington Park Community High School will request a waiver of the contract requirement to grant transfer of applicants based upon seniority. This means that teachers who meet the selection criteria with less seniority than other teachers who apply may be selected first. This provision is in compliance with the settlement agreement reached by the ACLU and Los Angeles Unified School District which allows the retention of quality teachers at high impact schools regardless of the seniority provisions of the contract.

The rationale for requesting the waiver and all waivers which we request is that Huntington Park Community High School should have the ability to select teachers and staff who agree with and are willing to support with the mission, vision and principals of the new high school and put in the work necessary to make the students and the school a success. Huntington Park Community High School will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, and providing its own training. Therefore, the school will request that these some contract agreements be waived and some areas of responsibility be delegated from the Los Angeles Unified School District to the governing body of Huntington Park Community High School. The success of the new high school will depend in large part upon its ability to select and employ its own staff and to train and direct that staff in accordance with the mission, vision and the goals and objectives of the school.

As Huntington Park Community High School will be rolled out in phases, hiring the Freshman Academy Teachers for the 2011-2012 school will be completed by June 2011. Given that we will only have two months to transition and implement our plan after the school board and district approval, initially we will utilize all Huntington Park High School teachers who choose to remain at Huntington Park High School. Teachers and staff will be hired to work within the Freshman Academy and for the first year all other teachers will remain with their current SLC configuration in order to provide as much personalization and continuity for our 10-12th grade students as possible (see implementation section). Hiring for the other grade level teachers will take place during the 2012-2013 school years. Teachers from Huntington Park High School and teachers from outside the community may apply for the Huntington Park Community High School. By year 2 (or when we adopt a traditional school calendar) the entire school will be divided into theme based academies with staffing assignments based on the hiring and interview process. Within



each academy teachers and students will be grouped into interdisciplinary core content teams so that teachers who teach the same students can have a common conference period. The number of teachers and certificated staff hired will be based on waivers acquired for student/teacher ratios and district staffing norms as appropriate.

Unfilled teaching positions will follow the staffing procedures below and interviews will be conducted by the school governance and leadership team which will hire according to the qualifications needed to fill the position. Teachers within the academy and department of the position being filled will participate in the interview process in order to ensure that new hires will fit with the needs of each academy and department.

The selection process is comprised of five steps and designed to identify and hire the most talented teachers available for each position. Huntington Park Community High School seeks the best and the brightest educators to join our team. The steps are as follows: (1) Complete application packet, including an essay response and a Sample Lesson plan; (2) Teach the Sample Lesson; (3) Attend and pass a formal interview; (4) Pass the Administrative paperwork review, including credential, references, and other qualifications; (5) Offer and acceptance.

DESCRIPTIONS OF THE STEPS:

Step One: The Application

The new Principal and the Huntington Park Community High School Design Team will review the application of every candidate that applies to the Huntington Park Community High School Applicant Pool.

Teachers will be asked to do the following:

- Carefully create and proofread the application.
- Ensure that the essay is clear, developed and responds to the stated prompt.
- Make sure that accurate and complete information about certification and work history is included in the application.

Step Two: Presenting the Sample Lesson

Candidates who successfully pass the initial application review will be invited to participate in Step 2: The Sample Lesson. Candidates may opt to attend an in-person sample lesson evaluation or submit a videotaped lesson by mail/email. The selection team will evaluate five key competencies in the sample lesson: critical thinking, lesson planning and execution, content knowledge, student engagement and professionalism. Lessons must be taught in front of a live classroom. In-person and video submissions will be scored with the rubric designed by the Teacher Effectiveness Task force which align with Los Angeles Unified School District Goals for teacher effectiveness .

Teachers will be asked to do the following:

- Select a lesson that features your strengths as a teacher.
- Submit a lesson that highlights their current classroom, making sure that there is a focused objective.
- Teach the lesson.
- Practice. Do not “wing” the lesson. We are looking to hire highly-effective teachers and the evaluators are effective teachers; they will know if the lesson was not well planned.
- Ask your colleagues for critical feedback.
- If you’re submitting a video, enlist the help of tech-savvy friends to make it as high-quality as possible. The focus should not just be on the teacher but on students’ actions and reactions.



- If you are submitting a video, view it before mailing it in to make sure it works.

Step Three: The Formal Interview

Candidates who successfully pass the sample lesson will be invited to participate in a structured in-person interview. All interviews **must be in person**. The interview assesses an array of mindset competencies including: persistence, response to authority, approach to at-risk student populations, professionalism, fallibility, teacher burnout, problem solving and critical thinking and commitment to the school's mission and vision.

Teachers will be expected to:

- Be yourself.
- Be honest.
- Answer the questions that are asked.
- Note that this interview is assessing mindset, not previous accomplishments.

Step Four: File Review

Candidates who have completed the above three steps successfully will move on to a file review. During file review, our selection team will evaluate:

- Selection Performance: Review performance in all previous phases of the process.
- References: The Human Resources team will contact all former supervisors. If they are not listed on your application, this will delay your acceptance into the 2011 teacher recruitment pool.
- Certification: The Certification team will verify your teaching eligibility in the state of California.
- Background Check: (for candidates who are not already a district employee). An academic and criminal background check will be run on all candidates during this phase of the process. Failure to pass all background check requirements will eliminate you from the process.

Step Five: Offer and Acceptance

Candidates who pass the final file review will meet with the principal or designee to complete the hiring process and review the requirements of the position prior to accepting the position offered.

Criteria for selecting Teachers and certificated staff and classified staff:

The mission, vision and goals of Huntington Park Community High School are aligned with the Coalition of Essential Schools Common Principles.¹¹⁵ Teachers must understand and commit to the mission, vision, goals and core values of Huntington Park Community High School and meet or be willing to work toward meeting the associated expectations and capacities.

The ideal teacher, certificated/classified staff member will:

- Be willing to engage and participate in the leadership of their academy and their school;
- Have high expectations and goals which apply to all students;
- Provide the crucial supports that students' need to meet those expectations;
- Be willing to work in a full inclusion environment, and provide the interventions and accelerations necessary to support struggling students and keep advanced students challenged;
- Demonstrate experience with or interest in learning project-based instruction, Understanding by Design curriculum development, AVID and SDAIE strategies;
- Demonstrate a willingness to meet the needs of every group or class of students;
- Be willing to engage in personalization;



- Demonstrate an interest in engaging with students beyond the core curricula through participation in an advisory class;
- Be eager to actively engage students and their parents in the learning process;
- Willingly provide intensive support and resources to assist students to meet the standards
- Provide students with the opportunity to exhibit their expertise to their peers, family and community;
- Demonstrate mastery of their discipline content (with single-subject credential);
- Encourage students to demonstrate their mastery of content through a variety of formative and summative assessments that focus on mastery of skills, habits and content;
- Have a tone of mutual respect in their interactions and intentions with students, staff, parents and visitors;
- Have a commitment to the school's mission, vision, philosophy and core values;
- Be willing to collaborate with colleagues to develop, implement and evaluate the success of a standards-based, backwards-planned and responsive curricula and instructional strategies
- Participate in academy and/or complex-wide leadership structures;
- Make the additional commitments necessary to move resources from centralized administrative staff and into the classroom and support a distributed leadership structure;
- Expect multiple obligations without additional pay;
- Have a sense of commitment to the entire school;
- Model democratic practices that involve all who are directly affected by the school;
- Honor diversity and build on the strength of the community;
- Challenge all forms of inequity;
- Be technologically literate and encourage students in technological literacy;

Certificated and Classified Staff will follow the same selection procedures and criteria as teachers. A waiver will be requested (if necessary) to exempt the school from hiring classified staff on the basis of must place or seniority provisions in their contract.

Huntington Park Community High School will implement the following strategies to maintain high levels of retention with its quality teachers and staff: (1) The principal will provide an annual survey, regular feedback/input opportunities for teachers, and facilitate processes and structures for teachers to participate in the decisions that impact them. (2) The principal will be support-oriented, not compliance-oriented. (3) The principal have an open-door policy for teachers in need of support; and supports will be built into the weekly professional time through using a protocol to collectively process challenges. (4) Staff evaluation will be conducted through the measures provided to the Los Angeles Unified School District pursuant to the agreement with UTLA and the evaluation measures provided for classified staff through their local bargaining unit.

C. Autonomy

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

We will create an optimal support system for all teachers by developing a learning centered culture of collaboration, open-door observation and peer mentoring, accountability, and meaningful and data driven professional development which supports student success. Each academy will create a leadership council and maintain semi-autonomous control over as well as provide input to the comprehensive school leadership council regarding matters of professional development, budget recommendations, data review



and needs assessment, and staff selection.

The Expanded School-Based Management Model will allow our governing council to take charge of selecting a staff that shares our vision for meeting the needs of each student. Only outstanding and committed staff members will be recruited, with preference given to Huntington Park High School staff that know our students, share our vision, and wish to transfer, and with all applicants subject to the rigorous selection criteria outlined in Section 12.B.

D. Evaluation

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

We adhere to the LAUSD/UTLA Collective Bargaining agreement article IX (hours and duties) and Article X (evaluation and discipline) which follows the district's teacher effectiveness evaluation process (stull process) and the California Standards for the Teaching Profession. Principal's evaluations will follow the Associated Administrators of Los Angeles (AALA) Collective Bargaining Agreement. Other staff will be evaluated per applicable collective bargaining agreements.

Initially all teachers will be evaluated (Stulled) yearly with individual professional growth goals directly tied to the vision, mission and implementation of this plan. Assistance and guidance will be provided for those who are struggling utilizing teacher to teacher interaction, professional development, voluntary peer assistance and review, and other supports appropriate for each individual case. As each teacher demonstrates high levels of professional effectiveness annual evaluations and Stull evaluations may be scheduled for every other year (or 5th year) as provided for in the stull process, however, evidence of professional growth, self-reflection and continual adaptation to the changing needs of the school community must be written into the 2-5 year plan for improvement which is connected to the stull. The recommendations and rubric that the district is developing for teachers to self-assess will be used in collaborative discussions with peers.

Lesson Design Study research and the inquiry cycle support the notion that teaching improves when teachers collaborate, plan, implement, observe, assess, debrief and adjust. We will also implement pathways for student and parent feedback on academics, faculty, staff and school wide implementation of this plan. By virtue of participation in this ongoing process a powerful and creative culture of collaboration, support, high expectations and structure will permeate the entire school culture. Over time, as teachers have positive experiences at all levels of this evaluation system, it is the belief of the design team that all teachers will grow to trust the system and readily share their data on student achievement with their peers. The school leadership council shares responsibility and decision-making for all aspects of the school including an evaluation plan of all instructional, administrative and support staff that is based on student academic success evidenced through multiple measures. We will also be monitoring the development of the LAUSD/UTLA task force in developing a common foundation for effective teaching which utilizes multiple measures for teacher evaluations. Waivers may be sought to conduct action research for alternative models of teacher and staff evaluation.

Individual Professional Growth

- Developing an Initial Planning Sheet (IPS) at the beginning of each school year that outlines curricular and instructional goals for the year.



- Participating in an ongoing observation, feedback and improvement practice with peers and the supervising administrators.
- Participating in annual self-evaluation and performance evaluation with the principal.
- A visible and system wide commitment to constructive critique will be the foundation for colleagues to dialogue, observe one another, and concentrate on positive feedback and support.



13. FINANCES

A. Financial Sustainability

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

The overall vision for the Huntington Park Community High School is for a group of small academies that each has the autonomy to make important staffing, instructional, and budgetary decisions for their students, and to commit to complex collaboration and resource sharing. This is the fundamental strategy for financial decisions for all of the academies located on the present campus named Huntington Park High School. The academy plan is to equally fund for personnel and resources and, at the same time, maintain the individual academy budgets to be responsive to the needs of each academy's students. Each academy will use the appropriate data to assess the effectiveness of each expenditure in their behalf and to guide the future decisions to achieve the goals of continuous academic improvement. Our funding goals are to meet and then reduce the District class size norm for all grade levels in the core academic classes.

Huntington Park Community High School will receive funding via the LAUSD's transparent budgeting process using the COST Center controls that are based on per pupil funding and ADA. Furthermore, Huntington Park Community High School will receive funding from Title 1, Bilingual, and Special Education. These funds will support the students during each of the semesters, and in each succeeding year. Huntington Park Community High School will also maintain the QEIA funding that it has received in prior years, by meeting the target benchmarks as outlined on the QEIA Alternative Application Goal Summary Sheet 2009-2010 on file with LAUSD and Los Angeles County Department of Education. (Appendix QEIA Alternative Application Goal Summary Sheet)

The goal for the Huntington Park Community High School is to dedicate as many resources as possible to the classroom, keeping class sizes small and minimizing administrative positions. To accomplish this goal, teachers will take on additional responsibilities and not rely on an administrator when possible. The goal is to hire highly-qualified teachers and have them on the payroll for as long as possible. The main key is that the teachers have the appropriate training and that they are provided the time to collaborate, develop, implement, and reflect on and adjust the curriculum and instructional strategies when necessary.

Considering the priorities and staffing plan, the Huntington Park Community High School have developed a preliminary budget based on projected per-pupil and categorical funding for each school year.

We are an internal applicant and we will receive funding via LAUSD's transparent budgeting process (based on student ADA).

B. Additional Funding

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

For Traditional, ESBMM, Pilot and Network Partner Schools Only

An active grant writing team consisting of the principal/designee, representatives from each academy, staff, students, and parents will seek out and apply for grants in a wide variety of venues including teacher grants.



Another active team will be the community partnership team. This team, consisting of the principal or designee, representatives from each academy, staff, students and parents will seek partnerships which will assist in reducing the overall cost of capital and noncapital expenditures to the school.

C. Autonomy

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

Using the autonomy of per-pupil budgeting, the schools will be able to develop a Huntington Park Community High School structure where each of the small schools will contribute equally to the account from which shared positions will be funded. These shared positions will be responsible for the operations, maintenance and safety of the entire campus, and will provide a centralized main office to support and enable parents to gather information and to engage with the schools. This centralized office will be tasked to perform the daily management of the campus and this will allow the small academies to concentrate on the learning needs of the students entrusted to them.

Huntington Park Community High School will benefit from the increased flexibility that is provided by the Transparent Budgeting/Budgeting for Academic Achievement. This will allow the necessary focus to be directly on the classroom. The budgeting priority added to the staffing autonomy allowed in the ESBMM will enable Huntington Park Community High School to decrease the class size and the student-teacher load, and the teacher's involvement will be that they take on some of the responsibilities that are usually handled in a traditional school by administrators, such as behavior management, interventions, and decision making. The smaller class sizes and the reduced student-teacher ratio will give the teachers additional time needed to individualize their students' school experience. When joined with strategies of project-based learning, differentiation, advisory, and a learning lab, the additional responsibilities such as behavior management and interventions will become part of the daily school operations. This will also be addressing the needs of a whole-student. Shifting the funds from administration to the classroom will require teacher participation in the decision-making and the implementation of the decisions that are made. Combined with the regular use of student data to make decisions, the strategies will enable the school to have quicker response to the needs of the students. Huntington Park Community High School will prioritize specific goals and change the goals in response to data to ensure that we are constantly improving in addressing the needs of our students.

The initial goal for Huntington Park Community High School during the first year is to establish the basic and primary policies, processes, and personnel to operate a safe and welcoming campus. The goal is tied to what resources are identified and to develop a plan to share the resources equally and evenly across the academies. A preliminary needs assessment will be conducted based on the student population shared across all the academies at Huntington Park Community High School. The schools will hire a College and Career Counselor and additional campus aides to help manage the students that will be added in the following years. The addition of other shared personnel is not expected or anticipated. However, before any budget meetings for the following schools years, the Building and Facilities Council and Safety Council will meet and review Huntington Park Community High School staff and make determinations if there are additional needed or excess positions.

Prior to any budgeting processes, the Governing Council will review the academies personnel needs and determine if any changes may need to be made. Each year, the staff will continue to work on and improve the elements of the previous year and add elements of college and career preparation. This element will already be in operation in the classrooms through rigorous instruction, and in advisory lessons geared towards college and career. The staff will reflect on the needs assessment process from



year to year. An assessment of what supports and resources will be necessary to implement the full work-based learning program. This process will repeat itself from the first year to the next and then to the third year. The goal will then be to improve all elements of the program and to have a complete working model within three years from implementation of this proposal. At that point, determinations will be made by the governing council based on overall programmatic assessments. Areas for improvements and/or additions for the following years will be made.

D. Budget Development

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

Huntington Park Community High School will follow all LAUSD guidelines on all matters of fiscal soundness and legal guidelines. To ensure the legal compliance, the school will use Front End, the District's electronic budget management system to generate the financial reports for the school site council meetings, advisory council meetings and Huntington Park Community High School's management.

The budget development will be a collaborative process involving the representation from all stakeholders including students, staff, and parents. Representation will be equitable between each of the academies of Huntington Park Community High School, ensuring that all stakeholders' input will be evaluated equally.

The data collected will provide guidance to ensure that fiscal resources are directed to giving all students the same opportunity to learn at the highest level and be prepared for a successful post high school career of their choice. The proposed budget will be transparent so that all individuals will have the opportunity to provide structured feedback before a final budget is adopted and presented to the District for approval. To review the budgets, the principal, school administrative assistant, and program advisors will meet weekly with all leadership members. The reports generated from this activity will be used to report to School Site Council and any advisory councils to monitor the budget process and budget uses. Any questions generated will be answered at the School Site Council meeting the following month of each meeting held with the principal, the administrative assistant, and the program advisors. Budget updates will be shared with Content Lead and Academy Lead teachers during their monthly meetings. Student achievement data will be shared to help assess the effectiveness of the expenditures to determine the activities that should be continued to be funded, and or those activities that should be modified and/or eliminated.

As an internal applicant, the academy will be an LAUSD school operating under the rules and regulations of LAUSD. The academy will adhere to fiscal policies and accountability systems as established by the district.



14. IMPLEMENTATION

A. Implementation Plan

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

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

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

See Appendix for Complete Implementation Plan.

B. Waivers

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

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The form will be available on the Public School Choice website in the coming weeks.

Huntington Park Community High School will implement an ESBMM governance model. Waivers will be requested to reserve a total of 18 positions at the new school for members of the Design Team as first priority. This applies to both classroom teachers and school administrators. Additional waivers may be requested for curriculum at a later time. In addition, waivers regarding hiring according to seniority status will be requested when hiring for the school. A waiver for the extended day and the flexible bell schedule will be requested. The teacher work day may be extended from 6.6 hours to 7.6 hours. Teachers will be maybe compensated for the additional hour as funds are available.



Waivers will be requested in the following areas:

Staffing (Article IX-A)

- First year - Hiring priority given to the teachers on the design team;
- Teacher Placement within the school is based on the school plan and student need, not on seniority;
- Hiring will not be seniority based;
- Staff will be required to interview for positions at the school;

Work Hours and Schedule (Article IX.)

- Additional on-site time requirement (1 hour);
- Participation in at least one leadership council/team;
- Required (compensated) Professional Development time;

Transfers (Article XI. 2.0)



Appendix A: Assurances:

Applicants promise to adhere to specified terms and conditions in compliance with District and/or State policies, including enrollment priorities and composition, service plans for students with disabilities, school boundaries, facilities usage, and the attainment of applicable waivers.

In addition we assure the following:

1. That the applicant group represent is not comprised of a for-profit entity.
2. 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 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.
3. That in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team 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 —Schob 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.



Appendix B: Huntington Park High School Demographics

General Information

Principal - Castillo, Albert

Code - 8700

12

Assembly - 46 John Perez

Number of Years Opened 1909

Title 1 - Yes

Principal - Castillo, Albert

Tracks

Local District - 6

Configuration - 9-

Senate - 30 Ron Calderon

Calendar

Council - HUP

12

Congress - 34 Lucille Roybal-Allard

TRK

Number of Huntingtons

Title 1 - Yes

Supervisor - 1 Gloria Molina

Web Site

www.lausd.net/Huntington_Park_HS

HS

Board of Education - 30 Ron Calderon Flores

Calendar - 3

Council - HUP

Congress - 34 Lucille Roybal-Allard

TRK

Huntington Park

Supervisor - 1 Gloria Molina

Web Site - www.lausd.net/Huntington_Park_HS

Board of Education - 30 Ron Calderon Flores

Student Racial Ethnic History

Year	Student Racial Ethnic History															Total
	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
	Year		Year		Year		Year		Year		Year		Year			
2009-10	6	0.1	17	0.4	0	0.0	0	0.0	26	0.6	42	98.5	13	0.3	4274	
2008-09	5	0.1	10	0.2	0	0.0	0	0.0	30	0.7	42	98.6	10	0.2	4312	
2007-08	4	0.1	14	0.3	8	0.2	0	0.0	28	0.7	41	98.5	10	0.2	4239	
2006-07	5	0.1	13	0.3	6	0.1	0	0.0	32	0.7	42	98.3	11	0.3	4357	
2005-06	2	0.0	15	0.3	3	0.1	0	0.0	42	0.9	45	98.4	10	0.2	4598	
2004-05	5	0.1	13	0.3	6	0.1	0	0.0	32	0.7	42	98.5	11	0.3	4357	

Current English Learners (EL) Data: 2009-10											
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total	
9	0	0	0	0	0	0	488	0	0	488	
10	0	0	0	0	0	0	314	0	1	315	
11	0	0	0	0	0	0	174	0	2	176	
12	0	0	0	0	1	0	133	0	1	135	
UG	0	0	0	0	0	0	203	0	0	203	
TOTAL	0	0	0	0	1	0	1312	0	4	1317	



Huntington Park, California: 2005-2009

Demographic - Sex and Age, Race, Hispanic Origin, Housing Units...

ACS Demographic and Housing Estimates	Estimate	Margin of Error	Percent	Margin of Error
SEX AND AGE				
Total population	60,817	+/-35	60,817	(X)
Male	30,658	+/-706	50.4%	+/-1.2
Female	30,159	+/-710	49.6%	+/-1.2
Under 5 years	5,540	+/-597	9.1%	+/-1.0
5 to 9 years	5,166	+/-516	8.5%	+/-0.8
10 to 14 years	5,728	+/-498	9.4%	+/-0.8
15 to 19 years	5,219	+/-497	8.6%	+/-0.8
20 to 24 years	5,207	+/-610	8.6%	+/-1.0
25 to 34 years	10,248	+/-810	16.9%	+/-1.3
35 to 44 years	9,061	+/-682	14.9%	+/-1.1
45 to 54 years	6,335	+/-631	10.4%	+/-1.0
55 to 59 years	2,201	+/-340	3.6%	+/-0.6
60 to 64 years	1,587	+/-291	2.6%	+/-0.5
65 to 74 years	2,224	+/-328	3.7%	+/-0.5
75 to 84 years	1,841	+/-396	3.0%	+/-0.7
85 years and over	460	+/-183	0.8%	+/-0.3
Median age (years)	28.5	+/-0.6	(X)	(X)
18 years and over	41,145	+/-780	67.7%	+/-1.3
21 years and over	38,097	+/-758	62.6%	+/-1.2
62 years and over	5,526	+/-589	9.1%	+/-1.0
65 years and over	4,525	+/-508	7.4%	+/-0.8
18 years and over	41,145	+/-780	41,145	(X)
Male	19,822	+/-749	48.2%	+/-1.4
Female	21,323	+/-665	51.8%	+/-1.4
65 years and over	4,525	+/-508	4,525	(X)
Male	1,865	+/-317	41.2%	+/-4.9
Female	2,660	+/-358	58.8%	+/-4.9
RACE				
Total population	60,817	+/-35	60,817	(X)
One race	60,218	+/-259	99.0%	+/-0.4
Two or more races	599	+/-251	1.0%	+/-0.4
One race	60,218	+/-259	99.0%	+/-0.4
White	34,518	+/-1,878	56.8%	+/-3.1
Black or African American	434	+/-231	0.7%	+/-0.4
American Indian and Alaska Native	307	+/-191	0.5%	+/-0.3
Cherokee tribal grouping	23	+/-35	0.0%	+/-0.1
Chippewa tribal grouping	0	+/-132	0.0%	+/-0.1
Navajo tribal grouping	0	+/-132	0.0%	+/-0.1
Sioux tribal grouping	0	+/-132	0.0%	+/-0.1
Asian	381	+/-205	0.6%	+/-0.3
Asian Indian	58	+/-57	0.1%	+/-0.1
Chinese	86	+/-86	0.1%	+/-0.1
Filipino	155	+/-128	0.3%	+/-0.2
Japanese	5	+/-9	0.0%	+/-0.1
Korean	49	+/-91	0.1%	+/-0.2
Vietnamese	8	+/-14	0.0%	+/-0.1



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

Appendix

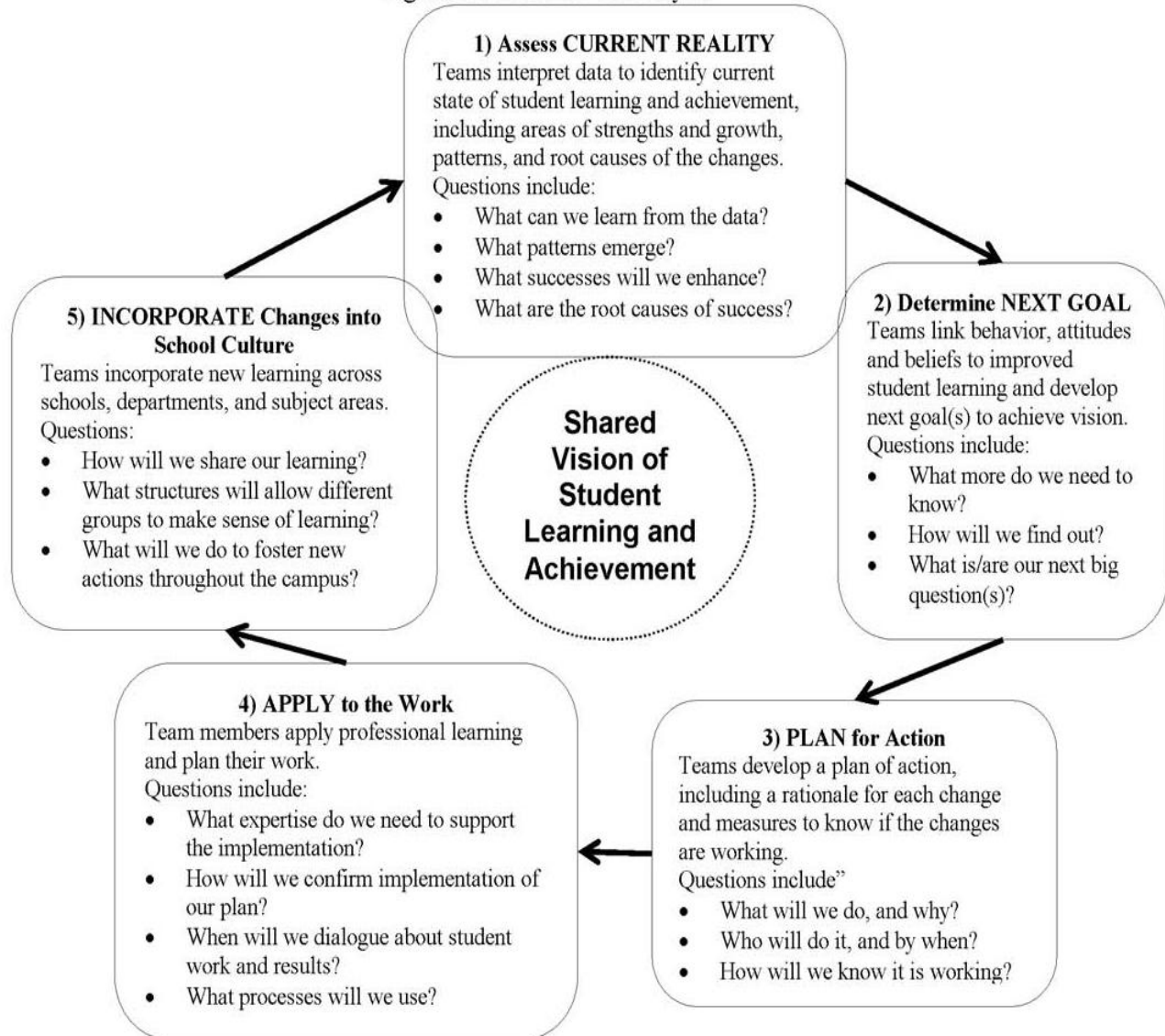
Other Asian	20	+/-31	0.0%	+/-0.1
Native Hawaiian and Other Pacific Islander	87	+/-83	0.1%	+/-0.1
Native Hawaiian	12	+/-19	0.0%	+/-0.1
Guamanian or Chamorro	0	+/-132	0.0%	+/-0.1
Samoan	65	+/-77	0.1%	+/-0.1
Other Pacific Islander	10	+/-15	0.0%	+/-0.1
Some other race	24,491	+/-1,874	40.3%	+/-3.1
Two or more races	599	+/-251	1.0%	+/-0.4
White and Black or African American	13	+/-21	0.0%	+/-0.1
White and American Indian and Alaska Native	137	+/-120	0.2%	+/-0.2
White and Asian	0	+/-132	0.0%	+/-0.1
Black or African American and American Indian and Alaska Native	0	+/-132	0.0%	+/-0.1
Race alone or in combination with one or more other races				
Total population	60,817	+/-35	60,817	(X)
White	35,010	+/-1,910	57.6%	+/-3.1
Black or African American	496	+/-230	0.8%	+/-0.4
American Indian and Alaska Native	453	+/-240	0.7%	+/-0.4
Asian	430	+/-224	0.7%	+/-0.4
Native Hawaiian and Other Pacific Islander	111	+/-100	0.2%	+/-0.2
Some other race	24,916	+/-1,865	41.0%	+/-3.1
HISPANIC OR LATINO AND RACE				
Total population	60,817	+/-35	60,817	(X)
Hispanic or Latino (of any race)	59,114	+/-369	97.2%	+/-0.6
Mexican	49,082	+/-1,499	80.7%	+/-2.5
Puerto Rican	85	+/-72	0.1%	+/-0.1
Cuban	907	+/-511	1.5%	+/-0.8
Other Hispanic or Latino	9,040	+/-1,481	14.9%	+/-2.4
Not Hispanic or Latino	1,703	+/-358	2.8%	+/-0.6
White alone	960	+/-245	1.6%	+/-0.4
Black or African American alone	140	+/-102	0.2%	+/-0.2
American Indian and Alaska Native alone	37	+/-41	0.1%	+/-0.1
Asian alone	381	+/-205	0.6%	+/-0.3
Native Hawaiian and Other Pacific Islander alone	87	+/-83	0.1%	+/-0.1
Some other race alone	11	+/-19	0.0%	+/-0.1
Two or more races	87	+/-78	0.1%	+/-0.1
Two races including Some other race	60	+/-70	0.1%	+/-0.1
Two races excluding Some other race, and Three or more races	27	+/-31	0.0%	+/-0.1
Total housing units	15,761	+/-510	(X)	(X)

Appendix C: Action Research Cycle



Action Research Cycle

Figure 1: Action Research Cycle





Appendix D: Project Based Learning Description

Project Based Learning Description

The Buck Institute for Education and Boise State University. (2011). *What is Project Based Learning*. Retrieved from <http://pbl-online.org/About/whatisPBL.htm>

Project Based Learning is an instructional approach built upon authentic standard based learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Project Based Learning (PBL) is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. PBL teaches students technology and linguistic skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and collaborative group participation and leadership skills. Project Based Learning is generally done by collaborative groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

(Adapted from Reeves, T. C., Herrington, J., & Oliver, R. (2002). Authentic activity as a model for web-based learning. 2002 Annual Meeting of the American Educational Research Association, New Orleans, LA, USA.

Characteristics of Authentic Learning Activities

1. **Real-world relevance:** Activities match as nearly as possible the real-world tasks of professionals in practice rather than decontextualized or classroom-based tasks.
2. **Ill-defined:** Activities require students to define the tasks and subtasks needed to complete the activity.
3. **Complex, sustained tasks:** Activities are completed in days, weeks, and months rather than minutes or hours. They require significant investment of time and intellectual resources.
4. **Multiple perspectives:** Provides the opportunity for students to examine the task from different perspectives using a variety of resources, and separate relevant from irrelevant information.
5. **Collaborative:** Collaboration is integral and required for task completion.
6. **Value laden:** Provide the opportunity to reflect and involve students' beliefs and values.
7. **Interdisciplinary:** Activities encourage interdisciplinary perspectives and enable learners to play diverse roles and build expertise that is applicable beyond a single well-defined field or domain.



8. **Authentically assessed:** Assessment is seamlessly integrated with learning in a manner that reflects how quality is judged in the real world.
9. **Authentic products:** Authentic activities create polished products valuable in their own right rather than as preparation for something else.
10. **Multiple possible outcomes:** Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of predefined rules and procedures.



Appendix E: Western Association of School and Colleges Accreditation Timeline

Western Association of Schools and Colleges WASC Accreditation
Timeline

Calendar	WASC Accreditation Process
July 2011	Huntington Park Community High School opens (grade 9)
August 2011	<ul style="list-style-type: none">- A Committee, (including the principal, secondary administrators, out-of classroom personnel, teachers, parents and students), for WASC accreditation will be formed in the first semester of school to review the WASC Accreditation guidelines and continue as a standing committee to focus on data in order to modify and improve the instructional program as necessary.
September- October 2011	<ul style="list-style-type: none">- The above mentioned committee will also review the standards-based Focus on Learning (FOL) Guide, which was jointly developed by WASC and the CDE, and designed to be used by California schools that previously were subject to the State's Program Quality Review (PQR) requirements and chose to pursue accreditation to fulfill the requirements for both PQR and the accreditation-related admission requirements of California's public university systems.- Teacher, Staff, Students, and parents will develop Expected School Wide Learning Results, form a school WASC Leadership team to oversee and organize the WASC accreditation process, and follow Focus on Learning activities.
October 2011	WASC Leadership Team reviews Initial Visiting Procedures Manual, and submits to WASC: Request for Affiliation, other required documents, and required fees.
October 2011- January 2012	WASC Leadership Team implements the Initial Accreditation process. Initial Request for Affiliation report (by 12-31-2011) per WASC requirements/procedures. When a date is received for an initial visit from WASC, the school will request CEEB (AI) code.
Spring 2012	WASC team visits VAAS for one day. After the WASC visit, the school will request a page for the school on the UCOP with a course list.
(late) Spring 2012	WASC notifies school of findings. School creates an Action Plan to incorporate WASC Recommendations into their ongoing school improvement plan(s).
2012-2015	Institutionalize the WASC Accreditation Processes/procedures in preparation for first full WASC self study in spring, 2015



Appendix F: How To Redeem Spartan Bucks

ve the Line

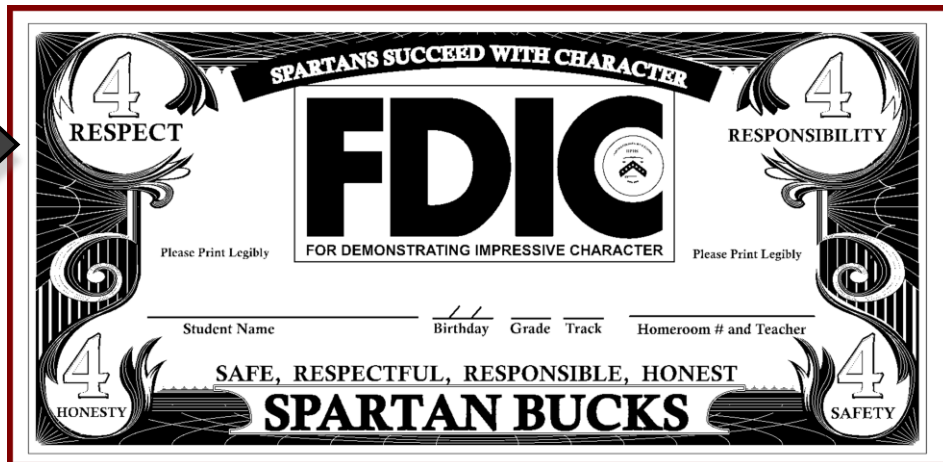


HUNTINGTON PARK HIGH SCHOOL Positive Behavior Support Program

How To Redeem Spartan Bucks

Clearly PRINT Your;

- * *First and Last Name,*
- * *D.O.B., Grade, Track,*
- * *E & I Teachers Name &*



Take Your Spartan Bucks (with your name on it) to the Dean's Office room 107 by Wednesday

Listen on Wednesday when the Above The Line weekly winners are announced



HUNTINGTON PARK HIGH SCHOOL Positive Behavior Support Program

How To Redeem Spartan Bucks

When you receive a Spartan Buck from a Teacher/Staff Member do the following:

5. Clearly PRINT on the back of the Spartan Buck, your Name, DOB, Grade, Track, E & I/homeroom teacher, and E & I/homeroom teacher room.
6. Take your Spartan Buck to the Dean's office and place it in the Spartan Buck Box.



Appendix G: 2011-2012 School Calendar

Three Track
Tres Ciclos
(Concept 6)



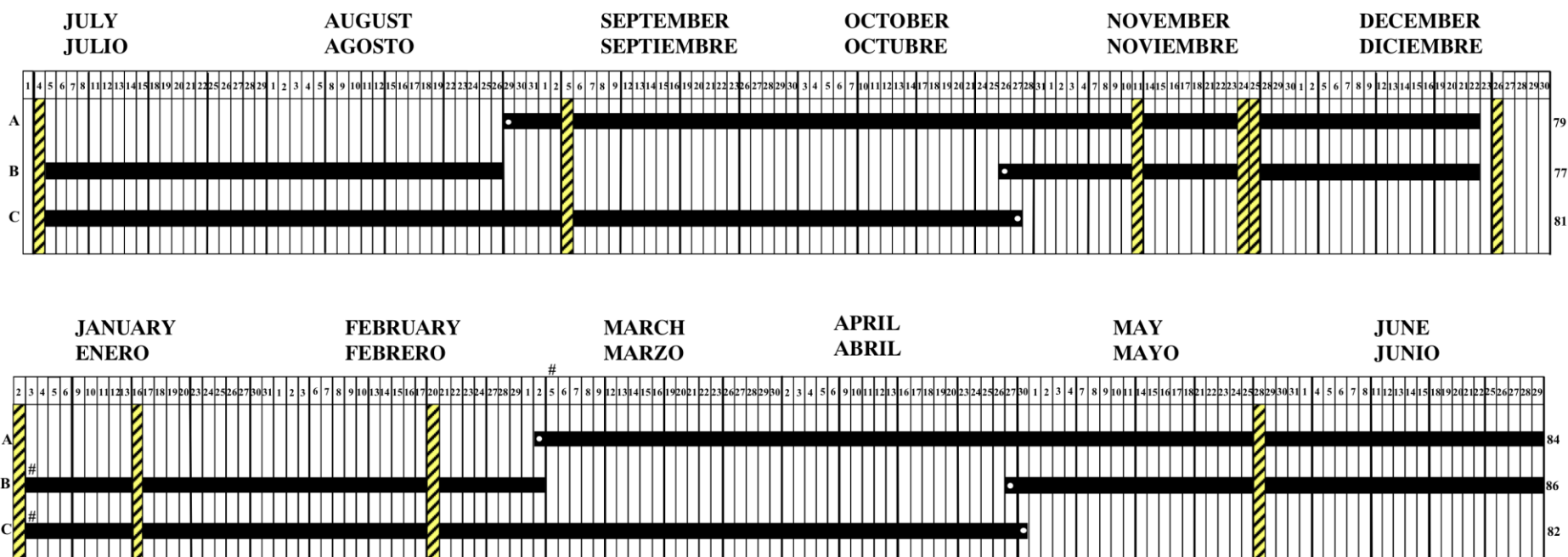
LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY
DIA DE FIESTA

DATE
10/21/2010

TENTATIVE

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



IMPORTANT DATES:

07-04-2011 Independence Day
07-05-2011 First Day of Instruction, Tracks B, C
08-30-2011 First Day of Instruction, Track A
09-05-2011 Labor Day
11-11-2011 Veterans Day

11-24 & 11-25-2011
12-23-2011 thru 01-02-2012
01-03-2012
01-16-2012

Thanksgiving Holiday
Winter Recess, Tracks A, B
Second Semester Begins, Tracks B, C
Dr. Martin L. King, Jr.'s Birthday Observed

02-20-2012 Presidents' Day
03-05-2012 Second Semester Begins, Track A
04-27-2012 Last Day of Instruction, Track C
05-28-2012 Memorial Day Observed
06-29-2012 Last Day of Instruction, Tracks A, B

Pupil Free Day



Appendix H: HPCHS Sample Bell Schedules

HUNTINGTON PARK COMMUNITY HIGH SCHOOL 2 X 8 Bell Schedule <i>draft</i> for 2011 - 2012					
Regular Day - Mon, Fri (64 days/yr - 32 days/semester)					
Period	Begin	End	Period minutes	Passing minutes	Total minutes
Period 1	7:25	9:07	102	0	102
Nutrition	9:07	9:22	0	8	8
Period 2	9:30	11:12	102	8	110
Period 3	11:20	1:02	102	0	102
Lunch	12:55	1:25	0	7	7
Period 4	1:32	3:14	102	0	102
Period 5	3:35	4:50	75		
				23	431
Advisory Day Tues, Thurs (32 days/ yr - 16 days/semester)					
Period	Begin	End	Period minutes	Passing minutes	Total minutes
Period 1	7:25	8:55	90	0	90
Nutrition	8:55	9:10	0	5	5
Period 2	9:15	10:45	90	8	98
Period 3	10:53	12:23	90	0	90
Lunch	12:23	12:53	0	5	5
Advisory	12:58	1:36	38	8	46
Period 4	1:44	3:14	90	0	90
Period 5	3:35	4:50	75		
Tues faculty mgt				26	424
PD Day Wed (32 days/yr - 16 days/semester) = 32 hours of PD					
Period	Begin	End	Period minutes	Passing minutes	Total minutes
Period 1	7:25	8:49	84	0	84
Nutriton	8:49	9:04	0	8	8
Period 2	9:12	10:36	84	8	92
Period 3	10:44	12:06	84	0	84
Lunch	12:06	12:36	0	5	5
Period 4	12:41	2:05	84	0	82
PD time	2:14	3:14			
Period 5	3:35	4:50	75		
				21	355



Appendix I: Spartan Code of Conduct



THE SPARTAN CODE OF CONDUCT

Successful Spartans are...

I. TRUSTWORTHY, when they are honest, tell the truth, don't cheat, steal, keep their promises, and are

reliable, by doing what they say they'll do.

1. Produce their own work, don't cheat, or aid others in cheating.
2. Tell the truth and avoid spreading rumors or gossiping.
3. Take only what belongs to them, pay their debts, and return what they borrow.
4. Report vandalism to adults.
5. Take lost items to the Dean's office.

II. RESPECTFUL, when they are tolerant of differences, use good manners, not bad language and resolve conflicts peacefully by not threatening, or hurting anyone.

1. Treat fellow students and staff with respect and courtesy at all times.
1. Use good manners by saying; "excuse me" and not bad language or inappropriate gestures.
2. Respect the rights and property of others by not participating in any form of bullying or harassment.
3. Resolve conflicts in a positive way and avoid violence or the threat of violence.
4. Limit public displays of affection (i.e. intimate prolonged kissing)
5. Dress according to the school's dress code, no overly revealing, oversized, gang style clothing, or clothing with an inappropriate message.

III. RESPONSIBLE, when they do what they are supposed to do, do their best, keep on trying, use self-control, think before they act, and are accountable for their choices.

1. Arrive to their classes on time, and if late to class, report to the tardy room.
2. Come prepared for class by bringing appropriate materials daily, and giving their best effort.
3. Participate in class activities, complete assignments, do their homework and when absent, complete the work missed.
4. Clear their absences within 48 hours by bringing a parent note to the attendance office.
5. Carry their school ID card at all times and an official pass or summons when out of class.
6. After their last class, leave campus unless involved in extracurricular activities or 7th period.
7. Obtain a pass from the attendance office when leaving campus during normal school hours.
8. Use only their assigned locker for the storage of school-related materials.
9. Keep all electronic devices including I-pods, cell phones at home or turned off and out of sight during school hours.
10. Obtain clearance from the nurse to take any medicine or to use crutches.
11. Carry their skateboard on campus, and walk their bicycle to the designated area and lock it.

IV. FAIR, when they treat people equally, by being open-minded, listening to, cooperating with, and sharing with others.



1. Don't discriminate in words or actions against another individual because of his/her race, language spoken, color, sex, religion, handicap, national origin immigration status, age, sexual orientation, or political belief".
2. Do not make unwelcome sexual advances by word or action, which could be considered harassment by the receiving party. If feeling harassed or discriminated against by any person, tell an Assistant Principal or Dean.

V. CARING, when they show others they care, by being kind, compassionate, and helping people in need.

1. Do not possess or use weapons, explosives, or any other dangerous object on campus.
2. Keep their hands and feet to themselves.
3. Do not participate in any action that disrupts school activities such as making verbal or written threats.
4. Do not possess or be under the influence of tobacco, alcohol, or drugs while on campus or on the way to or from school or while at a school activity.

VI. GOOD CITIZENS, when they do their part to make their school, community, & world better.

1. Don't eat in classrooms, dispose of food, candy, and drink before entering classrooms.
2. After nutrition and lunch they put their trash in the trashcans and keep the campus clean.
3. Students are not allowed to sell anything on campus during the school day. Any items to be sold afterschool must be locked in a hall locker during the school day and not carried around campus in a box or gym bag.
4. Keep the campus and school property graffiti-free and don't carry markers or spray paint.
5. Protect the environment by re-cycling when possible.



Appendix J Character Traits



HUNTINGTON PARK HIGH SCHOOL SPARTAN TRAITS & CLASS RULES

1. Trustworthy

- Be honest, tell the truth, don't deceive, cheat, or steal. Produce your own work.
- Be reliable — do what you say you'll do. Keep your promises.
- Have the courage to do the right thing.
- Build a good reputation, keep your promises
- Be loyal — stand by your family, friends, and country.

2. Respect

- Treat others with respect; follow the Golden Rule.
- Remove all head covering (caps, beanies, hoods) when entering the classroom.
- Use appropriate language, and good manners. Be courteous and polite.
- Pay attention and listen attentively to the speaker.
- Dress and groom according to school dress code.
- Don't threaten, hit, or hurt anyone. Resolve conflicts peacefully.
- Respect school and other's property.
- Limit public displays of affection.

3. Responsibility

- Come to school/class on time every day, with required class materials.
- Participate in all class activities; stay on task, do one's best, and complete class work.
- Clean up after yourself.
- Keep all electronic devices off and out of sight.
- Accept consequences without arguing or complaining.
- Follow directions and do what you are supposed to do.
- Think before you act, consider the consequences of your choices.

4. Fairness

- Play by the rules, without cheating, and stealing.
- Take turns and share.
- Be open-minded; listen to others, accept others ideas.
- Don't take advantage of others.
- Don't blame others carelessly.

5. Caring

- Be kind, and compassionate; show others you care.
- Express gratitude.
- Forgive others.
- Help people in need.

6. Citizenship

- Knows and obeys school rules. Stays informed; vote.
- Use only approved school pass when outside the classroom.



Appendix K: ATLAS PROTOCOLS

ATLAS - Learning From Student Work

Learning from Student Work is a tool to guide groups of teachers discovering what students understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on the work of the Leadership for Urban Mathematics Project and of the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. Revised November 2000 by Gene Thompson-Grove for NSRF.

Selecting Student Work to Share

Student work is the centerpiece of the group discussion. The following guidelines can help in selecting student work that will promote the most interesting and productive group discussions.

Choose assignments that involve lots of thinking and that give students some freedom in how they approach the task. Avoid work that consists primarily of answers with little explanation or that involves the application of well-defined procedure. At times it may be useful to share several pieces of student work that show different approaches to the same assignment.

Ambiguous or puzzling work tends to stimulate the best discussions. Since it does not readily match expectations, it encourages close attention to details and affords multiple interpretations. If this feels uncomfortable, it may be useful to start by examining anonymous samples of student work collected from within the group or gathered from other sources.

Another approach for selecting student work is for the group to plan a classroom activity jointly, teach it independently, then bring the student work back to the group for discussion. This approach is a good way to begin examining teaching or assessment practices based on what the group has learned from looking at student work.

Sharing and Discussion of Student Work

Discussions of student work sometimes make people feel “on the spot” or exposed, either for themselves or for their students. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus.

A structured dialogue format is a way of organizing a group conversation by clearly defining who should be talking when and about what. While at first it may seem rigid and artificial, a clearly defined structure frees the group to focus its attention on what is most important. In general, structured dialogue formats allot specified times for the group to discuss various aspects of the work.

Consider the student whose work is being examined to be a silent member of the group. Assume, as for any member, that the student is acting in good faith and has put forth his or her best effort.

Reflecting on the Process

Looking for evidence of student thinking ...

- What did you see in this student’s work that was interesting or surprising?
- What did you learn about how this student thinks and learns?
- What about the process helped you to see and learn these things?

Listening to colleagues thinking ...

- What did you learn from listening to your colleagues that was interesting or surprising?
- What new perspectives did your colleagues provide?
- How can you make use of your colleagues’ perspectives?

Reflecting on one’s own thinking ...

- What questions about teaching and assessment did looking at the students’ work raise for you?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at this student’s work?



ATLAS - Learning From Student Work Protocol

1. Getting Started

- The facilitator reminds the group of the norms: no fault, collaboration, and consensus and, with the group, establishes time limits for each part of the process.

Note: Each of the next four steps should be about 10 minutes in length. The presenter is silent until the "Reflecting on the Process," step 5. The group should avoid talking to the presenter during steps 2-4. It is sometimes helpful for the presenter to pull away from the table and take notes.

- The educator providing the student work gives a very brief statement of the assignment. The educator should describe only what the student was asked to do and avoid explaining what he or she hoped or expected to see.
- The educator providing the work should not give any background information about the student or the student's work. In particular, the educator should avoid any statements about whether this is a strong or weak student or whether this is a particularly good or poor piece of work from this student.

Note: After the group becomes more familiar with this process for looking at student work, you may find it useful to hear the educator's expectations. However, this information will focus more of the group's attention on the design of the assignment, the instruction, and the assessment, rather than on seeing what is actually present in the student's work.

2. Describing the Student Work

- The facilitator asks: "What do you see?"
- During this period the group gathers as much information as possible from the student work.
- Group members describe what they see in the student's work, avoiding judgments about quality or interpretations about what the student was doing.
- If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.
- It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. Interpreting the Student Work

- The facilitator asks: "From the student's perspective, what is the student working on?"
- During this period, the group tries to make sense of what the student was doing and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer: what the student was thinking and why; what the student does and does not understand; what the student was most interested in; how the student interpreted the assignment.
- Think broadly and creatively. Assume that the work, no matter how confusing, makes sense to the student; your job is to see what the student sees.
- As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.



4. Implications for Classroom Practice

- The facilitator asks: "What are the implications of this work for teaching and assessment?"
- Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:
 - What steps could the teacher take next with this student?
 - What teaching strategies might be most effective?
 - What else would you like to see in the student work? What kinds of assignments or assessments could provide this information?
 - What does this conversation make you think about in terms of your own practice? About teaching and learning in general?

5. Reflecting on the ATLAS

- The presenter shares back what they learned about the student, the work, and what they're now thinking. The discussion then opens to the larger group to discuss what was learned about the student, about colleagues, and self.

6. Debriefing the Process

- How well did the process work-what went well, and what could be improved? If the group has designated someone to observe the conversation, this person should report his or her observations.



Appendix L: Professional Learning Community Commitment

Appendix R

Professional Learning Community Commitment

The Huntington Park Community High School Professional Development Plan is based on the principles of a “Professional Learning Community.” In the book, *Learning by Doing*, the authors define the following commitments:¹

- **Focus on Learning** –Through the weekly grade-alike team meetings teachers will follow the cyclical process described in the *Learning by Doing* guide to collaboratively analyze student-level data to determine need, set learning goals for students, discuss intervention and instructional strategies, implement the strategies and gather and analyze student work to evaluate the success of the strategies.²
- **Collaborative Culture and Collective Inquiry** – All participants will work collectively to build shared knowledge on the best way to achieve their goals and educate their students.
- **Teacher Orientation Retreat**, faculty will share best practices, materials and ideas.
- **Professional Learning Communities (PLCs)**. PLCs will be established for grade-alike teams (Interdisciplinary PLC), and content-alike teams (Subject PLC).
- **Collaboration across the subjects** – Grade-alike teams (Interdisciplinary PLC) to will make connections across the curriculum and implement the cyclical process referred to in the *Focus on Learning*. Grade-alike teams will collaborate to make links among the content areas through teaching focus (power) content-standards, common skills and academic vocabulary across the content areas as well as through thematic projects that integrate two or more content areas.
- **Collaboration across the grades** –content-area teacher groups (Subject PLC). will use protocols discussed in the *Learning by Doing* guide to discuss vertical integration and content-specific standards, challenges, and instructional strategies. Content-alike teams will collaborate to ensure vertical integration within a content area, making sure students learn the necessary skills and content knowledge upon which they will build each year.
- **Advisory Support Team**–will be dedicated to training and discussion of the Advisory curricula, as well as the challenges and strategies for implementation of RTI² and the Distributed Counseling model described in *Supporting Students’ Success through Distributed Counseling* report.³ The counselors and other support staff conducting these trainings will provide a supportive structure in which teachers can discuss and develop strategies to address the learning, social and emotional needs of specific students whom they all share.
- **Collaboration across the academies** – Sharing knowledge and best practices across the academies will also be made possible through engaging content area teachers in “Sharing Best Practices PD Faire” professional development, held one day each semester.
- **Collaboration with the community** – All HPCHS academies will collaborate with the families of students, community members, and local associations and organizations to provide a multitude of learning opportunities and supports for students through the projects, curriculum and the thematic CTE course sequence implemented through the five

¹ DuFour, R., DuFour, R., Eaker, R., and Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington: Solution Tree Press.

² See Section 4: Assessments and School-wide Data for more details regarding goal setting and monitoring student success; See Section 2.C. Curriculum and Instruction – Addressing the Needs of All Students for more details on the specific supports and challenges for student learning.

³ See Section 3.C. Social and Emotional Needs and Allen, D. et al. (2006). *Supporting Students’ Success through Distributed Counseling*. Institute for Student Achievement at NCREST, Teachers College, Columbia University.



-10-12 grade career academies.

- ***Collaboration with feeder Middle Schools*** – Collaboration with Gage Nimitz and Edison Middle School content-alike teacher teams, will take place bi-annually in order to ensure vertically aligned curriculum mapped to the content-standards.



Appendix M: UCLA SMP Workshop Descriptions:

Appendix M: UCLA SMP Workshop Descriptions

UCLA School Management Program Workshop Descriptions

1. Critical Friends Groups Time-Efficient Protocols for Looking at Student Work

This institute will show teachers how time-efficient protocols for looking at student work bring educators directly into the "critical" conversations that lead to examining instructional practice and getting positive academic results with students!

What are Critical Friends Groups?

CFGs represent a basic unit of support for educators engaged in improving schools and increasing student achievement. They provide an organized way for educators to work together productively to enhance their teaching practice through collaborative learning. Deborah Bambino, a CFG coach, describes the uniqueness and importance of CFGs when she writes:

"CFGs are the product of a simple idea: Providing deliberate time and structures to promote adult professional growth that is directly linked to student learning. The structure and format of CFGs create opportunities for colleagues to challenge their own practice as well as that of their peers. The work is 'critical' because it challenges educators to improve their teaching practice and to bring about the changes that schools need, but the process is neither negative nor threatening."

What are its advantages?

CFGs provide opportunities for educators to: develop shared norms and values; engage in reflective dialogue; give each other feedback on their work; share resources and ideas; and, plan changes in their school's organization and culture. (UCLA, 2011).

2. Classroom Walk-Throughs

This institute provides educator with practical experience in using a non-evaluative, non-judgmental protocol to observe students at work in classrooms. These observations are then debriefed in order to identify patterns of successful learning, which are then tied to effective instructional practice and professional development at the school site.

What happens during the Classroom Walk-Throughs Institute?

Participants will explore ways in which the classroom walk-through protocol connects the use of "real-time" student data, standards, instructional practice, and professional development to support a continuous cycle of school improvement and achievement for all students at their school and in their district. School site visits on Days 2 and 3 provide hands-on experience in the process.

During this institute, participants can expect to: learn and practice a protocol for observing students as they work; design effective focus questions for classroom observations at the schools they will be visiting and at their own school site; participate in non-judgmental observation debriefs to identify patterns of practice that result in high levels of student learning; identify patterns and trends in student data that suggest areas for professional inquiry; practice the art of questioning to build trust and surface new perspectives; and, establish priorities for focused, collaborative action across multiple school initiatives.



What are its advantages?

The protocol links student achievement goals with data about what is currently happening in the classroom. It provides a framework for observing students in the classroom setting to gather information about what students understand and are able to do. It creates the opportunity for a district, school, or group of teachers to inquire together as they plan actions to bring about increased student learning through enhanced teacher practice. (UCLA, 2011).

3. Discover the Power of Advisories Supporting Students in the Learning Process

Developed by the Education Alliance at Brown University and facilitated by the UCLA School Management Program, is designed for secondary-level educators exploring the use of Advisories in Small Learning Communities (SLCs) or looking for strategies that support student retention and outreach at their school sites.

What happens during the Advisories Institute?

During this institute, participants will create a vision and action plan for building and implementing an Advisory program in their schools or through their district offices. Using the latest in theory, research, and field expertise, participants will develop specific purposes for the Advisory program. They will identify and examine school processes and structures that support the potential of Advisory groups and explore curriculum to use during Advisory classes. They will design action plans to support identified purposes for the Advisory program and provide guidelines for creating conditions for long-term sustainability.

What are its advantages?

Advisory programs are based on the idea that secondary-level students are more successful when they have at least one adult in the school community who knows them well. Advisory classes strengthen the students' connections with the school, facilitate both academic achievement and personal growth, and provide the opportunity for students and teachers to create a strong sense of community. Research shows that students who feel supported by school leaders are less likely to have poor attendance or drop out of school than students who feel unsupported, unrecognized, or disengaged. The strategies presented in this institute have been designed to help school communities address these issues and concerns. (UCLA, 2011).

4. Socratic Seminars

Socratic Seminars improve teaching and learning for all students at ALL grade and achievement levels, from kindergarten through college. Seminars are designed to support students in expanding their understanding of complex ideas through close reading and rigorously thoughtful dialogue, rather than through memorization of bits of information or meeting arbitrary demands for "coverage."

What happens during Socratic Seminars?

During this institute, participants will: learn and practice a variety of questioning strategies that sharpen thinking skills and encourage rigorous examination of ideas; practice selecting and preparing seminar texts; practice leading seminars in small groups; and, learn strategies for conducting seminars in their classrooms.

What are the advantages of this approach?

Educators use Socratic Seminars to help students sharpen their thinking skills, construct meaning for themselves, and rigorously examine their own reasoning process. Socratic Seminars also: focus on the student as worker, taking responsibility for his or her own learning; engage students



in active learning; teach and reinforce critical thinking; teach students to construct meaning from texts in many disciplines; work effectively with heterogeneous groups; and, can be implemented in both specific subject areas and school-wide interdisciplinary programs. (UCLA, 2011).

5. **The Writing Initiative** (Writing Across the Curriculum)

During this institute, educators will: explore strategies that will supplement their understanding of the stages of the writing process from the perspectives of the learner and the teacher; identify the connections between the writing process and content standards, reading comprehension, and scaffolding for English Learners; discuss the role of standards, models, and criteria charts in the teaching of writing and in classroom use; and, understand what quality work looks like and when that standard has been met in their classrooms.

What are its advantages?

This institute focuses on providing schools with the strategies they need to improve student achievement by: raising the level of confidence and expertise of teachers to develop capable writers; supporting teachers in building a community of writers in their classrooms; providing the forum in which substantive conversations about writing and pedagogy can be held; enhancing a teacher's common understanding of the elements of good writing and the writing process; appreciating and analyzing the success and expertise they already have – students, individual teachers, grade levels, and teams; and, explore how writing supports learning in content areas. (UCLA, 2011).

6. **Bridges to Understanding: Teaching That Matters for English Learners**

Explores the connection between what teachers do and how students learn using strategies designed to engage culturally and linguistically diverse learners in thought-provoking, standards-based learning.

What happens during the Bridges to Understanding institute?

During this institute, educators will receive a portfolio of strategies that engage students in active learning when English is not their first language. It provides educators with the processes they need to assure learning at the highest levels within all content areas and to explore the connection between what teachers do and how students learn.

What are its advantages?

Teachers will learn how to engage culturally and linguistically diverse learners in rigorous and meaningful standards-based learning; develop content vocabulary and academic language for students at various levels of English proficiency; build reading and writing skills across content areas; infuse higher-order thinking into the instructional program; help students become more independent, self-reliant learners; and, promote supportive classroom relationships by valuing students' unique experiences and academic strengths. (UCLA, 2011).



7. Secondary Bridges Math Workshop

This workshop offers educators the opportunity to explore the connection between what teachers do and how students learn as they experience strategies that will enable their English Language Learners to actively and successfully participate in classroom learning.

What happens during the Secondary Bridges Workshop?

During this workshop, teachers will: experience a variety of instructional strategies and teaching practices that support ELLs in learning grade level mathematics; understand the role that language plays in understanding mathematical concepts and skills; and, learn how to provide engaging opportunities for students to use the "basic skills" of listening, speaking, and thinking in the math classroom. (UCLA, 2011).



Appendix N: HPCHS Professional Development Calendar

**Huntington Park Community High School
Professional Development Calendar, 2011 to 2012**

B and C Track				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory Team AVIDTeam PD Team
June 2011	*UCLA SMP 5 day Critical Friends workshop for representative from each freshman academy core team and representative from each Career Themed Academy			*UCLA SMP 3 day Advisory Workshop *UCLA SMP Mentoring and Leadership Training and Implementing Inquiry-Based Professional Development
July 2011	*UCLA SMP Implementing Inquiry-Based Professional Development *UCLA SMP Classroom Walk Through Training *UCLA SMP Writing and Reading Training	*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10 *UCLA SMP Secondary Bridges Math - 2 day workshop	*AVID Coordinator training *Advisory 1-Monday after school 1:20 to 3:10
August 2011	*UCLA SMP Bridges to Understanding *UCLA SMP Socratic Seminar	*2-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*AVID 3 day Summer Institute must include 1 administrator and 1 counselor *Advisory 1-Monday after school 1:20 to 3:10
C and A Track				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory
August 2011	*UCLA SMP 5 day Critical Friends workshop for representative	*1-Monday after school 1:20 to 3:10 A-Track		*UCLA SMP 3 day Advisory Workshop for A track only



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	from each freshman academy core team and representative from each Career Themed Academy for A track only			*UCLA SMP Mentoring and Leadership Training and Implementing Inquiry-Based Professional Development for A track only
September 2011	*UCLA SMP Implementing Inquiry-Based Professional Development A-track only *UCLA SMP Classroom Walk Through Training A-track only *UCLA SMP Writing and Reading Training A track only	*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10 *UCLA SMP Secondary Bridges Math - 2 day workshop	*AVID Elective Teacher training *Advisory 1-Monday after school 1:20 to 3:10
October 2011	*UCLA SMP Bridges to Understanding A track *UCLA SMP Socratic Seminar A track	*2-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*AVID Coordinator Leadership(AVID SiteTeam) Training *AVID New Teacher Training (content and AVID elective teachers) *Advisory 1-Monday after school 1:20 to 3:10
A and B Track				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory
October 2011		*1-Monday after school 1:20 to 3:10 B track 10 th to 12th		*Advisory 1-Monday after school 1:20 to 3:10 B track 9 th grade
November 2011		*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*Advisory 2-Monday after school 1:20 to 3:10
December 2011		*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*Advisory 1-Monday after



				school 1:20 to 3:10
B and C Track				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory
January 2012		*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*Advisory 1-Monday after school 1:20 to 3:10
February 2012		*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*AVID Coordinator Leadership(AVID SiteTeam) Training *AVID New Teacher Training (content and AVID elective teachers) *Advisory 1-Monday after school 1:20 to 3:10
March 2012				
C and A Track				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory
February 2012				
March 2012		*2-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*AVID Site team *Advisory 1-Monday after school 1:20 to 3:10
April 2012		*2-Monday after school 1:20 to 3:10	*2-Monday after school 1:20 to 3:10	*Advisory 1-Monday after school 1:20 to 3:10
A and B Track				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory
April 2012				
May 2012		*1-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*Advisory 1-Monday after school 1:20 to 3:10
June 2012		*2-Monday after school 1:20 to 3:10	*1-Monday after school 1:20 to 3:10	*Advisory 1-Monday after school 1:20 to 3:10
Summer of 2012 Training and Preparation for Change to Traditional School Calendar				
Month	School-Wide	Interdisciplinary PLC grade-alike teams	Content PLC content-alike teams	Advisory



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July 2012				*AVID 3 day Summer Institute must include 1 administrator and 1 counselor
August 2012	*1 week – Gearing up School for Single track Traditional Calendar			*AVID 3 day Summer Institute must include 1 administrator and 1 counselor



Appendix O: Modified Consent Decree

Modified Consent Decree (MCD)

LAUSD – Division of Special Education

Available at <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>

The Modified Consent Decree represents the commitment of the Board of Education of the Los Angeles Unified School District that the District's special education program will be in compliance with all applicable federal laws.

- Outcome 1** Participation in Statewide Assessment Program
75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in the statewide assessment program will be comparable to the percentage of nondisabled students participating in the statewide assessment program.
- Outcome 2** Performance in the Statewide Assessment Program
The percentage of students with disabilities in Grades 2-11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.
- Outcome 3** Graduation Rate
The District shall increase the number of grade 12 students with disabilities that receive diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities..
- Outcome 4** Completion Rate
The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).
- Outcome 5** Reduction of Suspensions
The District will reduce the overall number of suspensions of students with disabilities to a rate lower than 8.6%.
- Outcome 6** Placement of Students with Disabilities (Ages 6-22) with Eligibilities of Specific Learning Disabilities (SLD) and Speech/Language Impaired (SLI)
The District will demonstrate a ratio of not less than 73% of students placed in the combined categories of 0-20% and 21-60% and not more than 27% students placed in the 61-100% category according to Federal placement reporting requirements.



Appendix P: QUIA Alternative Application Summary



QEIA Alternative Application Goal Summary Sheet 2009-10

School: Huntington Park High School

District: LOS ANGELES UNIFIED SCHOOL DISTRICT

County: LOS ANGELES

Goal	Project Description from SPSA	Annual Growth Goals	2007-2008 Baseline Data	2008-2009 Growth Data	2009-2010 Growth Data	2010-2011 Target	Documentation
A	PD, Co-teaching and Coaching for EL/D teachers	Y1 =+2% Y2 =+2% Y3 =+2% Y4 =+2% Y5 =+2% Y6 =+2%	8.7% (139 students) of ELs were reclassified.	10.3%* of ELs were reclassified. *(7.1% on Dataquest) D=15% C=13% S=11%	% of ELs were reclassified. D= % C= % S= %	14.7%	Dataquest
B	PSW, PSA, attendance coordinator & recognition coordinator, will support 9 th grade students and increase in-seat attendance	Y1 =+3% Y2 =+3% Y3 =+3% Y4 =+3% Y5 =+3% Y6 =+3%	57% of 9 th graders (727 of 1,283) matriculated on-time to 10 th grade with at least 55 credits	54% of 9 th graders matriculated on-time to 10 th grade with at least 55 credits D= 66%	% of 9 th graders matriculated on-time to 10 th grade with at least 55 credits D= %	66%	LAUSD Central Office Report
C	PLC training and support for 9 th & 10 th grade ELA teachers	Y1 =+3% Y2 =+3% Y3 =+3% Y4 =+3% Y5 =+3% Y6 =+3%	51% of 9 th and 10 th graders scored B, P or A on their grade-level ELA CST.	57% of 9 th & 10 th graders scored B, P and A on the ELA CST D=0% C=0% S= %	58% of 9 th & 10 th graders scored B, P or A on the ELA CST D=66% C=73% S=75%	60%	Dataquest
D	PLC training and support for Science teachers	Y1 =+3% Y2 =+3% Y3 =+3% Y4 =+3% Y5 =+3% Y6 =+3%	46% of the students who took the Biology CSTs scored B, P or A. (699 of 1,520 students scored BB or below on the Biology CST.)	52% of the students who took the Biology CSTs scored B, P or A. D=58% C=69% S=75%	48% of the students who took the Biology CSTs scored B, P or A. D=62% C=72% S=78%	55%	Dataquest

D = District
C = County
S = State



**QEIA Alternative Application
Goal Summary Sheet 2009-10**

School: Huntington Park High School

District: LOS ANGELES UNIFIED SCHOOL DISTRICT

County: LOS ANGELES

Goal	Project Description from SPSA	Annual Growth Goals	2007-2008 Baseline Data	2008-2009 Growth Data	Progress	2009-2010 Growth Data	Met	2010-2011 Target	Documentation
E	CSR for Algebra I classes	Y1 = +3% Y2 = +3% Y3 = +3% Y4 = +3% Y5 = +3% Y6 = +3%	14% (161 students of the 1,147 students) who took the Algebra I CST scored B, P or A.	15% of the students who took the Algebra I CST scored B, P or A. D= % C= % S= %		20% of the students who took the Algebra I CST scored B, P or A. D=43% C=50% S=55%		23%	Dataquest

3-year API Calculations^

	Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011	3-year Average	Year 4 2011-2012	Year 5 2012-2013	Year 6 2013-2014
Growth Target	12	12					
Growth Score	4						
API	568						

^ Alternative Application Schools must exceed their school-wide API growth target averaged over the first three years of funding and annually thereafter.

D = District
C = County
S = State

QEIA Southern Technical Assistance Center
Updated: August 2010



Appendix R: Stull Evaluation Form

HUNTINGTON PARK HIGH SCHOOL

July 15, 2010

TO: Faculty

FROM: Raul E. Correa, Principal 

SUBJECT: **STULL EVALUATION PROCESS**

I. INTRODUCTION

School records indicate that you are to be evaluated this year. Guidelines for the evaluation of certificated are contained in the California Education Code, District Administrative Code, and UTLA/District Contract.

II. PROCEDURES

The Stull Evaluation process includes the following steps:

1. Completion of Initial Planning Sheet (attached)
2. Initial planning conference
3. Classroom observation/documentation/assistance
4. Final Evaluation report (sample attached) and conference

III. COMPLETION OF INITIAL PLANNING SHEET

Please fill out, sign, and return your Initial Planning Sheet to your assigned administrator. You may schedule your initial conference at that time with your administrator. The following documents are included in this packet for your use: a sample Initial Planning Sheet, a blank Final Evaluation report, the California Standards for the Teaching Profession and Stull Performance Indicators. Please refer to these documents as you complete your Initial Planning Sheet. Your evaluation will be based on these criteria.

IV. CLASSROOM VISITS/OBSERVATIONS

Your Stull administrator will visit your classroom to observe your instructional program a minimum of two times this year. If you would like to schedule visits for specific times, please inform your Stull administrator during your initial planning conference. Also, please let your administrator know if you have a special lesson or activity that you would like him/her to observe. If you have questions or need assistance, please see your lead teacher, department chairperson or your Stull administrator.

V. FINAL EVALUATIONS

Final Stull evaluations are due thirty days before the last day of the end of your track. Provisional evaluations vary according to the employee's contract date.



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Appendix

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Name _____
Last First Middle

School/Office _____

Grade/Subject _____

Position _____

NOTICE

Individuals will be evaluated based upon the stated objectives on this Initial Planning Sheet as well as areas addressed on the final evaluation form. Objectives should be written in relation to the California Standards for the Teaching Profession. Please type or print neatly.

**EVALUATION OF INSTRUCTIONAL PERSONNEL
INITIAL PLANNING SHEET**

To be completed by the evaluatee and the original copy submitted by evaluator

Employee No. _____ Status _____

Location _____ Years at _____
Code _____ Present Site _____

First Assigned to this Site _____

Class Code _____ Years of Service in _____
Present Position _____

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
1. SUPPORT FOR STUDENT LEARNING	
2. PLANNING AND DESIGNING INSTRUCTION	



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

Appendix

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

EVALUATION OF INSTRUCTIONAL PERSONNEL
INITIAL PLANNING SHEET

Name _____
Last First Middle

Employee No. _____

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
3. CLASSROOM PERFORMANCE	
4. DEVELOPING AS A PROFESSIONAL EDUCATOR	
5. PUNCTUALITY, ATTENDANCE AND RECORD KEEPING	

Submitted By _____
Evaluatee's Signature

Date

Reviewed and approved by _____
Evaluator's Signature

Position



STULL PERFORMANCE INDICATORS

1. SUPPORT FOR STUDENT LEARNING

- a. **Uses the result of multiple assessments to guide instruction**
 - Effectively utilizes the results of multiple assessments to guide instruction. These may include periodic assessments from district core programs, state assessment results or measure designed by the school or local district.
- b. **Guides all students to be self-directed and assess their own learning**
 - Explains clear learning goals for all students. Helps students to develop and use strategies for assessing knowledge and information.
- c. **Engages students in problem solving, critical thinking and other activities that make subject matter meaningful.**
 - The teacher regularly encourages all students to think critically and to consider diverse perspectives.
 - Provide opportunities for all students to learn and practice skills in meaningful context.
- d. **Uses a variety of instructional strategies and resources to respond to student's diverse needs**
 - Provides opportunities for students to experience different learning modalities.
 - Modifies materials, strategies, and resources to increase student's participation in learning.
 - Use strategies that support subject matter learning for second language learners.
- e. **Integrates student's prior knowledge, life experiences, and interest into instructional program**
 - Help students see the connections between what they already know and new material.
 - Help students connect classroom learning to their life experiences and cultural understandings.

2. PLANNING AND DESIGNING INSTRUCTION

- a. **Demonstrates evidence of short-term and long-term plans to foster student learning and achievement of the State standards**
 - Develop short-term and long-term plans that build on and extend student's understanding of subject matter.
- b. **Uses state subject matter content standards and other sources to establish rigorous learning goals for each student**
 - Ensures that goals for learning are appropriate to students' language acquisition, or other special needs.
 - Ensures that goals for student learning promote critical thinking and problem solving.
- c. **Interrelates ideas and information within and across subject matter areas**
 - Uses strategies and activities that integrate concepts and information within and across subject areas and standards. Relates content to previous learning, other subject areas, student experiences.



- d. **Uses instructional strategies, materials, resources, and technologies that are appropriate to the subject matter.**
 - Select and use learning materials and resources that promote students' understanding of the subject matter.
 - Uses varied instructional material, resources, and technologies to promote key subject matter concepts.
- e. **Plans instruction to ensure that all sub-groups of students have equal access to the curriculum**
 - Plan lessons and units that promote access to academic content for all students.
 - Design lessons that promote subject matter knowledge and language development for second language learners and standards English learners.
 - Recognize and incorporate student diversity as an integral part of planning.

3. CLASSROOM PERFORMANCE

- a. **Demonstrates knowledge of state standards and student development**
 - Identify and understand the key concepts and underlying themes and relationships in the subject areas to be taught.
 - The teacher is aware of norms for student's social, emotional and physical development.
- b. **Uses a grading/evaluation system that is aligned with state standards**
 - Uses a variety of assessments to determine what students know and are able to do.
 - Ensures that grades are based on multiple sources of information.
 - Implements district grading policies and procedures.
- c. **Establishes and maintains standards for student behavior and creates a climate that promotes fairness and respect**
 - Models and promotes fairness, caring, equity and respect.
 - Help students to become respectful of others who may be different from them.
 - Respond to inappropriate behaviors in a fair and equitable way.
- d. **Plans and implements classroom procedures and routines that support student learning.**
 - Procedures and routines work smoothly. Teachers periodically clarify or reinforce a procedure or timeline. This results in little loss of instructional time.
- e. **Uses instructional time wisely**
 - Develop a daily schedule, timelines, classroom procedures and routines.
 - Makes effective use of instructional time as they implement class procedures and techniques.
- f. **Provides an effective classroom environment**
 - creates a physical environment that engages students in purposeful learning activities.
 - Maintains a safe learning environment.
 - Arranges the room to facilitate positive classroom interactions.



4. DEVELOPING AS PROFESSIONAL EDUCATOR

- a. **Established professional goals and demonstrates continuous growth**
 - Participates in a variety of school and district professional development activities that are aligned with school priorities.
 - Maintains an attitude of lifelong learning.
 - Pursue opportunities to develop professional knowledge and skills.
- b. **Works with colleagues to improve professional practice**
 - Collaborates and actively works with colleagues in grade level and/or content areas.
 - Contribute to the learning of other educators.
 - Maintains positive relationships with others.
- c. **Provides effective supervision of students**
 - Supervises student activities and organizations.
 - Supervises students both within and outside the classroom.
- d. **Collaborates in the improvement of the school program**
 - Participates in making and implementing school-wide decisions.
 - Promotes school goals.
 - Contribute to school-wide events and learning activities.
- e. **Communicates regularly with students, parents, and community about instructional goals and student progress**
 - Provides students and families with information about progress toward learning outcomes and relevant standards.
 - Responds to a family's concern about student progress.
 - Ensures that communications with students and families are understood.
- f. **Follows district and state policies, laws and regulations**
 - Is compliant with school, district and state policies and procedures.
- g. **Consistently communicates with colleagues, staff, parents and students in a respectful manner**
 - Maintains positive relationships.
 - Speaks and writes in a manner that is professional.
- h. **Performs adjunct duties effectively**



Los Angeles Unified
School District
Human Resources

Evaluation of Instructional Personnel Final Evaluation

Comments Cont'd...

1. SUPPORT FOR STUDENT LEARNING

2. PLANNING AND DESIGNING INSTRUCTION

3. CLASSROOM PERFORMANCE

4. DEVELOPING AS A PROFESSIONAL EDUCATOR

5. PUNCTUALITY, ATTENDANCE AND RECORDKEEPING

6. OVERALL EVALUATION

Commendations:

Recommendations:

Recommended Assistance:

Note: This electronic document should not be considered the Final Evaluation.

Only an Evaluation that is signed by the Evaluator and the Employee, should be considered the Final Evaluation.



CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
1.5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
2.1 Creating a physical environment that engages all students
2.2 Establishing a climate that promotes fairness and respect
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
2.5 Planning and implementing classroom procedures and routines that support student learning
2.6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
3.1 Demonstrating knowledge of subject matter content and student development
3.2 Organizing curriculum to support student understanding of subject matter
3.3 Interrelating ideas and information within and across subject matter areas
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
3.5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing instructional activities and materials for student learning
4.4 Designing short-term and long-term plans to foster student learning
4.5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING
5.1 Establishing and communicating learning goals for all students
5.2 Collecting and using multiple sources of information to assess student learning
5.3 Involving and guiding all students in assessing their own learning
5.4 Using the results of assessments to guide instruction
5.5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR
6.1 Reflecting on teaching practice and planning professional development
6.2 Establishing professional goals and pursuing opportunities to grow professionally
6.3 Working with communities to improve professional practice
6.4 Working with families to improve professional practice
6.5 Working with colleagues to improve professional practice



Evaluation of Instructional Personnel Final Evaluation

Name: _____ Location: 8700 Date: _____
Employee ID: _____ Status: _____ School/Section: HUNTINGTON PARK SH
Department: _____ Subject Taught: _____ Grade: _____ I.P.Submitted Date: _____
I.P.Conf. Date: _____
Observation Dates: _____
Conference Dates: _____

AREAS OF EVALUATION

1. SUPPORT FOR STUDENT LEARNING

	Meets	Needs Improvement	No
a. Uses the results of multiple assessments to guide instruction			
b. Guides all students to be self directed and assess their own learning			
c. Engages students in problem solving, critical thinking and other activities			
d. Uses a variety of instructional strategies and resources to respond to student's diverse needs			
e. Integrates students' prior knowledge, life experiences, and interests into the instructional program			

COMMENTS:

2. PLANNING AND DESIGNING INSTRUCTION

	Meets	Needs Improvement	No
a. Demonstrates evidence of short-term and long-term plans to foster student learning and achievement of the State Standards			
b. Uses state subject matter content standards to establish rigorous learning goals for students			
c. Interrelates ideas and information within and across subject matter areas			
d. Uses instructional strategies, materials, resources, and technologies that are appropriate to the subject matter			
e. Plans instruction to ensure that all groups of students have equal access to the curriculum			

COMMENTS: Collaborates with other teachers to learn best practices.

3. CLASSROOM PERFORMANCE

	Meets	Needs Improvement	No
a. Demonstrates knowledge of State Standards and student development			
b. Uses a grading/evaluation system that is aligned with State Standards			
c. Establishes and maintains standards for student behavior and creates a climate that promotes fairness and respect			
d. Plans and implements classroom procedures and routines that support student learning			
e. Uses instructional time effectively			
f. Provides an effective classroom environment			

COMMENTS:



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

Applicant Team Name: Huntington Park High School PSC 2.5 - Huntington Park Community High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>It is the principal's responsibility (with the support of the Special Education Clerk) to maintain the following publications and forms in the school office:</p> <ul style="list-style-type: none"> o <i>Are You Puzzled by Your Child's Special Needs?</i> brochure o <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> o <i>Student Enrollment form</i> o <i>Student Information Questionnaire for Parents and Guardians</i> o <i>Request for Special Education Assessment form</i> <p>The principal/special education clerk will prominently display information regarding the LAUSD Complaint Response Network/Parent Resource Network in the school office and in the parent/community welcome center.</p> <p>The school will use the following processes to identify students with disabilities who enroll in PSCS:</p> <ul style="list-style-type: none"> - Our school will use the standard LAUSD student enrollment form (Section D.1. identifies students who have received special education services, have a current Individualized Education Program or students with a Section 504 Plan). - Our school will use Welligent and ISIS, and the records directly transferred from the feeder or sending school will identify each student's special education needs and/or IEP/504 Plan. - After enrollment, the special education clerk will work with the RSP and SDP case carriers to identify all students with special needs in the school. - The case carriers will send a copy of each student's IEP to the student's advisor and grade-alike team, and use time during a PD meeting to discuss the IEP elements and address questions. <p>Staff Orientation</p> <ul style="list-style-type: none"> - As part of professional development¹ all teachers will: <ul style="list-style-type: none"> o Be trained in the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual (pg. 14).



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> o Be trained in the Response to Intervention Process o Be introduced to the special education programs offered at our school o Review student IEPs o Discuss and be trained in strategies for integrating students with special needs into the classroom o Be trained in differentiation, and classroom modifications o Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications <p>- Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office.</p>
Outcome 2	Intervention Programs	<p>Students with IEPs or 504 plans will receive individualized services provided and coordinated by the RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans. These students will receive the services described on pages 9-11 in addition to the general education assessments and interventions described below.</p> <p>HPCHS will use the Research-based Response to Intervention (RTI) process to identify and assist “at risk” students who are not receiving special education services. This process is introduced in Section 2.C Addressing the Needs of all Students (including Section 6 Appendix: RTI Process Chart), and contains the following steps:</p> <ul style="list-style-type: none"> - Conduct an initial assessment at the beginning of the year. - Depending on the cut-offs and percentiles recommended within the assessment, students will be identified as “no intervention,” “Tier 1 intervention” and “Tier 2 intervention.” <ul style="list-style-type: none"> o Students identified as “no intervention” and will receive the following instruction: " General Education Setting



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none">- Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum. <p>Students identified for “Tier 1” intervention will receive the following instruction/intervention</p> <ul style="list-style-type: none">- General Education Setting with differentiated instruction and supplemental materials- Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum.- Advisor reviews assessment results with student; sets goals with student in ILP and creates a learning plan for the learning lab that will provide focused instruction on the student’s spec areas of challenge.- Afterschool Learning Lab time will be recommended- Advisor informs parents about their child’s identification for Tier 1 Intervention and the goals, strategies and recommendations referenced above.- Students will be monitored (through a follow up assessment) every 8 weeks- If the student shows adequate growth (response to intervention); student will remain in Tier 1 intervention until the mid-year assessment.- If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for Tier 2 intervention. <p>Students identified for “Tier 2” intervention will receive the following instruction/intervention</p> <ul style="list-style-type: none">- General Education Setting with differentiated instruction and supplemental materials- Grade-alike teacher teams analyze assessment data and focus on specific skills across the curriculum



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> - Advisor reviews assessment results with student; sets goals with student in ILP and creates a learning plan for the learning lab that will provide focused instruction on the student's spec areas of challenge. - Afterschool Learning Lab time will be recommended - Students will receive small group or 1-1 tutoring assistance during Learning Lab time - Advisor informs parents about their child's identification for Tier 2 Intervention and the goals, strategies and recommendations referenced above. - Students will be monitored (through a follow up assessment) every 8 weeks - If the student shows adequate growth (response to intervention); student will remain in Tier 2 intervention until the mid-year assessment. - If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for a special education Student Success Team (SST)
Outcomes 5, 17, and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Prevention <i>Campus-wide</i></p> <p>All students at HPHS will follow the behavioral expectations outlined in the Gage and Central Community Schools behavior expectations for common areas. These expectations will be developed by the complex-wide Safe Schools Team in the weeks prior to the school opening, communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time:</p> <ul style="list-style-type: none"> - each school will have a uniform, or specific colored polo shirt - all students will be at school and in class on time - all students will respect school property (because it is their property too) <p>To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the</p>



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

**Service Plan For Special
education**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>school opening). To monitor behavior on campus, the Huntington Park Community High School will employ LAUSD campus police, campus aides, and engage and train parent volunteers in our <i>Safety Volunteers</i> program to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe.</p> <p>It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Huntington Park Community High School brag board located in the Parent and Community Welcome Center.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><i>Small School</i></p> <p>In addition to the campus-wide expectations, HPCHS will establish, communicate and monitor behavioral expectations within the small school building and classrooms. Similarly, these behavioral expectations will be established by a committee of parents, students and teachers prior to the school opening, and communicated during the first week of school.</p> <p>Some examples of classroom expectations are:</p> <ul style="list-style-type: none">- be prepared for class with paper, pen, notebook and reading material- participate in class activities, assignments and homework- act with respect towards classmates, teachers, substitutes and other guests:<ul style="list-style-type: none">o listen while others are speakingo use appropriate language for the classroomo speak to others how you wish to be spoken to <p>Additionally, as part of our advisory curriculum, we will be addressing positive behaviors and habits of mind that will help our students to be successful in school and in life.</p> <p>All small school and classroom behavior monitoring and consequences will be addressed by the school counselor and/or principal following our Positive Behavior Support Plan. As needed, students will be referred to the school police for more serious infractions such as violence or drugs.</p> <p>Finally, HPCHS will celebrate positive behavior both individually through calling home for students who have done something well (see advisory details in Section 3) through student awards ceremony.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>semester and year, as well as through healthy competition between advisory classes regarding fewest tardies and highest attendance.</p> <p>Intervention A great deal of inappropriate or negative behavior is rooted in a lack of problem solving and communication skills, which result in fights. We will be addressing this issue campus-wide through implementing a student mediation program based on the Human Efforts Aimed at Relating Together (HEART) program to assist students in learning non-violent strategies for solving problems.¹¹ This work will be duplicated within PSCS through our advisory program which focuses on helping students develop the skills and habits that will help them to be successful problem solvers as well as advocates for self and others. Additionally, drug and alcohol use as well as other self-damaging and inappropriate behaviors can reflect poor coping skills for issues at home or social difficulties on campus. To address this, our Positive Behavior Support Plan will include Tier 1 interventions such as:</p> <ul style="list-style-type: none">- conferences with an advisor, counselor and family (and case carrier if in special education)- referrals to individual counseling, drug cessation programs or support groups (on and off campus) <p>Finally, many inappropriate classroom behaviors are typically avoidance strategies for students who are facing academic challenges. It is very important to identify this factor and thus, as part of our Positive Behavior Support Plan, the initial triage team (counselor/principal) will review the student's grades and attendance in ISIS prior to making a decision regarding the appropriate intervention, which may include a discussion with the student's teachers, tutoring or additional Learning Lab time to address the learning challenges the student is facing.</p> <p>If a student is not responding to Tier 1 interventions, we will implement the following Tier 2 intervention process:</p> <ul style="list-style-type: none">- Counselor (or case carrier for special education students) observes student in class to identify potential



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

**Service Plan For Special
education**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>issues or triggers.</p> <ul style="list-style-type: none">- Counselor/case carrier meets with students, the student's grade-alike team and the student's parent to address the issue, discuss specific positive behaviors or strategies to appropriately address the situation/issue/trigger. The agreements will be documented in a Behavior Support Plan/Agreement.- Student is referred to our IMPACT program. <p>If a student is not responding to Tier 2 interventions, we will implement the following Tier 3 intervention process:</p> <ul style="list-style-type: none">- The BICM certified special education case carrier within our small school will review the existing documentation (referrals, observations, grades/progress reports & all interventions and related notes), and conduct a Functional Behavioral Assessment.- Based on the available data and assessment, the case carrier will work with the student, the student's family and the student's advisor to create an Individualized Behavior Support Plan that involves daily monitoring and rewards for positive behavior.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for planning, will be provided	Description of Student Population	<p>The Huntington Park High School demographics indicate that we should expect to serve approximately 228 students who require special education services (either RSP & SDP).</p> <p>Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, <i>along with</i> focused pullout sessions, direct support from specialists, <i>and</i> training for all teachers in how students learn and how to differentiate instruction.</p> <p>Our students with special learning needs will spend a large part of their day in the least restrictive environment/general education classrooms where teachers will engage the class in differentiated instruction, and provide supplemental materials to support student learning. All of the teachers on the HPCHS design team have experience with successfully integrating students with special learning needs (both RSP and SDP) into the general education classroom, as well as experience in co-teaching with special education teachers. One of our design team members currently teaches in the Special Day Program and contributed a great deal to the integration of students with special learning needs into the general education classrooms and overall culture of the SLC, a process in which all of the teachers on the HPCHS design team also participated. As we add new teachers to our team, we will use our weekly PD time and new teacher mentoring to share our knowledge and experience to expand the capacity of the school to successfully integrate the students with special learning needs into the classrooms and overall school community.</p> <p>Additionally, as indicated in the research, it is important that our students with special learning needs receive supports within and outside of the general education classroom to be successful. We outline these supports below and in the “special education program description” section:</p> <ul style="list-style-type: none">- For our students receiving resource specialist services (RSP), our RSP case carrier/resource specialist(s) will monitor student IEPs provide in-classroom assistance to students and teachers conduct pullout



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>sessions and learning center/lab time as indicated on the student's IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher's caseload will average 25-30 students.</p> <p>- For our students in the Special Day Program (SDP), our SDP case carrier/special education teacher(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student's IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher's caseload will average 10-15 students.</p> <p>We also recognize that as determined by the district's special education division, we may be receiving students with MR, Autism and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include <i>every</i> student at PSCS in <i>at least</i> our advisory program so that <i>all</i> of our students will receive the social benefits of participating in a diverse learning environment. Additionally, HPCHS has teachers with experience in successfully integrating students with MR and autism into a general education environment using grade-level and alternate standards, and (if such integration is requested by the parent or indicated on the IEP), will be able to provide professional development training (with the special education teacher) to all teachers who will be integrating students with these and similar disabilities into the classroom. Finally, it is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development that all teachers will receive, we will address strategies for co-teaching, in classroom support and teacher collaboration for supporting students with special learning needs.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p>As referenced above, our students with special learning needs will have access to grade-level standards-based education within the general education environment, with the supports in place to facilitate student success. In addition to the daily supports of our special education case carrier/teacher(s), HPCHS will have the following supports within our special education program:</p> <ul style="list-style-type: none">- One Learning Lab will be designated as a Learning Center available all day for individual pull out sessions and/or small group work time with a special education teacher.- Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI), SST and assessment process.- Early and frequent monitoring of each student's IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student's IEP will become part of their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with their own learning process.- We will seek and develop partnerships with community organizations that provide additional supports for students with special needs, such as additional mental/physical health supports.- Staffing – as with the hiring of the general education staff, it is crucial that HPCHS have autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that collaboration between the special education staff and the general education staff is absolutely necessary. To address this our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).- Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching and co-teaching strategies that have been proven to- Participation of special education teachers and aides in weekly professional development sessions and <p>grade-alike curriculum planning, implementation and reflection sessions.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		facilitate the learning of students with learning disabilities. <ul style="list-style-type: none">- Participation of special education teachers and aides in weekly professional development sessions and grade-alike curriculum planning, implementation and reflection sessions.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>Proper IEP identification, communication and monitoring are crucial to supporting students with special learning needs. We addressed the initial identification and communication process for IEPs within the “Search and Serve” section above. Once identified, we have the following process in place to support the successful implementation of a student’s IEP:</p> <p>HPCHS will have one special education clerk (serving no more than 150 students). This clerk will be responsible for:</p> <ul style="list-style-type: none">- Calendaring IEP meetings in consultation with the student’s case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled).- Communicating the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and grade-alike team, confirming attendance of the case carrier, an administrator (or designee) and the student’s advisor, and sending a reminder the day prior to the meeting to all participants (via email).- Communicating the IEP meeting date, time and location to the parent/guardian via phone in their primary language (& informing them that translation will be available at the meeting, and translation of the IEP is available upon request), and sending a reminder home with the student or via phone the day before the meeting.- Ensuring that the goals section of the IEP is mailed to the parent after the meeting.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Each student's case carrier will be responsible for:</p> <ul style="list-style-type: none"> - Requesting an initial informal "meet and greet" IEP meeting upon the enrollment of every new student (at the beginning and throughout the year). - Requesting an annual IEP update meeting at least one month prior to the due date. - Completing the necessary updates and changes within Welligent after each IEP meeting. - Communicating IEP outcomes and goals to the student's advisor and grade-alike team after the IEP meeting. <p>All IEP meetings will occur within the designated special education office within our small school office to provide for access to Welligent during the meeting and optimal privacy.</p> <p>We realize that getting a new school started will be a challenge, thus we have set the following goals for the future (to be implemented during the 2nd and 3rd years of operation):</p> <ul style="list-style-type: none"> - Three IEP meetings per year; with the ultimate goal of having a check-in at the beginning of the year, a mid-year check-in after the first semester and an end-of-the-year annual update and adjustment/changes based on the successes and challenges the student experienced during the year. - Engaging students more thoroughly in the IEP process by teaching them how to write their own IEP components.
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Please see the above section on "Interventions" for our Tier 1 and Tier 2 Response to Intervention Assessment process.</p> <p>If a student is not responding to our Tier 2 interventions, the student's advisor (who is responsible for monitoring the students response to intervention) will refer the student to the school psychologist for a Student Study Team (SST). The SST referral will be made available to teachers online, within the teacher's handbook and in the special education office. The form will include the following information:</p> <ul style="list-style-type: none"> - student information - including ethnicity to monitor referrals by ethnicity (and address issues of over-referral) - including ELL background and status to identify potential language issues that may be misinterpreted as special education issues. - background information checklist regarding the interventions attempted (with accompanying documentation: assessments, observations, student work samples, etc). This checklist will also include a requirement that the student's cum is reviewed for interventions attempted prior to arrival at the school.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>- teacher's perspective regarding students positive traits/areas of success, known reinforcers and specific reason for the referral.</p> <p>Once the student is referred, the school psychologist will schedule an SST meeting with the student's parent, general education teacher (advisor), administrator at which the school psychologist will also be present. During this meeting, the SST will develop a strategic and individualized intervention plan for the student, which will then be communicated to the student's grade-alike team and implemented, and the student's advisor will continue to monitor the student for response to intervention.</p> <p>If the student does not respond to the interventions outlined by the SST, the parent will be notified and then decide whether the student should be assessed for special education. If the parent requests assessment, the school psychologist will conduct the assessments to determine his or her special learning needs (and be assigned to a case carrier for an initial IEP meeting). If the parent does not request an assessment, the advisor and grade-alike team will continue with the Tier 2 assessments and interventions, and strategic interventions outlined by the SST.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>For a full description of our grade-level California content standards-based curriculum/planning, instructional strategies and supports for learners, please see Sections 2.B. Core Academic Curriculum, 2.B.ii. Curriculum Development, 2.C. Addressing the Needs of All Students, 2.D. Instructional Strategies, and 3.C. Professional Development-Teacher Orientation.</p> <p>The specific elements of the above referenced sections that are most relevant to this document are:</p> <p><i>Grade Level materials</i></p> <ul style="list-style-type: none">- All students will have access to grade-level materials (Williams-approved textbooks and books/plays as well as timely reading materials from newspapers and magazines). <p>All students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, Students with special learning needs will be provided with supplemental reading materials that address the same topics and themes (we will be selecting our textbooks with the quality of supplemental materials as a major consideration).</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><i>Curriculum Planning</i></p> <ul style="list-style-type: none">- All of our staff will use Understanding by Design (UBD) for curriculum development - Also referred to as “backwards planning,” the UBD approach to planning instruction <i>starts</i> with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are draw on their prior knowledge and develop the skills and knowledge necessary to meet the pre-writing activities, and design of formative assessments.- Our curriculum will also be planned and adjusted by the grade-alike teams during the weekly professional development meetings based on analysis of student assessments for specific skill needs. This is a strategy to focus on particular skills across the curriculum. <p><i>Accommodations and Modifications</i></p> <ul style="list-style-type: none">- In addition to the above referenced supports, teachers in the general education classrooms will be provided with each student’s IEP and monitored by the student’s case carrier regarding implementation of the specific accommodations and modifications outlined in the student’s IEP.- Some of the additional in-class accommodations may include: Front of room/proximity to teacher seating More time on projects/assignments/tests Different ways of showing learning (projects, presentations, verbal exams)- Some of the additional in-class modifications may include: Differentiated rubrics and tasks Pull-out sessions for specific skills concentration or work in the Learning Lab/Center



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><i>Data-based Decision-Making</i></p> <ul style="list-style-type: none">- All students will be assessed at the beginning, middle and end of the year regarding basic skills and content knowledge. Analysis of these assessments occur during professional development time and examine common skills issues across the grade level. Grade-alike teams then utilize instructional strategies across the curriculum to address the identified skills or content area deficiencies.- Students who have been identified for RTI process Tier 1 or 2 interventions from the initial, middle or end of year assessments will receive differentiated instruction and supplemental materials in the core classes, more individualized attention in advisory and the Learning Lab (guided by a grade-alike or advisor-led analysis of the student's assessment results and classwork), and regular follow-up assessments to monitor the students response to intervention (done by the student's advisor). <p>Students receiving special education services (Tier 3) will receive all of the above referenced assessments, supports and interventions. In addition, the student's case carrier will identify the student's specific skills and content area deficiencies through analysis of initial, mid-year and end-of-year assessments, as well as regular follow-up assessments. The case carrier will then provide the needed in classroom, pull-out session and learning lab/center supports to each student.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Alternate standards are taught and assessed within the English Language Arts, mathematics and/or science content areas and indicated on the student's IEP. Students being taught the alternate standards take the California Alternate Performance Assessment (CAPA) and typically receive the majority of their instruction in a highly individualized, self-contained, and multi-grade classroom. However, in some cases, parents request that their child receive the alternate standards instruction within the general education classroom. In both cases, HPCHS is prepared to provide our students with the indicated instruction and environment. Though the school building was not built with the small-sized, self-contained classrooms in mind and has a very limited number of general education classrooms, we have identified small teacher work rooms and a meeting space in the small school office that can be used by a special education teacher to teach self-contained classes of 6 or fewer students. Additionally, as mentioned above, our design team has teachers with experience in providing alternate standards instruction within the general education classroom. These teachers (and the special education teacher(s)/case carriers) will provide the necessary training and supports to general education teachers.</p> <p>It is important to note that whether the student is in the general education classroom or a self-contained classroom, it is the responsibility of the student's case carrier/teacher to develop and provide the teachers with the alternate standards curriculum, and formative/summative assessments. The case carrier will analyze the CAPA data for each student to develop a specialized learning plan that addresses the student's learning needs.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	<p>The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to):</p> <ul style="list-style-type: none"> - Speech and language - Audiological services - adaptive p.e. - occupational therapy - inclusion specialists for students with moderate to severe challenge (for inclusion in the general ed/least restrictive environment setting) <p>Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>The special education clerk, principal and case carrier will work with the LAUSD District Office of Transitional Services and the South Central Regional Center to provide students with important supports and services to facilitate their transition from high school to adult living. These services include, but are not limited to:</p> <ul style="list-style-type: none"> - Introduction to the Regional Center and special needs/disabilities advocacy organizations - Transition services/information trainings for special education case carriers/teachers <p>At the school, the case carrier will be responsible for ensuring:</p> <ul style="list-style-type: none"> - that all students over 14 have completed an Individual Transition plan; and that steps of that plan are being followed.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none">- Students have completed a transition assessment (indicated in their IEP) prior to their 16 birthday- Students receiving a diploma, certificate of completion or aging out of the system have a “Senior Inventory” and “Summary of Performance” on file in their records (and are provided a copy). <p>Within the advisory class, all juniors and seniors will receive direct instruction, given information and partake in fieldtrips, job shadowing and internships that will prepare them for college and career. In addition to this, students with special learning needs and their parents will be invited to:</p> <ul style="list-style-type: none">- Attend multiple transition-focused talks/meetings throughout the school year.- Attend college visits that include a focus on special education and disabled access and supports programs, locations and personnel – with the goal of also introducing our students to students with learning challenges currently attending the college.- Visit potential workplaces that accept and support individuals with learning or other disabilities – with the goal of also setting up internships for our students at these locations.
Federal Court requirement	Access to Extra-Curriculum/Non academic activities	<p>The design team of HPCHS has a history of integrating our students in special education into the overall culture of the school. In our small learning communities, students were fully integrated into the advisory program, electives classes, the student leadership class (which was taught by our special day program teacher), student activities, and clubs. At HPCHS, we plan on building a similar inclusive environment as well as the inclusive culture that fosters a sense of connection and community among all students at the school. To that end, we will:</p> <ul style="list-style-type: none">- fully integrate all students in special education into the advisory classes- to the extent that it is safe for the student(s), encourage all students in special education to participate in school activities and intramural sports



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none">- encourage students in special education to participate in our small school and complex-wide leadership class – we feel that this is particularly important because having a student with special needs on the leadership team provides insight to needs that general education students might not think of when planning activities and events.- provide student mentors for students in special education to introduce them and help them adjust to new or unfamiliar environments such as dances, activities, and clubs- provide IEP information, supports and training to all electives teachers as well as core academics teachers.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	Procedures for Identification and Assessment of Students	
Outcome 2	Instructional Plan for students using grade level standards	



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	
Outcome 13	Plan to provide Supports & Services	



MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	
Federal requirement	Access to Extra- Curricular/Non academic activities:	



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

**Service Plan For Special
education**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	
Federal Court requirement	MCD Outcomes (to be woven among others)	



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

**Service Plan For Special
education**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	
Outcomes 6, 8, 16	Staffing/Operations	



Huntington Park High School PSC 2.5 Proposal
Huntington Park Community High School

**Service Plan For Special
education**

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	
Outcome 14	Parent Participation	



The Proposal Writers

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Bob Richards, 5 years special education teacher, Degree in Engineering;

Ruby Williams, 25 years English teacher, Literacy Coach, Training in AVID strategies, differentiated instruction, trained in various researched based "Best Practices" instructional strategies;

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PUBLIC SCHOOL CHOICE 2.5:
REQUEST FOR SCHOOL PLAN OUTLINES

LETTER OF INTENT and SCHOOL PLAN OUTLINE

(Modification of Team Name and Members, Principal Members remain the same.)

The Letter of Intent and School Plan Outline will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school at Huntington Park High School beginning in the fall of 2011.

Applicants must submit this Letter of Intent and School Plan Outline no later than **6:00pm on Wednesday, December 1, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.2547. Letters of Intent along with School Plan Outlines must be submitted to pssc@lausd.net.

Modification of team name from Hp Design Team to The Huntington Park High School Reform Coalition (Huntington Park Community High School)

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> The Huntington Park High School Reform Coalition (Huntington Park Community High School) Laurie Woerfel			
Address: 6020 Miles Avenue Huntington Park, CA 90255		Phone Number: 323-826-2300	
Website <i>(if applicable)</i>		Email Address: heldinlove@aol.com rebecca.ortizjohnson@lausd.net	
School site for which your team is submitting a Letter of Intent		Huntington Park High School	
School type for which your team is applying		ESBMM	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Laurie Woerfel		heldinlove@aol.com	PE Teacher
2. Rebecca Ortiz Johnson		rmoj1959@yahoo.com rebecca.ortizjohnson@lausd.net	Special Ed Teacher
3. Salvador Contreras		sjc54881@lausd.net	Biology Teacher
4. Sarafina Ednaco		cednaco@yahoo.com	Math Teacher
5. Darell Martinez		darellmartinez@gmail.com	Social Studies Teacher
6. Richard Melton		steinr@charter.net	English Teacher
7. Veronica Nichols		Vjn8067@lausd.net	PE Teacher
8. Anthony Orozco		aorozco1@sbcglobal.net	Biology/ Teacher
9. Rena Page		pagerl@earthlink.net	Biology Teacher
10. Bob Richards		rjr3977@lausd.net	Special Ed Teacher

PUBLIC SCHOOL CHOICE 2.5:
REQUEST FOR SCHOOL PLAN OUTLINES

11. Donna Stone		dd@mrtickets.net	PE Teacher
12. Ruby Williams		radiance101@yahoo.com	English Teacher
13.			Parent
14.			Parent
15.			Parent
16.			Student
17.			Student
18.			Com. Member
19. Elizabeth Tombs		eatombs@aol.com	English Teacher
20.			Parent



Principal Job Description

1. Assist in overseeing introduction of new school plan to staff and community;
2. Make use of action research design for modifications or improvements in school plan;
3. Oversee and support implementation of new school plan;
4. Maintain a reflective practice with the goal of continuous improvement as a leader;
5. Support teachers through providing the resources, professional development and the encouragement that they need to do their jobs (being support-oriented rather than compliance oriented);
7. Engage in regular visitation of classrooms for support as well as evaluative purposes;
8. Serve as instructional leader staying abreast of research based “Best Instructional Strategies”;
9. Insures that the SSC creates the SPSA and that it is implemented;
10. Insures that the District, State, and Federal Standards and the SPSA drive instruction;
11. Oversees all action research efforts;
12. Perform class coverage assignments when needed and be willing to model lesson delivery;
13. Listen to teachers, staff, parents and community members and value their contribution to the school, which means implementing and maintaining structures and processes for each of these
15. stakeholder groups to provide input/feedback to the principal and participate in the decisions that impact them;
16. Facilitate and support implementation of all academies;
17. Oversee management of facilities and daily operations of a school;
18. Confer with staff to advise, explain or answer procedural questions;
19. Assist in hiring and evaluation teachers and other staff;
20. Visit classrooms, observe and evaluate teaching methods, objectives, and strategies;
21. Meet regularly with other administrators, teachers, students, parents and community organizations or representatives;
22. Assist in setting school policies and goals
23. Engage in shared decision making process by willingly share decision making powers with collaborative council;
24. Work within the distributed leadership model presented by ESBMM;
25. Assist each academy to prepare budgets and reports on various subjects, such as finances, attendance, and student performance in accordance with district, state, and federal guidelines;
26. Actively involved in public relations and fundraising to secure financial support for the schools from local businesses and the community;
28. Monitor whether students meet national, State, and local academic standards;
29. Oversee the development of partnerships with local businesses and school-to-work transition programs for students;
30. Have sensitivity to the needs of English and non-English-speaking students, staff, teachers and community members and a culturally diverse community, bilingualism is a “plus”;
32. Advocate for the repair and improvement of the school facilities and appearance;
33. Assert maintaining a clean campus, inside and outside the class room to ensure not only a healthy environment, but one that students and community can be proud of;
34. Oversees the evaluations of performance for certificated and classified personnel;
35. Oversee summer school implementation;
36. Participate in workshops for teachers and administrators;
37. Evaluate teachers and staff based upon the tools provided though the school district and their bargaining units and according to HPCHS mission and vision;
38. Support staff in their professional development and progress;

LAUSD/UTLA WAIVER - SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: March 9, 2011 School/Office: Huntington Park Community High School

Local District/Division: Local District 6

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

Article IX A.

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

Transfers and seniority; Hiring for the new High School will not be based on seniority. Teachers who wish to transfer to the new High School will be required to interview for positions, with priority status.

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

The rationale for requesting waivers of the UTLA Contract is that Huntington Park Community High School should have every opportunity for success and the ability to select staff and teachers that are willing to support the mission vision and core values of the school and put in the work necessary to make the school a success. Huntington Park Community High School will be responsible for its own personnel matters including the training, recruiting and the hiring of all staff. Forcing transfers and abridging our right to select teachers will impede our ability to meet the needs of students and abrogate the autonomy established in the school governance made. It is imperative to our success that teacher placement is based upon student need. Obtaining the best qualified and most suitable teachers for each position will contribute to student success and the success of the school. The success of the new high school will depend in large part on our abilities to select, and employee train and direct staff in accordance with the mission, vision and goals and objectives of the school.

Requesting Administrator's Approval:

Principal/Administrator Date

Local District Superintendent/Division
Head/Designee

Date

Send or FAX the completed/signed form to: Office of Staff Relations

333 S. Beaudry Avenue, 14th Floor

Los Angeles, CA 90017

PHONE: 213 - 241 - 6056

FAX: 213 - 241 - 8405

LAUSD/UTLA WAIVER - SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: March 9, 2011 **School/Office:** Huntington Park Community High School

Local District/Division: Local District 6

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

Article IX-A

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

Transfers: **Priority given to the Teachers on the Design Team**

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

The rationale for requesting waivers of the UTLA Contract is that Huntington Park Community High School should have every opportunity for success and the ability carry out the mission vision and core values of the new high school. Huntington Park Community High School will be responsible for its own personnel matters including the training, recruiting and the hiring of all staff. The design team has been an integral part in the development of the school and as such should continue to work as a unit to ensure that the mission, vision and the core values of the new school are fulfilled. The design team's immediate input into the selection of a principal and other staff to begin the new school is critical to the new school's success. Further, most members of the design team are those who worked to support and develop the Freshman Academy which is to be implemented in the first year. It is their vision that is to be implemented in the first year. Placing the design team members on the staff will contribute to student success and the success of the school. The success of the new high school will depend in large part on our abilities to carry out the mission, vision and goals and objectives of the school which the design team wholeheartedly supports.

Requesting Administrator's Approval:

Principal/Administrator Date

Local District Superintendent/Division Head/Designee Date

Send or FAX the completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor

Los Angeles, CA 90017
PHONE: 213 - 241 - 6056
FAX: 213 - 241 - 8405

LAUSD/UTLA WAIVER - SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: March 9, 2011 **School/Office:** Huntington Park Community High School

Local District/Division: Local District 6

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

Article IX: Hours, duty and Work Year

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

Work Hours and schedule; Possible extension of the work day to 7.6 hours

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

The success of the new high school will depend in large part on our abilities to train and direct staff in accordance with the mission, vision and goals and objectives of the school. Huntington Park Community High School will be responsible for its own personnel matters including the training, recruiting and the hiring of all staff. Abridging our right to make work schedules will abrogate the autonomy established in the school governance made. Extending the work day allows for more flexibility in developing and in implementing interventions for students and providing students more course electives.

Requesting Administrator's Approval:

Principal/Administrator Date

Local District Superintendent/Division Head/Designee Date

Send or FAX the completed/signed form to: Office of Staff Relations

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Los Angeles, CA 90017

PHONE: 213 - 241 - 6056

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