



BANNING HIGH SCHOOL SCHOOL-WIDE PUBLIC SCHOOL CHOICE 4.0 PLAN



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PIINTAS BANNING HIGH SCHOOL
WILSON, CALIFORNIA
1958-1961

"A PROUD TRADITION"

A. VISION AND INSTRUCTIONAL PHILOSOPHY

A1. What is your school's vision for the child or youth who will matriculate from your school?

The faculty and staff that make up Phineas Banning High School(BHS) is dedicated to creating a forward looking school that will encourage the academic growth and amazing potential of the children of the Wilmington community. Graduates of Phineas Banning High School will be college and career ready, socially responsible community members, and global citizens who demonstrate tolerance and respect for diversity and American Democratic Ideals. They will be life-long learners ready to capitalize on the opportunities within the world-wide and Wilmington community—the gateway for global trade into and out of the United States, industrial transportation, oil refineries, etc.—by being prepared for post-secondary education and the wide range of careers available in the global economy. In doing so, they will be effective communicators who have read widely across the academic disciplines and evaluated and interpreted written and mediaⁱ materials throughout a rigorous, comprehensive curriculum by developing the ability to respond appropriately in speaking and writing. The BHS graduate will be ready for the challenges of ever-changing societal and technological developments. They will utilize critical thinking skills and the ability to evaluate and analyze proficiently and solve problems creatively. The BHS student will utilize technology, not only as a communication medium, but as a research, presentation, and problem solving-medium. Students will have reached proficiency and above in English Language Arts, math, science, and social studies. They will have studied the arts and learned a second language. English Learners will be proficient in language development; Special Needs students will have developed the skills and academics to compete in a mainstreamed environment. All students will have access to Career Technical Education (CTE) classes and programs. Having chosen and completed a pathway from freshman to senior in one of the BHS Small Learning Communities focused on healthcare and the sciences, technology, humanities and the arts, or global trade and security, the BHS graduate will meet the challenges of the twenty-first century locally, nationally, internationally, and beyond.

A2. What is the vision of the school that will help achieve the vision of the successful future graduate described above?

Phineas Banning High School is a collaborative learning community that recognizes inquiry, personal and global responsibility, and encourages academic creativity, and the development of skills needed to become productive members of a constantly evolving technological society. Over the next three to five years, the Banning High School community will be focused on achieving successful student outcomes. High expectations for BHS students--as well as the adults at the school who are responsible for them--will enable students to take responsibility for their individual positive educational outcomes, for making informed decisions when solving individual and group problems, and for expecting the best for themselves, their families, and the community. To achieve this, collaborative teams will analyze and evaluate numerical, statistical, and anecdotal data to develop the means necessary to ensure student success. This will include redevelopment and realignment of Small Learning Communities, development of Professional Learning Communities, Project-Based Learning, interventions embedded in the regular day, advisories, monitoring and evaluating A-G course offerings. Teachers, staff, and community will be developing programs for providing highly effective educational opportunities for English Learners and Special Education students. Teachers, staff, and community will implement modified bell schedules to increase effectiveness of the teaching/learning construct while providing intervention opportunities for students needing additional support, as well as providing additional enrichment and challenge for students enrolled in Advanced Placement classes and programs such as Academic Decathlon, Visual and Performing Arts, MESA, AVID etc. Teachers will participate in 'Critical Friends' training, and professional development that includes lesson design study, technology training.

A3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

BHS faculty is committed to providing the highest quality educational delivery for every student in a collaborative, nurturing, culturally relevant and college-going environment. College and career readiness is the overarching BHS goal achievable by targeting for proficiency and above on CAHSEE, CSTs, and

academic grades. Providing support for English Learners and Special Education along with intervention for struggling regular education students, and enrichment opportunities for advancing students including an increase in the honors and Advanced Placement offerings will be a priority. Using school, district, state data, credible educational research, professional development will enhance teaching skills and strategies to ensure all learners experience rigor in every classroom and attain proficiency in the core curriculum. Access Strategies, SDAIE, renewing the commitment to AVID methodologies, project-based learning, and incorporating educational technology will focus students on college and career readiness. Building Professional Learning Communities will allow teachers to review data and share information on student progress and best practices, while providing opportunities for professional growth and leadership. BHS teachers and staff are committed to rebuilding the Small Learning Communities which had not been the focus of the previous administration. These smaller “schools-within-schools” provide personalization and collaborative teaching/learning experiences for students to develop a solid connection to the school and allow for monitoring of student affective behavior which is key to academic achievement. BHS administration, faculty, and staff will use data and the ESBMM governance model to a) review curriculum offerings and periodic assessments to make refinements as necessary, b) revise the bell schedule to include block scheduling to allow for daily interventions, credit recovery, and enrichment, c) develop and deliver an “advisory” curriculum to allow students to focus on study skills, college choices, and intervention, and d) staff the school and small learning communities for optimal growth. Teachers will create grade-level and SLC-supported project-based learning opportunities for students to demonstrate authentic mastery of standards-based learning. Teacher commitment to smaller schools-within-schools, enhanced teacher development, improved curricular infrastructure, and on college/career readiness will drive Banning High School into the future. Utilizing a ‘whole student’ approach which includes advisory periods, project-based learning, behavioral and academic interventions, building parent/community organizations that will tap into the resources of an international urban setting, the SLCs will not only incubate success on yearly, standardized testing, but will allow students to demonstrate mastery of those standards through meaningful, relevant, hands-on, real-time projects, while determining future individual goals for college and career.

B. SCHOOL DATA PROFILE/ANALYSIS

B1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

Established in 1925, Phineas Banning High School currently serves 2,800 students, mainly Latino, in grades 9 through 12 in Wilmington, the southern tip of the city of Los Angeles. Known as the “Heart of the Harbor,” Wilmington is a blue-collar, working class community with a large economically-disadvantaged population. It is surrounded by the ports of Los Angeles and Long Beach and refineries. Many of our students’ parents are employed at the port and refineries, and in other industries throughout the Los Angeles harbor and vicinity.

The community profile is as follows: According to the 2010 Census, the average household income is \$51,000 a year; 64.24% are female-headed families; 55.45 % of the adults did not complete high school; 9.57% of adults have graduated from college (including AA and BA degrees). Student demographics as of 2011-2012: 90.7% Latino students; 4.0% White; 2.2% African-American; 1.5% Pacific Islander; 1.6% other. 1366 of the students are enrolled in the free and reduced lunch program. More than 600 students of the 3066 students in 2011-2012 have a home language other than English. There are 433 Special Education students currently enrolled and 201 of them are English Learners.

In 2007, Banning HS celebrated having met its AYP requirement for the previous two years, allowing the school to exit Program Improvement Year 5. Increasing student achievement, implementing the school restructuring plan and parental involvement were the school’s main focus, while continuing to work to build leadership capacity of all stakeholders. In 2005, Banning used the newly acquired Smaller Learning Community (SLC) grant to allow teachers to visit schools with SLCs to research different programs and an SLC plan was developed and improved by the district. In 2006, the master schedule was restructured to

support teacher collaboration and to assign students to their SLC at least four periods a day for personalization. In the fall of 2006, the school year began with wall-to-wall SLCs. In that same year, the school received a Quality Education Investment Act (QEIA) grant that was used to reduce class size in the core subjects, increase academic counseling support, and provide Professional Development (PD) training for teachers.

In the fall of 2007, there was a significant change in leadership with a new principal and three new assistant principals. The new leadership had a different vision for BHS which did not include the full implementation of the 2006 SLC Plan or the continuation of programs such as AVID, college/career support, the “Banning Way” for the Freshman Academy and lowered academic counseling support or coaching for literacy and access to core. Loss of programs and frequent changes in focus have resulted in a fluctuation in graduation/dropout, California High School Exit Exam (CAHSEE) passage and proficiency, California Standards Test (CST) in Mathematics, and English Learner (EL) reclassification rates. As a result of not meeting the A-G and Algebra I benchmarks, Banning HS lost its QEIA funding in spring of 2012.

In August 2012, a new principal and three new assistant principals were assigned to Banning HS. The new principal, Rudy Mendoza, was part of the 2003 to 2007 leadership team that guided Banning HS out of Program Improvement, through the development of SLCs and the Freshman Academy. Additionally, Mr. Mendoza, successfully led Gardena High School through Public School Choice 1.0. With new leadership, the Planning Team is confident that the school will move forward making significant progress in meeting its goals on the Performance and achievement goals.

Strengths in the data-The majority of the Banning High School staff has worked collaboratively to ensure positive accomplishments for student achievement over the past five years. Often without focused, collaborative leadership, teachers and support staff have made strides in motivating students to achieve proficiency in all content areas, maintaining a focus on personal responsibility and academic growth including excellent attendance, focus on graduation and beyond, maintaining a safe and clean environment, and increasing parent and community involvement. Over the past five years, BHS faculty has concentrated on meeting district, CST, CAHSEE and QEIA benchmarks. This has increased the Four-Year graduation cohort by 17%. In creating a college-going environment, student participation in the Early Assessment Program has increased 7% to 92% in 2012 (Attachment Charts B & L).

As a measure of progress, CST scores have been rising in ELA and math as this has been the focus for the past five years. Math teachers and English teachers have formed grade level and/or course level Professional Learning Communities (PLC) to review data and develop a direction for improving scores and student achievement. As a result, proficiency in CST ELA has increased 18% in the past five years with the English teachers providing targeted CST lessons, before and after school tutoring, participating in grade level PLCs, providing support for periodic assessments, and monitoring student data. Similarly, math students increased 8% in proficiency. Algebra I has increased 6% with math teachers offering , course-level purity, and targeted in-class, before and after school tutoring. In both areas, teachers shared testing results information with students and at content area meetings. Additionally, the number of Below Basic and Far Below Basic has fallen with more students achieving Basic and above rankings.

CAHSEE proficiency in math has also increased from 37% in 2007 to 48.5% in 2012 (Chart D, F, & G). English Learner (EL) population is 16% of the 2800 student body. Of the 441 EL students, 41 are in ESL, and 400 are Long Term ELs. Of that, 46% of ELs have Individualized Educational Programs (IEPs). The concern is that students may be over-identified as having special needs due to a language barrier. However, ELs have been making incremental growth toward proficiency in ELA leading toward re-classification as Fluent English Proficient (RFEP) and graduation rate. The RFEP rate for 2011-2012 was 10.7%. The EL student population met the API Subgroup Growth target for the past three years and achieved a 31.3% proficiency rate in ELA meeting the AYP Safe Harbor. To achieve this growth, students participated in

pull-out interventions by ELA teachers, Saturday and after-school CAHSEE interventions, monthly teacher PLC meetings, and alignment of pacing plans with focus lessons on specific skills related to the CST power standards. Scheduling students into sheltered sections has also increased proficiency levels (Chart H).

SPECIAL EDUCATION: Fifteen percent of the overall school population (433 students) are students with Disabilities. These students play a significant role in the school's overall AYP and API. In the past five years students with disabilities gained 53 API points. For the past few years, the curriculum program for these students was enhanced to become more rigorous. In 2012-2013, Algebra 2 and Chemistry (A-G courses) were added to the course offerings of the SLD program, enabling more students to meet the college requirement. In 2008-2009, Physics was added to the specific learning disability program. For the past three years students with disabilities were making progress; however, once waivers were granted by the state, student scores on the CAHSEE either flatlined or decreased. The percent passing has fluctuated for the past four years, and the percent scoring proficient has decreased 5.7%. BHS will support EL students who have an IEP with High Point in order to support their English Language development, specifically in reading and comprehension.

School attendance has increased over the past three years with a 16% growth in students attending school 96% + in 2012. PSA counselors have encouraged students to attend school every day and have offered incentives for attendance. They have also made home visits as necessary, and held assemblies and parent meetings to explain the importance of attending school every day, signed students to mandatory attendance contracts, and held raffles, recognition and awards assemblies (Chart M). Suspensions have also decreased to below the district average. In 2011-2012, days lost due to suspensions dropped by 171, a 2.4% average. Teachers have worked on classroom management and progressive discipline which has led to a safer campus (Chart N).

BHS is a beacon in the Wilmington community. Generations of families have attended the school, show their support and have an affinity for the school. 15 teachers on the staff are alumni, the Principal is an alumnus, and several staff members either attended Banning or are the parents of students who attended.

BHS staff, students and parents generally feel that the campus is safe. The 2010-11 School Experience Survey and School Review Summary revealed 87% of staff, 81% of students, and 77% of parents feel the campus is safe. The community, through Public School Choice and other meetings has expressed that they want the campus to continue to be a 'safe haven' where their children learn respect and tolerance for others. The parents/community members are concerned that if BHS is divided into separate schools the cohesion and trust that bonds the community will be lost.

According to the School Experience Survey, 89% of the parents-an increase of 12% from 2008-feel welcome on campus. 85% feel that BHS offers opportunities to participate in councils and parent organizations. The Parent Center, with members of over fifteen years, offers workshops, volunteer opportunities, referrals to outside agencies, and parent advisory committees. The English Learners Advisory Committee (ELAC) participation rate has increased since 2008. The PORT SLC has a successful advisory committee that includes parents and business community members.

WEAKNESSES-Over the past five years the school has been pulled in many directions which has hindered achievement in several areas. The administrative focus, allowed for ideas, programs, and activities to exist with little or no data to support them. In addition, evaluation and rapid change response has not allowed for monitoring or significant growth over time. Laser focus on 800 API without a solid plan for reaching it has hindered teacher motivation and inhibited student achievement in some areas.

While there have been increases in CST proficiency rates, a majority of students are falling below proficiency. In 2011-2012, 61% were below proficiency in ELA; 79% were below proficiency in math; 86% in Algebra I; 83% of Students with Special Needs scored below proficiency (Chart E, F, & G). For

first time tenth grade CAHSEE test takers in 2011-2012, 62.8% scored below proficient in ELA which was a 8.4% increase over the previous year. Of the tenth graders taking the CAHSEE that same year, 53.3 % scored below proficient in math. Further, first time CAHSEE pass rate dropped 2% last year (Chart C, D). In 2011-2012, 62.8% of ELs were below proficient on CAHSEE ELA. This is an increase of 12.2% over the previous years. 68.4% of Long-Term English Learners (6+years in U.S. schools)did not pass the CAHSEE and of those who did pass, none scored proficient.

Student coursework reflects high failure rates in 2011-2012. In English Language Arts (ELA) 9B, 18% of students failed; 19% received Ds; 18% of ELA 10B students received a fail; 17% received a D; Algebra 1B had a failure rate of 40%, while 14% received Ds; 43% of students failed math tutorial; 14% a D. Algebra 2A showed a failure rate of Fails and Ds of 30% each; Algebra 2B showed failure rates of 25% for Fail and Ds. Some teachers used other computer-based programs such as Moodle and Engrade to give students the opportunity to retake tests and raise their grades; however, these programs are geared toward students who can self-teach via a computer monitor, and those students who struggle with literacy may continue to struggle with content. Intervention programs were inconsistent and were offered during and after school. Several of the programs were in place for only one to two years and were not monitored for accountability or analyzed for success. The number of ELA intervention sections offered varied from year-to-year.

Although school suspensions are low, ninth grade students are suspended at a disproportionate rate (56%). Although high behavioral expectations are set during 9th grade orientation and reiterated throughout the year, additional structures need to be in place to monitor student behavior. Although 'clean' was part of the previous administration's motto ('800, Clean, Safe'), 45% of students and 36% of staff feel the campus is not clean; however, these percentages are down due to loss of QEIA, reduction of campus security personnel, office personnel, and B & G workers. Student PA announcements every day remind students to throw their trash into trash cans, however classrooms are not swept as often as they had been in the past. Many students are no longer in classrooms in their designated SLC area which has resulted in less 'ownership' to their space.

Parental attendance at meetings, conferences, and advisory committees is minimal where explanations of A-G courses, graduation requirements, SLC orientations, and college readiness are discussed. This leads to an uninformed community and students are left 'on their own' to make important decisions about their education. Fewer than 50 of the same parents are involved in campus committees and advisory boards at school. Many of these parents are not English fluent and experience language barriers. Non-Latino parent involvement is predominantly relegated to a strong athletic booster club, many of whom are BHS graduates. According to the School Experience Survey, 63% of the parents who responded to the survey do not talk with teachers about their children. Approximately 15% of parents attend Open House or PHBAO conferences.

TRENDS- Data results have not been consistent. Fluctuations in increase and decrease rates in the areas of CST math, graduation/dropout, matriculation, CAHSEE first-time pass and proficiency, and EL RFEP exist which is the result of an inconsistent focus and plan of action. Inconsistent protocols and lack of data analysis training has caused inconsistent results in test areas and programming. Because SLCs have lacked structure and focus and administrative oversight that has favored some SLCs over others, students have often been programmed into the wrong courses and interventions. Purity of SLC classes has not been a priority. After school and Saturday interventions has not been well attended and in-school interventions have been inconsistent. Course and section offerings for most struggling students fluctuate year-to-year.

BHS continues to improve its ADA. The number of students with 96%+ attendance has increased and student suspensions have decreased, although ninth grade suspensions remain high. Since the opening of school in August, teachers are noticing increased tardiness and disruptive behavior with more referrals to counselors and support staff. This is due to decrease in support staff and increase in class size and is

primarily focused in the ninth grade. Through the PSC process, outreach to parents and community is improving. Cultural factors influence parent support opportunities also.

CAUSES-Growth in ELA data was a result of grade level PLC meetings to discuss periodic assessment data, CST data analysis, the design and administration of common assessments, CORE K-12, student incentives, and overall testing focus. Similarly, math and algebra I data increases are a result of teacher collaboration. Algebra I classes were given a second teacher to assist with instruction and classroom management and students were provided in-class tutoring by out-of-classroom personnel. There was inconsistent use of technology to drive instruction-technology such as Moodle, APEX, ALEKS, and Revolution Prep, and a limited use of data to drive instruction and create effective interventions. During the 2011-2012 school year, Specially Designed Academic Instruction in English (SDAIE) was the focus of the Professional Development at BHS. However, the result of classroom observations indicate that those strategies are not being consistently utilized by the majority of classroom teachers.

QEIA allowed for additional personnel and equipment. Although School Site Council approved many requisitions there was not an evaluation to assess the effectiveness. Low counselor to student ratio of 300 to 1, low teacher to student ratio, an increase in intervention programs during and beyond the instructional day, instructional coaching support in the four core content areas, Response to Instruction and Intervention (RTI2) Coach, two Psychiatric Social Workers (PSW) dedicated to support the social and emotional well-being of students, and two Pupil Services and Attendance (PSA) counselors dedicated to the improvement of student attendance are major contributing factors that saw the BHS Graduation rate increase.

While more positions were funded through QEIA, there was an inconsistency in the number of positions of instructional support personnel funded from year to year. This led to an irregularity in the types of services that were offered each year. Positions eliminated included the following: social studies coach, RTI Coach, Literacy Coach, Title III Access to Core Coach, an ELL counselor, a PSW counselor, Career Counselor, several academic counseling positions, reduced SLC Lead Teacher positions. These changes, not necessarily based on data and not necessarily based on student need, impacted student social, emotional, and academic support. It also hampered the ability to monitor student progress and success of the support that was provided.

Student led programs such as Let-UP and B-Crew allowed students to become involved in the overall success of the school by providing support to struggling students and mentoring by older students to ninth graders. Both programs were eliminated by the previous administration, with plans to reinstate B-Crew are being made.

The school and the parents were not able to form advisory committees for most of the SLCs due to the lack of administrative support and direction. Also, losing the Compensatory Education Advisory Committee (CEAC) fund has caused a reduction in support from parents and community. Low parental participation and challenges to communication hinder progress and student achievement.

ISSUES/CHALLENGES TO ADDRESS WEAKNESS/AREAS OF CONCERNS-The loss of QEIA will be a major factor in the determining the future of BHS. Adjusting to a significant drop in staff and faculty has led to increased teacher-student ratio in classrooms thus affecting intervention opportunities, and opportunities for credit recovery which may have a negative impact on test scores.

Loss of counseling support for students is a major area of concern. Interventions for students with attendance and/or behavior issues in light of less funding sources will be an obstacle to overcome. Behavioral modifications and classroom management to lessen suspensions especially in the ninth grade are integral parts of the program.

Maintaining a safe and clean environment with fewer staff presents challenges. Enlisting the support of parents and students in creating high expectations for behavior and respect for the school facility is of paramount importance.

Generalized obstacles to implementing the plan include low morale resulting from years of budget cuts which have led to increased class sizes, loss of enthusiastic, innovative and motivated faculty members from RIFs and displacements, loss of funding and support staff, re-organization of the school following an administrative change, and lack of trust in the changing policies of the district. Inaccurate information, rumors, and lack of professional collaboration often hinder the improvement process.

B2: Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities.

Based on the analysis of the data from section one, the team has formulated four central issues/challenges that are hindering the school from improving student learning and achieving the vision of successful future graduates:

- **Providing opportunities for intervention, enrichment, and credit recovery during the school day for all students.** With budget cuts and the loss of QEIA, students may have lost the opportunities to attend summer school, community college, night school, or even Saturday and after school Interventions. Also, the high failure rate and low proficiency in ELA and Math stresses a real need for intervention during the school day and a focus on CTE classes for linked learning. Increasing advanced courses is also needed to challenge those students who are meeting or exceeding proficiency levels. The matriculation rate for ninth grade students to tenth grade and for all students will be a focus. The 2x8 block schedule, strong SLC personalization, and better monitoring of academic progress should provide opportunities to help modify this.
- **Providing support, personalization, communication, and relationships to all students in order to motivate and develop responsible members of the community.** Through the observations of members and the school survey, the PSC team concludes that many students are not motivated and don't see a connection to learning and their futures. This has become a problem with students taking ownership in the school because they may not feel that there's an adult who really knows them. SLCs need to better-address the individual needs of students linked to career interests. Advisory and mentoring programs are a crucial component to focusing on career choices and pathways. To maintain the focus on improving attendance, BHS must focus on motivation, engagement, and learning linked to interests. SLC pathways must be strengthened to allow for achievement and academic growth. Maximizing and promoting school leadership and mentoring programs to foster a positive environment, especially in ninth grade, will create a culture of responsibility and respect. To effectively communicate with parents and the community whose home language is not English, a need to access oral interpretation and written translation of school information is critical. Establishing systems to effectively update parent contact information in light of reduced clerical support is a challenge. Increased use of the online grading program (Engrade) will allow for intercommunication between teacher, student, and parent.
- **Developing a Professional Learning Community that is collaborative and data-driven in instructional planning and accountability.** Some departments have begun the work of Professional Learning Communities, but need the tools to be more effective and efficient in their work. It is imperative to focus on content by departments and cross-curricular teaching by SLCs. Furthermore, the work of Critical Friends is needed to provide support, protocols, focus on data, create goals, and make time to properly implement and assess interventions to enable student success. Reduced opportunities for professional development during the school day, on Saturdays, and during vacation days will be a challenge to navigate and offer less time for teacher collaboration than in the past. Data-driven instructional planning and accountability is a challenge

as is the need for implementation of research-based instructional strategies, standards-based instruction, and intervention programs offered during the school day.

- **Engaging parents, families, and communities in supporting the academic and social development of all students, linking learning to life beyond high school as college-prepared and career-ready graduates.** The school surveys clearly state that there is a need to have families more directly involved. BHS needs to find ways to overcome language barriers and open up more avenues to have contact with parents. It is a challenge to engage a community that doesn't feel that they have the expertise in education and/or that it trusts educators to make the right educational decisions for their children.

C. SCHOOL TURNAROUND

C1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area?

The Banning High School Turnaround Plan addresses the priority areas identified through the review and analysis of the School Data Profile. The strategies, practices, programs, and policies identified in the plan are research-based and have been effective in similar schools. Many were successfully implemented at Banning High School but discontinued by previous leadership. The Planning team has reviewed data, conducted observations, completed the School Review Survey, and met frequently to reach consensus on the following action steps that address the Priority areas.

- BHS will restructure its existing Small Learning Communities (SLCs) in order to correct weaknesses, insure implementation of the research-based and District-approved plans, and to promote greater autonomy. The SLCs will service students in grades 10 through 12 by providing an interdisciplinary approach to learning that has a focus on academic rigor, curriculum relevance, enhanced relationships/personalization, and parent/community involvement. Each SLC will serve students who are representative of the total BHS population including gender, ethnicity, and special needs (gifted, talented, English Learners (EL) and those with IEP's); provide a complete A-G sequence of courses including honors, Advanced Placement classes, purity of classes, CTE pathways and counseling support; and utilize common pedagogy including research-based instructional strategies and project-based learning. Studies have documented that the SLC model when implemented with fidelity results in boosting student achievement and graduation rates. (Attachment:) The BHS Small Learning Communities include the following:
 1. **The Pilot Academy of Technology and Health Sciences (PATHS)** offers CTE, college courses and certification in architecture, computer repair, computer business, engineering, and sports therapy. The computer repair pathway prepares students to use their learned skills to service all of the technology equipment on campus. Upon completion of the two-year college computer repair program, students have not only obtained college credits in computer repair, work-force ready skills, and work experience, they are also eligible to take the A+ certification exam. Many return to BHS as volunteers to help teach and train incoming students to the program. Engineering pathway students offers concurrent L.A. Harbor College credit which allows them to continue the program at L.A. Harbor College upon graduation then transfer to the partnership program at Cal State University Los Angeles. The Sports Therapy pathway offers students courses in medical terminology and sports therapy. They become CPR and First-Aid certified, and they get hands-on experience from assisting players and coaches at BHS sports events. The Robots club, as part of this SLC, has a designated robotics laboratory. Students participate in competitions.
 2. **The Communications, Arts, and Leadership SLC (CAL)** offers pathways in the visual and performing arts. Students take classes in Art/drawing, Ceramics, and Photography. Students visit local area museums and UCLA Art Department, a tie in to CalArts, and work with local area artists. The performing arts department offers Beginning Theater, Theater Production,

Stagecraft, and Dance with the goal of an annual musical or dramatic performance. Stagecraft students use up-to-date theatrical computer systems in lighting and sound, while designing and building sets for productions. Students have the opportunity to expand their writing skills in Journalism in which they produce a print and on-line student newspaper. Additionally, the YearBook class offers students practical experience in creating, developing, and producing the annual book.

3. **The PORT Academy** is the recipient of four California Partnership Schools. *International Trade Academy* (ITA) students choose a career pathway and take predetermined courses that prepare them for international careers and post-secondary education. Students gain the knowledge and skills needed by business and industry. The *Maritime Agriculture Tourism Cuisine Hospitality* (MATCH) Academy provides a challenging and rigorous curriculum that promotes academic excellence, career technological education, and instruction on the global movement of food to table, where students prepare for entry-level jobs or post-secondary education, leading to careers in maritime, agriculture, tourism, cuisine, and hospitality industries. The *Global Safety and Security* (GSS) Academy enables students to explore occupations and understand the dynamics of keeping the world “safe” and “secure” with regards to trade. The scope in which students are made familiar is large and focuses, but is not limited to Home Land Security, City and State Disaster Command and Control procedures, Immigration, Police, and Fire fighting organizations, and the military. *Global Environmental and Science Academy* (GESA) students learn the specifics of world problems of air, water, and soil. Students look at how human decisions impact our future and how we respond to the many critical issues of keeping our environment safe now and in the future by looking at the exciting and complex movement of materials and manufacturing products in a safe and legal manner around the globe. Students learn while taking field trips and participating in special projects. This SLC has the support of a very active advisory committee which will become the model for the SLCs.
4. **The Freshman Academy** will provide a transition from middle school to the career focused SLCs. The academy is housed in a separate space on campus which facilitates teacher collaboration and promotes interaction and sense of community among staff and students. It is divided into two teacher teams allowing for increased personalization and collaboration and stresses academic skills and A-G courses. Studies indicate a direct correlation between successful completion of ninth grade courses and graduation from high school. Therefore, the academy will focus on study skills through AVID, personal responsibility, interventions in math and English language arts, and college and career awareness. Students will experience common instructional strategies (pedagogy) including project-based learning and will receive support for CAHSEE and CST testing. Writing portfolios will be created which will follow students throughout their high school experience. A-G electives such as Ethics, Geography, Reading for Pleasure, Physical Science, and elective literature courses will be developed to provide additional literacy opportunities. A combination balanced 5 credit Health/Exploration course will focus on college and career exploration and will culminate in the selection of their future SLC. . Multi-curricular Project Based Learning will prepare students for tenth through twelfth grade matriculation. Student and teacher use of technology is incorporated into each aspect of the core curriculum. Freshman Academy have been allocated Computer-on-wheels (COW) which includes iPADS, laptop computers, and printers.
5. **The BHS College Incentive Program Magnet Center** will continue as a “school-within-a-school”, providing all of the attributes of a small learning community. It will transition to a Humanities and College Incentive Magnet Center with 500 students and an increase of 4 teachers and a full time counselor to serve students in grades 9-12 providing a rigorous A-G four year plan in preparing for University of California attendance. The Magnet Center will focus on 100% CAHSEE Proficiency and academic excellence in the core content areas incorporating AVID strategies. These strategies and skills will prepare students for rigorous

- coursework and improve literacy and math skills, grades and opportunities for acceptance to higher education. An advisory committee will include parents, students, teachers, community, business and academia partners to support student learning and bring valuable resources to the program including sponsorships, internships, and job shadowing. Relationships with private universities will foster a four year plan that will guarantee admission and scholarships for high achieving students in the program. The Magnet Center will offer Honors, Advanced Placement and Community College courses to augment rigorous instruction and prepare students for college success.
- In order to provide opportunities during the school day for meeting graduation requirements, while providing time for intervention, enrichment, credit recovery, specialized electives, and Career Technical Education (CTE) courses, BHS will implement a 2x8 bell schedule with four 90 minute classes each day on an alternative schedule. This schedule will provide greater opportunities to provide the number of course offerings and numbers of students taking Advanced Placement classes. Data provided by the 2010-2011 School Report Card indicates that BHS students, particularly 9th graders, are deficient in credits by the end of the school year. The new bell schedule will allow students to take two additional classes each semester, allowing them to earn eighty (80) credits a year, twenty credits beyond the current model of six classes a semester.
 - BHS will implement an **advisory class** with 20-25 students of the same grade level. The advisories will have a strong focus on study and organizational skills, social and community responsibilities, standardized testing preparation, college readiness, and exploring and planning for future careers. The advisory curriculum will vary by grade level, for example: Ninth Grade will focus on supporting students with the transition to high school using AVID strategies for peer collaboration, organization, note taking and other study skills. Tenth Grade advisories will continue the AVID skills and focus on SLC themes, CAHSEE/CST preparation and continued career exploration and college preparation. The 11th Grade advisories will emphasize SLC themes, service learning, career exploration, and ACT/SAT preparation while continuing the AVID strategies. Seniors (12th Grade) will focus on SLC themes with job shadowing and internships and complete their college/career portfolio. Students will also complete course credit checks and receive guidance on their programs in support of progress toward meeting graduation requirements.
 - **“Data-Driven” Instructional Planning and Accountability:** Research on comprehensive school reform consistently references the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results. BHS is committed to “data-driven” accountability that transfers data into true information that “drives” concrete actions for continuous program improvements. “Data” will include performance-based measures, analysis of student work against standards-based rubrics, and observational data from regular classroom observations of instructional delivery tied to the four key research-based instructional strategies infused school-wide (SDAIE, AVID, Project-Based Learning and Writing across the Curriculum). A Data Team will be established and meet bi-monthly to review all key indicators of school performance and student achievement and to transform the “data” into “information” that guide and modify school planning, instructional decision-making and Professional Development. Membership on the Data Team will include the principal, administrators, SLC leads, content leaders, Title I Coordinator, EL Coordinator, Bridge Coordinator, Math Coach, new Literacy Coach, College and Career Advisor, PSA Counselor, Parent Representative from the SSC, and the Data Coach.
 - Based on the analysis of achievement data with a focus on math and English language arts, it is clear that many students at BHS are lacking proficiency and need instructional support and scaffolding in order to be successful with the core academic program. The Planning Team has reached consensus on the following research-based instructional strategies that will form the basis of instructional delivery across content areas in all SLC including the Freshman Academy:
 1. **Specially Designed Academic Instruction in English (SDAIE)** with a focus on content, connection, comprehensibility and interactions will provide students with scaffolded 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. Implementing the new Master Plan for English Learners will be a priority.
2. **Advancement Via Individual Determination (AVID)** 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. **WICR** - writing, inquiry, collaboration, and reading - forms the basis of the AVID curriculum. It gives students the skills they need to succeed in a college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars to stimulate higher-level thinking and meta-cognition. AVID also focuses on improving students' study skills (e.g., time management, note-taking, and generation of good questions for interactive classroom discussions). AVID will be infused across the curriculum for all students rather than concentrated among a small group of "AVID" students.
 3. **Project-Based Learning (PBL)** is an approach for classroom activity that emphasizes learning activities that are long-term and student-centered. Within the PBL framework students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL provides complex 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. In sum 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 also provides the basis for students to develop the "soft skills" of the 21st Century in the areas of 1) Information, Media and Technology; 2) Life and Career Skills; and 3) Learning and Innovation.
 4. **Writing Across the Curriculum (WAC)** is a strategy for having students practice writing in a variety of contexts based on the following principles: a) Writing promotes learning; b) 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; c) Effective writing instruction integrates subject area disciplines; d) The opportunity to write in every class develops good writers; e) Writing as part of instruction will be used in every classroom; and f) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.
- **Focus on Standards:** BHS will use State standards, including Common Core Standards, to set goals, develop course outlines, create common assessments, and design a rigorous instructional program that is student-centered and differentiated for at-risk students as well as accelerated learners. BHS will continue to utilize the Instructional Guides and Periodic Assessments adopted by LAUSD, but will take advantage of the flexibility and autonomy of Public School Choice to change instructional delivery and develop new assessments to meet the individual needs of students and of the thematically-oriented SLC.
 - **Intervention programs** to support students below and far below proficiency will be embedded in the instructional day through the 2x8 schedule. These include the following:
 1. Algebra I students scoring basic and below and far below basic will be assigned a Math Tutorial class which will serve as a "shadow" and support for Algebra I taught by the same teacher who will use the research-based and technology-based program Revolution Prep. The

- math coach will meet regularly with these teachers to design progress monitoring assessments to monitor student progress in content development.
2. READ 180 will continue to provide support for students far below basic in English Language Arts.
 3. BHS will implement the Master Plan for English Learners (EL). Students will receive English Language Development (ELD) support leading to academic success, reclassification, and English language proficiency. English as a second language (ESL) classes will be provided for students who need intensive support in acquiring English language skills. Students who are ELs and Standard English Learners (SEL) will be supported by SDAIE strategies and scaffolding in the general education classrooms. Additionally, ELs who are long term English learners will be assigned to a Learning Center for ELs where they will have access to literacy support through READ 180, tutoring for core academic classes, and individualized support for identified areas of weakness.
 4. Students with disabilities will take classes in the Least Restrictive Environment (LRE) as specified by their Individual Education Plan (IEP). BHS will offer a full range of Special Day Programs (SDC) and Resource Specialist Programs (RSP) where students will experience instruction that provides support (SDAIE) and scaffolding that ensure all students have access to the core curriculum. Students in SDC program will have additional English language support through the use of the High Point curriculum. Students in the RSP will be assigned to a Learning Center where they will have access to READ 180 for literacy support, Revolution Prep for math intervention and tutorial assistance for core classes. Resource teachers and aides will support the RSP students in the core math and English classes and staff the Learning Centers.
- **TECHNOLOGY SUPPORT**-BHS has made a solid commitment to the advancement of educational technology, spending millions of dollars from the QEIA grant over the past four years to support educational delivery for BHS students to increase college and career readiness, literacy, and credit recovery. Even before the QEIA grant, BHS was focused on technology, purchasing SmartBoards for every classroom, as well as media carts consisting of LCD projectors, DVD/VCRs, and speakers and portable computer carts to be used by students in the classroom. Through QEIA, hundreds of iPads, laptop computers, software and programs were purchased to help students with literacy, math, credit recovery, CAHSEE preparation, ALEKs, APEX, and Princeton Review SAT Prep Course. Some teachers have developed online learning programs (Moodle). Presentation software, PowerPoint, Google Apps, and internet provide teachers the ability to enhance lessons and students are able to use research and presentation software to enhance learning and classroom presentations. All computers in the school have been upgraded to Microsoft Office 2010 and the Instructional Media Center (IMC) provides support in maintaining hardware and software, lamination, technical office support, and copies. Some teachers are becoming proficient with Engrade, the grading and communication system, which allows for students and parents to view assignments and grades. ConnectED is used for teachers and administrative staff to communicate with parents and community. The BHS FCC-licensed radio station (KBHS 1580 am) broadcasts school messages within a one mile radius of the school.
- Student Support**-Studies indicate a direct correlation between attendance and academic success leading to completion of high school graduation requirements. BHS continues to make excellent progress in improving attendance and reducing school suspensions. The PSC Turnaround Plan builds on prior success and includes the following actions and supports:
- Increase student motivation and engagement through personalization (advisories) and linking learning to student interests using the SLC theme and project-based learning.
 - Track early warning signs of school withdrawal including absences, tardies, and class truancy. This will be completed through the advisory teacher and counselor in the SLC. Information will be used to develop/refer students to support systems that address their individual needs. Systems will include counseling, mentoring, parent-home contact, and monitoring of progress.

- Provide intensive support for students with significant attendance issues. These students will receive services from the Pupil Services Attendance Counselor (PSA) to include counseling, parent conferences, home visits, consultations on attendance policies and laws, and referrals to available services in the community. For extreme cases, the PSA will conduct District Attorney Parent meetings, School Attendance Review Team (SART) meetings and/or School Attendance Review Board (SARB) meetings.
- Ensure that intervention support systems are in place to reduce suspensions, improving attendance and maximizing learning time. These systems include Behavior Contract/Support plan with behavior goals and objectives that promote positive behavior, individual and group counseling, monitoring of student attendance, and regular communication with the home including advisement on techniques to effectively handle behavioral or emotional concerns. These systems/services will be provided by the Psychiatric Social Worker (PSW) on staff at BHS.
- Coordinate services in order to address the individual needs of students and families. The Coordination of Service Team (COST), whose members represent the support services on campus, will collect and monitor referrals and service delivery data. The team, meeting monthly, will document Positive Behavior Management actions and monitor the effectiveness of action plans.
- Utilize the Student Success Team (SST) process to identify students at risk socially or academically and provide appropriate monitoring and support. Members of the SST include the student, parents, counselor, teacher(s), schools nurse if needed, and the school psychologist. Referrals to SST will be coordinated through the Freshman Academy and SLCs.
- Develop both SLC and school-wide reward and recognition program for positive behavior and excellent/improved attendance. This includes reinstating the very successful spring “B-fest” event to celebrate student attendance and efforts during the school year. This event, originated by the current principal, received “words of praise” from the WASC visiting committee calling it a “driving factor positively impacting student attendance during state testing.”
- Continue attendance incentives at the school-wide/universal level in order to increase attendance which includes weekly attendance raffles, poster contests, monthly perfect attendance certificates, recognition of perfect attendance students every five weeks, booths set up to provide parents with prizes at Back-to-school night and Parent Conference nights. Additionally Attendance Awareness Months, Perfect Attendance Bar BQs, and SLC/Advisory competitions are planned.
- Increase student-driven involvement in extracurricular activities and leadership development. Many students at BHS are actively involved in student clubs, athletics, band and drill team, student productions, and other school activities beyond the school day. The goal of the Turnaround Plan is to engage more students by providing opportunities within the SLC to develop strong student leadership, and activities that are an extension of the theme/focus of the SLC/Freshman Academy/Magnet School. Each of these small schools will create a student leadership council to plan activities for their SLC and to select a representative to the School-wide Student Leadership Council
- Provide all students with a sequence and aligned technical curriculum including work based learning and CTE/ROP experiences for career exploration. This will include internships, focused field trips, job shadowing, resume and cover letter development.

School Safety-The goal of Banning High School is to provide a safe, clean, and orderly environment that supports and nurtures teaching and learning. On the most recent School Report Card the majority of students (81%), parents (77%) and staff (87%) surveyed indicated that they felt safe on the school grounds. According to both the School Report Card and the School Review Rubric Summary, there is a greater concern regarding cleanliness and maintenance of the facilities. This problem has increased with the budget cuts and reduction of staff. In order to maintain a safe campus that is clean and orderly, the PSC Plan focuses on the following:

- Implementation of an updated Safe School Plan and compliance with the Williams Decree.

- Utilization of all available resources to supervise the campus during passing periods, nutrition, lunch and before- and after-school. This includes administrators, deans, counselors, coordinators, and teachers (during passing periods).
- Implementation of a multi-faceted curriculum in the Advisory class that includes character development, social skills, and collaboration skills that are essential to developing socially responsible school and community members.
- Implementation and communication of a school-wide positive behavior support plan that includes awards and incentives and promotes a culture of Responsibility, Respect, and Safety.
- Providing early intervention for students demonstrating “at-risk” negative behaviors. This could include counseling, development of a behavior support plan, and referrals to community agencies.
- Organizing annual campus beautification events involving students, staff, parents, alumni, businesses, and other community members.

Parent and Community Engagement and Support for Student Achievement-Secretary of State and former First Lady Hillary Rodham Clinton stated that “It takes a village to raise a child.” The Planning Team at BHS supports this concept and believes that family and community engagement is an essential component for student success. Students and their families need to feel connected and responsible for their community as well as their school. To foster this important relationship, the school will use many engagement strategies/activities to bring parents and families into a more active role in their children’s academic and social education. Additionally, the school will maintain close ties with its community, continuing to reach out to agencies and businesses to support the school. In order to provide a responsive and inviting school climate, the following will be implemented:

- The school will utilize a variety of communications to parents, families, and community. This includes ConnectEd, outdoor Marquee notices, the school website, parent letters, emails, and individual contact through the Parent Center.
- In order to better communicate regarding the teaching/learning process (recommendation by the last WASC visiting committee), the school will host Back-to-School Night, Student Centered Open House by SLC, two Student-led Conferences each year and PHBAO conferences. These activities will provide parents the opportunity to monitor student progress and learn how they can help their children achieve their goals. Parents will also participate through monthly English Language Advisory Council (ELAC), Coffee With Principal meetings, and workshops and trainings through the Parent Center.
- Counselors will conduct conferences with students and parents/guardians to create, maintain, and monitor the student’s Individualized Graduation Plan (IGP). The purpose of the IGP is to support and ensure a student’s successful preparation for post high school options – college, vocational educational or entrance into a career. The IGP will be included in the student portfolio maintained in the advisory class.
- The SLCs, Freshman Academy, and Magnet Center will establish advisory committees that will meet to exchange information and collaborate on how to best support student achievement for their student population. Membership will include business and community partners, parents, SLC leads, administrator, and student representation. Freshman Academy will include representatives of the feeder middle schools to build a bridge from middle school to high school (See attachments for letter of support).
- The 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 Pilot Center (College and Career Center), which includes the college/career counselor, college advisors, and college peer counselors, partner with community organizations, parents and universities to provide post-secondary educational opportunities, financial aid, and advisement. The opportunities include annual Harbor Area College Fair at Cal State University Dominguez Hills (CSUDH), Wilmington Boys and Girls Club after school College Bound Program, financial aid workshops in English and Spanish for parents and students, Scholarships provided by community

organizations, internships provided by community business partners, annual Career Fair with speakers from the community, partnerships with CSUDH, Los Angeles Harbor College, Education Talent Search and Early Academic Outreach Program from UC Irvine.

- The school will maintain updated parent/guardian contact information to enhance home-school communication. This information will be accessible for use by teachers, support staff, and administrators in an effort to increase family engagement.

Banning High School takes great pride in its parent center, which has proven to be an exemplary element in the communication process and a strong support of the family-school-community connection. Staffed by volunteers, the Parent Center is a hub for parent and community activities on campus. The center provides opportunities for parents to participate in learning experiences such as the Parent Institute for Quality Education (PIQE) classes which instructs parents on how to create a positive and lasting educational environment at home using proven academic success tools. These include dedicating a home study location and time of day for homework; creating ongoing dialogue with their children regarding academic success and challenges; and discussing their children's college expectations. Additionally, the Parent Center staff provides outreach to community churches, non-profit organizations, the Los Angeles City Council, and the local gang intervention program which results in a positive connection between the community and Banning High School. Parent Center staff represents parents and community on numerous committees and councils including the Planning Team for Public School Choice. In the last WASC report, it is stated that the parent center is "a beacon for the pilots at Banning High School to unify all stakeholders."

C2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture describes is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

In the spring of 2008, the WASC visiting committee indicated in its Final Report that "Banning High School culture is characterized by trust and professionalism and has a focus on continuous school improvement." The report further indicates that "The formation of SLCs has added to the trust and communication between all stakeholders and the effort, professionalism, and concern illustrated by the staff adds to a positive climate that should lead to continuous school improvement." In the four years following that report Banning High School lost "momentum" as the direct result of changes in leadership and focus. Through the Public School Choice process, the principal and Planning team with input from the entire staff has developed a Turnaround Plan that reinstated successful programs and provides new practices and programs that will achieve the vision of the successful Banning High School graduate. The actions described in section I of the Turnaround Plan details the strategies, practices and programs that are the essential components of the plan.

The culture of "trust and professionalism" documented by the WASC visiting committee in 2008 is essential to the Turnaround Plan. In his study, Jerome Cranston found five central themes in developing professional learning communities including "trust develops as teachers are in relationships; relational trust requires establishing group norms; relational trust supports effective collaboration; the principal is central in establishing a climate of trust; and faculty trust of the principal is paramount." It is the goal of the Schoolwide plan to build a climate of trust and the team has observed that the new principal is visible and transparent, working to establish trust through professional relationships with the faculty.

DuFour, in Professional Learning Communities at Work, stated "The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities." He also stated, it is essential that school personnel work together and model collaboration for the students they teach; to ensure success of any "school improvement" plan. DuFour's Professional Learning Communities, like the Small Learning Communities for our students, models the idea that working together can only aide our success. Ensuring that teachers and staff collaborate and feel part of the same team is essential to the success of students and the school itself. Knowing that all staff are equally important and that when communication between stakeholders takes

place on a regular basis, it will promote a feeling of collaboration in all aspects of the school, influencing the students on campus and improving school pride for all stakeholders. Also having all teachers and staff “on the same page” ensures that all students receive equal access to a rigorous and relevant education.

The vision for a professional culture at Banning High School is directly aligned with the overall mission and vision of the school. BHS is committed to establishing and nurturing a collegial and collaborative staff that are professionally accountable for student success. The professional culture will be based on high expectations for student achievement, measurable goals for student success and aligned to a well-defined curriculum that ensures individual student goals are met. Faculty members will be held to the same high standards expected of our students and will strive to support student success through modeling collaborative skills which are essential for success in the classroom and in our society.

Staff collaboration will be organized as Professional Learning Communities (PLCs). PLCs will be established in both content areas and SLCs including the Freshman Academy and Magnet Center to ensure that the needs of every staff member and students are being met. Banning High School believes that collaboration is the key to professional success and that the use of PLCs **will allow for differentiated professional development, to meet the needs of all. According to research by DuFour and Eaker (1998)**, characteristics of PLCs are driven by “Three Big Ideas”: high levels of learning for all students; working collaboratively, developing a ‘results orientation-seeking evidence and indicators of student learning’.

To support the work of the PLCs, the SLC led teachers and content chairpersons will receive five days of training on Critical Friends Group, a research based process (and protocols) that are essential to effective collaboration. The PLCs will be expanded to include groups representing all content areas and interdisciplinary teams by SLC. In the fall of 2013, Banning High School will use the autonomy of Public School Choice to schedule structured Professional Development time every Monday afternoon (Students will be on a shortened day schedule) which will enable certified staff to work in their PLCs on a regular and consistent basis.

With the arrival of a new principal—one who has been a BHS student, teacher, and assistant principal, and current community member—a turnaround in attitude has already begun. The shift from authoritarian to humanitarian has emboldened many on the staff and changed the dynamic from negative to positive. Additionally, three new assistant principals allows for development and growth of a collaborative spirit at the school. The current focus of the school is to build a collaborative team focused on student achievement by restoring programs that were lost by the previous administration including the Banning tradition and vision of a forward looking, positive environment where staff and students enjoy coming to school. The PSC process has opened communication among staff members by the sharing of information and allowed for formerly disparate groups to work together.

C3 SCHOOL TURNAROUND: How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

The leadership team has the responsibility for coordinating the implementation of the Schoolwide Plan. The team consists of the principal and assistant principals who oversee content areas and SLCs, SLC Lead Teachers (8), Content Area Chairs (English Language Arts, Math, Social Studies, Science, Physical Education, Foreign Language, Career Technical Education, Visual/Performing Arts), math coach and a new literacy coach, Coordinators (EL, Bridge Coordinator, Title I, Data/Intervention), College Career Advisor, PSA Counselor, Parent/Community Representative, Classified Representative and student leaders. Through teamwork and collaboration, a 3-year plan and timeline for implementation based on specific criteria will be formulated. Immediate steps will be taken to inform and motivate faculty and staff to join discussions and formulate specific plans for implementation. Professional development for the remainder of the spring semester will enable successful student outcomes beginning with the 2013-2014 academic year. Teaching

on a block schedule, institution of the ESBMM Governance model, Advisory periods, and redevelopment of the SLCs will be among the first priorities. Communication to teachers, students, parents, and community will be an ongoing process; however, providing the new information in a timely manner will allow for a smooth transition.

PARENTS/COMMUNITY: BHS will use all events in which the parents and community congregates to inform of the positive changes the school will undertake through the plan including the 2x8 block schedule, interventions and enrichment courses during the day, improved SLCs, and additional positive expectations for a successful transition to the plan. Capitalizing on the concerns and interests of parents and community, The BHS Schoolwide Plan will be ‘branded’ through a series of community fairs focusing on social services, finance, and real estate which will bring parents to the schoolsite where information can be disseminated. Additionally the annual Banning’s Landing Art shows, student performances, award ceremonies, sports activities, and banquets will provide opportunities for information to be given related to the plan. Presentations to the Booster’s Club and all other parent organizations supporting the school will be made, as well as presentations to the Wilmington Chamber of Commerce, Wilmington Council, and corporate sponsors. These will enable the community to participate in the turnaround of the BHS community. Use of the BHS Parent Center to disseminate information will be crucial and will be topics of the training sessions the center provides. The BHS radio station (KBHS) will be utilized to ‘loop’ information about the plan. The Banning website will allow easy access to information through links to the plan and progress reports from committee meetings. A YouTube video including students and staff will describe the new plan and answer preset Frequently Asked Questions by SLC, as will an online parent newsletter. As SLCs redevelop, specific plans for including parent interface will be a priority. Additional communication will be through messages on EnGrade, the Banning website, ConnectEd, and other electronic and paper means. Parents will be encouraged to participate in ESBMM and School Site Council and minutes of these meetings will be posted to the BHS website on a timely basis.

STUDENTS: To reach students, reinstitution of ‘The Banning Way’ will incorporate the principles and objectives of the plan, including the aspects of time management, re-organization of the bell schedule and block schedule, note taking, and AVID strategies for success. Students will be provided instruction on adjusting to the 2x8 bell schedule, as well as positive expectations the new plan requires. The ‘House of Representatives’ will be reinstated and will incorporate members from SLCs and other constituencies (Advisories, EL, Special Ed, GATE, etc.). Advisory classes will focus on the opportunities and challenges created by the block schedule, the new direction of the school, study skills, creating a college-going atmosphere, and building successful academic, and interpersonal relationship skills. SLC councils will function within the Student Body Leadership organization and serve as the voice of the students, will support student interests and challenges. Orientation assemblies early in the Fall semester will help students make the transitions required. Academic and Attendance award assemblies, and SLC Recognition assemblies will promote the benefits of college readiness and aspects of the plan. Reiteration of the discipline policy, dress code, and school focus will be of paramount importance with students taking leadership and mentoring roles where possible. Development of a moderated BHS Facebook page for students will allow for interaction, questions, comments, etc. regarding the implementation process, as well as other student-based issues. Students will serve as mentors to younger students, and ambassadors to local area businesses and community organizations through internships, fundraising, and promotion. Public Address announcements will elucidate aspects of the plan in comprehensible language for all students to understand. Students will represent BHS on the Wilmington Community Council and the new Wilmington Youth Council.

TEACHERS: Collaborative Professional Development for teachers will focus on the phase in of the newer programs and systems. Teachers will need Professional Development in teaching to ‘the block’, the successful implementation of Project Based Learning, AVID strategies, writing across the curriculum, teaching Advisory, creating successful Professional Learning Communities (PLCs), student led

conferences, designing efficient Advisory boards for SLCs, student discipline on the block schedule, SDAIE, Common Core standards, grant writing, and use of technology. Teachers will share information between SLCs, content areas, and professional development and PLCs by posting minutes of meetings on the Banning website. Teachers will share ‘best practices’ within content areas and SLCs. As cross-curricular projects are developed and project based learning is instituted, teachers will meet to share information, monitor, and adjust progress. An electronic discussion group could be developed and moderated for teachers to express concerns and offer support. The viability of summer professional development will be examined.

D. IMPLEMENTATION

DI: How will you monitor the implementation of your proposed turnaround efforts?

The school-wide Data Team will serve as the Leadership Team who will monitor the implementation of the Turnaround Plan. This Data/Leadership Team will be comprised of the Principal, Administrators assigned to the small schools (SLCs, Freshman Academy, and Magnet), Lead Teachers, content leads, math coach, data coach, literacy coach, Title I Coordinator, EL Coordinator, PSA Counselor, Bridge Coordinator, College/Career Advisor, classified representative, and parent/community representatives, and student representatives from the School Site Counsel. The majority of the members of the Leadership Team served on the PSC Planning team and were actively involved in reviewing data and developing the Turnaround Plan.

The Data/Leadership Team will meet on a bi-monthly basis to review the progress of implementation and both formative and summative indicators of achievement. The role and responsibility of the Data/Leadership Team is to transform data into information that can be used to guide and modify school planning and instructional decision-making. Data will include traditional summative measure, formative student assessments, school performance/accountability indicators, as well as data from individual/school developed performance based assessments, classroom observations, structured analysis of student work, surveys of all stakeholder groups, and semi-annual completion of the School Review Process Walkthrough Protocol. The Data/Leadership Team will report to the leadership council under ESBMM the key findings and recommendations for action, some of which may need to be approved by the School Site Council (SSC)

Timeline/Benchmarks for Implementation—Spring, 2013 to Fall, 2014

By June, 2013, the following will be implemented:

- Key leaders including administrators, lead teachers, and content leads will complete five days of Critical Friends Group training provided by Community Partners (formerly CenterX at UCLA). The content areas and small learning communities will begin to use the CFG protocols as they build on their work in Professional Learning Communities (PLCs).
- 100% of the teachers will complete professional development on ‘Teaching in a Block’ provided by teachers experienced in teaching on a block schedule with support from Community Partners.
- Completion of Advisory curriculum by a committee of lead teachers, AVID coordinator, counselor representative, and college/career advisor.
- Complete the restructuring of the SLCs including the vision course sequence and staffing.
- Complete ‘refresher’ training for all experienced AVID teachers and counselors-23 staff representing all Small Learning Communities and content areas. This group will become a ‘trainer of trainers’ for the remainder of the staff.

Year 1: By the opening of the 2013-2014 school year in August, 2013, the following will be implemented/completed:

- All advisory teachers will complete training on the school-developed curriculum. The trainings will be conducted by Small Learning Community lead teachers and counselors;
- All students will be enrolled in an advisory class by grade level in their small learning communities;

- Through the new bell schedules all staff will participate in weekly professional development (Monday) including school-wide trainings, content area PLCs, and interdisciplinary PLCs;
- All students will be enrolled in 8 classes on a 2x8 schedule providing time for intervention, credit recovery, and enrichment.

By June, 2014, the following components of the Turnaround Plan will be developed and/or implemented.

- Advisory committees for each SLC, Freshman Academy, and Magnet will be established. Membership will include parents, community, business and student leadership. The Freshman Academy will also include representatives from the local middle schools.
- Training on Student-Led Conferences will be completed during the first semester. All students will have the opportunity to complete one Student-Led Conference during the second semester.
- All staff will complete Professional Development on Project-based Learning led by teachers currently utilizing this strategy. Most will be embedding Project-Based Learning in their content by the end of spring.
- All ninth grade students will complete a project related to career exploration in their elective class.
- All staff will complete Professional Development on Writing Across the Curriculum and embed writing as part of instruction in every classroom.
- All staff will complete AVID training by the team of 23 experienced AVID teachers and counselors.

The following are goals for improvement in student achievement that will be monitored by the Data/Implementation Team in order to guide and modify, as needed, the implementation of the Turnaround Plan.

PERFORMANCE GOALS <i>Indicator</i>	<i>Baseline Performance (2011-2012)</i>	<i>4-year Improvement Goal</i>	<i>2013-2016 Target</i>
API Growth Score			
<i>Increase by at least 5% the difference between current score and State Benchmark of 800</i>	682 40	points	722
Adequate Yearly Progress (Grade 10) <i>Annually increase by at least 10% the difference between current score and State benchmark of proficiency for all (100%)</i>			
<i>Increase % Proficient on CAHSEE English Language Arts</i>	38.4%	21.18%	59.58%
<i>Increase % Proficient on CAHSEE Mathematics</i>	48.5%	17.71%	66.21%
California Standards Tests (Grades 9 thru 11) <i>Annually increase by at least 5% towards proficiency for all (100%)</i>			
<i>Increase % Proficient or Advanced on the CST English Language Arts</i>	39% 12	%	85%
<i>Increase % Proficient or Advanced on the CST Mathematics</i>	21%	12%	33%
<i>Increase % Proficient or Advanced on the Algebra I</i>	14%	12%	26%
California High School Exit Exam <i>Annually increase by at least 5% towards proficiency for all (100%)</i>			
<i>Increase % of 10th graders passing CAHSEE English Language Arts</i>	73% 12	%	87%
<i>Increase % of 10th graders passing CAHSEE Mathematics</i>	77%	12%	89%
<i>Increase % of 10th graders passing both CAHSEE Mathematics and ELA</i>	67% 12	%	79%
California English language Development Test			
<i>Increase % English Learners on Track for Acquiring English Proficiency (AMAOI)</i>	47% 12	%	61%
<i>Decrease % Long-Term English Learners</i>	89%	12%	40%

High School Graduation and College Eligibility			
<i>Increase Four-Year-Cohort Graduation (%)</i>	63%	20%	83%
<i>Decrease Cohort Dropout Rate (%)</i>	21.2%	12%	9.2%
<i>Increase Students on Track for Meeting A-G Requirements (%)</i>	32%	12%	44%
<i>Increase % of Students Ready for College (Early Assessment Program)</i>	13% 12	%	25%
Attendance			
<i>Increase % of students with 96% or higher attendance</i>	72%	12%	84%
<i>Increase % of staff with 96% or higher attendance</i>	74%	12%	86%

D2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

The loss of QEIA funds eliminated 17 teaching positions in 2012-2013 causing class sizes to balloon. BHS had the luxury of additional funding for additional professional development opportunities, intervention classes during, before and after school, Saturday classes, CAHSEE prep classes, and teacher collaboration time which have all been lost. The effect on the master schedule has been to dilute the SLCs while eliminating certain classes. Teachers and students have had to adjust to the new reality. The loss of counselors over the past few years and the loss of capstone and elective classes in the SLCs have diluted the personalization and ability to engage students. To address the loss of QEIA funds, the school will be looking for funding partnerships to enhance educational opportunities. The Leadership Team will form a grant writing team to supplement the curricular program. Partnerships with local industry (the refineries, the Port of Los Angeles, the railroad, and other corporate interests including those of alumni) under the International Trade Education Program (ITEP) will be pursued.

Teacher ‘buy-in’ should not hinder the successful implementation of the School-wide Plan. Providing information so teachers can make informed choices should help alleviate recalcitrant teachers from hindering success. Professional Learning Communities, a professional attitude and demeanor in meetings and professional development sessions with clear expectations and behavior norms will be established. A positive, collaborative, ‘can-do’ attitude will be fostered from administration, lead teachers, content area chairs, and all teacher leaders to ensure success. Allowing teachers to express concerns within a supportive environment will be a challenge, yet one that can work to benefit everyone. Healthy, positive interaction in which group goals focus on student performance will be the main goal.

BHS will reintroduce instructional coaches—specifically a literacy coach—to complement the math coach in providing support for teachers. Collaboration time to discuss, formulate, implement, and evaluate plans will be a priority. Professional Development sessions including weekly PD time and faculty meetings will be structured to allow for collaboration to move the school forward. The Master Schedule will need special attention to enable pure SLC classes as well as intervention/enrichment classes to make sure students are placed in the classes they need in order to achieve 100% graduation rate. Whereas exceedingly large class sizes hinder success, Banning will examine the master schedule to ensure the best use of teacher talent and time. The 2x8 block schedule will allow for flexibility with staffing and student class choice. SLC staffing will focus on SLCs working efficiently and successfully and providing the support required for students.

Encouraging teachers and staff to take leadership positions within the school will be a schoolwide focus. Formulating focused SLCs with strong leadership, as well as strong leaders throughout the school will enhance the commitment to excellence. Utilizing the committees formed under the ESBMM plan will allow teachers a voice in issues at the school site and allow teachers to experience the challenges of running a school site while allowing them to voice their ideas and opinions positively to affect change. Selection of staff—the staff will be committed to fully implement the Schoolwide Plan which includes staffing the SLCs to best advantage to ensure student academic achievement while maintaining school leadership so that progress will not be disrupted.

E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES

E1. Alternative Governance Model

BHS has operated under the Shared Decision Making governance model for many years. Although gains were made over the years which allowed BHS to emerge from Program Improvement status several years ago, the BHS Schoolwide Planning team took the opportunity to research the various governance models available in order to optimize student achievement, promote academic excellence, and enhance flexibility, autonomy and local control. After much discussion, the team decided that Expanded School Based Management (ESBMM) governance model would better serve the needs of the school and the decisions that needed to be made to effectively implement the PSC plan. Additionally, it was felt that whatever the outcome of the PSC 4.0 process, BHS would be best served by the ESBMM components. Presentations to the faculty were made, email messages sent, and discussions with faculty members were held individually and in groups. A faculty vote was held over a three day period. 76.5% of the faculty approved the change to ESBMM by a vote of 91 in favor, 12 not in favor, and 16 non-voters. It is the belief of the faculty that ESBMM is the best model for BHS to carry out the mission and vision of the school.

E2. Autonomies and Rationale

The BHS Public School plan, in accordance with the school vision, state and district regulations, local school control and autonomy intends to utilize each of the autonomies allowed under the ESBMM contract. Strengthening subcommittees under ESBMM (Hiring, Discipline, Data, Professional Development, Technology committees) will allow for input from teachers and staff in maintaining the school vision and what is best for student achievement.

In order to maximize student learning, provide interventions and credit recovery during the school day for struggling students, as well as enrichment classes, an advisory period, and additional electives, the bell schedule will be changed from a traditional 6 period day to the 2x8. This requires the bell schedule waiver and faculty vote.

With the new bell schedule will come the need for professional development so teachers are able to revise their standards-based unit plans, lesson plans, and pacing plans. Additionally, staff surveys will indicate the areas of concern for teachers in mastering SDAIE, AVID strategies, project-based learning, using technology in the classroom, ELD Language Development, Common Core, test preparation, and best practices, etc. BHS will investigate rescheduling “bank time” and additional PD time for Mondays rather than Tuesdays and setting a professional development schedule to optimize PD for all teachers. Therefore, BHS will require the professional development waiver.

The autonomy of curriculum control will allow BHS teachers to develop theme based curriculum and project based learning. BHS teachers are committed to Professional Learning Communities and using collaborative time to develop project based lessons and cross-curricular teaming through SLCs. Altering the sequencing of pacing plans and periodic assessments will allow for strengthening of the Small Learning Communities and make instruction relevant and engaging. Deviating from the Master Plan will provide flexibility with English Language Learners by using the Learning Center approach. The advisory curriculum will promote development of essential skills in a college and career ready environment. Flexibility in funding allows for efficient use of resources in meeting student needs. The School Site Council and Leadership Council will use achievement data and needs assessments to develop plans for resource allocation. Fiscal responsibility and transparency during the budget development process will ensure that funds are used responsibly and to the benefit of all students.

Hiring autonomy will allow for vacant certificated, classified, and administrative positions to be filled efficiently. A subcommittee of the Leadership Council will be responsible for implementing the interview

and hiring process and maintaining the integrity of the school's vision and professional culture. Commitment to the plan will be the focus for staff selection, including the school leader.

F. SCHOOL PLANNING TEAM

F1. Members

In early August, 2012, the Planning Team was formed with a focus on representation from each content area, SLCs, Freshman Academy, Magnet, Content Area Chairs, Support Staff, Administration, and parents/community. The team of 22 members was led by the principal with support from a LASDI consultant. The team divided into subcommittees to complete various tasks including data review, researching and visiting other schools and programs, parent/community outreach, attending PSC Learning Seminars and writing/drafting the plan. The team met weekly on Wednesdays from 3:15-5:15 p.m. to share information and make decisions on key issues. Meeting information was available to all stakeholders on the school website including an invitation to attend the Wednesday planning meetings. Team members also presented information to the faculty at voluntary meetings, Parent/Community meetings, the Wilmington Community Council, and the Banning Boosters Club meeting. The planning team members include the following:

Administrative Support

Rudy Mendoza, Principal-Mr. Mendoza, member of the community and BHS alumnus, began teaching at Banning High School in 1994, becoming a coordinator and Assistant Principal in 2003. He left BHS in 2007 and was assigned to Washington Prep HS from 2007 to 2009. Mr. Mendoza was promoted to Principal of Gardena HS in October 2009, where he served three years during the PSC process and implementation. In August of 2012, Mr. Mendoza returned to Banning High School as Principal.

Fonna Bishop, LASDI Consultant-Ms. Bishop is a retired educator with over 40 years of experience as a teacher, instructional advisor, grant specialist, assistant principal, and principal at both the middle and high school levels. Over the past three years, she supported four PSC schools in both planning and implementation.

Gartrell Pamela Jackson, AP SCS-Mrs. Jackson has worked in the district for 30 years as a teacher, counselor, Cluster and District support specialist, and Assistant Principal. She worked closely with Mr. Mendoza in the writing and implementation of Gardena High School's PSC plan. She currently oversees the BHS counseling programs, master schedule, testing programs, school-wide/categorical budgets. In addition she assists the Leadership Team with implementation of professional development programs.

Willis Rodgers, AP-Assigned as an assistant principal to Banning High School, he is a 25 year veteran with LAUSD, nine years as a secondary teacher and 16 as an administrator. Has managed departments and activities in middle and high schools.

School-wide Support

Ana Maria Lopez, College and Career Counselor and Gate, AP, and Work Experience Coordinator-Ms. Lopez, member of the community and BHS alumnae, has been a counselor, teacher, and EL Coordinator at Banning High School for 35 years. She currently coordinates all activities and partnerships affiliated with our college and career information center, The Pilot Center.

Daisy Lee, Math Educator and Coach-Prior to these 11 years in Education at LAUSD, Mrs. Lee worked in the Legal industry for 15 years. She has served as a Math teacher and Coach, Boys tennis Team Coach, Gifted Coordinator, Testing Coordinator, Data Coach, Intervention Coordinator, and UTLA Chairperson in District 8 High Schools. She also worked at Gardena High School as part of the PSC data and implementation team.

Gricelda Espinoza, ELL Coordinator-Ms. Espinoza, BHS alumnae, is starting her 11th year at BHS and 15th year with LAUSD. She taught foreign language and holds an MA and Credential in Educational Administration.

Guadalupe Orzua, Classified Representative, Senior Office Technician-Mrs. Orzua, Wilmington Community member for almost thirty years and BHS student, has served as a Parent Representative, worked at BHS since 1994, and is a proud mother of 2 BHS graduates and 2 concurrent BHS students.

Kamilah Jackson, Teacher Librarian-Mrs. Jackson has taught ten years with LAUSD. She coordinates the school's Read 180 and Apex Credit Recovery Programs while managing the Library Media Center. She holds a Master's Degree in Secondary Education and Library and Information Science and is certified by the College Board to teach AP English Language.

Rachel Lelea, Bridge Coordinator- Ms. Lelea has 8 years of teaching experience in Special Day Classes in English and History. She currently monitors the Modified Consent Decree and all state and federal compliance items related to the Special Education Program.

Parent, Student, and Community Representatives

Salvador Avila, ASB Sergeant at Arms- Mr. Avila is a Senior and third Generation BHS student. He is involved in FHA Hero and PATHS Council and is a proud member of the Mighty Marching Pilot Band.

Daisy Martinez, ASB Member and ICC Commissioner-Ms. Martinez is an active eleventh grader involved in Student Government, PATHS Council, Junior Class Council, and Youth in Action.

Maria Ramirez, Parent Resource Liaison-Ms. Ramirez is an active member of 15 years in the Parent Center and serves as a Volunteer Program Coordinator. She is also a proud mother of six children who graduated from BHS and completed college degrees.

Carlos Prinzen, Community Representative Liaison- Mr. Prinzen has volunteered at BHS for fifteen years, working with at-risk children and bringing parents to the Parent Center, where he has been praised for his work by Congresswoman Janice Hahn and Dr. Richard Vladovic, LAUSD Board Member.

Freshman Academy

Beth Castro, English and Freshman Academy Lead Teacher-Mrs. Castro is starting her 12th year at BHS and with LAUSD. She teaches Sheltered, Regular, and Honors English Courses.

Mary Drexler, (ER Certificated) Science Teacher and Co-Lead Teacher for the 9th Grade Academy- Ms. Drexler has taught at Banning for the past six years, totaling 9 years in LAUSD. Her previous experiences range from security, medical, and private.

PORT Academy

Janet Furuya, English and MATCH Academy Lead Teacher- Ms. Furuya is starting her 12th year at BHS and oversees the Academy which is a California Partnership Academy. In addition to teaching, she has been the Assistant Girls Tennis Coach for the past five years.

Leticia Finley, Business and ITA Lead Teacher-Ms. Finley is starting her 14th year of teaching at BHS. She currently oversees the ITA Academy and manages a California Partnership Grant.

Margarita Aguilar-Diaz, Math and GESA Lead Teacher-Mrs. Aguilar is starting her 11th year at BHS and 15th with LAUSD. She currently oversees the Global Environment Science Academy, one of the four California Partnership Grant Academies in the PORT SLC.

Cindy Finley, Math Department Chairperson, Drill Team Instructor, and Band Sponsor-Ms. Finley, a graduate of BHS, is starting her 25th year of teaching. She holds an MA in Multicultural Education and is also a former guidance counselor.

Mary McAlpine, CTE Teacher-Ms. McAlpine, BHS teacher for 31 years, currently teaches in the Culinary Arts Academy, a California Partnership Academy, where her students have been awarded over \$700,000 in culinary scholarships. She is also the senior advisor of the African American Student Union.

Kevin Burgo, Social Studies teacher and Department Chairperson-Mr. Burgo has worked at BHS for over 15 years, teaching Social Studies and is the Department Chairperson for this year.

CAL Academy

Edith Asker-Chipman, CAL Lead Teacher-Ms. Asker-Chipman is working on her third year at BHS and her 17th year with LAUSD. Prior to BHS, Ms. A.C. worked as the Community Arts Advisor for Local District 8.

Alan Seigel, English Teacher- Mr. Seigel, a 19- year veteran of LAUSD, teaches English, AP English Literature, Theater, and is credentialed in History. He served three terms in School Site Council, is the former UTLA Chapter Chair, and former Lead Teacher for CAL. Mr. Seigel participated in the previous two WASC visits as a writer.

Essie White, English (Special Education)-Ms. White has taught for 10 years and 7 of those at BHS. She holds an MS Degree in Computer Information Systems and an MA Degree in Special Education. She

previously served as the WASC Coordinator and a member of the SDM and PD Committees. She is currently an elected member of School Site Council.

PATHS Academy

Adela Retana, English and PATHS Lead Teacher-Mrs. Retana has taught English for 9 years at BHS and twelve years for LAUSD. She is certified by the College Board to teach AP English, is AVID trained, and holds a Masters and Credential in Educational Administration.

Elia A. Garcia, English and ESL Teacher, Ms. Garcia is in her 9th year of teaching at BHS. She is the PATHS council Advisor, former lead teacher, a member of the Shared Decision-Making Committee, and a leadership representative for the PATHS SLC. Ms. Garcia also holds Masters Degrees and Credentials in School Administration and Pupil Services.

Gloria Dyson, ROP/CTE Teacher- Ms. Dyson has taught at BHS for 12 years and 22 years with LAUSD. She is currently the Career Technical Education Department Chairperson, ROP Master Teacher, and a leadership representative for the PATHS SLC.

Magnet Center

Jogie Strom, Magnet Coordinator and Counselor-Mrs. Strom is starting her 28th Year and has served the school as a Math teacher, volleyball coach, testing coordinator, and counselor.

Jennifer Osorio, Magnet Lead Teacher-Mrs. Osorio is starting her 10th year as a Social Studies teacher at BHS, having taught in the Magnet Center for 6 years. She has also served as the Chairperson of School Site Council for 4 years of the six she's been involved. She is also the Girl's Water Polo and Swim Coach.

Steve Shideler, English Teacher and Department Chairperson-Mr. Shideler has taught for 36 years, has taught AP English Literature for 26 years, and has been English Department Chairperson for 9 years.

F2. Parent Engagement

The Parent Center played an integral role in the Public School Choice 4.0 process from the beginning in the Spring of 2012. Parent representatives attended PSC planning meetings and voiced community concerns and ideas. The volunteer Parent Center representatives attended training for facilitators, placed PSC flyers in teachers boxes, distributed PSC flyer packets to all parent centers in the BHS feeder schools, recorded Connect-ed messages as reminders for each PSC session, promoted PSC during PIQE meetings, Back-to-school nights, parent conferences, ELAC meetings, and Booster Club meetings. Through the parent meetings, the community has voiced a strong opinion against dividing the school, causing division within the school among students and teachers, and in favor of honoring and rebuilding Banning High School traditions.

Bibliography

- | | |
|---|---|
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|---|---|

Public School Choice 4.0 Waiver/Autonomy Checklist

School Site: Phineas Banning High School
Proposed School/Design Team Name: Schoolwide Plan

Proposed Governance Model (mark all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> Traditional | <input type="checkbox"/> Pilot | <input checked="" type="checkbox"/> Expanded School Based Management |
| <input type="checkbox"/> Local Initiative School | <input type="checkbox"/> Affiliated Charter | <input type="checkbox"/> Technical Assistance Partner |
| <input type="checkbox"/> Limited Network Partner | <input type="checkbox"/> Full Network Partner | |

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

- ☐ **Methods of improving pedagogy.** Rationale on page(s): _____
School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).
- ☒ **Curriculum.** Rationale on page(s): **13, 24**
Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).
- ☐ **Assessments.** Rationale on page(s): _____
Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.
- ☒ **Scheduling.** Rationale on page(s): **8, 11, 24**
Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).
- ☐ **Internal organization.** Rationale on page(s): _____
School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.
- ☒ **Professional development.** Rationale on page(s): **18, 24**
Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.
- ☒ **Budgeting control.** Rationale on page(s): **24**
General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."
- ☒ **Mutual consent requirement for employees.** Rationale on page(s): **24, 25**
A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

- ☐ **Teacher assignments.** Rationale on page(s): _____
Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).
- ☐ **Staff appointments (e.g., department chairs).** Rationale on page(s): _____
Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.
- ☐ **Discipline & codes of conduct.** Rationale on page(s): _____
School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.
- ☐ **Health and safety.** Rationale on page(s): _____
School's health/safety matters, aligned with District-wide health/safety mandates.
- ☐ **Additional Waivers:** (list waivers requested) _____

Applicants selecting "Additional Waivers" must provide a rationale for the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

Redacted

ESBMM Staff Vote Petition

Phineas Banning High School
1527 Lakme Avenue
Wilmington, CA 90744
310-847-3700

October 31, 2012

On October 17, 18, and 19, Banning High School held a vote to confirm the ESBMM Governance model beginning in the 2013-2014 school year. The results of the vote were 91 in favor, 12 opposed. 18 faculty members did not vote. 76% of the faculty approved ESBMM.

The vote was witnessed by

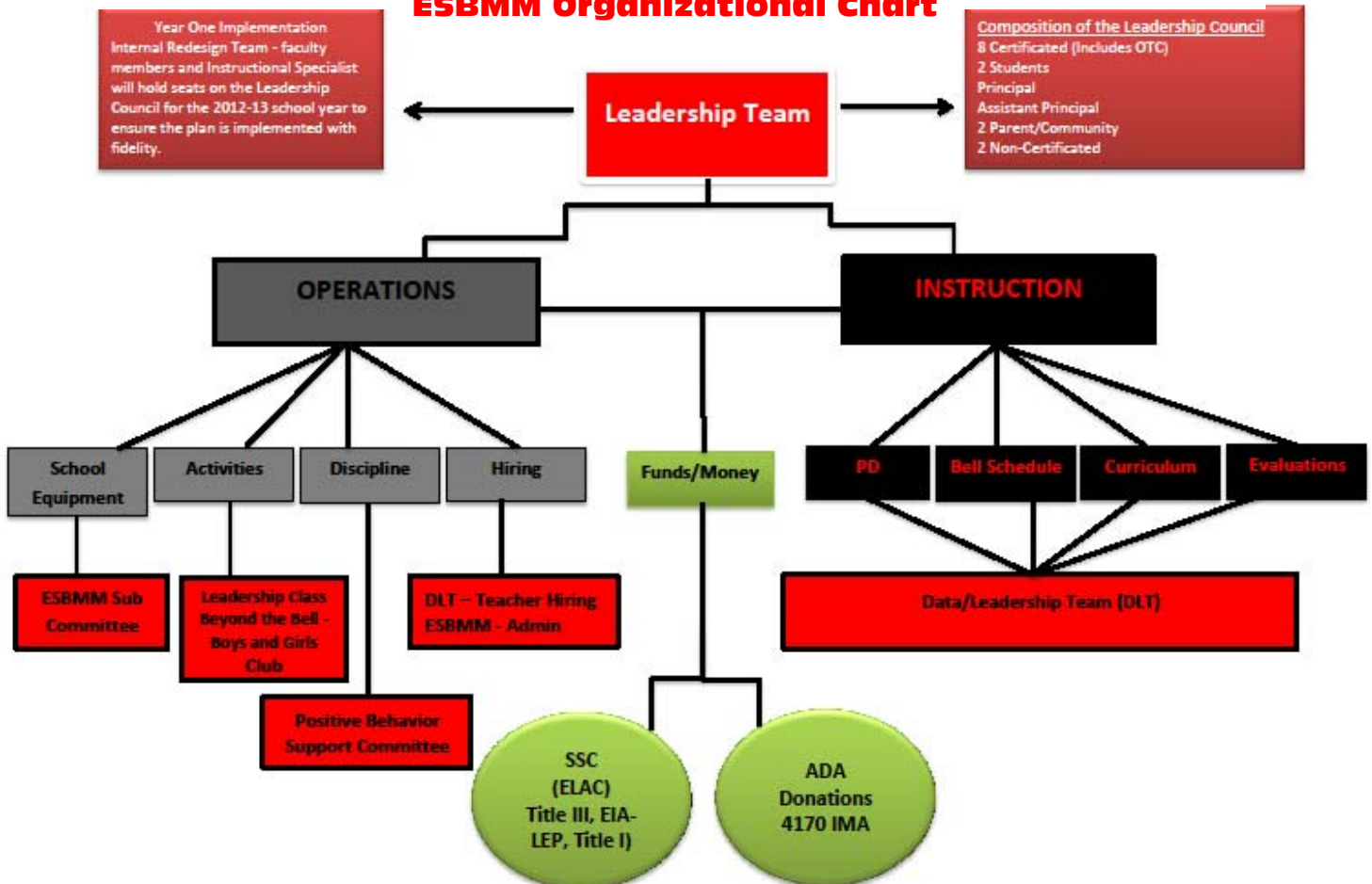
Alan Seigel, UTLA

Elia Garcia, UTLA

Adela Retana, UTLA

Pamela Jackson, APSCS

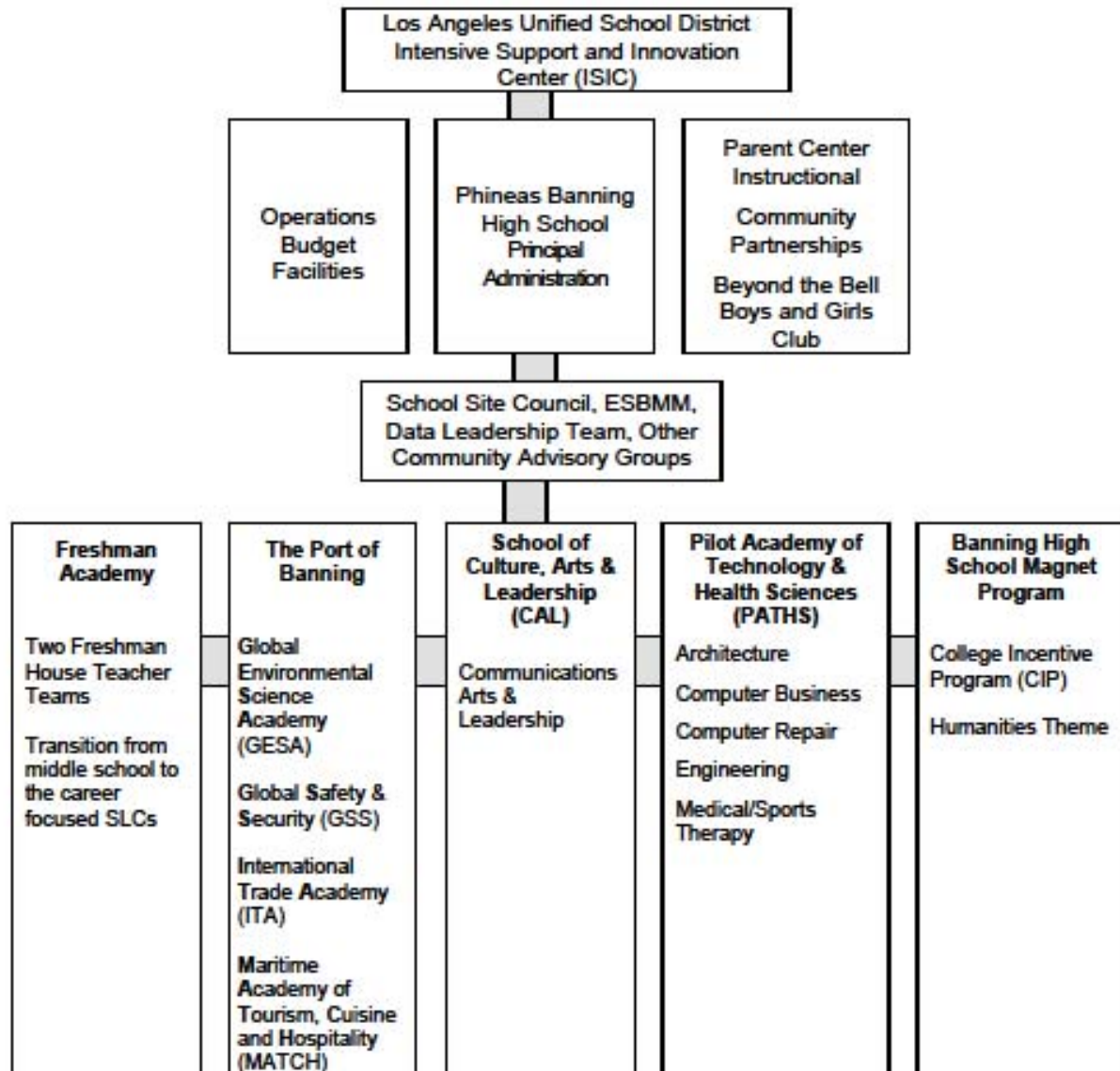
ESBMM Organizational Chart



Small Learning Communities Organizational Charts

Small Learning Communities (SLCs) at Banning

Phineas Banning High School Organization & Management Plan



Historical Data Charts

Chart A

Academic Performance Index (API)

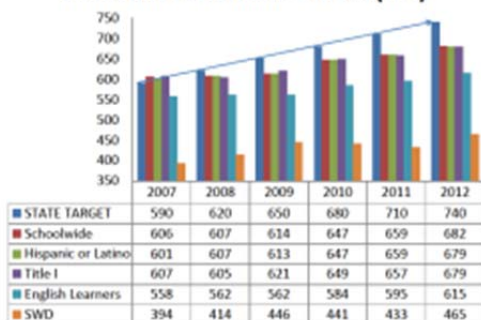


Chart B

Minimum Graduation Rate

The graduation rate criteria have changed. Beginning with the 2010 AYP, a school or an LEA with grade twelve students must meet one of three graduation rate targets to make AYP: (1) a 2010 graduation rate of at least 90.00, (2) a 2010 fixed growth target rate, or (3) a 2010 variable growth target rate. The fixed and variable growth targets are unique to each school rather than a standard target for all, as was required in the past.

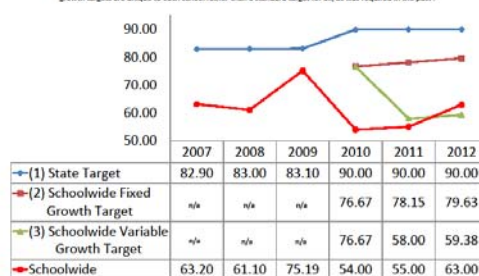


Chart C

AYP (CAHSEE) English Language Arts Proficiency History

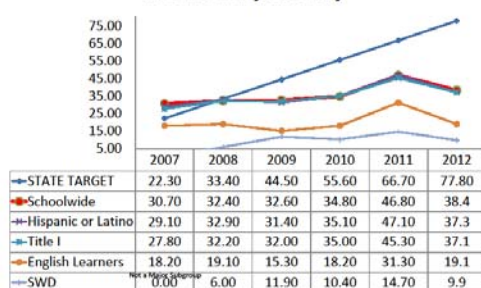


Chart D

AYP (CAHSEE) Mathematics Proficiency History

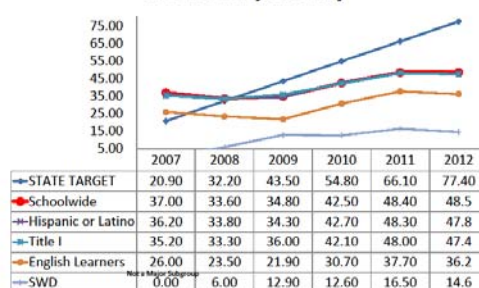


Chart E

CST English Language Arts History

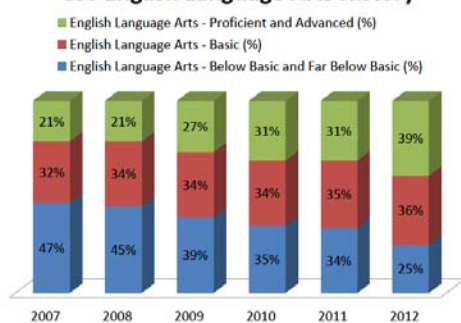


Chart F

CST Mathematics History

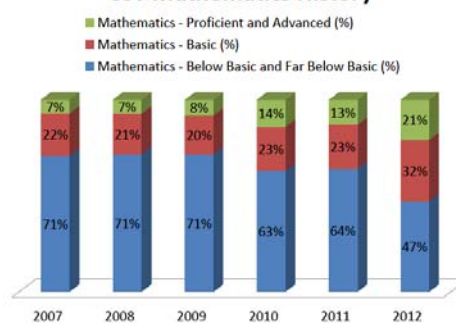


Chart G

CST Algebra I History

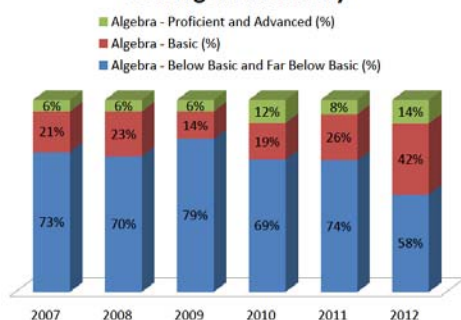


Chart H

English Language Learners - History

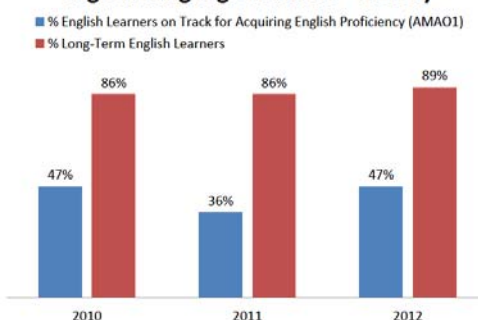


Chart I

CAHSEE Historical Pass Rate of First-Time Test Takers (10th Graders)

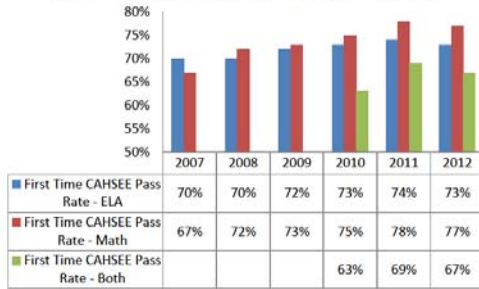


Chart J

A-G Requirements

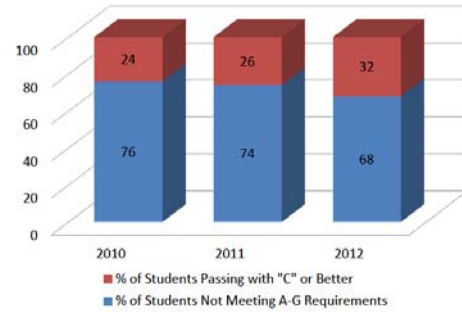


Chart K

Cohort Dropout Rate

(CDE "Cohort" Graduation and Dropout Rates Began in 2011)

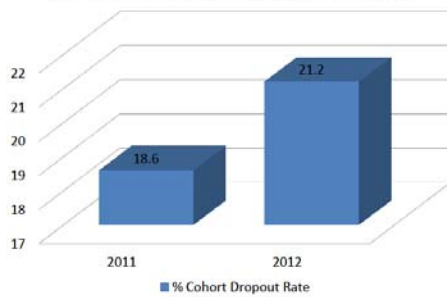


Chart L

Early Assessment Program (EAP)

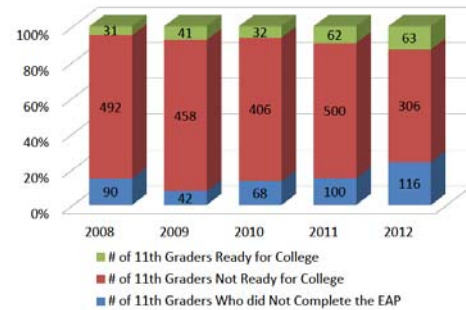
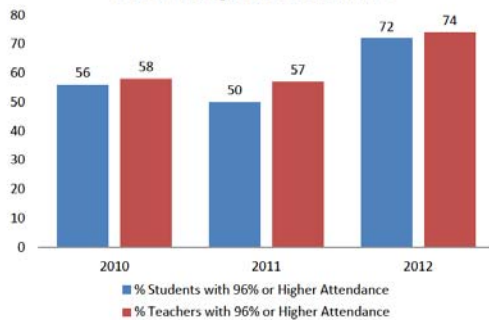


Chart M

96% or Higher Attendance

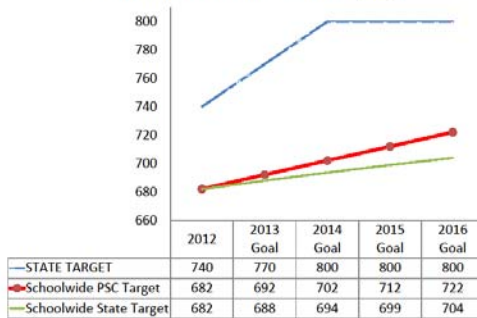




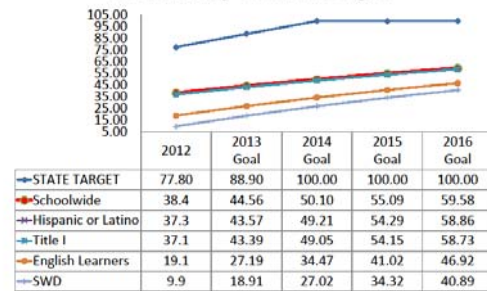
PERFORMANCE GOALS



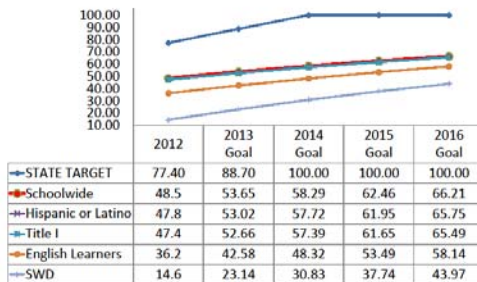
Academic Performance Index (API)



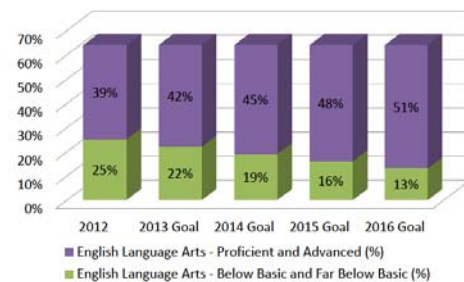
AYP (CAHSEE) English Language Arts Proficiency Growth Target



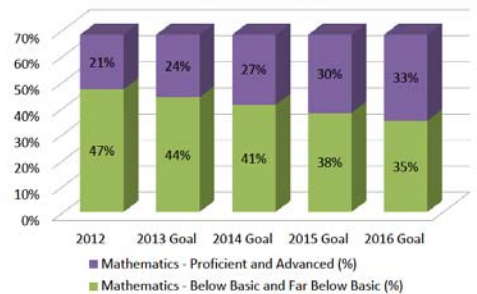
AYP (CAHSEE) Mathematics Proficiency Growth Target



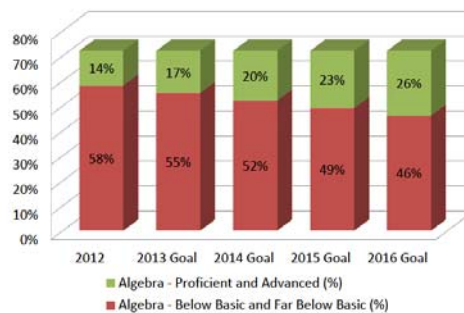
CST English Language Arts Proficiency Goal



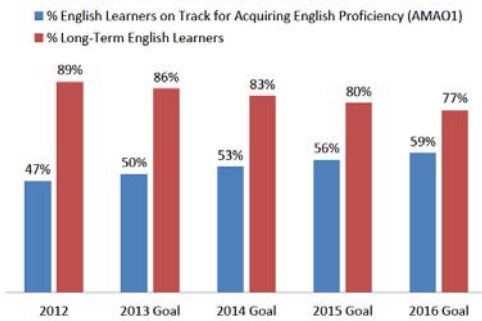
CST Mathematics Proficiency Goal (All Subjects Combined)



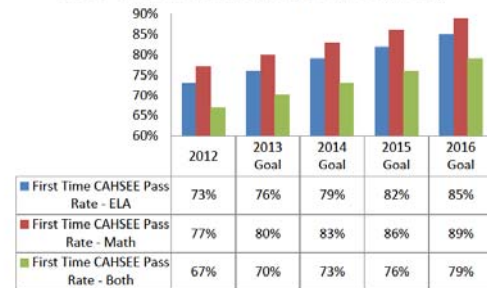
CST Algebra I Proficiency Goal



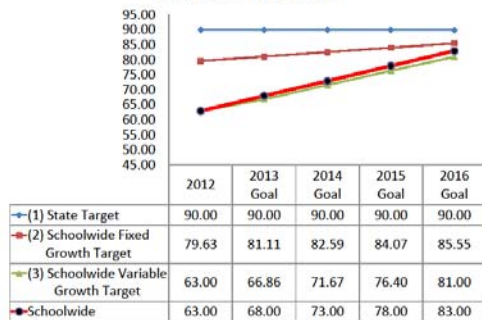
English Language Learners - Goal



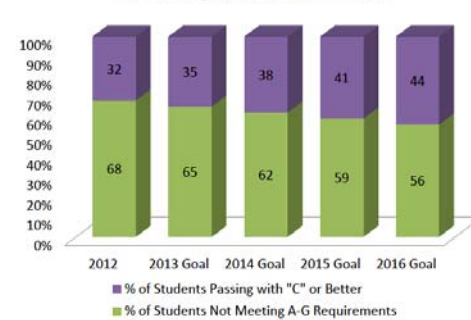
CAHSEE Pass Rate GOAL of First-Time Test Takers (10th Graders)



Graduation Rates



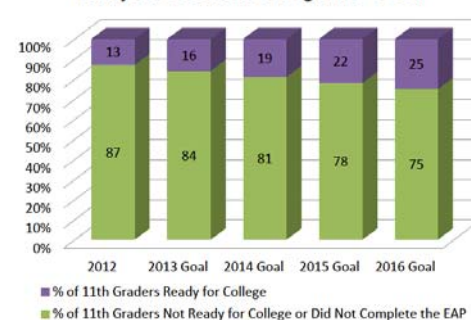
A-G Requirements - Goal



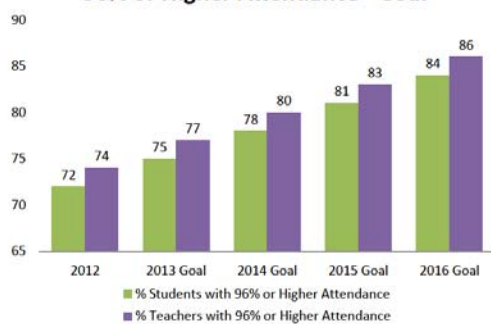
Cohort Dropout Rate - Goal



Early Assessment Program - Goal



96% or Higher Attendance - Goal





Wilmington Neighborhood Council

544 N. Avalon Boulevard, Suite 103 • Wilmington, California 90744 • (310) 522-2013

www.wilmingtonneighborhoodcouncil.com

Oct. 31, 2012

Dr. John E. Deasy
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90071

RE: Support for the Public Schoolwide Choice for Banning High School

Dear Dr. Deasy,

The Wilmington Neighborhood Council (WNC) took the opportunity to review the Public Schoolwide Choice process for Banning High School at our Governing Board Meeting on Wednesday, October 24, 2012, attached you will find a copy of the posted agenda. After a thorough presentation and question and answers, the WNC took the action of unanimously supporting the School-wide Plan for BHS.

The WNC is the first Certified Neighborhood Council in the City of Los Angeles and this December 12, we will celebrate our 11th anniversary. We take pride in the transparent and important role we play in our community. Our Board is composed of 23 community leaders, representing residents (6), businesses (3), education (2), seniors (1), churches (2), non-profits (2), labor (1), advisory boards (1), the Port of LA (1), members-at-large (3) and a parliamentarian. I state this because when we first started organizing in 1998 to form our NC we deliberately worked to create just ONE Neighborhood Council in Wilmington. We did not want to be a divided community, east vs. west, north vs. south. For far too long, our community has been perceived as being divided. The sentiment last week, when we reviewed the School-wide Plan for Banning, was that we need to keep the school united as one; it's disheartening to imagine this campus being divided.

It was also very apparent that every effort has been made by the School-wide Plan team that it too, has been a transparent and inclusive plan with the best interest of success for the students as the guiding principal.

We appreciate you carefully taking our support for the School-wide Plan into consideration and keep the school whole and united. Should you have any questions concerning this letter or the WNC, I would be available to assist you. We look forward to learning of your determination for our school, Banning High.

Best regards,

Cecilia Moreno
Chair

cc: Rudy Mendoza, BHS
Dr. Richard Vladovic, LAUSD
Mónica García, LAUSD
WNC File



HARBOR COMMUNITY DEVELOPMENT CORPORATION

P.O. BOX 1264 • WILMINGTON, CALIFORNIA 90748
TELEPHONE: (310) 549-0052 • FAX: (310) 549-0055

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JUANITA MENDEZ
Board Member

October 19, 2012

Dear Los Angeles Unified School District:

This support letter is for Phineas Banning High School's restructuring plan that is being presented under the Los Angeles Unified School District Public School Choice Initiative.

The Harbor Community Development Corporation is a non-profit community based organization, which was incorporated in March of 1977. The primary function and purpose of our agency is to provide a variety of meaningful human services and community development projects to the Los Angeles area, specifically, the greater LA Harbor area. Being a diversified program provider, it has been our goal to seek grants, both public and private in order to achieve and implement our goals.

Since 1977, HCDC has been able to develop knowledge and gain experience and now possesses a broad background and expertise in the successful administration and provision of diverse human services to many residents in need. As life-long residents from the Harbor Area, with our extensive experience working with different businesses, local schools and governmental entities, the Board of Directors and management staff has continually been cognizant of many of the issues and problems confronting the community.

The Harbor Community Development Corporation will continue to support Phineas Banning High School as the restructuring plans are being made under the Public School Choice Initiative. For addition information, don't hesitate contact me at (310) 549-0052.

Sincerely,

Ramon Madrigal
Executive Director

Think Globally. Earn Locally.™



October 18, 2012

Rudy Mendoza, Principal
Phineas Banning High School
1527 Lakme Avenue
Wilmington, CA 90744

RE: SUPPORT FOR PUBLIC SCHOOL CHOICE RE-STRUCTURING INITIATIVE

Dear Mr. Mendoza,

This letter serves as a support letter from International Trade Education Programs, Inc. (ITEP) for the Phineas Banning High School Public School Choice Initiative. ITEP is a nonprofit intermediary that works closely with schools to develop and deliver industry awareness, career exploration and workforce preparation programs, with an emphasis on engaging local industry. The intent is to develop job-ready college-prepared graduates. ITEP assists in developing and enriching curriculum through activities such as field trips, job shadowing, internships, mentorships, project-based learning activities, community college dual credit, and teacher outreach programs.

ITEP assists with developing industry advisory boards to engage business in public education. These advisory boards work hand-in-hand with teachers, administrators and students to provide personalization and enrichment activities, set up industry certifications, and provide context for core courses. Currently ITEP supports four Banning academies: ITA, GESA, GSS and MATCH.

ITEP will support the launch of the public school choice plan implementation associated with strengthening Banning High School's small learning community work-based learning activities and industry involvement.

ITEP's programs are established in low-income communities and serve an at-risk high school population. Our program currently serves 2000 high school students. Students are encouraged to prepare to enter the workforce by graduating from high school and pursuing post-secondary education. We promote successful articulation with local community colleges, four-year universities, as well as introduce students to apprentice programs in the trades.

On behalf of International Trade Education Programs, Inc. (ITEP), I wholeheartedly give our support to the Phineas Banning High School Public School Choice Plan. We look forward to working with the high school and to collaborating with other participating community members to increase career opportunities for students.

Sincerely,

Amy Grat
CEO

International Trade Education Programs, Inc.
3786 La Crescenta Ave., Suite 103 • Glendale, California 91208 • P: (818) 249-6281 • F: (818) 249-9670
info@ITEPinc.org • www.ITEPinc.org • FEIN: 74-3161465



1111 Figueroa Place
Wilmington, CA 90744-2397
(310) 233-4340
(310) 233-4861 Fax
Email: sancheas@lahc.edu

Andrew Sanchez, Title V Director

October 25, 2012

Rudy Mendoza, Principal
Phineas Banning High School
1527 Lakme Avenue
Wilmington, CA 90744

RE: SUPPORT FOR PUBLIC SCHOOL CHOICE RE-STRUCTURING INITIATIVE

Dear Mr. Mendoza,

I am writing to express support of the Phineas Banning High School Public School Choice Initiative. Los Angeles Harbor College and Phineas Banning High School have had a long history of successful partnership and Harbor College would like to see that partnership continue.

Over the past many years Harbor College and the Small Learning Communities at Banning High School have developed an engineering and technology pathway program specifically to increase Banning student interest in engineering and technology, and to help facilitate entrance into college upon high school graduation.

The program, known at Harbor College as Accelerating Success, is a sequence of study beginning at Banning High School and continuing through at least two years of postsecondary college education. It prepares Banning students for high-skill technical occupations in Engineering and other STEM (Science Technology Engineering Math) fields. Accelerating Success allows Banning students direct entry into the Harbor College Engineering Program after high school for continuation of study which leads to an associate degree. It also provides an accelerated pathway for students to transfer directly to a four-year university engineering program of study which leads to a bachelor degree.

The Small Learning Communities at Banning High School and Los Angeles Harbor College have taken an active role in implementing STEM education by creating this engineering career and university transfer pathway. Many Banning high school students are participating in this year's program cohort; there are several current full-time college students at Harbor College who were previous Banning participants in the program; and there have been many past participants from Banning who have obtained college degrees and are now employed full-time in engineering and technology careers and also serve on the College's Engineering Advisory Board.

Because of the tangible student success that Phineas Banning High School and Harbor College has had through the SLC partnership, Harbor College supports the Public School Choice Schoolwide Plan. Harbor College also expects that the partnership continue so that we can continue to prepare Banning students for STEM careers and increase college degree attainment.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrew Sanchez", is written over a blue horizontal line. Below the signature, the name "Andrew Sanchez" and his title "Title V Director, Accelerating Success" are printed in a small, sans-serif font.

Andrew Sanchez
Title V Director, Accelerating Success

Wilmington Teen Center

612 West "E" Street

Wilmington, California 90744

(310) 835-5133

October 18, 2012

Dear Los Angeles Unified School District,

It is with great pleasure that I write this letter of support for Banning High School's restructuring plan under the Public School Choice Initiative. As a member of the local neighborhood, I have worked for more than forty years with the youth of Wilmington. The Wilmington Teen Center serves the students of Banning High School with after school and summer programs. These programs include boxing training, mentoring, and computer classes.

I have long been involved in Banning High School's athletic, academic and scholarship programs. I have worked collaboratively with Banning High School on a number of opportunities to provide additional human services that support student achievement for Wilmington.

The Wilmington Teen Center will continue to support Banning High School as we move forward with the restructuring plan. We are pleased to support their efforts at reform to make Banning High School a school we can continue to be proud of.

Sincerely,



Connie Calderon



October 29, 2012

Rudy Mendoza, Principal
Phineas Banning High School
1527 Lakme Avenue
Wilmington, CA 90744

RE: SUPPORT FOR PUBLIC SCHOOL CHOICE RE-STRUCTURING INITIATIVE

Dear Mr. Mendoza,

It is my pleasure to write this letter of support for the Phineas Banning (High School) Public School Choice Initiative.

As the Director of the Computer Science Project at UCLA in Center X, my team and I are working to democratize computer science education by providing students with access to high quality computer science education and by supporting teachers in their teaching of an inquiry and equity based approach. We currently support three teachers at Banning who are teaching the Exploring Computer Science course that we developed. This support takes place through coaching, professional development and robotics kits that we provide to participating classes.

Through the Exploring Computer Science course ([see www.exploringcs.org](http://www.exploringcs.org)) we are providing students at Banning with project based learning activities including the development of webpages, the design of original games, and robotics challenges. We also bring schools to UCLA for a field trip with presentations from Google and the Spelbots.

We look forward to continuing the collaboration at Banning and the PATH Academy. Feel free to contact me at the number below should you have any questions.

Sincerely,

David Bernier
Director
UCLA Computer Science Project

1370 MOORE HALL
BOX 951521
LOS ANGELES, CA 90095-1521
OFFICE: 310-825-4910
FAX: 310-267-4751
WWW.UCLACENTERX.ORG



PACIFIC L. A. MARINE TERMINAL LLC

VIA E-MAIL – rjm1902@lausd.net
VIA FACSIMILE – (310) 830-5515

October 23, 2012

Mr. R. Mendoza, Principal
Phineas Banning High School
1527 Lakme Avenue
Wilmington, CA 90744

RE: SUPPORT FOR PUBLIC SCHOOL CHOICE RE-STRUCTURING INITIATIVE

Dear Mr. Mendoza:

It is my pleasure to write this letter of support of the Phineas Banning High School Public School Choice Initiative.

Plains All American Pipeline, L.P./Pacific L.A. Marine Terminal LLC is committed to the excellent educational opportunities provided by the International Trade Educational Programs (ITEP) academies. Currently we are supporters of the GESA Academy at Phineas Banning High School (PBHS) through our participation on the Academy Advisory Board.

Partnering with PBHS, ITEP and the GESA Academy has provided educational enrichment activities including career related field trips, job shadowing, internships, mentorships, project-based learning activities, community college activities, and teacher outreach programs to PBHS. While these are excellent opportunities for the GESA students, what is even more relevant and beyond measurement, is to see that light go off inside a student; to see the amazement of discovering that something they never dreamed of is actually available to them; through hard work coupled with the skill training the GESA Academy provides. To quote an oft used cliché, to see that happen before your eyes is absolutely "priceless". This enlightenment only comes with extraordinary effort on all fronts: school, academy, and student.

We will continue to support the Phineas Banning High School ITEP programs being implemented under the Public School Choice Initiative, but you, as principal, must whole-heartedly support them as well. *We have our joint commitment to educate and reinforce the positive capabilities of our volatile youth, no one wins. And, we must win over our youth to understand how extremely important it is to have a good education and provide the avenues for it.*

Sincerely yours,

A handwritten signature in black ink that reads "Karen R. Marvin".

Karen R. Marvin
Manager Administration – Community Relations
Plains All American Pipeline, L.P. / Pacific L.A. Marine Terminal LLC
Member, GESA Academy Advisory Board

5900 Cherry Avenue ■ Long Beach, California 90805-4408 ■ 562-725-2616 ■ Fax 562-725-2823