LOS ANGELES UNIFIED SCHOOL DISTRICT

LOCAL DISTRICT 5
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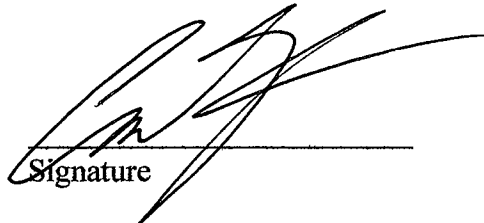*Ramón C. Cortines*
Superintendent of Schools

Roberto A. Martinez
Interim Superintendent, Local District 5

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE APPLICATION
ASSURANCES

We, the undersigned design team leaders for the East Los Angeles Performing Arts Academy, applying for Esteban E. Torres High School, certify the following:

1. As an internal applicant group of teachers from within LAUSD and supported by Local District 5 we are a not for profit entity.
2. Students will be enrolled based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy.
3. Students will be enrolled in coordination with Local District 5 and LAUSD. We will recruit the aid of the local district and LAUSD Information Technology Division to help ensure that the enrollment of students follows similar demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement, etc. as compared to Garfield High School and Roosevelt High School (the schools Torres High School is intended to relieve). We will continue to monitor enrollment patterns and continue to work on ways to ensure that we have an equitable distribution of students based on the above mentioned criteria.
4. We will ensure fiscal solvency and responsibility per LAUSD guidelines and policies.
5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will also adhere to and fulfill all requirements of the Modified Consent Decree and will follow all LAUSD Special Education Policies and Procedures.

Carolyn L. McKnight
Design Team Leader   Signature   1/11/10
                                                               Date

Andrea C. Martinez Gonzalez
Design Team Co-Leader   Signature   1/11/10
                                                               Date

EAST LOS ANGELES PERFORMING ARTS ACADEMY at ESTEBAN E. TORRES HIGH SCHOOL QUARTERLY CURRICULUM OVERVIEW

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
English 9 A/B	QUARTER I 9 weeks	**Identity: Choice, Responsibility and Overcoming Obstacles** short stories and nonfiction articles about identity/choice/responsibility *Facing History and Ourselves: Choosing to Participate* Students will examine aspects of their own identity through personal writing in order to better understand the identities and motivations of characters and real people. They will then examine narratives about social action and character and real people faced with difficult choices	Reading: 2.3, 2.4, 2.8 Literary Response and Analysis: 3.2, 3.3, 3.4 Writing: 1.1, 1.2, 1.4, 1.9, 2.1, 2.2, 2.4, 2.5 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 2.4,	*work effectively in small groups *work with challenging texts *interactive notebooks *Persuasive essay that addresses an issue in community
	QUARTER II 9 weeks	**Identity: Choice, Responsibility and Overcoming Obstacles cont'd** Background: Great Depression *Of Mice and Men* Students will understand character development and theme in a work of literature. They will understand figurative	Reading: 1.1, 1.2, 2.3, 3.3, 3.4, 3.6, 3.7, 3.12 Writing: 1.1, 1.2, 1.9, 2.2 Language Conventions: 1.3, 1.4, 1.5 Listening and Speaking: 2.4	*interactive notebooks *write from a character's point of view *use graphic organizers *analyze significant quotations *Literary analysis essay

		GRADE 9		
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		language and make connections between events in the novel and the time period of the The Great Depression. They will produce writing that uses relevant textual evidence to support assertions and analyze text for deeper meanings.		*interactive notebooks *work effectively in small groups *annotate a text *take organize notes *use graphic organizers *identify greek and Latin roots *paraphrase text *Expository, research-bases presentation *Expository, research-based report with MLA works-cited page
	QUARTER III 9 weeks	**Understanding Our Classical Roots cont'd** Mythology Unit *The Odysssey* Students will gain a foundational understanding of popular mythology. Students will study myths from a variety of cultures, examine common themes and how these myths influence literature as well as popular culture. Through presentations of a mythological character, students will practice oral presentation skills.	Reading: 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.12 Writing: 1.1, 1.2, 1.9 Language Conventions: 1.3, 1.4. 1.5 Listening and Speaking: 1.8, 1.9, 2.1	*interactive notebooks *work effectively in small groups *annotate a text *take organize notes *use graphic organizers *paraphrase text *Literary analysis essay
	QUARTER IV 9 weeks	**Understanding Our Classical Roots** *Romeo and Juliet* Through a study of Shakespeare and his life and times, students	Reading: 1.1, 1.2, 3.1, 3.3, 3.4, 3.6, 3.7 Writing: 1.1, 1.2, 1.4, 1.6, 1.7, 1.9, 2.2 Language Conventions: 1.1, 1.2, 1.3, 1.4, 1.5 Listening and Speaking: 2.4	

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		will gain a foundational understanding of the Renaissance and its influence on literature and popular culture. They will analyze interactions between main and supporting characters, recognize the significance of literary devices, write responses to literature and focused, coherent essays. They will develop oral presentation skills through dramatic interpretations of the play.		
Math: Algebra I	QUARTER I

Evaluating and Solving Linear Functions and Equations

9 weeks | <u>Basic Properties of Algebra</u>
- Review basic operations, such as dealing with positive and negative numbers; working with exponents; fractions, etc.
- Evaluate simple expressions and apply the distributive property.
- Simplify Expressions

How does what we measure influence how we measure and what we conclude from the results of our measurements?

How do we convey meaning by using the language of | <u>Basic Properties of Algebra</u>
1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
1.1 Students use properties of numbers to demonstrate whether assertions are true or false.
2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
4.0 Students simplify expressions | Portfolios of student work

In-depth, open-ended tasks, with written explanation

Performance group tests, to reinforce and assess cooperative group skills

Traditional quizzes and tests of basic skills |

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		mathematics? How do we translate the mathematics into English? *How is the symbolism of algebra a powerful language?* *Are all rules meant to be followed? When should they be questioned or broken? Do we all have to follow the same rules?* Solving Equations and Justifying Steps - Apply the basic concepts of Algebraic reasoning to solving for an unknown value. - Justify equation-solving steps with the properties of Algebra. *How are equations (including proportions) and inequalities used to make real-life decisions?* *Is it necessary to categorize and classify mathematics into*	before solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$. Solving Equations and Justifying Steps 3.0 Students solve equations and inequalities involving absolute values. 4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$. 5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		different subjects? *When does mathematics fail to represent the real world?* *Are formulas invented or discovered?*		
	QUARTER II Graphing, Deriving, and Solving Linear Equations and Inequalities 9 weeks	Graphing Linear Equations - Graph linear equations and inequalities - Compute x- and y-intercepts - Verify that a point lies on a line - Solve word problems using linear equations - Identify when lines are parallel or perpendicular - Investigate the definition of a function *How can the past be used to predict the future?* *How can one event depend on another?* *What is less than nothing? Is anything smaller than zero? What is the difference between zero and nothing?*	Graphing Linear Equations 6.0 Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$). 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula. 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point. 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes and tests of basic skills

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		How are different representations of math (graphs, tables, equations, inequalities) used to tell different stories?	17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	
		Derive Linear Equations - Use algebraic rules and operations to derive linear equations from given points and graphs - Determine equations for perpendicular and parallel lines *Is math divine?* *Does math reflect nature, or does nature reflect math?* *Can math predict the unknown?* *If models simplify reality, are they still true?*	Derive Linear Equations 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. 7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula. 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.	

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Solving Inequalities - Use algebraic rules and operations to solve inequalities - Solve equations and inequalities involving absolute values - Justify steps for solving inequalities with algebraic properties - Solve word problems using linear inequalities *How can estimation guide you toward the solution to a problem?* *If there is more than one solution to a problem, how does it affect your way of solving it?* *How do models (data, graphs, equations) organize (translate, visualize) nature?*	Solving Inequalities 2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. 3.0 Students solve equations and inequalities involving absolute values. 4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12. 5.0 Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	
	QUARTER III 9 weeks	Solve Linear Systems - Solve systems of linear equations and inequalities. - Graph the solutions	Solve Linear Systems 9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a	Portfolios of student work In-depth, open-ended tasks, with written

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		<u>Solve Quadratic Equations and Interpret their Graphs</u> - Prove the quadratic formula - Solve for roots and vertices *How much information is needed to make a reasonable prediction?* *How do you prove a prediction is false?* *Which is more important—the journey or the destination?* *How can a quadratic equation model the world?*	system of two linear inequalities in two variables and to sketch the solution sets. <u>Solve Quadratic Equations and Interpret their Graphs</u> 19.0 Students know the quadratic formula and are familiar with its proof by completing the square. 20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations. 21.0 Students graph quadratic functions and know that their roots are the x-intercepts. 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points. 23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.	explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes and tests of basic skills
	QUARTER IV 9 weeks	<u>Operations on Polynomials</u> <u>Operations on Rational</u>	<u>Operations on Polynomials</u> 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including	Portfolios of student work In-depth, open-ended tasks, with written

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Expressions	word problems, by using these techniques. 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. 14.0 Students solve a quadratic equation by factoring or completing the square. 15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes and tests of basic skills
			Operations on Rational Expressions 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques	

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
			include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. 12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms. 13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.	
Science: Biology Standards Aligned Resources A. Text Activities Laboratory and other supplemental	QUARTER I 9 weeks	**Identity:** Molecules Cells Genetics	**Instructional Component 1 Biology Content Standards** (1b, 1h, 4e, 4f), (1a, 1c, 1e, 1j), (1f, 1g, 1i), (1d, 4a, 4b, 4c, 5a, 5b, 7c), (4d, 5c,5d	**Formative** Answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments

GRADE 9				
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activities from the supplemental materials of the cited textbooks. **B. Supplemental Activities/Resources** Laboratory and other supplemental activities from the cited textbook **C. Text Book References** **Holt Biology (Johnson, Raven), 2007**	QUARTER II 9 weeks	**Responsibility:** Reproduction Inheritance Natural Selection Population Genetics	**Instructional Component 2** **Biology Content Standards** (2b, 2d, 2e, 2f), (2a, 2c, 3b, 3d), (2g, 3a, 3c), (7a, 7c, 7d, 8a, 8b, 6g, 8e), (7b, 7e, 7f), (8c, 8d), (8e, 8f, 8g)	constructed response, essays investigations, immersion projects, research reports **Summative** portfolios, journals lab notebooks research and development projects California Standards Tests
	QUARTER III 9 weeks	**Change:** Gas and Nutrient Exchange Electrical Communication and Response Infection/ Immunity Ecology Evolution	**Instructional Component 3** **Biology Content Standards** (9a, 9f, 9g, 9i), (9b, 9d, 9e, 9h), (9c, 9i), (10a, 10b, 10c, 10d, 10e, 10f), (6a, 6b, 6c, 6d, 6e, 6f)	
	QUARTER IV 9 weeks	**Individuality:** Research and Development Projects Inquiry-based Experiments	**Investigation & Experimentation Standard Set** (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	
Advisory	QUARTER I 9 weeks	* Creating 9th grade portfolio * College Planning Checklist * Goal setting: *academic *identifying support needs *reading		
	QUARTER II 9 weeks	*Create Career Cruising e-portfolios: *Career research phase 1 *ongoing intervention as needed for at-risk students		

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER III 9 weeks	* Career research phase 2 * Credit check/reading transcripts * California Colleges e-portfolio/ entering 1st semester transcripts *ongoing intervention as needed for at-risk students		
	QUARTER IV 9 weeks	* Career research phase 3 * Choosing best work for portfolios * Summer goal setting *ongoing intervention as needed for at-risk students		

EAST LOS ANGELES PERFORMING ARTS ACADEMY at ESTEBAN E. TORRES HIGH SCHOOL QUARTERLY CURRICULUM OVERVIEW

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
English 10 A/B	QUARTER I 9 weeks MYTHOLOGY & FOLKLORE	**What are the stories that people have told in the past?**	Reading 1.1, 1.3, 2.3, 2.5, 3.3, 3.5, 3.7 Writing Conventions 1.1, 1.3 Writing Strategies 1.1, 1.2 Writing Applications 2.1, 2.2 Listening and Speaking 1.1, 2.1	Formative: Students imitate writing genres of mythology, creating their own original presentation. Summative: Students show understanding of elements of mythology through written analysis.
	QUARTER II 9 weeks ENG 10 (Persuasion)	**How have people used language to communicate their needs and effect change?**	Reading 1.1, 1.2, 2.3, 2.5, 3.4, 3.5 Writing Conventions 1.1, 1.3 Writing Strategies 1.1, 1.2, 1.9 Writing Applications 2.2, 2.3 Listening and Speaking 1.1, 2.5	Formative: Students participate in oral and written discourse on topics generated by the reading. Summative: Students show mastery of persuasive elements through persuasive essay on a topic developed by the class.
	QUARTER III 9 weeks ENG 10 (Exposition)	**What are the ways in which we can represent ideas that are important in our lives?**	Reading 1.1, 1.2, 2.3, 2.5, 2.8, 3.7, 3.12 Writing Conventions 1.1, 1.3 Writing Strategies 1.1, 1.2, 1.9 Writing Applications 2.4 Listening and Speaking 1.1, 2.2	Formative: Students participate in oral and written discourse on topics generated by the reading. Summative: Students

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
				will produce a comprehensive expository essay drawing upon ideas presented in one or more pieces read in class.
	QUARTER IV 9 weeks MYTHOLOGY & FOLKLORE (Response to Lit)	**How have other people's original stories affected the way we think of ourselves?**	Reading 1.1, 1.3, 3.1, 3.2, 3.3, 3.5 3.7, 3.9 Writing Conventions 1.1, 1.3 Writing Strategies 1.1, 1.2 Writing Applications 2.1, 2.2 Listening and Speaking 1.1, 2.1	<u>Formative:</u> Students will use the principles learned in expository writing to examine various folk stories from around the world. <u>Summative:</u> Students will deliver dramatic presentations based on the literature presented in the class.
World History A/B	QUARTER I 9 weeks	Why do people create laws? When is it permissible for citizens to overthrow their government? When?	10.1 Foundations of Western Political thought, 10.2 Democratic Revolutions	<u>Formative:</u> Students learn core concepts and habits by learning and doing rigorous investigation into the essential issues of humanity, culture, and civilization <u>Summative:</u> Students will be assessed formal and informal
	QUARTER II 9 weeks	What are the costs of progress and what role should the government play in the economy? Why do people try to control others?	10.3 The effects of the industrial revolution, 10.4 New Imperialism	
	QUARTER III 9 weeks	Why do wars happen, and what are the best ways to resolve conflicts?	10.5 The Causes and Courses of World War 1, 10.6 The effects of World War I 10.8 The Causes and	

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Do we have a responsibility to intervene when we witness unjust acts?	Consequences of World War II	
	QUARTER IV 9 weeks	How can international organizations be successful in creating/maintaining peace? Are there universal values that should be incorporated in all countries?	10.9 International Development in the Post World War II World 10.10 Nation Building in the Contemporary World	
Science: Chemistry Standards Aligned Resources A. Text Activities Laboratory and other supplemental activities from the supplemental materials of the cited textbooks. **B. Supplemental Activities/Resources** Laboratory and other supplemental activities from the cited textbook **Activities/Resources C. Text Book Chemistry: Matter and Change, (Dingrando, et al.), 2007**	QUARTER I 9 weeks	**The Chemical is Personal: How does our understanding of the physical world shape and affect our personal beliefs. How does the manipulation of scientific information affect humanity?** *Students know* how to use the periodic table to identify metals, semimetals, nonmetals, and halogens. *Students know* how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators. *Students know* how to relate the	**Instructional Component 1** Standard Sets: (1b, 1f*, 1c), (1h*, 1i*, 1j*, 1e), (1a, 1g*, 1d), (2e, 2a, 1c, 2g*,	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes/tests of basic skills

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.		
	QUARTER II 9 weeks Acids, bases, and salts Ions in water solutions. Solutions Chemical equilibrium Scientific progress is made by asking meaningful questions and conducting careful investigations	Chemical reactions The conservation of matter Calculations of the mass of products and reactants. The kinetic molecular theory The properties of gases. Acids, bases, and salts Ions in water solutions. Solutions Chemical equilibrium Scientific progress is made by asking meaningful questions and conducting careful investigations	**Instructional Component 2** Standard Sets: (3b, 3c, 3a) (3d, 3e, 3f*, 3g*) (4a, 4b, 4e, 4f, 4g*) (4c, 3d, 4d, 4h*, 4i*) (6a, 6b, 6d, 6e* 6f*), (9a, 9b, 6c, 9c*), (5a, 5b, 5e*), (5d, 5c, 5f*, 5g*)	
	QUARTER III 9 weeks	The energy in chemical reactions and physical changes of matter. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. The bonding and chemical	**Instructional Component 3** Standard Sets: (7a, 7c, 7d), (7b, 7e*, 7f*), (8a, 8b, 8d*, 8c), (10b, 10d*, 10e*, 10a, 10c, 10f*)	

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		properties of carbon The biochemical basis of life. Scientific progress is made by asking meaningful questions and conducting careful investigations.		
	QUARTER IV 9 weeks	Nuclear processes including nuclear fission, and nuclear fusion. Scientific progress is made by asking meaningful questions and conducting careful investigations.	(11a, 11c, 11d, 11e, 11f*), (11b), (11g*)	
Math (Geometry)	QUARTER I 9 weeks Developing Geometric Intuition	Relationships of Polygons and Angles - Solve problems using angle and side measures for triangles and polygons - Prove relationships among angles in polygons Parallel Lines cut by Transversals - Perform basic constructions involving parallel lines - Prove and use properties of parallel lines cut by a transversal Introduction to Logical Reasoning - Write geometric proofs (flow	Relationships of Polygons and Angles 12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. 13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles. Parallel Lines cut by Transversals 7.0 Students prove and use theorems involving the properties of parallel lines cut by a	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes/tests of basic skills

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		chart, paragraph, or two-column) - Construct and judge the validity of logical arguments - *How do we use logic to prove or disprove questions we have about our world? How can we disprove something? When is something valid? What is the purpose of logic?* - *How can we use geometry to make sense of the world? How does Geometry represent the world?* - *Why is it that we can't prove some things? Why are we unable to define some things? Why are point, line, and plane the undefined terms of geometry?* - *How are the foundations of logical reasoning used to develop and prove conjectures?* Coordinate Geometry - Represent geometric figures on the coordinate plane - Apply algebraic concepts to solve geometric problems	transversal, the properties of quadrilaterals, and the properties of circles. 16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. Introduction to Logical Reasoning 1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. 2.0 Students write geometric proofs, including proofs by contradiction. 3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement. Coordinate Geometry 17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula,	

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		> *How can we use geometry to make sense of the world? How does Geometry represent the world?* > *How do we use geometry to prove unknowns? In math? In the real world?*	and various forms of equations of lines and circles.	
	QUARTER II 9 weeks Triangles and Quadrilaterals	Triangle Congruency & Similarity - Prove triangles congruent - Use CPCTC - Apply ratios and proportions to solving problems *How are right triangles used to measure indirectly? How do we use partial information to prove things we can't otherwise prove? How do we use ratio and proportion to solve problems?* Properties of Quadrilaterals - Prove and use properties of quadrilaterals - Categorize shapes based on properties Understand, Derive, and Apply Area Formulas - Compute are of triangles and quadrilaterals	Triangle Congruency & Similarity 4.0 Students prove basic theorems involving congruence and similarity. 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles. 6.0 Students know and are able to use the triangle inequality theorem. Properties of Quadrilaterals 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles. Understand, Derive, and Apply Area Formulas	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes/tests of basic skills

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		- Solve problems involving perimeter and area - Investigate how dimension changes affect area and perimeter *How can people use congruency and similarity to prove a point they are trying to make? How do people use parallel reasoning or similarity in making arguments?*	8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. 10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	
	QUARTER III 9 weeks	Simplifying Radicals Special Right Triangles Trig Ratios Coordinate Proofs Area and Perimeter of Triangles and Polygons Area and Perimeter of Quadrilaterals Area and Perimeter of Rectangular Polygons (esp. Triangles) Perimeter and Area of Similar Polygons	16.0, 17.0, 18.0, 19.0, 20.0 8.0, 10.0, 11.0, 17.0 9.0, 11.0	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes/tests of basic

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Circles (parts, circumference, & area)		skills
		Lateral Area, Surface Area and Volume of Prisms Lateral Area, Surface Area and Volume of Cylinders Lateral Area, Surface Area and Volume of Pyramids Lateral Area, Surface Area and Volume of Cones Surface Area and Volume of Spheres		
	QUARTER IV 9 weeks	Parallel Lines Constructions Congruent Triangles & Triangles Inequalities Quadrilaterals Pythagorean Theorem & Trigonometry Similarity Circle Basics Perimeter and Area Surface Area and Volume Inscribed Angles Tangents to a Circle Secant Angles Secant-Tangent Angles Segment Measures in a Circle Equations of Circles	47.0, 16.0, 17.0 2.0, 4.0, 5.0, 6.0, 16.0, 17.0 7.0, 17.0 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0 5.0 7.0, 16.0, 17.0, 21.0 7.0,10.0, 11.0 9.0, 11.0	Portfolios of student work In-depth, open-ended tasks, with written explanation Performance group tests, to reinforce and assess cooperative group skills Traditional quizzes/tests of basic skills

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
Dance	QUARTER I 9 weeks	Mexican Folkloric Dance	1.1,1.2,2.2	Formative: Section rehearsals (breaking down the piece) with out music. Summative: Live performances for Torres HS and/or community at large with rubric.
	QUARTER II 9 weeks	Mexican Folkloric Dance	2.2,2.3	
	QUARTER III 9 weeks	Mexican Folkloric Dance	2.5,2.6	
	QUARTER IV 9 weeks	Mexican Folkloric Dance	3.1,4.1,5.1,5.3,5.4,5.5	
Advisory	QUARTER I 9 weeks	*Creating 10th grade portfolio *College Planning Checklist *California Colleges e-portfolio/ entering 2nd semester transcripts *Goal Setting: *academic *identifying support needs *reading		
	QUARTER II 9 weeks	* Career research project * CAHSEE prep *ongoing intervention as needed for at-risk students		
	QUARTER III 9 weeks	* CAHSEE prep * PSAT prep * College financial literacy * Career research project cont'd *Begin college research project * California Colleges e-portfolio/ entering 1st semester transcripts *ongoing intervention as needed for at-risk students		

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER IV 9 weeks	*College research project cont'd *Choosing best work for portfolios *Summer goal setting *ongoing intervention as needed for at-risk students		

EAST LOS ANGELES PERFORMING ARTS ACADEMY at ESTEBAN E. TORRES HIGH SCHOOL QUARTERLY CURRICULUM OVERVIEW

			GRADE 11	
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
English: American Lit. Comp.	QUARTER I 9 weeks	**How can we use literature and language to help us understand our cultural roots?** Students explore the origins of western and native culture in literature, examining founding myths, cultural archetypes, and identity struggles through stories and personal reflections.	Reading 1.1, 1.2, 2.2, 2.5, 3.3, 3.4, 3.6 Writing Conventions 1.1, 1.3 Writing Strategies 1.1, 1.6, 1.9, Writing Applications 2.1, 2.2, 2.3, Speaking 2.1, 2.5 MEXICAN-AMERICAN LITERATURE H AMERICAN LIT	Formative: Students imitate writing genres found in literature, such as journals, poems, and narration. Summative: Persuasive essay on a student-identified community issue.
	QUARTER II 9 weeks	**What are the ways in which our nation's ideals have developed?** Students will examine and analyze the various strains of thought that have combined to make the American myth, and reflect on the qualities of individualism and social change in a selection of narrative essays, descriptive language and use of literary devices.	AMERICAN LIT AP ENG LANG	Formative: Students will record and discuss their responses to themes found within units of study. Summative: Students will write an analytical essay based on a topic chosen during the class.
	QUARTER III 9 weeks	**How have the struggles of different peoples shaped our modern society?** Students will discover the experiences of various minorities within our larger society through narrative and personal testimony, and	CONTEMPORARY COMP AP ENG LANG	Formative: Students will participate in both written and spoken investigations of the events discussed in the literary accounts. Summative: Students

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		discover through their own outreach the personal histories of their own culture.		will produce documentation of field work such as an interview with an immigrant and present it to the class.
	QUARTER IV 9 weeks	**How do we represent ourselves and our world in cinematic and dramatic art?** Students will investigate the development of cinematic and dramatic storytelling as an expression of our inner needs and fears, culminating in a hands-on application of basic filmmaking skills.	CINEMA MODERN DRAMATIC LITERATURE	Formative: Students will detail important course concepts in ongoing logs. Summative: Students will perform interdisciplinary projects utilizing the core technical and artistic concepts learned in the class.
Social Studies: U.S. History	QUARTER I 9 weeks	**Foundations of American Political and Social Thought**	11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.	Formative: Students will keep a notebook containing differential activities such as classwork, homework, notes, subject terms and concepts and, reflections. Summative: Students will be assessed by formal and informal assessments

		GRADE 11		
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER II 9 weeks	**What were the effects of industrialization? What role did the U.S. take as a world power?**	11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe 11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century	
	QUARTER III 9 weeks	**What were the causes and effects of the Great Depression? How did political, social, and cultural events of the 1920s influence America?**	11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	Formative: Students will keep a notebook containing differential activities such as classwork, homework, notes, subject terms and concepts and, reflections. Summative: Students will be assessed by formal and informal assessments
	QUARTER IV 9 weeks	**How did foreign affairs lead to WWII and what were the domestic effects?**	11.7 Students analyze the American participation n WWII. 11.9 Students analyze U.S. foreign policy since WWII. 11.8 Students analyze the economic boom and social transformation of post-World War II America. 11.10 Students analyze the development of federal civil rights and voting rights.	

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
Science/ Physics AB Standards Aligned Resources **A. Text Activities** Laboratory and other supplemental activities from the supplemental materials of the cited textbooks. **B. Supplemental Activities/Resources** Laboratory and other supplemental activities from the cited textbook **C. Text Book** Holt Physics, CA Edition, (Serway, Faughn), 2007 Conceptual Physics, (Hewitt), 2006	QUARTER I 9 weeks	One Dimensional Kinematics Newton's Laws Vectors Statics Trajectory Motion Circular Motion and Gravity	**Instructional Component 1** Standard Sets: (1a,1b,1c,1d,1e), (1j), (1k), (1i), (1f, 1g, 1l, 1m)	**Formative** answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments
	QUARTER II 9 weeks	Momentum and Impulse Conservation of Energy Thermal Energy Entropy Waves	**Instructional Component 2** Standard Sets: (2d, 2e, 2f, 2g), (2a, 2b, 2c, 2g, 2h), (3a, 3b, 3c, 3g, 5i), (3d, 3e, 3f), (4a, 4b, 4c, 4d, 4e, 4f)	constructed response, essays investigations, immersion projects, research reports
	QUARTER III 9 weeks	Electrostatic Electric Field Electrostatics Circuits and Components	**Instructional Component 3** Standard Sets: (1m, 5e, 5j, 5k, 5l, 5m), (5a, 5b, 5c, 5d), (5f, 5g, 5h, 5j, 5n), (5o)	**Summative** portfolios, journals lab notebooks projects California Standards Tests
	QUARTER IV 9 weeks	Magnetic field Magnetism Conservation of Energy	**Investigation & Experimentation Standard Set** (1a, 1b, 1c, 1d, 1e, 1g, 1f, 1h, 1i)	

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
Math: Algebra II	QUARTER I 9 weeks	Welcome, issue textbooks, diagnostic exam Functions and their graphs Combinations of Functions Inverse Functions Polynomial Functions Graphs of Polynomial Functions Transformations of graphs Roots of polynomial fxns. Complex Numbers Fundamental Theorem of Algebra Rational Functions: Asymptotes and roots Graphs of Rational Fxns. Exponential & Log Fxns. & Graphs Properties of Logs Exponential and Log Equations Exponential and Log Models	A2: Students use properties from number systems to justify steps in combining and simplifying functions A2: Students use properties from number systems to justify steps in combining and simplifying functions. MA: Students know the statement of, and can apply, the fundamental theorem of algebra. MA: Students know the statement of, and can apply, the fundamental theorem of algebra MA: Students find the roots and the poles of a rational function and can graph the function. A2: Students prove simple laws of logarithmic fxns., understand exponential functions and use these in problems involving exponential growth and decay. Students understand and use the properties of logs	1.1-7. 2.1-2.5, 2.8 2.6-2.7 3.1-3.6 7.1-7.4, 7.7-7.8 7.5 8.1-8.5 9.1-9.3 1.1-1.5 4.1 4.3 4.2 4.4 4.7 4.8 4.5 4.6 4.6

		GRADE 11		
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER II 9 weeks	Linear Systems Solving Systems of Equations Multivariable Linear Systems Determinants, Inverses Matrices and systems of Equations Operations with Matrices Arithmetic and Geometric Sequences and Series Mathematical Induction Binomial Theorem Conic Sections Functions	LA: Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions. Students interpret geometrically the solution sets of systems of equations. LA: Students understand the notion of the inverse and can apply the concept to solve systems. Students can compute determinants of a 2x2 and 3x3 matrix. LA: Students perform addition, subtraction, and multiplications by scalars on matrices MA: Students can give proofs of various formulas by using the technique of mathematical induction MA: Students are familiar with conic sections, analytically and graphically. Students use properties from number systems to justify the steps in combining and simplifying functions	6.1 6.2 6.3, 6.4 5.1 5.2 5.3 5.4 5.5 2.4 6.5 9.6 9.7

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER III 9 weeks	Angles, angle measures, degrees and radians Trigonometric functions: Right Triangles Trigonometric functions: The unit circle Reference Angles Inverse Trig Functions Applications and Models Graphs of Sine and Cosine, amplitude, 15 period, frequency, and shifts Graphs of Tangent and Cotangent Graphs of Secant and Cosecant	Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between radians and degrees. Students know the definition of sine and cosine as y and x coordinates of points on the unit circle. Students know the definition of tangent, cotangent, secant, and cosecant. Students know that the tangent of the angle that a line makes with the x-axis is equal to the slope of the line. Students know the def. of the inverse trigonometric functions and can graph them. Students compute, by hand, the values of the trig functions and the inverse trig functions at various standard points. Students use trigonometry to determine unknown sides or angles in right triangles. Students are adept at using trigonometry in a variety of applications and word problems.	

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
			Students are familiar with the graphs of sine and cosine. Students graph functions of the form f(t)=AsinB(t + C) or f(t)=AcosB(t + C) and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift. Students can graph the functions: tangent, c6tagent, secant and cosecant.	
	QUARTER IV 9 weeks	Law of sines, solve oblique triangles, area of oblique triangles Law of Cosines , solve oblique triangles, Heron's Area Formula Vectors	Students know the law of Sines and law of Cosines and apply those laws to solve problems. Students determine the area of a triangle, given one angle and two adjacent sides.	
		Fundamental trig identities Verifying trig identities	Students know the identity: sin2(x) + cos2(x)=l Students prove that this identity is equivalent to the Pythagorean theorem.	
		Solving trig equations Sum and difference formulas Multi-angle formulas	Students prove other trigonometric identities by usingsin2(x) + cos2(x)=l.	
		Complex numbers and their	Students demonstrate an	

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		operations Trigonometric form of a complex number Polar Coordinates and their graphs Graphs of polar equations	understanding of the addition, half-angle, and double-angle formulas for sine and cosine and their proofs and can use these formulas to prove and/or simplify other identities. Students are familiar with complex numbers, can represent them in polar form, and can multiply them in polar form. Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice-versa. Students can represent equations given in rectangular coordinates in terms of polar coordinates	
Dance	QUARTER I 9 weeks	World Dance Forms I, Southern Spanish Folkloric Dance	Beginning: 1.1,1.2,2.2,3.1,3.2	Formative: Learning tempo/rhythm patterns using hand clapping. Taping of dance performance, with student critique to follow. Section rehearsals (breaking down the piece) with out music. Summative: Live
	QUARTER II 9 weeks	World Dance Forms II, Southern Spanish Folkloric Dance	Advanced: 1.1,1.3,1.5	
	QUARTER III 9 weeks	World Dance Forms III, Southern Spanish Folkloric Dance	Advanced: 2.3,2.5,2.6	
	QUARTER IV 9 weeks	World Dance Forms IV, Southern Spanish Folkloric Dance	Advanced: 3.1	

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
				performance for Torres HS and/or community at large with rubric.

Advisory	QUARTER I
	9 weeks
		*Creating 11th grade portfolio
		*College Planning Checklist
		*California Colleges e-portfolio/ entering 2nd semester transcripts
		*Goal Setting:
		  *academic
		  *identifying support needs
		  *reading		

	QUARTER II 9 weeks	* Begin Future Research Project *PSAT/SAT prep *ongoing intervention as needed for at-risk students		
	QUARTER III 9 weeks	*continue Future Research Project *continue PSAT/SAT prep *college presentations/ narrowing college choices * California Colleges e-portfolio/ entering 1st semester transcripts *Financial Aid Literacy *ongoing intervention as needed for at-risk students		
	QUARTER IV 9 weeks	* Choosing best work for portfolios * Summer goal setting * Recommendation letters		

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		* California Colleges e-portfolio/ entering 1st semester transcripts *ongoing intervention as needed for at-risk students		

EAST LOS ANGELES PERFORMING ARTS ACADEMY at ESTEBAN E. TORRES HIGH SCHOOL QUARTERLY CURRICULUM OVERVIEW

		GRADE 12		
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
English: 12ᵗʰ Grade Composition	QUARTER I 9 weeks EXPOSITORY COMP	How can we express our ideas about important contemporary topics?	Reading 1.1, 1.2, 2.2, 2.4, 2.5 Writing Conventions 1.1 Writing Strategies 1.1, 1.3, 1.9, Writing Applications 2.2, 2.3, Speaking 1.1, 1.3, 1.8, 2.2	Formative: Students will compile a journal of ongoing responses to readings from the ERWC student text. Summative: Students will write a persuasive essay and deliver an oral presentation on an issue from the readings.
	QUARTER II 9 weeks MODERN DRAMATIC LIT	What important issues do human societies seek to examine in dramatic arts?	Reading 1.1, 1.2, 3.1, 3.6, 3.7 Writing Conventions 1.1 Writing Strategies 1.1, 1.9, Writing Applications 2.2, 2.3, Speaking 1.1, 1.3, 1.7, 1.8, 2.5	Formative: Students keep a journal of responses to various dramatic readings. Summative: Students write a comprehensive analysis of several dramatic works studied during the course.
	QUARTER III 9 weeks CINEMA	What are the psychological, social, and historical themes that we seek through the medium of film?	Reading 1.1, 1.2, 3.1, 3.6, 3.7 Writing Conventions 1.1 Writing Strategies 1.1, 1.9, Writing Applications 2.2, 2.3, Speaking 1.1, 1.3, 1.7, 1.8, 2.5	Formative: Journal detailing technical and dramatic aspects of cinematic works viewed in class. Also participate in group projects creating short

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
				video segments. Summative: Students write a detailed analysis of one or more films studied during the course.
	QUARTER IV 9 weeks FILM PRODUCTION	How do we enhance dramatic storytelling through the use of film and technology?	Reading 1.1, 1.2, 3.1, 3.6, 3.7 Writing Conventions 1.1 Writing Strategies 1.1, 1.9, Writing Applications 2.2, 2.3, Speaking 1.1, 1.3, 1.7, 1.8, 2.5	Formative: Students keep a reflective journal detailing their experience in the creation of film and video segments. Summative: Students will be assessed on their direct participation (artistic and dramatic features) in the creation of film or video works.
Social Studies/ Option A: **Economics & Principles of American Democracy**	QUARTER I 9 weeks	What is economics? How do economic systems differ and what makes up the major characteristics of the United States market system?	12.1 Students understand common economic terms and concepts and economic reasoning.	Formative: Students will keep a notebook containing differential activities such as classwork, homework, notes, subject terms and concepts and, reflections. Summative: Students
	QUARTER II 9 weeks	How does Supply and Demand interact to determine price? How does competition and monopolies affect prices?	12.2 Students analyze the elements of America's market economy in a global setting	

GRADE 12				
Subject	Theme & Duration	Thematic Connections	Focus Standards	Formative/Summative Assessment
	QUARTER III 9 weeks	What influence do labor unions have? How does the government raise and allocate expenditures?	12.3 Students analyze the influence of the federal government on the American economy. 12.4 Students analyze the elements of the U.S. labor market in a global setting.	will be assessed by formal and informal assessments
	QUARTER IV 9 weeks	What is the role of the Federal Reserve System? What is the importance of an international and global economic system?	12.4 Students analyze the elements of the U.S. labor market in a global setting. 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by economic forces beyond the United States's borders.	
Social Studies/ Option B: Government	QUARTER I 9 weeks	What are the principles and origins of American Government? How does the Constitution serve as a set of principles in governing our nation?	12.1 Student explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution	Formative: Students will keep a notebook containing differential activities such as classwork, homework, notes, subject terms and concepts and, reflections. Summative: Students will be assessed by formal and informal assessments
	QUARTER II 9 weeks	What is the importance of political parties, and how do they depend on interest groups? How does the electoral process function?	12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices	

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER III 9 weeks	What are the powers of the Executive, Judicial, and Legislative Branch?	12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local government. 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution 12.5 Students summarize landmark U.S. Supreme Court interpretations	
	QUARTER IV 9 weeks	How does our government compare to other foreign nations government?	12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles	
Science: AP Environmental Science	QUARTER I 9 weeks Introduction to Environmental Science	What are the basic facts, terminology, theory, and philosophy of Environmental Science? Focus: Basic ecology and human populations	**C2** Evidence of curricular requirement: The Living World **C3** Evidence of curricular requirement: Population	Formative: Examination of lab and field work, including notes, logs, and written summations Summative: Written report And exam
	QUARTER II 9 weeks Food and Agriculture	What are the basic nutritional needs of human beings? What happens when these needs are not met? What is being done to	**C4** Evidence of curricular requirement: Land and Water Use	Formative: Examination of lab and field work, including

		GRADE 12		
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		meet these needs? Focus: A basic history of agriculture; methods of growing crops; the "green revolution"		notes, logs, and written summations <u>Summative:</u> Final exam
	Land Use and Biodiversity:	How do humans impact the environment? What are the roles of wildlife management, land use, and conservation in maintaining the environment in its current state?		
	Health Risk and Toxicology	What effects do environmental hazards have on human health, and on the health of the environment?	**C6** Evidence of curricular requirement: Pollution	
	QUARTER III 9 weeks Energy Resources and Use	What energy sources do we have available now and what resources will we need to develop in the future? What are the relative advantages and disadvantages of these resources?	**C5** Evidence of curricular requirement: Energy Resources and Consumption	<u>Formative:</u> Examination of lab and field work, including notes, logs, and written summations <u>Summative:</u> Written reports
	Water Usage and Conservation	How have we developed the use of water in California? What are some of the problems and imbalances of water usage? What challenges will we face in the future tied to the demands of	**C4** Evidence of curricular requirement: Land and Water Use	

		GRADE 12		
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	Atmosphere, Ozone depletion, and Global Warming	population, agriculture, and other needs? What is air pollution and what are its causes? How are these effects manifested on our planet? What are the present and long-term implications of pollution? What is global warming and how can we avert its negative effects?	**C1** Evidence of curricular requirement: Earth Systems and Resources **C6** Evidence of curricular requirement: Pollution **C7** Evidence of curricular requirement: Global Change	
	QUARTER IV 9 weeks Soil, Minerals, and Mining APES Review Environmental Science Project	What are the basic features of earth science, including rocks, minerals, and soil? Students review and practice taking the AP exam Class works on an previously unexploited environmental cause. Each class will select a cause to advocate and work as a non-governmental organization to further that cause.	**C10** Evidence of curricular requirement: The course teaches students how to identify and analyze environmental problems, to evaluate ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them.	Formative: Examination of lab and field work, including notes, logs, and written summations Summative: AP Exam and practice exams.

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
Math: Calculus	QUARTER I 9 weeks	Preparation for Calculus Graphs and Models Linear Models and Rates of Change Functions and Their Graphs Fitting Models to Data Precalculus Review Limits A preview of calculus Graphical/Formal interpretation of limits Prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions Use graphical calculators to verify and estimate limits Prove and use special limits, such as the limits of sinx/x and (1-cosx)/x as x tends to 0 Demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function One sided limits Demonstrate an understanding and the application of the intermediate value Infinite Limits Limits at Infinity	**Standards** 1.0 1.1 1.2 1.3 3.0 1.0 3.0 1.0 1.0	Formative: answering questions, multiple choice, true false, matching, rigorous teacher developed periodic assessments

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Chapter P & Appendix Sec. P1 Sec P 2 Sec P 3 Sec P4 A1, A2, A3 Chapter 1 Sec. 1.1 Sec. 1.2 Sec 1.3 Sec 1.4 (calc in motion) Sec 1.5 Sec 3.5		
	QUARTER II 9 weeks	Differentiation Demonstrate an understanding of formal definition of the derivative of a function at a point and the notion of differentiability	4.0	
		Demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of a function	4.1	
		Understand the relation between differentiability and continuity	4.3	
		Derive derivative formulas and use them to find the derivatives of algebraic, exponential, and	4.4	

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		logarithmic functions Demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change in a function. Chapter 2 Sec. 2.1 Sec. 2.2, 5.1, 5.4 Sec 2.3 Sec 2.4 (Derivative sheets) Sec 2.5 Sec 2.6 (poster/shoe Box Problem)	4.2	
	QUARTER III 9 weeks	Compute derivatives of higher orders Know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions Use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth Use differentiation to solve related rate problems in a variety	7.0 5.0 6.0 12.0	

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		of pure and applied contexts Chapter 3 Sec 3.1 Sec 3.2 (calc in motion) Sec 3.3-3.6 (curve sketching hd) Sec 3.7 (building the box activity) Sec 3.8		
	QUARTER IV 9 weeks	Applications of Differentiation Demonstrate an understanding and the application of the extreme value theorem Apply Rolle's and Mean Value Theorem Interpret the derivative as an instantaneous rate of change Use differentiation to sketch, by hand, graphs of functions. They identify maxima, minima, inflection points, and intervals of increasing/decreasing functions Use differentiation to solve optimization I a variety of pure and applied context Know Newton's method of approximating the zeros of a function.	3.0 8.0 4.2 9.0 11.0 10.0	
Dance	QUARTER I 9 weeks	Contemporary Dance and New Dance Forms I	1.1,1.2,1.3,1.5	Formative: Learning new tempo/rhythm via counting. Taping

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER II 9 weeks	Contemporary Dance and New Dance Forms II	2.1,2.2,2.3,2.4,2.5,2.6,3.1,4.1,4.3	of dance performance, with student critique to follow. Section rehearsals (breaking down the piece) with out music. <u>Summative:</u> Live performances for Torres HS and/or community at large with rubric.
	QUARTER III 9 weeks	Dance Company	1.1,1.2,1.3,4.1	
	QUARTER IV 9 weeks	Dance Company	1.1,1.2,1.3,4.1	
Advisory	QUARTER I 9 weeks	*Creating 12th grade portfolio *College Planning Checklist *California Colleges e-portfolio/ entering 2nd semester transcripts *Goal Setting: *academic *identifying support needs *reading *SAT registration/prep *College apps/essays		
	QUARTER II 9 weeks	*The Common Application *Recommendation Letters *EOP presentations *Financial Aid literacy/FAFSA pin *Scholarship search/apps *ongoing intervention as needed for at-risk students, especially regarding grad requirements *College apps/essays		

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
	QUARTER III 9 weeks	* FAFSA workshops *presentations by former grads/current college students re: what to expect your first year *ongoing intervention as needed for at-risk students, especially regarding grad requirements		
	QUARTER IV 9 weeks	*presentations by former grads/current college students re: what to expect your first year *ongoing intervention as needed for at-risk students, especially regarding grad requirements		

Instructional Materials - 9th Grade

Content	State-Approved Textbook	Supplemental Materials
English	• McDougal Little, <u>Language of Literature</u> (9th grade) • Prentice Hall, <u>Perspectives in Multicultural Literature</u>	• John Steinbeck, <u>Of Mice and Men</u> • Shakespeare (Folger Library edition), <u>Romeo and Juliet</u> • Facing History and Ourselvest • Holocaust and Human Behavior
History		
Math	McDougal Little, <u>Algebra 1</u>	
Science	• Johnson, Raven, <u>Holt Biology</u> • Advanced Physical Science: TBD	Laboratory and other supplemental activities from the cited textbooks
Foreign Language	Holt, <u>Nuevas Vistas Uno</u>	
Etc.		

Instructional Materials - 10th Grade

Content	State-Approved Textbook	Supplemental Materials
English	Prentice Hall, <u>Perspectives in Multicultural Literature (10th grade)</u>	• Lois Lowry, <u>The Giver</u> • Mariano Azuela, <u>The Underdogs</u> • World War I poetry • Ellie Wiesel, <u>Night</u> • Margo, Stern Strom, <u>Facing History and Ourselves</u> •Alexandra Zapruder, <u>Salvaged Pages</u>
History	World History: The Modern Wor	• Facing History and Ourselves • Mexican-American Heritage • Video: The Wave • Jackdaw Historical Photos • Erich Maria Remarque, <u>All Quiet on The Western Front</u> • History Alive! (TCI) materials
Math		
Science	Dingrando, et al, <u>Matter and Change</u>	Laboratory and other supplemental activities from the the cited textbooks
Foreign Language	Holt, <u>Nuevas Vistas Dos</u>	
Etc.		

Instructional Materials - 11th Grade

Content	State-Approved Textbook	Supplemental Materials
English	McDougal Little, The Language of Literature (11th grade)	• The Everyday Writer by Andrea Lunsford • readings from The Annotated Mona Lisa (art history) • readings from The American Spirit (primary source reader)

History	Glencoe, American Vision: Modern Times and supplements	• Zinn, Howard, A People's History of the United States
		• Zinn, Howard, A Young People's History of the United States
		• Bigelow, Bill, A People's History for the Classroom
		• Teacher's Curriculum Institute, History Alive Series for 11th grade
		• Interact Simulations – some examples
		  New Deal on Trial
		    Investigating Ex. Order 9066
		    Point-Counter Point 1960's to 1970's
		• Teacher made simulations and Seminar • Primary Document Resources:
		    Opposing Viewpoints In American History,
		      Edited by William Dudley
		    Volume I –Colonial times To Reconstruction
		    Volume II – Reconstruction to the Present
		    Great Issues in American History, Clarence Ver
		      Steeg and Richard Hofstadter
		    Volume I, II, III
		• Teacher Created Document Based Questions
		• Facing History and Ourselves –
		    Eyes on the Prize Activities
		• DVD's – some examples:
		    Peter Jennings – America's Story, The Decades
		    Eyes on the Prize- the series
		    Chicano-the series
		    Our Century – The Decades
		    Thirteen Days

Math	Barnett, Ziegler and Byleen, Precalculus: With Limits	
Science	• Serway, Faughn, Holt Physics • Hewitt, Conceptual Physics • Johnson, Raven, Holt Biology	Laboratory and other supplemental activities from the cited textbooks
Foreign Language		
Etc.		

Instructional Materials - 12th Grade

Content	State-Approved Textbook	Supplemental Materials
English	California State University Expository Reading and Writing Course and Assignment	• Great Books Foundation, Citizens of the World: Readings in Human Rights
Economics and Principles of American Government	Principles and Practices, American Government	• Facing History and Ourselves • Collective Bargaining Unit Resource Binder • Bill Bigallow, Globalization • Analyzing Supreme Court Cases
Math	Finney, Calculus of a Single Variable	
Science		
Foreign Language		
Etc.		

East Los Angeles Performing Arts Academy
Academic calendar for 2010-2011 School Year

In order to support families with students enrolled in multiple LAUSD schools, East Los Angeles Performing Arts Academy at Esteban E. Torres High School will follow the LAUSD traditional academic calendar for the 2010-2011 school year with one exception. Teachers will have an additional mandatory paid period of professional development for 10 business days prior to the first day of school.

Pupil Free Days	Monday, August 23 – Friday, August 27, Monday, August 30- Friday, September 3
Labor Day Holiday	Monday, September 6
First Day of School	**Tuesday, September 7**
Orientation Program	Tuesday, September 7-Thursday, September 9
First Day of First Quarter	Friday, September 10
Last Day of First Quarter	**Friday, November 12**
First Day of Second Quarter	**Monday, November 15**
Thanksgiving Holiday	Thursday, November 25 – Friday, November 26
Second Quarter Continues	**Monday, November 29**
Winter Holiday	Friday, December 18 – Monday, January 9, 2011
Second Quarter Continues	Monday, January 10, 2010
Dr. Martin Luther King Jr. Birthday	Monday, January 17
Last Day of Second Quarter	**Tuesday, February 8, 2011**
First Day of Third Quarter	**Wednesday, February 9**
President's Day Holiday	Monday, February 21
Last Day of Third Quarter	**Tuesday, April 12**
First Day of Fourth Quarter	**Wednesday, April 13**
Spring Break	Monday, April 17 – Sunday, April 24
Fourth Quarter Continues	**Monday April 25**
Memorial Day Holiday	Monday, May 30
Last Day of Fourth Quarter	**Tuesday, June 14**
Culminating Arts Celebration	**Wednesday, June 15**

Total Instructional Days: 181

4 X 4 Block Schedule for East Los Angeles Performing Arts Academy at Esteban E. Torres High School

As part of our innovative design to help all our students achieve to the best of their abilities, we plan to adopt a schedule called the 4 X 4 block. This innovation allows students to take only four (instead of the traditional six) classes during each of four nine-week-long quarters. With two fewer classes, students will have more time to concentrate upon completing their homework and thoroughly learning their subjects. Each class will be 80 minutes long, giving the teachers time to delve deeply into the important concepts and really help the students master them.

Because the class periods are longer with this schedule, the content for a semester-long course in the traditional bell schedule will be taught in only nine weeks. An entire year's course of study will be delivered in 18 weeks. Students will have the opportunity to complete 8 full-year or 16 semester courses each year. In addition, a "Twilight Program" period 5 will be offered for additional intervention and enrichment classes.

REGULAR DAY		PROFESSIONAL DEVELOPMENT DAY	
Breakfast	7:50am - 8:15am	Breakfast	7:45am - 8:15am
1st	8:20am - 9:40am	1st	8:20am - 9:25am
Passing	9:40am - 9:50am	Passing	9:25am - 9:35am
2nd	9:50am - 11:10am	2nd	9:35am - 10:40am
Lunch	11:10am - 11:50am	Lunch	10:40am – 11:20am
Advisory	11:55am - 12:35pm	Advisory	11:25am - 12:05pm
3rd	12:40pm – 2:00pm	3rd	12:10pm – 1:15pm
Passing	2:00pm - 2:05pm	Passing	1:15pm – 1:20pm
4th	2:05pm - 3:25pm	4th	1:20pm - 2:25pm

TWILIGHT PROGRAM		
5th	3:30 – 4:50pm	No Twilight Program on Professional Development Days

Regular Day Bell Schedule: Accounting for Instructional Minutes

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	7:50am	8:15am	N/A	N/A	N/A
1st	8:20am	9:40am	80	10	90
2nd	9:50am	11:10am	80	5	85
Lunch	11:10am	11:50am	0	0	0
Advisory	11:55am	12:35pm	40	5	45
3rd	12:40pm	2:00pm	80	5	85
4th	2:05pm	3:25pm	80	0	80
TOTAL MINUTES			360	25	385 (Required 377)

Professional Development Day Bell Schedule: Accounting for Instructional Minutes

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	7:50am	8:15am	N/A	N/A	N/A
1st	8:20am	9:25am	65	10	75
2nd	9:35am	10:40am	65	0	65
Lunch	10:40am	11:20am	0	5	5
Advisory	11:25am	11:55pm	30	5	45
3rd	12:00pm	1:05pm	65	5	70
4th	1:10pm	2:15pm	65	0	65
TOTAL MINUTES			290	25	315 (Required 287)

Minimum Day Bell Schedule: Accounting for Instructional Minutes

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Breakfast	7:50am	8:15am	N/A	N/A	N/A
1st	8:20am	9:10am	50	10	60
2nd	9:15am	10:10am	50	0	55
Lunch	10:10am	10:30am		5	30
Advisory	10:35am	11:10am	35	5	40
3rd	11:15am	12:05pm	50	5	55
4th	12:10pm	1:00pm	50	0	50
26TOTAL MINUTES			235	25	260 Required 247

All of the schedules above provide additional instructional time. This schedule, together with the Twilight Program for intervention and enrichment classes beyond the regular school day, provide the time our students need to master the rigorous content of A-G college preparatory courses.

APPENDIX __: 3e – Discipline, Behavior Support and Safe Campus Practices

Teacher and Administrative Accountability for Supporting a Safe Campus: At the start of the school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. Further, they are responsible for establishing and consistently applying a set of clear consequences for behaviors-both positive and negative- in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis utilizing multiple teaching strategies including role play. All behavior referrals to the principal or counselor must be accompanied by a referral slip with the student's first and last name. These referrals serve as a record, and provide data regarding school-wide behavior trends. Finally, teachers are expected to communicate with parents and students on a regular basis about student performance and behavior in the classroom, and to document these interactions.

Student and Family Accountability for Supporting a Safe Campus: Parents and guardians will be responsible for ensuring that their children arrive at school each morning on time and ready to learn. The school will expect parents' support in reinforcing behavioral expectations. When consequences for inappropriate behavior must be implemented at school, parents will be involved in making plans to prevent repetition of the inappropriate behavior. Students will be provided with an opportunity for due process by writing about what occurred during the event.

The following are examples of behaviors that, unless persistent and dangerous, will be addressed in the classroom by the teacher, and about which the parent will be contacted:

- Use of bad language, name calling, including racial slurs
- Minor conflicts among students
- Being disrespectful to adults and other students
- Dress code violations
- Taking or damaging others' belongings

The following are examples of behaviors that are considered major offenses and will result in administrative and or police intervention:

- Improper touching (sexual)
- Threatening bodily harm
- Fighting
- Using or selling drugs on campus
- Theft or defacement of school property
- Possession of a weapon on campus
- Severe harassing or bullying

These serious offenses may be followed up with district crisis intervention and or a district threat assessment.

Suspension and school transfers are not considered positive behavior support, nor a strategy used to teach new behavior.   Teachers and students will be informed regularly and in multiple

communication formats of discipline policies and procedures as outlined in BUL-3638.0. The guiding principles will be taught to assure that all students understand and all teachers have implemented the "Foundation of Discipline Guiding Principles."

All professionals who serve Special Education Students will receive professional development on de-escalation of potential crisis behavior. Students will be taught the ABC's (antecedent, behavior, consequence) of their own problem behaviors in order to assure insight and growth. Counseling services will be offered for students who would benefit from this additional support. IEPs will develop goals for this service and designate time and frequency. Frequent monitoring of behavior plans will assure that plans are being implemented successfully. Special Education Students will also have access to all behavior intervention programs available to the general education population, such as drug and alcohol prevention, gang violence prevention, and awareness of the harmful effects of bullying and sexual harassment.

East Los Angeles Performing Arts Academy
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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets <u>2008-09</u> 282 out of 613 = 46%	10%						
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: 2008 2009 Change District 34% 38% +4% Grade 9 – 31% 32% +1% Grade 10 – 29% 31% +2% Grade 11 – 27% 31% +4%	10%	All Students	Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school and Saturday		Grades 9 and 10: • Increase the % of students scoring proficient or above on the periodic assessments Grade 11: • Increase the % of students "ready for college" on the Early Assessment Program (EAP) of Readiness for College English Grade 9-12: • Increase the number of students on-track in terms of credits earned	Lead Teachers, Supporting Faculty, Community Organization Leaders	March 1 – Ongoing

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) % Proficient/Advanced CST Math by grade: 2008 2009 Change District 35% 37% +2% Gen Math – 15% 17% +2% Algebra 1 – 17% 19% +2% Geometry – 11% 14% +3% Algebra 2 – 13% 14% +1% HS Math – 29% 30% +1%		All Students	programs to support reading comprehension and written and oral language conventions for English Language Learners • Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) • Curricular Trips and Rich Cultural Experiences • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials, Math manipulatives	Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College Cal State L.A. UCLA			

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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			• SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners • Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment • Computer-based supplemental math curriculum	Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College Cal State L.A. UCLA			
% Proficient/Advanced CST Science and Social Science: <u>2008</u> <u>2009</u> <u>Change</u>	10%	All Students	Instruction: • Culturally-relevant and responsive pedagogy		• See monitoring indicators for CST on page 34		March 1 – Ongoing

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High Academic Achievement Action Plan

Accountabilities				LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Biology	24%	24%	0%			• Differentiated instruction developed by horizontal and vertical teacher teams				
Chemistry	12%	14%	+2%			• Backwards-planning				
Earth Sci.	21%	26%	+5%			• Problem-based learning that builds on prior knowledge and requires higher order thinking				
Physics	19%	20%	+1%			• Cognitively Guided Instruction Strategies (CGI)				
Integ. Sci1	7%	8%	+1%			• Supplemental reading and writing materials				
Integ. Sci2	2%	0%	-2%			• SDAIE strategies				
Integ. Sci3	3%	7%	+4%			• Interdisciplinary and inquiry-based curriculum to increase student engagement				
Soc. Sci.	23%	28%	+5%			• Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum				
World Hist.	18%	23%	+4%			Professional Development:				
U.S. Hist.	25%	32%	+7%			• Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners • Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing,	Federal Reserve MTA MOCA Walt Disney Hall			

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Accountabilities			LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
% Proficient/Advanced CST History / Social Science by grade: Social Science 　　　　2008　2009　Change Grade 8　25%　30%　+5% World History 　　　　2008　2009　Change Grade 9　16%　19%　+3% Grade 10　19%　24%　+5% Grade 11　8%　8%　0% U.S. History 　　　　2008　2009　Change Grade 11　25%　32%　+7%			10%	All Students	worksite visits, guest lectures) • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data	Science Museum East L.A. Community College Cal State L.A.			

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			Supplemental Services - After school tutoring programs - After school program to support reading comprehension and written and oral language conventions for English Language Learners - Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) - Full 9-16 articulation with community colleges and universities - Access to early college with dual enrollment	Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College Cal State L.A.			
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math <u>07-08</u> <u>08-09</u> <u>Change</u> ELA 33% 31% -2% MATH 42% 40% -2%	-10%	All Students	Instruction: - Culturally-relevant and responsive pedagogy - Differentiated instruction developed by horizontal and vertical teacher teams - Backwards-planning - Problem-based learning that builds on prior knowledge and requires higher order thinking - Cognitively Guided Instruction Strategies (CGI) - Supplemental reading and writing materials - SDAIE strategies		• CST		March 1 – Ongoing

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Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			• Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners • Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment • Computer-based supplemental math curriculum	Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College Cal State L.A.			
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. <u>07-08</u> <u>08-09</u> <u>Change</u>	varies	Gifted Students	Use data to identify Gifted and Talented Students to provide additional services to ensure they are scoring at Proficient and Advanced on the CST.		• Number of state identified Gifted students		March 1 – Ongoing

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9.3% 9.2% -.1% **Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.** <u>07-08</u> <u>08-09</u> <u>Change</u> African Americans 6.6% 6.6% .0% Hispanics 6.9% 7.0% .1%	by school varies by school						
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities **Prof/Adv CST ELA Subgroups:** <u>07-08</u> <u>08-09</u> <u>Change</u> African American 25% 27% +2% Hispanic 31% 33% +2% English Learners 20% 23% +3% Sts. w/ Disabilities 11% 12% +1%	10%	Hispanic, Standard English Learners, Students with Disabilities	Instruction: • Use Academic English Mastery Program (AEMP) strategies • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs		• CST		March 1 – Ongoing
Accelerate the performance of Standard		Standard	Instruction:		• ELD Portfolios		March 1 –

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Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
English Learners (SEL)	10%	English Learners	• Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners • Computer-based supplemental math curriculum		• McGraw/Hill Treasures and Tesoros ELD Unit Assessments • Student Writing Examples • Performance Assessments • CELDT		Ongoing

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Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 07-08 08-09 Change 54.8% 55.7% +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%	English learners	Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners		• ELD Portfolios • McGraw/Hill Treasures and Tesoros ELD Unit Assessments • Student Writing Examples • Performance Assessments • CELDT • ELSSA Data		March 1 – Ongoing
AMAO 2 – Meet or exceed the percentage of		English	Instruction:				March 1 –

East Los Angeles Performing Arts Academy
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English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv <u>07-08</u> <u>08-09</u> <u>Change</u> 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%	Learners	• Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum • Problem-based learning that builds on prior knowledge and requires higher order thinking • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement Professional Development: • Use of assessment data • Culturally-relevant instruction • Differentiation of instruction Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners		• ELD Portfolios • McGraw/Hill Treasures and Tesoros ELD Unit Assessments • Student Writing Examples • Performance Assessments • CELDT • ELSSA Data		Ongoing
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or		English Learners	Instruction:		• ELD Portfolios		March 1 – Ongoing

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Accountabilities				LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
					List the subgroups.	*Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	*Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	*Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	*Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	*Indicate when the strategy will be implemented and projected date of completion.*
advanced on the CST 07-08 08-09 Change ELA 24.3 27.0 +2.7% Math 34.1 36.3 +2.1%						• Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum • Problem-based learning that builds on prior knowledge and requires higher order thinking • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement Professional Development: • Use of assessment data • Culturally-relevant instruction • Differentiation of instruction Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners • Computer-based supplemental math curriculum		• McGraw/Hill Treasures and Tesoros ELD Unit Assessments • Student Writing Examples • Performance Assessments • CELDT • ELSSA Data		

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Accountabilities			LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase EL reclassification rates at the elementary, middle, and high school levels <u>07-08</u> <u>08-09</u> <u>Change</u> EL 13.5 15.8 +2.3 MS 22.4 20.8 +8.4 HS 10.3 12.4 +2.1			5%	English learners	Instruction: • Culturally-relevant and responsive pedagogy • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners		• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters		March 1 – Ongoing

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Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 07-08 08-09 Change ELA 25% 27% +2% MATH 26% 27% +1%	35% ELA 35% Math	Students with Disabilities	Instruction: • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs				March 1 – Ongoing

(Name) School

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 / 07-08 / Change 67.1% / 72.4% / +5.3%	8%	All Students	Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners		• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation)		March 1 – Ongoing

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change 57% 60% +3%	6%	10th Graders	Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement • Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners		• Increased participation in CAHSEE preparation		March 1 – Ongoing

(Name) School

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Dropout rate will decrease. 06-07 07-08 Change 31.7% 26.4% -5.3%	6%	All Students	Instruction: • Multiple Pathways curriculum offers students opportunity to engage in curriculum that best matches their interests • Interdisciplinary and inquiry-based curriculum to increase student engagement • Differentiated instruction developed by horizontal and vertical teacher teams Professional Development: • Culturally-relevant instruction • Differentiation of instruction • Use of assessment data Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners Supplemental Services • High School Transition Orientation Program • After school tutoring programs • Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, worksite visits, guest lectures) • Partnerships with local universities and colleges to increase engagement	E.g.: Federal Reserve MTA MOCA Walt Disney Hall East L.A. Community College Cal State L.A.	Monitor students at risk: • 85% of students are in attendance for 96% or more of the time • Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%.		March 1 – Ongoing

(Name) School

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. _07-08_ _08-09_ _Change_ 25% TBD% +__%	80%	All Students	Instruction: • Ensure that all students are put in the A-G requirements and an individual graduation plan (IGP) is set for each student. • Differentiated instruction developed by horizontal and vertical teacher teams • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • SDAIE strategies • Interdisciplinary and inquiry-based curriculum to increase student engagement Supplemental Services • After school tutoring programs	College Counselor	A-G enrollment and passing rates ● Decrease the number of students receiving Fails in A-G courses by 10%. ● Increase the percent of students earning C's or higher in A-G courses.	College Counselors, all faculty and parent support facilitators	March 1 – Ongoing

Increase the enrollment in Advanced Placement course
 	
_07-08_ _08-09_ _Change_
1.8% 1.9% + .1%
 	
Increase pass rates on AP tests
 	
_07-08_ _08-09_ _Change_
44.1% TBD% +TBD%
	5%
	
	5%
		All Students	Extensive online AP course offerings
			
			Dual-enrollment at local colleges and universities
				East L.A. Community College
				Cal State L.A.
					Advanced Placement courses –
					● Increase Advanced Placement offerings at all high schools.
					● Increase the number of tests administered by 10%
					● Increase the number of subject matter tests administered by:
					  ● At least 2 (if the school administers less than 15 subject matter tests)
					  ● At least 1 (if the school administers less than 20 subject matter tests)
						College Counselors	March 1 – Ongoing

(Name) School

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Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase students preparedness for College Career Readiness		All Students	Increase parental awareness and involvement through informational programs in collaboration with college readiness programs. Instruction: • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials • Interdisciplinary and inquiry-based curriculum to increase student engagement Supplemental Services • After school tutoring programs • After school program to support reading comprehension and written and oral language conventions for English Language Learners • Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment • Computer-based supplemental math curriculum	Know How 2 Go Fulfillment Fund One Voice Posse E.g.: Federal Reserve MTA MOCA Walt Disney Hall Science Museum East L.A. Community College Cal State L.A. UCLA	Increased matriculation into colleges and universities.	College Counselors, all faculty, parent support facilitators	March 1 – Ongoing

(Name) School

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Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • there are opportunities for parent involvement • they feel welcome at this school • there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).	At least 90% of parents respond "Strongly agree" or "agree"	Parents	Hire a Community Representative to provide workshops and training to parents. Community Rep may provide translation and culturally relevant strategies to increase parental participation in school and at home for the purposes of increasing student academic performance. Hire a Categorical Program Advisor to Coordinate and provide parent workshops. Coordinate staffing with community organization (InnerCity Struggle) to ensure that the main office is open, available, and responsive to parents before and after school hours. Instructional materials and assessment data will be provided and used for parent meetings and training.	Community Representative Categorical Program Advisor InnerCity Struggle	• **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate**. Every secondary school should be at 80%. • **Parent home involvement** should be at 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 80% for secondary schools in 2009-10.		March 1 – Ongoing

(Name) School

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree	All Students			• Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home		March 1 – Ongoing
Decrease the number of suspensions 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD	25%	All Students			• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools		March 1 – Ongoing
Increase attendance of staff and students 07-08 08-09 Change Students: 93.99% TBD TBD Staff: 93% TBD TBD	96% 96%	All Students and Staff	Health Center will: • Provide training to students, faculty, and community on health and wellness to increase student attendance. • Provide counseling to students, teachers, and parents and follow up on health concerns. • Facilitate health-related student groups/clubs. • Consult with school advisory and parent groups to develop and sustain health education and prevention of illness and injury.	Full-Service Health Center	• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition		March 1 – Ongoing

(Name) School

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		March 1 – Ongoing
Decrease in the number of Title 1 Schools In PI status					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		March 1 – Ongoing
Increase in the number of QEIA schools meeting annual targets					• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.		March 1 – Ongoing

ASSESSMENT SCHEDULE – FALL SEMESTER

Week	Reason for Assessment	Area of Assessment	Type of Assessment[1]	Uses for Assessment
1	Baseline Assessment of Content Area Skills, Knowledge and Understanding	English-Language Performing Arts, Social Studies (SS), Mathematics (Math), Science, Spanish	Teacher created Assessments vertically aligned to meet grade level standards	Data collected from the baseline assessment will be used to set individual student goals and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
	Baseline Physical Fitness Test	Physical Education (PE)	FITNESSGRAM Test	Data collected from the baseline physical fitness test will be used to ascertain progress toward physical fitness content standards and individual physical fitness goals over the course of the unit.
	English Language Proficiency	English Language Development	CELDT	Data collected from the CELDT will be used to identify students who may need English Language support and as a baseline to mark improvement in English Language skills for identified students.
2	Individual Goal Setting	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Portfolios, rehearsals and performances with rubric	Based on the unit objectives and individual performance on baseline assessment tests, students will set individual goals for the unit with guidance from content area teachers and their advisor. Guidance for student learning and target interventions
3	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Running Record, Written Response to journals, Teacher Observation, rehearsals	Qualitative data on student progress is collected weekly as a foundation for writing narratives. Guidance for student learning and target intervention
4				
5				
6				
7	Progress Check for Understanding Content[2]	ELA, SS, Math, Science, PE, Performing Arts	Textbook tests, teacher-made tests (e.g., vocabulary test), performance-based assessment	Data collected during the progress check for understanding will be used as evidence for statements made on mid-unit feedback

8			(e.g., using a rubric to assess group and/or lab work)	and to inform content area teachers of student progress and understanding of content to this point.
9	Conference Preparation	Advisory	Portfolios (evidence and written self-reflection)	Data collected during conference preparation will be used to make statements on student progress for mid-unit feedback and to inform content area teachers of student progress and understanding of content to this point.
	Physical Fitness Test	PE	FITNESSGRAM Test	Data collected from this assessment will be used to ascertain student progress toward personal physical fitness goal and be used to revise goals if necessary.
10	Quarter Benchmark Assessment of Content Area Skills, Knowledge and Understanding	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Interdisciplinary Project and Essay, Performances with rubric	Data collected from the quarter benchmark assessment will be used to set individual student goals for the next quarter and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards. Guidance for student learning and target intervention
11	Conferences, Portfolio Presentation	Advisory	Portfolios, teacher notes, rubrics	Data collected at conference will inform advisors, students, and a parent or guardian about student progress in relationship to unit and personal goals set for this unit, assist students in revising their unit and personal goals, and show student ability to be self-reflective and articulate.
12	Mid-Unit Feedback	Advisory	Written statements of student progress	Statements given as mid-unit feedback are used to revise individual student's unit and personal goals.
13	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts,	Running Record, Written Response to journals, Teacher	Qualitative data on student progress is collected weekly as a foundation for writing

		Advisory	Observation	narratives. Guidance for student learning and target intervention
14				
15	Exhibition Preparation	Advisory	Portfolios (evidence and written self-reflection) Teacher created Assessments	Data collected during exhibition preparation will be used by content area teachers to write narrative evaluations assessing individual students overall achievement in relation to relevant unit and personal goals.
16	Exhibitions, portfolios	Advisory	Portfolios, teacher notes, rubrics	Data collected during exhibitions will be used by advisors to write an overall assessment of student progress in relation to unit and personal goals and to identify students who are experiencing great success and may need greater challenge, and students who are struggling and may need support.
17				
18	Semester Benchmark Assessment of Content Area Skills, Knowledge, and Understanding	ELA, SS, Math, Science, Spanish, PE, Performing Arts, Advisory	Interdisciplinary Project and Essay. Rehearsals and performances with rubric	Data collected from the baseline assessment will be used to set individual student goals and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards. Guidance for student learning and target intervention
19				
20	Narrative Evaluations	Advisory	Written narratives of student progress based on student portfolios, essays and presentations.	Narratives written for individual students are used as a basis for self-reflection and as a reference when setting unit and personal goals for the next unit.

NOTE: CAHSEE exams will be administered according to the State schedule.

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[1] The assessments listed in this column represent the type of assessment to be administered. East Los Angeles Performing Arts Academy teachers and administration may select other assessments that meet similar criteria and achieve the same purpose.

[2] The progress check may be conducted during another week *prior* to conferences to coincide with the natural flow of the curriculum in a given content area.

ASSESSMENT SCHEDULE – SPRING SEMESTER

Week	Reason for Assessment	Area of Assessment	Type of Assessment[1]	Uses for Assessment
1	Semester 1 Review Assessment of Content Area Skills, Knowledge and Understanding	English-Language Performing Arts, Social Studies (SS), Mathematics (Math), Science, Spanish	Teacher created Assessments vertically aligned to meet grade level standards	Data collected from the Semester 1 Review Assessment will be used for teachers to reflect on student academic achievement from semester 1, and based on the results, to set student goals and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
	Semester 1 Review Physical Fitness Test	Physical Education (PE)	FITNESSGRAM Test	Data collected from the Semester 1 Review physical fitness test will be used to ascertain progress toward physical fitness content standards and individual physical fitness goals over the course of the unit.
	Determine Intervention	Academic Development	Semester 1 Review Assessment	Data collected from the Semester Review Tests will be used to identify students who may need English Language support or standards based support.
2	Individual Goal Setting	ELA, SS, Math, Science, PE, Performing Arts (Art), Advisory	Portfolios, rehearsals and performances with rubric	Based on the unit objectives and individual performance on baseline assessment tests, students will set individual goals for the unit/work with guidance from content area teachers and their advisor.
3	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Running Record, Written Response to journals, Teacher Observation	Qualitative data on student progress is collected weekly as a foundation for writing narratives and providing guidance for learning
4				
5	Progress Check for Understanding Content[2]	ELA, SS, Math, Science, PE, Performing Arts	Textbook tests, teacher-made tests (e.g., vocabulary test), performance-based assessment (e.g., using a rubric to assess group or lab work)	Data collected during the progress check for understanding will be used as evidence for statements made on mid-unit feedback and to inform content area teachers of student progress and understanding of content to this point.

6	Conference Preparation	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Portfolios (evidence and written self-reflection), rehearsals and performances with rubric	Data collected during conference preparation will be used to make statements on student progress for mid-unit feedback and to inform content area teachers of student progress and understanding of content to this point.
	Physical Fitness Test	PE	FITNESSGRAM Test	Data collected from this assessment will be used to ascertain student progress toward personal physical fitness goal and be used to revise goals if necessary.
7				
8	Conferences, Portfolio Presentation	Advisory	Portfolios, teacher notes, rubrics	Data collected at conference will inform advisors, students, and a parent or guardian about student progress in relationship to unit and personal goals set for this unit, assist students in revising their unit and personal goals, and show student ability to be self-reflective and articulate.
9				
10	Quarter Benchmark Assessment of Content Area Skills, Knowledge and Understanding	ELA, SS, Math, Science, PE, Art, Advisory	Interdisciplinary Project and Essay	Data collected from the quarter benchmark assessment will be used to set individual student goals for the next quarter and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
11	Mid-Unit Feedback	Advisory	Written statements of student progress	Statements given as mid-unit feedback are used to revise individual student's unit and personal goals.
12	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Art, Advisory	Running Record, Written Response to journals, Teacher Observation	Qualitative data on student progress is collected weekly as a foundation for writing narratives.
13				
14				
15	Benchmark assessment for State and Federal	English-Language Arts (ELA), Social Studies (SS),	CST	Data collected from the CST will be used to determine the school's API and AYP per

16	use	Mathematics (Math), Science		ESEA requirements. Data will also be used by teachers and counselors to track student progress and to determine specific intervention programs for focus students.
17	Exhibition Preparation	Advisory	Portfolios (evidence and written self-reflection)	Data collected during exhibition preparation will be used by content area teachers to write narrative evaluations assessing individual students overall achievement in relation to relevant unit and personal goals.
18	Final Benchmark Assessment of Content Area Skills, Knowledge, and Understanding	ELA, SS, Math, Science, Spanish, PE, Art,	Teacher created assessment	Data collected from the Benchmark Assessment will be compared to baseline assessment data to ascertain student progress during the year toward relevant California Content Area Standards and to identify students who need support or challenge related to the unit's content.
19	Final Exhibitions, portfolios	Advisory	Portfolios, teacher notes, rubrics	Data collected during exhibitions will be used by advisers to write an overall assessment of student progress in relation to unit and personal goals and to identify students who are experiencing great success and may need greater challenge, and students who are struggling and may need support.
20	Narrative Evaluations	Advisory	Written narratives of student progress based on	Narratives written for individual students are used as a basis for self-reflection and as a reference when setting unit and personal goals for the next unit.

NOTE: CAHSEE exams will be administered according to the schedule set by the state of California.

[1] The assessments listed in this column represent the type of assessment to be administered. East Los Angeles Performing Arts Academy teachers and administration may select other assessments that meet similar criteria and achieve the same purpose.
[2] The progress check may be conducted during another week *prior* to conferences to coincide with the natural flow of the curriculum in a given content area.

Appendix J: 4b, Student Assessment Plan: Assessment Schedule

ASSESSMENT SCHEDULE – FALL SEMESTER

Week	Reason for Assessment	Area of Assessment	Type of Assessment[1]	Uses for Assessment
1	Baseline Assessment of Content Area Skills, Knowledge and Understanding	English-Language Arts (ELA), Social Studies (SS), Mathematics (Math), Science, Spanish	Teacher created Assessments vertically aligned to meet grade level standards	Data collected from the baseline assessment will be used to set individual student goals and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
	Baseline Physical Fitness Test	Physical Education (PE)	FITNESSGRAM Test	Data collected from the baseline physical fitness test will be used to ascertain progress toward physical fitness content standards and individual physical fitness goals over the course of the unit.
	English Language Proficiency	English Language Development	CELDT	Data collected from the CELDT will be used to identify students who may need English Language support and as a baseline to mark improvement in English Language skills for identified students.
2	Individual Goal Setting	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Portfolios, rehearsals and performances with rubric	Based on the unit objectives and individual performance on baseline assessment tests, students will set individual goals for the unit with guidance from content area teachers and their advisor.
3	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Running Record, Written Response to journals, Teacher Observation	Qualitative data on student progress is collected weekly as a foundation for writing narratives and providing guidance for learning
4				
5				
6				
7	Progress Check for Understanding Content[2]	ELA, SS, Math, Science, PE, Performing Arts	Textbook tests, teacher-made tests (e.g., vocabulary test), performance-based assessment (e.g., using a rubric to assess group or lab work)	Data collected during the progress check for understanding will be used as evidence for statements made on mid-unit feedback and to inform content area teachers of student progress and understanding of content to this point.

Appendix 4b

8				
9	Conference Preparation	Advisory	Portfolios (evidence and written self-reflection)	Data collected during conference preparation will be used to make statements on student progress for mid-unit feedback and to inform content area teachers of student progress and understanding of content to this point.
	Physical Fitness Test	PE	FITNESSGRAM Test	Data collected from this assessment will be used to ascertain student progress toward personal physical fitness goal and be used to revise goals if necessary.
10	Quarter Benchmark Assessment of Content Area Skills, Knowledge and Understanding	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Interdisciplinary Project and Essay, performance with rubric	Data collected from the quarter benchmark assessment will be used to set individual student goals for the next quarter and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
11	Conferences, Portfolio Presentation	Advisory	Portfolios, teacher notes, rubrics	Data collected at conference will inform advisors, students, and a parent or guardian about student progress in relationship to unit and personal goals set for this unit, assist students in revising their unit and personal goals, and show student ability to be self-reflective and articulate.
12	Mid-Unit Feedback	Advisory	Written statements of student progress	Statements given as mid-unit feedback are used to revise individual student's unit and personal goals.
13	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Running Record, Written Response to journals, Teacher Observation	Qualitative data on student progress is collected weekly as a foundation for writing narratives. Guidance for student learning and target intervention
14				
15	Exhibition Preparation	Advisory	Portfolios (evidence and written self-reflection)	Data collected during exhibition preparation will be used by content area

			Teacher created Assessments	teachers to write narrative evaluations assessing individual students overall achievement in relation to relevant unit and personal goals.
16	Exhibitions, portfolios	Advisory	Portfolios, teacher notes, rubrics	Data collected during exhibitions will be used by advisors to write an overall assessment of student progress in relation to unit and personal goals and to identify students who are experiencing great success and may need greater challenge, and students who are struggling and may need support.
17				
18	Semester Benchmark Assessment of Content Area Skills, Knowledge, and Understanding	ELA, SS, Math, Science, Spanish, PE, Performing Arts, Advisory	Interdisciplinary Project and Essay, performance with rubric	Data collected from the baseline assessment will be used to set individual student goals and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
19				
20	Narrative Evaluations	Advisory	Written narratives of student progress based on student portfolios, essays and presentations.	Narratives written for individual students are used as a basis for self-reflection and as a reference when setting unit and personal goals for the next unit.

NOTE: CAHSEE exams will be administered according to the State schedule.

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[1] The assessments listed in this column represent the type of assessment to be administered. East Los Angeles Performing Arts Academy teachers and administration may select other assessments that meet similar criteria and achieve the same purpose.
[2] The progress check may be conducted during another week *prior* to conferences to coincide with the natural flow of the curriculum in a given content area.

ASSESSMENT SCHEDULE – SPRING SEMESTER

Week	Reason for Assessment	Area of Assessment	Type of Assessment[1]	Uses for Assessment
1	Semester 1 Review Assessment of Content Area Skills, Knowledge and Understanding	English-Language Performing Arts, Social Studies (SS), Mathematics (Math), Science, Spanish	Teacher created Assessments vertically aligned to meet grade level standards	Data collected from the Semester 1 Review Assessment will be used for teachers to reflect on student academic/artistic achievement from semester 1, and based on the results, to set student goals and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
	Semester 1 Review Physical Fitness Test	Physical Education (PE)	FITNESSGRAM Test	Data collected from the Semester 1 Review physical fitness test will be used to ascertain progress toward physical fitness content standards and individual physical fitness goals over the course of the unit.
	Determine Intervention	Academic Development	Semester 1 Review Assessment	Data collected from the Semester Review Tests will be used to identify students who may need English Language support or standards based support.
2	Individual Goal Setting	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Portfolios, rehearsals and performances with rubric	Based on the unit objectives and individual performance on baseline assessment tests, students will set individual goals for the unit with guidance from content area teachers and their advisor.
3	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Running Record, Written Response to journals, Teacher Observation	Qualitative data on student progress is collected weekly as a foundation for writing narratives. Guidance for learning and target intervention
4				
5	Progress Check for Understanding Content[2]	ELA, SS, Math, Science, PE, Performing Arts	Textbook tests, teacher-made tests (e.g., vocabulary test), performance-based assessment (e.g., using a rubric to assess group or lab work)	Data collected during the progress check for understanding will be used as evidence for statements made on mid-unit feedback and to inform content area teachers of student progress and understanding of content

				to this point.
6	Conference Preparation	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Portfolios (evidence and written self-reflection), rehearsals with rubric	Data collected during conference preparation will be used to make statements on student progress for mid-unit feedback and to inform content area teachers of student progress and understanding of content to this point.
	Physical Fitness Test	PE	FITNESSGRAM Test	Data collected from this assessment will be used to ascertain student progress toward personal physical fitness goal and be used to revise goals if necessary.
7				
8	Conferences, Portfolio Presentation	Advisory	Portfolios, teacher notes, rubrics	Data collected at conference will inform advisors, students, and a parent or guardian about student progress in relationship to unit and personal goals set for this unit, assist students in revising their unit and personal goals, and show student ability to be self-reflective and articulate.
9				
10	Quarter Benchmark Assessment of Content Area Skills, Knowledge and Understanding	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Interdisciplinary Project and Essay, performance with rubric	Data collected from the quarter benchmark assessment will be used to set individual student goals for the next quarter and to ascertain progress over the course of the unit in relation to the relevant California Content Area Standards.
11	Mid-Unit Feedback	Advisory	Written statements of student progress	Statements given as mid-unit feedback are used to revise individual student's unit and personal goals.
12	Notes on Student Progress (Ongoing, Weekly)	ELA, SS, Math, Science, PE, Performing Arts, Advisory	Running Record, Written Response to journals, Teacher Observation	Qualitative data on student progress is collected weekly as a foundation for writing narratives. Guidance for learning and target intervention
13				
14				

15	Benchmark assessment for State and Federal use	English-Language, Social Studies (SS), Mathematics (Math), Science	CST	Data collected from the CST will be used to determine the school's API and AYP per ESEA requirements. Data will also be used by teachers and counselors to track student progress and to determine specific intervention programs for focus students.
16				
17	Exhibition Preparation	Advisory	Portfolios (evidence and written self-reflection), performances with rubric	Data collected during exhibition preparation will be used by content area teachers to write narrative evaluations assessing individual students overall achievement in relation to relevant unit and personal goals.
18	Final Benchmark Assessment of Content Area Skills, Knowledge, and Understanding	ELA, SS, Math, Science, Spanish, PE, Performing Arts,	Teacher created assessment, performances with rubric	Data collected from the Benchmark Assessment will be compared to baseline assessment data to ascertain student progress during the year toward relevant California Content Area Standards and to identify students who need support or challenge related to the unit's content.
	Final Exhibitions, portfolios	Advisory	Portfolios, teacher notes, rubrics	Data collected during exhibitions will be used by advisers to write an overall assessment of student progress in relation to unit and personal goals and to identify students who are experiencing great success and may need greater challenge, and students who are struggling and may need support.
19				
20	Narrative Evaluations	Advisory	Written narratives of student progress based on	Narratives written for individual students are used as a basis for self-reflection and as a reference when setting unit and personal goals for the next unit.

NOTE: CAHSEE exams will be administered according to the schedule set by the state of California.

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[1] The assessments listed in this column represent the type of assessment to be administered. East Los Angeles Performing Academy teachers and administration may select other assessments that meet similar criteria and achieve the same purpose.
[2] The progress check may be conducted during another week *prior* to conferences to coincide with the natural flow of the curriculum in a given content area.

EAST LOS ANGLES PERFORMING ARTS ACADEMY at

ESTEBAN E. TORRES HIGH SCHOOL

APPENDIX 4g: OPERATIONAL GOALS AND METRICS

g. Operational Goals and Metrics. East Los Angeles Performing Arts Academy (ELAPAA)
    will use the operational goals and metrics described below to measure its overall
    operational progress over the next five years.

    a. ELAPAA will continue to use NCLB accountabilities to measure progress

    b. ELAPAA will continue to use LAUSD Modified Consent Decree Indicators to
        measure the progress of Students with Disabilities. ELAPAA will use LAUSD's
        monthly MCD Progress Report issued to administrators for school-specific
        monitoring data.

	Indicator		**Improvement Goal**	
California Standards Test	*2010-2011*	MCD	NCLB
Increase % Proficient or Advanced on CST (by grade and course) – overall and for all student subgroups	8%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB and BB on CST by grade and course – overall and for all student subgroups	8%		
California High School Exit Exam			
% of 10th graders passing ELA and Math sections on first try (Spring of 10th grade) – overall and for all student subgroups	59%	Performance in the Statewide Assessment Program	Increased Accountability
Increase % of 10th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP Measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 34%	Delivery of Services, Increased Promotion and Participation	Increased Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 36%		

Increase the proportion of EL students scoring Proficient or Advanced on the ELA and Math CSTs (AMAO 3)	To 21%		
Increase EL redesignation /reclassification rate	To 52%		
Increase GATE population to 6% schoolwide and for Hispanic and African-American subgroups	To 8.4%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	Develop		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9th to 10th grade (i.e., at least 55 credits)	62%	Graduation Rate	Increased Accountability
Increase on-time matriculation from 10th to 11th grade (i.e., at least 110 credits)	75%		
Increase 4-year adjusted, derived graduation rate (NCES definition on CDE website)	NA		Other Major Program Changes
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	5%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	80%		
Increase student enrollment in AP/ Honors or early college courses	To 5%		
Increase pass rate across all advanced course exams	82%		
Attendance			
Increase student attendance	93%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	94.9%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 5%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	40		
Students "strongly agree" or "agree" that they feel safe in their school as indicated	60%		

on the annual School Experience Survey for Students			
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that		Increased Parent Participation	More Choices for Parents and Students
• There are opportunities for parent involvement	88%		
• They feel welcome at this school	92%		
• There is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card)	45%		
Optional indicators			
Increase teacher retention rate	By 50%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1st year HS graduate)	NA		
API	594		
Transiency rates	28%		

ELAPAA OPERATIONAL GOALS AND METRICS

h. Operational Goals and Metrics. East Los Angeles Performing Arts Academy (ELAPAA) will use the operational goals and metrics described below to measure its overall operational progress over the next five years.

a. ELAPAA will continue to use NCLB accountabilities to measure progress

b. ELAPAA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. ELAPAA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator		**Improvement Goal**	
California Standards Test	*2011-2012*	**MCD**	**NCLB**
Increase % Proficient or Advanced on CST (by grade and course) – overall and for all student subgroups	10%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB and BB on CST by grade and course – overall and for all student subgroups	10 %		
California High School Exit Exam			
% of 10th graders passing ELA and Math sections on first try (Spring of 10th grade) – overall and for all student subgroups	65%	Performance in the Statewide Assessment Program	Increased Accountability
Increase % of 10th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP Measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 37%	Delivery of Services, Increased Promotion and Participation	Increased Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 41%		
Increase the proportion of EL students scoring Proficient or Advanced on the ELA and Math CSTs (AMAO 3)	To 25%		

Increase EL redesignation /reclassification rate	To 60%		
Increase GATE population to 6% schoolwide and for Hispanic and African-American subgroups	To 9%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	4%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9th to 10th grade (i.e., at least 55 credits)	69%	Graduation Rate	Increased Accountability
Increase on-time matriculation from 10th to 11th grade (i.e., at least 110 credits)	79%		
Increase 4-year adjusted, derived graduation rate (NCES definition on CDE website)	95%		Other Major Program Changes
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	3%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	90%		
Increase student enrollment in AP/ Honors or early college courses	To 7%		
Increase pass rate across all advanced course exams	85%		
Attendance			
Increase student attendance	94.5%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	95%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 4 %	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	36		
Students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students	80%		
Parent Involvement Data			

		Increased Parent Participation	More Choices for Parents and Students
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • There are opportunities for parent involvement • They feel welcome at this school • There is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card)	90% 95% 50%		
Optional indicators			
Increase teacher retention rate	By 65%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1st year HS graduate)	75%		
API	635		
Transiency rates	25%		

ELAPAA OPERATIONAL GOALS AND METRICS

i. Operational Goals and Metrics. East Los Angeles Performing Arts Academy (ELAPAA) will use the operational goals and metrics described below to measure its overall operational progress over the next five years.

   a. ELAPAA will continue to use NCLB accountabilities to measure progress

   b. ELAPAA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. ELAPAA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator		**Improvement Goal**	
California Standards Test	*2012-2013*	**MCD**	**NCLB**
Increase % Proficient or Advanced on CST (by grade and course) – overall and for all student subgroups	10%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB and BB on CST by grade and course – overall and for all student subgroups	10 %		
California High School Exit Exam			
% of 10th graders passing ELA and Math sections on first try (Spring of 10th grade) – overall and for all student subgroups	71%	Performance in the Statewide Assessment Program	Increased Accountability
Increase % of 10th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP Measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 40%	Delivery of Services, Increased Promotion and Participation	Increased Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 46%		
Increase the proportion of EL students scoring Proficient or Advanced on the ELA and Math CSTs (AMAO 3)	To 29%		
Increase EL redesignation /reclassification rate	To 72%		

Increase GATE population to 6% schoolwide and for Hispanic and African-American subgroups	To 9.5%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	6%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9th to 10th grade (i.e., at least 55 credits)	70%	Graduation Rate	Increased Accountability
Increase on-time matriculation from 10th to 11th grade (i.e., at least 110 credits)	84%		
Increase 4-year adjusted, derived graduation rate (NCES definition on CDE website)	98%		Other Major Program Changes
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	2%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	92%		
Increase student enrollment in AP/ Honors or early college courses	To 10%		
Increase pass rate across all advanced course exams	88%		
Attendance			
Increase student attendance	95.5%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	95.5%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 3.5 %	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	32		
Students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students	90%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School		Increased Parent Participation	More Choices for Parents and

			Students
Report Card), the majority of parents "strongly agree" or "agree" that			
• There are opportunities for parent involvement	95%		
• They feel welcome at this school			
• There is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card)	98% 65%		
Optional indicators			
Increase teacher retention rate	By 75%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1st year HS graduate)	80%		
API	683		
Transiency rates	23%		

ELAPAA OPERATIONAL GOALS AND METRICS

j. Operational Goals and Metrics. East Los Angeles Performing Arts Academy (ELAPAA) will use the operational goals and metrics described below to measure its overall operational progress over the next five years.

    a. ELAPAA will continue to use NCLB accountabilities to measure progress

    b. ELAPAA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. ELAPAA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator		Improvement Goal	
California Standards Test	*2013-2014*	**MCD**	**NCLB**
Increase % Proficient or Advanced on CST (by grade and course) – overall and for all student subgroups	12%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB and BB on CST by grade and course – overall and for all student subgroups	12 %		
California High School Exit Exam			
% of 10th graders passing ELA and Math sections on first try (Spring of 10th grade) – overall and for all student subgroups	77%	Performance in the Statewide Assessment Program	Increased Accountability
Increase % of 10th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP Measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 43%	Delivery of Services, Increased Promotion and Participation	Increased Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 51%		
Increase the proportion of EL students scoring Proficient or Advanced on the ELA and Math CSTs (AMAO 3)	To 34%		
Increase EL redesignation /reclassification rate	To 80%		

Increase GATE population to 6% schoolwide and for Hispanic and African-American subgroups	To 10%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	8%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9th to 10th grade (i.e., at least 55 credits)	78%	Graduation Rate	Increased Accountability
Increase on-time matriculation from 10th to 11th grade (i.e., at least 110 credits)	87%		
Increase 4-year adjusted, derived graduation rate (NCES definition on CDE website)	99%		Other Major Program Changes
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	1%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	93%		
Increase student enrollment in AP/ Honors or early college courses	To 15%		
Increase pass rate across all advanced course exams	85%		
Attendance			
Increase student attendance	96%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	96%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 3%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	28		
Students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students	95%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School		Increased Parent Participation	More Choices for Parents and

Report Card), the majority of parents "strongly agree" or "agree" that • There are opportunities for parent involvement • They feel welcome at this school • There is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card)	100% 100% 80%		Students
Optional indicators			
Increase teacher retention rate	By 90%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1st year HS graduate)	83%		
API	734		
Transiency rates	20%		

ELAPAA OPERATIONAL GOALS AND METRICS

k.   Operational Goals and Metrics. East Los Angeles Performing Arts Academy (ELAPAA) will use the operational goals and metrics described below to measure its overall operational progress over the next five years.

   a.   ELAPAA will continue to use NCLB accountabilities to measure progress

   b.   ELAPAA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. ELAPAA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator		**Improvement Goal**	
California Standards Test	*2014-2015*	**MCD**	**NCLB**
Increase % Proficient or Advanced on CST (by grade and course) – overall and for all student subgroups	15%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB and BB on CST by grade and course – overall and for all student subgroups	15%		
California High School Exit Exam			
% of 10th graders passing ELA and Math sections on first try (Spring of 10th grade) – overall and for all student subgroups	83%	Performance in the Statewide Assessment Program	Increased Accountability
Increase % of 10th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP Measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 46%	Delivery of Services, Increased Promotion and Participation	Increased Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 56%		
Increase the proportion of EL students scoring Proficient or Advanced on the ELA and Math CSTs (AMAO 3)	To 38%		
Increase EL redesignation /reclassification rate	To 91%		

Increase GATE population to 6% schoolwide and for Hispanic and African-American subgroups	To 12%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	10%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9th to 10th grade (i.e., at least 55 credits)	85%	Graduation Rate	Increased Accountability
Increase on-time matriculation from 10th to 11th grade (i.e., at least 110 credits)	92%		
Increase 4-year adjusted, derived graduation rate (NCES definition on CDE website)	99%		Other Major Program Changes
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	1%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	95%		
Increase student enrollment in AP/ Honors or early college courses	To 20%		
Increase pass rate across all advanced course exams	85%		
Attendance			
Increase student attendance	96.5%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	97%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 1%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	25		
Students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students	95%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School		Increased Parent Participation	More Choices for Parents and

Report Card), the majority of parents "strongly agree" or "agree" that			Students
• There are opportunities for parent involvement	100%		
• They feel welcome at this school	100%		
• There is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card)	85%		
Optional indicators			
Increase teacher retention rate	By 90%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1st year HS graduate)	85%		
API	770		
Transiency rates	15%		

EAST LOS ANGELES PERFORMING ARTS ACADEMY

at ESTEBAN E. TORRES HIGH SCHOOL

APPENDIX 5

Professional Development Calendar, ELAPAA

Professional Development sessions devoted to achieving WASC accreditation are subject to movement, increase, or decrease, pending communication with WASC Accreditation Team.

NOTE: Most Professional Development sessions are 90 minutes long. Additional, teacher-initiated and weekly Grade Level Team-initiated professional development will be added following the summer teacher training weeks.

Week	Meting Type	Topic
Week 1	Teams	Data examination (incoming students test histories and other) Data examination (as above, plus any diagnostic test results)
Week 2	Faculty /Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
	Faculty	Developing Data-Driven Practices
Week 3	Teams	Early identification of and plans for target students (struggling)
	Faculty	DBL, Thematic Essays, Shared Inquiry
Week 4	Teams	Early identification of and plans for target students (students needing extra academic challenges; students needing extra behavioral support)
Week 5	Teams	Data examination (performance of ELLS and mainstreamed students receiving Special Education services)
Week 6	Teams	Assessment of general curricular progress and identification of any needed course corrections. Identifying Topics to Research for Future PDs and Assigning Teams to Do So
	Faculty/Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
Week 7	Teams	Follow-up: Early identification of and plans for target students (struggling)
	Faculty	WASC
Week 8	Teams	Follow-up: Early identification of and plans for target students (students needing extra academic challenges; students needing extra

		behavioral support)
Week 9	Teams	Address needs for execution of 1st quarter summative assessments/ unit culminating activities
Week 10	Teams	Consideration of visits to colleagues' classrooms
	Faculty	Review: Data-Driven Practices
Week 11	Teams	Data examination (first quarter assessment results)
	Faculty	WASC
Week 12	Teams	Assessment of general curricular progress and identification of any needed course corrections
Week 13	Faculty/Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
Week 14	Teams	Identification of, and Plans for, students at risk of failing
	Faculty	State-mandated Topics
Week 15	Teams	Analysis of student work
	Faculty	First Report from Research Teams
Week 16	Teams	Assessment of Plans for students at risk of failing
Week 17	Teams	Open for topics TBD by need
	Faculty	WASC
Week 18	Faculty/Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
	Faculty	Reflections on First Semester
Week 19	Teams	Address needs for execution of 2nd quarter unit culminating activities/ final assessments
Week 20	Teams	Data examination (second quarter assessment results)
BREAK		
Week 21	Teams	Develop plans for students with 1st semester Fails. Data examination (any new students plus any diagnostic test results)
Week 22	Faculty/Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
	Faculty	WASC
Week 23	Teams	Examine degree of success of first semester's thematic units

	Faculty	CST Preparations
Week 24	Teams	Analysis of Student Work
Week 25	Teams	Analysis of Student Work
Week 26	Teams	Assessment of general curricular progress and identification of any needed course corrections
	Faculty	WASC
Week 27	Teams	Identification of target students
	Faculty	PDs on the Topics for Research Selected in the First Term
Week 28	Teams	Follow up on target student plans, roll-out of CST Preparation Plan
Week 29	Teams	Address needs for execution of 3rd quarter unit culminating activities/ quarterly assessments
Week 30	Teams	Peer observations - visits to colleagues' classrooms and CST Preparation Plans
	Faculty/Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
Week 31	Teams	Data examination (third quarter assessment results) and CST Preparation Plan
	Faculty	As above, or WASC
Week 32	Teams	Follow up: results of target student plans
Week 33	Teams	WASC implications for grade level teams
Week 34	Teams	Identification of and Plans for students at risk of failing, CST Preparation intensives
	Faculty	Reflections on Year-to-Date and Identification of Improvement Opportunities
Week 35	Teams	Assessment of Plans for students at risk of failing
	Faculty	Career Pathways Implementation
Week 36	Teams	Assessment of general curricular progress and identification of any needed course corrections
Week 37	Faculty/Parents/ Community	Cultural awareness and community sensitivity development-ongoing basis
	Faculty	Develop Summer Research/PD Needs
Week 38	Teams	Open for topics TBD by need
	Faculty	Final Reflections
Week 39	Teams	Address needs for execution of 4th quarter unit culminating activities/ final assessments
Week 40	Teams	Data examination (fourth quarter assessment results)

**East Los Angeles Performing Arts Academy at
Esteban E. Torres High School**

Appendix 7
7. Serving Specialized Populations

a. Specialized Instruction:

ELAPAA will serve specialized populations of students through Response to Intervention (RTI), a systematic program of phased in strategies that are preventative and serve individual student needs with a multi-level response for students at risk – those not meeting grade level standards and those with learning disabilities. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (http://floridarti.usf.edu/). The plans that the academy will put in place will ensure RTI among Students with Disabilities, English Learners, and other at-risk students by adhering to the following guidelines:

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff.
- Fully integrate school-based Mental Health professionals into the planning and coordination of instructional services for students with disabilities, EL, SEL, and other at-risk students.
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.

ELAPAA will also take every measure to personalize the learning experience of each student with special needs, through a focus on art and technology, and through building on the strengths and responding to the needs of each student with the development of an Individual Learning Plans (ILP). For all students, ELAPAA will be a place where they are known well by a common set of adults who will track their progress and support their transitions within high school and beyond. As part of this process, teachers will ensure that each student has mastered a set of competencies relevant to their needs and the Expected Schoolwide Learning Results of the academy before they can proceed to the next level. The instructional program will be organized to accommodate key transitions and needs in the high school careers of its students. The goals of ELAPAA are:

- to support high expectations for academic and career achievement
- to promote critical thinking in their roles as students and citizens
- to support students' social and emotional development
- to build a strong, civil and collaborative community of parents, students and teachers
- to develop lifelong learners who are adept at the technological skills necessary to

become actively engaged, thinking citizens of the 21st century

Homeless students: The needs of homeless students will be addressed by Bienvenidos staff, the Torres Community School coordinator (InnerCity Struggle staff), our Principal, our Counseling Coordinator, and all teachers on the grade-level team. The student's advisory teacher will coordinate the efforts to develop an action plan that outlines how to best serve the student and his or her family. Based upon the needs of the student and family, this group will coordinate services to provide necessities such as housing, food vouchers, clothing, as well as academic necessities such as tutoring, instructional differentiation, and a coordinated approach to ensure that the student has access to all necessary resources. Teachers and other site personnel will ensure that students are part of the free lunch program and are making use of the Bienvenidos Wellness Center for both physical and emotional wellness. Students will be encouraged to participate in a wide array of extracurricular activities to further develop their sense of belonging.

GATE students: Intellectually gifted or high ability students and students with other talents are at risk for school failure or the failure to achieve their full potential, despite their gifts and talents, if their educational, social and guidance needs are not met at school. The usual risk factors for students with low socio-economic status in impacted urban neighborhoods affect GATE students, as well. Specific strategies, services and programs to address these students' special needs are discussed in Sections 2.c, d and e.

i.   **Special education process**

ELAPAA is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: *Special Teaching for Special Children?.* Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)

The Special Education Process will be implemented to determine whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of process are:

Step 1: Referral for Assessment An ELAPAA student may be referred for assessment for services by a parent or guardian, a teacher, or other school personnel and community members. A written response will be mailed home within fifteen days from Local District 5. When it is the determined by the district that an assessment is appropriate, the Assessment

Plan will be mailed home requiring a parent's signature which means they are giving their consent for the assessment process to take place.

Step 2: The Assessment: .The assessment involves gathering information about the student to determine whether he or she has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. When the student is assessed, these guidelines are followed:

- Each student is assessed after receipt of the signed Assessment Plan.
- All areas relating to the student's probable disability are assessed (academics, physical capabilities, health, etc.).
- The Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- The assessment will include a variety of suitable tests to measure the student's strengths and needs or challenges. Individuals administering these tests are qualified and trained to do so.
- The assessment is adapted or suited to students with impaired sensory, physical or speaking skills.
- A multi-disciplinary team, including at least one general education teacher and a specialist such as the school psychologist who possesses knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed.
- Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory.

Step 3: Development and Implementation of an IEP: After the student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for both the parent and the school's representatives. At this meeting, the IEP team discusses the assessment results and determines whether the student is eligible for special education services. If he or she is eligible, then an IEP will also be developed during the meeting.
The following people will be members of the IEP team:

- The student's parent or guardian, and/or representative.
- School administrator or qualified representative who is knowledgeable about program options appropriate for the student.
- Student's present teacher. If a student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge of the student is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age.
- Other persons whom the parent or the school wishes to invite.

- When appropriate, the person(s) who assessed the student or someone familiar with the assessment procedures.

The IEP is the written plan that describes a child's abilities (strengths) and needs (challenges), and the placement and services designed to meet the student's unique needs. The student must have an IEP before he or she receives special education services. The IEP is implemented as soon as possible after the IEP meeting. In addition, the IEP is reviewed and, when necessary, revised once a year or more often, upon parental or guardian request. If the student is found to be eligible for special education services, the IEP will contain:

- Annual goals and short-term or incremental objectives focusing on the student's current levels of performance (Present Levels of Performance/PLPs).
- The services that will be provided.
- When the services will begin, how often they will be provided and for how long.
- The instructional program(s) where these services will be delivered.
- The amount of time the student will spend in general education. If the student is not educated completely in general education, it (the IEP) should state why.
- How the school will measure the student's progress.

Step 4: IEP Review

Once the initial steps have been implemented, a subsequent IEP meeting will be held:

- Once a year to review the student's progress and placement and to make any needed changes.
- Every three years (Triennial) to review the results of a mandatory comprehensive re-evaluation of the student's progress.
- After a student has received a formal assessment or re-assessment.
- If the parent or a teacher feels that a student demonstrates significant educational growth or a lack of anticipated progress.
- When the parent or a teacher requests a meeting to develop, review, or revise the IEP.
- To develop an Individualized Transition Plan (ITP), beginning at age fourteen (14).
- To determine whether a student's misconduct was a manifestation of his or her disability before expelling or suspending the student from school for more than ten (10) school days.

Transition services are a set of coordinated activities to assist a student's movement from school to post-school activities. These services are designed to help the student adjust to life after he or she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen (14) years of age or younger. When appropriate, the IEP team plans and oversees the implementation of these transition services.

ii. Students with disabilities

Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education

classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools . *British Educational Research Journal*, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)

Students who fall under this category may include those with different intellectual capacities; physical handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, the academy's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the Pilot school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.

A Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other four Pilot schools on campus and the community partners like Bienvenidos.

Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the Pilot school to allow for the interaction of disabled students with non-disabled students, however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other pilot schools.

iii.   Extended school year services for eligible students with disabilities
Extended school year (ESY) services are special education and related services that are provided to students with disabilities in excess of the traditional school year, in accordance with each student's IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during

the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.

Students will be provided with two opportunities throughout the school year to participate in ESY services, the winter break and the traditional summer classes. Core content will be made available alternating between English and math in the winter break and English, math, science and history in the summer. Enrichment elective courses will be made available to all students during both breaks, through partnerships with our arts community partners.

Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.

If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.

iv. English Language Learners and Standard English Learners

ELAPAA students will come from Garfield and Roosevelt high schools. Roughly one-third of students—30% Garfield and 36% Roosevelt—are classified as English Learners (EL), as are about one-third in the three feeder middle schools. Many of the remaining students could likely be classified as Standard English Learners (SEL) insofar as these students demonstrate difficulty in *academic* English language proficiency as demonstrated by state assessments (e.g., California Standards Tests, California High School Exit Exam). Meeting the needs of the EL and SEL students at the academy will require the collaboration of teachers, parents and support staff in addressing the issues facing this diverse group of learners.

Since many ELAPAA students will come from bilingual households in which an English dialect or regional variation on Standard English is spoken, they will share some traits and challenges with Standard English Learners. Their need to master Standard English will be addressed through intensive focus on academic English vocabulary and writing skills. The academy will provide a learning environment in which home languages are welcomed and accommodated in the classroom, in meetings, and in all school events and communications. The curriculum for all students will embody a language development approach that preserves and enhances the native language skills of students. (source: Lesaux, N.K, & Siegel, L.S. The development of reading in children who speak English as a second language (ESL). *Developmental Psychology, 39*(6),1005-1019. (2003))

The number of students who will require English as a Second Language (ESL) courses is expected to be small. Therefore, emphasis will be placed not only on supporting these ESL students, but also on the majority of students who have completed the ESL sequence but have yet to demonstrate a level of English proficiency, based on the established State and district criteria. Students who qualify for ESL 1 and 2 will be placed in an intensive ESL program along with additional language supports in the other core content classes in order to provide maximum access to the grade level curriculum while providing for the developmental language

needs.

Primary language assessments and the California English Language Development Test (CELDT) will be administered within the first 30 days of enrollment, to ensure proper classification of new students. Furthermore, the home language surveys and other pertinent documentation are examined upon enrollment, as well as periodically throughout the year.

A key component of the EL program at the academy will be the detailed monitoring of the students' progress through the ESL classes, as well as meeting the state and district guidelines for reclassification as an English Proficient student. Student work and assessment data will be monitored within all four domains of the ELD: Listening, Speaking, Reading, and Writing, and on a periodic basis the interdisciplinary teachers, the counselor and the administrator will meet to review the progress of each EL student. The principal and counselor will analyze the rosters of all EL students, checking for student progress and searching for students who may potentially reclassify within the semester. Testing and grade report data is also utilized in the appropriate assignment of English Learners in the mainstream A-G English classes, as well as after-school and intervention programs.

For EL students who have transitioned into sheltered instruction in the academic core, as well as the large proportion of SEL students in these classrooms, the teaching and reinforcement of literacy is a natural extension of a comprehensive and explicit English oral-language development program. A strong English literacy program for EL and SEL students is built upon language acquisition theory validated by research and successful classroom practices. Elements of phonemic awareness, comprehensible vocabulary development and print awareness are important components of a balanced literacy program for EL and SEL students. ELAPAA is proposing schoolwide infusion of research-based instructional strategies in all areas of the curriculum including use of SDAIE, AVID, Project-based learning, and Reciprocal Teaching, with a special emphasis on developing ways to use the performing arts to support content-area literacy.

These pedagogical techniques have demonstrated effectiveness in promoting achievement among both EL and SEL students precisely because they systematically scaffold instruction to allow students to access and master rigorous, standards-based content. Moreover, these strategies are complementary in their deliberate approach to "chunking" instructional delivery so that there is direct instruction with explicit teacher modeling, academic vocabulary frontloading, graphic organizers to help students organize and categorize learning, structured guided practice that facilitates oral language production and student interactions, collaborative learning environments, and only then a release for students to practice skills independently. Our challenge is to ensure consistent application of these strategies across the curriculum so that ALL students benefit from this approach. Moreover, the emphasis on data-driven collaboration and professional development (see Sections 4 and 5) will ensure that the progress of EL and SEL students is carefully monitored using multiple measures.

b. Students in at-risk situations

According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. Esteban Torres' demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselor, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental

illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which students exhibit behaviors indicative of high risk.

IMPACT programs will be implemented to provide support for our students, in conjunction with Bienvenidos, the community partner in the planned, on-site health clinic. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students' lives, using the disciplines and processes of the performing arts. As mentioned, IMPACT is a model for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.

Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as ConnectEd, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students' attendance and achievement.

When ELAPAA teachers meet weekly during their common planning time with their grade-level teams, their first order of business to will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by ELAPAA staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:

- Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses. These classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail).
- Community partners in the Torres Community School Collaborative will provide after-school support, e.g., academic tutoring and CAHSEE preparation classes for students who need assistance.

ELAPAA will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the *Coordination of Services Team (COST),* which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the *Language Appraisal Team (LAT)* and the *Student Study Team (SST).* These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions

Drop-out Prevention: ELAPAA will implement various strategies to address the high dropout rate at Garfield and Roosevelt high schools. There will be a phased program in two tiers:

Tier 1
- ELAPAA is implementing a data-driven intervention for students at risk of dropping out. Graduation Groups are weekly motivational student support groups offering a total of 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise.
- Students identified as potential non-grads are invited to Diploma Plus Workshop to inform them of diploma and GED options in adult school and support them in this transition by a parent meeting to share educational options and enlist parental support.

Tier 2
- Students are given the option to recover credits through concurrent enrollment at East Los Angeles Community College, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission. The ELAPAA Principal and Counseling Coordinator will meet in small groups with students and parents to share about additional support available to them. All students will be offered workshops addressing personal, career and academic goals, credit recovery, mental health issues, and college plans.
- A Student Recovery Day enlists staff across LAUSD departments as well as Academy staff to visit students in their homes, address the reasons why they dropped out, and help them re-enroll in school. This intervention will be repeated at least twice each school year to recover additional students.

Mental Health Services: A psychiatric social worker based at the Esteban E. Torres High School campus will work under the mission and guidance of LAUSD's School Mental Health Branch. School Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The psychiatric social worker will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure the stress of today's world.

The psychiatric social worker will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker will collaborate with student support services such as teacher, counselor, parents, advisor, etc., in order to ensure that no student falls through the cracks.

Mental health services will also be provided through our community partner Bienvenidos, a public service agency whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages 0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.

HOMELESS ED PROGRAM RESPONSIBILITIES------ this section could be placed under the responsibilities of the counseling coordinator????

·   Assist in the identification of homeless students.
·   Facilitate enrollment and equal access to school programs.
·   Assist unaccompanied youth with enrollment, school placement and obtaining immunization records.
·   Provides school backpacks, school supplies and assistance with transportation and school clothing as appropriate.
·   Ensure students and their families receive all services for which they are eligible, such as Head Start, Early Head Start, Preschool, etc.
·   Provide in-service training and technical assistance to schools and community agencies.
·   Provide referrals to health, mental health, dental and other school and community services.
·   Coordinate resources through community outreach.
·   Ensure that parents are informed of their educational rights and are provided with the opportunity to participate in their child's academic career.
·   Disseminate public notice of educational rights in places where services are provided.
·   Ensure that schools are informing parents and students of transportation services and provide assistance in accessing these services.
·   Mediate enrollment disputes.

·   Ensure that homeless youth have access to a free public education, equal to that of any other youth.

·   Strengthen the implementation of the District's homeless education policy.

·   Reduce enrollment barriers that homeless families face

·   Ensure that homeless students are being properly identified and served

·   Coordinate resources through community outreach

·   Increase school staffs' awareness of and sensitivity to homeless families and their plight

·   Ensure that homeless students are not segregated from their non-homeless peers

East Los Angeles Performing Arts Academy at Esteban E. Torres High School

APPENDIX 7B – ATTENDANCE PLAN

Our School Is Structured to Support Good Attendance Habits
1. **Students know their teachers and are known well by them, which motivates them to attend school and participate in class;**
2. **4 X 4 Block Schedule allows students to focus on only four subjects each quarter, which makes school a calmer, more focused place;**
3. **Later start time of 8:20 am accommodates adolescent sleep needs;**
4. **Making breakfast available at school until the start of Period 1, served from breakfast carts at each entrance, gets kids in class and ready to learn;**
5. **Daily Advisory Program involves teachers and peers in monitoring and supporting good attendance habits;**
6. **Designated drop-off sites and Safe Passages Program to get students to school on time and reduce period 1 tardies.**

We have a School-wide Motivational Program
Recognition for students who maintain excellent attendance

1. Climate that promotes attendance: "Attendance is Everyone's Business" are signs that are posted in every office, teachers are encouraged to actively promote good attendance through incentives and engaging activities.
2. Attendance Campaign- 4 times a year to promote attendance and academic achievement
3. Monthly perfect attendance stickers- allow access to front of the line during nutrition and lunch
4. Semester perfect attendance recognition ceremonies
5. Yearly medals for 1 full year perfect attendance
6. Play or concert tickets from arts partner organizations for improved attendance

We use School-wide Attendance Monitoring Tools
Systems in place to access students' attendance records to create reports to monitor attendance

1. ISIS system- teachers submit attendance per period during the first 15 minutes
2. Connect Ed system- 2 daily phone calls notifying parents at home for student tardy/absence at 10:30am and at 6:00pm
3. PSA's and PSA assistant- daily phone calls to students with 3 full absent days or more
4. Attendance Reports (AT24) are printed every 2 to 3 days to identify students who have excessive absences, unclear absences, and truants of 2 or 3 class periods
5. Tardy sweeps and Truancy Sweeps are conducted at random to identify students
6. Teacher referral- a list of students or a referral is submitted to PSA's, academic counselors, and deans office regarding tardy/ truancy issues

We care about all students, even the No Shows

Students who do not enroll the 1st day of school are considered "No Shows, " but every attempt is made to encourage the student to return to school or to identify their whereabouts.

1. Phone calls to every contact number listed.
2. When no parent/guardian is a contacted a letter is mailed to the home.
3. If there is still no contact a home visit is conducted after letter has been mailed.

We Monitor and Reach Out to Students with High Absence Rates
Students who have missed school more than 3 days or 2/3 period absences in 3 days

1. Conference with student
2. Conference with parent/guardian
3. Home Visit
4. Monitor their attendance through daily attendance check by the Counseling Coordinator.
5. Parents are held responsible for monitoring student's attendance once a week through a phone call to the Counseling Coordinator.
6. Parents are asked to shadow student during 1 class period or all day
7. Develop an individual attendance plan for students with extenuating circumstances to get them back on track (school phobia, probation, D.C.F.S, homeless)
8. Annual general assemblies with the District Attorney
9. Group Counseling
10. Healthy Start/Community Agency Referrals
11. C.O.S.T.
12. S.A.R.T. and S.A.R.B.

We don't just take attendance -- we take action to help kids attend school.