ELARA (Urban Planning and Design) Application: Appendices

APPENDIX A: Assurance Statements, Section 1.a.ii,iii, and v

Design Team
East Los Angeles Renaissance Academy
(A Humanitas Network School for Urban Planning and Design)

January 10, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Superintendent Cortines:

Regarding assurance a.ii of the Executive Summary:

The East Los Angeles Renaissance Academy will enroll the requisite number of students from the impacted campuses that Esteban E. Torres High School is intended to relieve, and will first and foremost serve the students coming from the attendance areas of the designated overcrowded schools including students with disabilities.

Sincerely,

Martin Buchman
Co-ordinator
East Los Angeles Renaissance Academy

Antonio Marquez
Design Team Member

Michael Leavy
Design Team Member

Norm Chen
Design Team Member

Zoe Souliotis-Foley
Design Team Member

Monique Ulivi
Design Team Member

Michael Rocha
Design Team Member

Rachel Greene
Design Team Member

Adrianne Sarabia
Design Team Member

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Design Team
East Los Angeles Renaissance Academy
(A Humanitas Network School for Urban Planning and Design)

January 10, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Superintendent Cortines:

Regarding assurance a.iii of the Executive Summary:

The Design Team members of the East Los Angeles Renaissance Academy agree that the student composition at ELARA will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community

Sincerely,

Martin Buchman
Co-ordinator
East Los Angeles Renaissance Academy

Antonio Marquez
Design Team Member

Michael Leavy
Design Team Member

Norm Chen
Design Team Member

Zoe Souliotis-Foley
Design Team Member

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East Los Angeles Renaissance Academy
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January 10, 2010

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Superintendent Cortines:

Regarding assurance a.v of the Executive Summary:

The Design Team members of the East Los Angeles Renaissance Academy agree to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education, and will use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent.

Sincerely,

Martin Buchman
Co-ordinator
East Los Angeles Renaissance Academy

Antonio Marquez
Design Team Member

Michael Leavy
Design Team Member

Norm Chen
Design Team Member

Zoe Souliotis-Foley
Design Team Member

Monique Ulivi
Design Team Member

Michael Rocha
Design Team Member

Adrianne Sarabia
Design Team Member
East Los Angeles Renaissance Academy

Rachel Greene
Design Team Member

APPENDIX B: Executive Summary, 1b, Student Population

Student Data for Torres

07-08 data are from school report cards, except for dropout and UC/CSU data from Dataquest. 2009 data from Dataquest

	Demographics 08-09					English Learners			07-08 Achievement	
High Schools	**FRPL**	**Latino**	**Oth**	**Spec Ed 07-08**	**GATE 07-08**	**ELL**	**Redesig rate**	**Improve CELDT**	**CST ELA**	**CST Math**
Garfield 80%-90%	89%	99%	1%	11%	9%	30%	9%	52%	21%	5%
Roosevelt	81%	99%	1%	12%	8%	36%	9%	47%	18%	3%
LAUSD hs	**65%**	**73%**	**27%**	**10%**	**13%**	**24%**	**15%**	**47%**	**31%**	**11%**
							all lausd			
Middle Feeder Schools to Torres										
Belvedere	92%	99%	1%	10%	11%	34%	15%	47%	23%	24%
Griffith	88%	99%	1%	10%	11%	32%	17%	51%	29%	24%
Stevenson (low %)	87%	99%	1%	9%	10%	37%	12%	49%	21%	19%
LAUSD ms	**72%**	**74%**	**26%**	**11%**	**16%**	**28%**	**22%**	**51%**	**33%**	**29%**

Note: whole-school % not available yet, so for consistency and ability to compare, used 07-08 CST data from School Report Cards

	07-08 Drop, Grad, CSU/U			On Track to Graduate 07-08						Engagement 07-08	
High Schools	**4 yr drop**	**4-yr grad**	**CSU/UC**	**Gr9 55 credits**	**Gr10 115 cr & A-G**	**CAHSEE both gr10 07-08**	**Gr11 EAP ELA**	**Gr11 EAP math**	**Gr12 take SAT**	**07-08 Attend**	**% >95% attend***
Garfield 80%-90%	21%	45%	16%	61%	15%	56%	3%	8%	30%	91%	47%
Roosevelt	24%	43%	22%	59%	12%	51%	2%	8%	36%	89%	43%
LAUSD hs	**26%**	**48%**	**25%**	**60%**	**20%**	**60%**	**8%**	**12%**	**43%**	**91%**	**51%**

				On Track for High School 07-08							
Middle Feeder Schools to Torres				**GR8 enroll Alg 1**	**GR8 Pass Alg 1 >=C**	**GR8 CST ELA**	**GR8 CST math**	**GR8 CST Hist**	**GR8 CST Sci**		
Belvedere				79%	59%	20%	16%	17%	38%	96%	79%
Griffith				36%	70%	28%	20%	22%	44%	96%	74%
Stevenson (low %)				36%	60%	22%	14%	19%	30%	97%	83%
LAUSD ms				**52%**	**32%**	**31%**	**25%**	**26%**	**41%**	**95%**	**68%**

*Miss 10 or fewer days

	School Data 2009							
High Schools	**08-09 Enroll**	**API score**	**Met target?**	**API rank 08**	**API sim sch 08**	**PI yr**	**AYP?**	**AYP #/#**
Garfield 80%-90%	4657	594	N	1	6	5+	N	8 of 18
Roosevelt	4630	577	Y	1	4	5+	N	11 of 22
Middle Feeder Schools to Torres								
Belvedere	2166	644	Y	1	6	5+	N	11 of 21
Griffith	1845	666	Y	2	3	5+	N	13 of 21
Stevenson (low %)	2282	616	N	1	2	5+	N	10 of 21

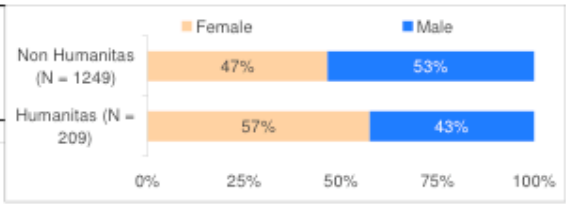
Appendix C: 2b, Track Record of Curriculum: Garfield and Roosevelt Humanitas Results

The following tables show results from four Humanitas programs in 2007-2008, when the respective SLCs had a small measure of autonomy. Note that in each case the Humanitas student population is essentially identical demographically with the remainder of the school population on that particular track, and comparable to or below their peers in ELA test scores.

School Report - Garfield A_0708.xls
Source: LAUSD Student Level data for students from 2007-2008

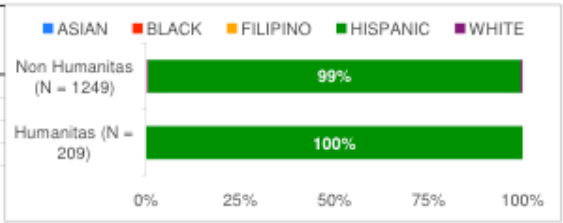
Male/Female Distribution

	Non Humanitas (N = 1249)	Humanitas (N = 209)
Male	53%	43%
Female	47%	57%



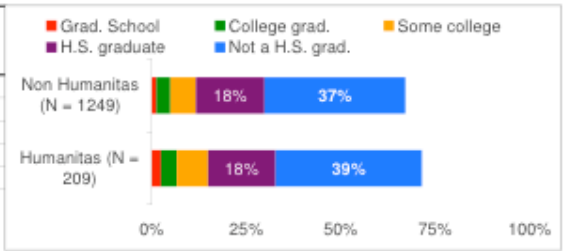
Ethnicity

	Non Humanitas (N = 1249)	Humanitas (N = 209)
ASIAN	0%	0%
BLACK	0%	0%
FILIPINO	0%	0%
HISPANIC	99%	100%
WHITE	0%	0%



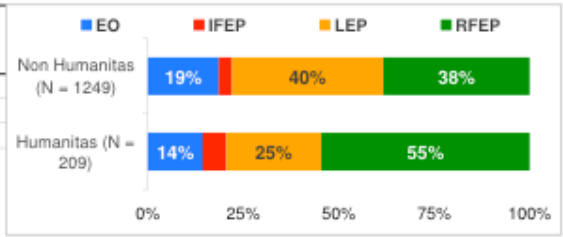
Parent Education Level

	Non Humanitas (N = 842)	Humanitas (N = 168)
Grad. School	1%	2%
College grad.	4%	4%
Some college	7%	8%
H.S. graduate	18%	18%
Not a H.S. grad.	37%	39%
Declined to state	33%	29%



Language Classification

	Non Humanitas (N = 1249)	Humanitas (N = 209)
EO	19%	14%
IFEP	3%	6%
LEP	40%	25%
RFEP	38%	55%

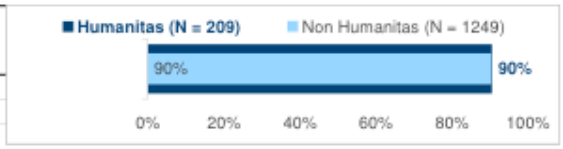


Urban Education Partnership 12/9/2008 p. 1

School Report - Garfield A_0708.xls
Source: LAUSD Student Level data for students from 2007-2008

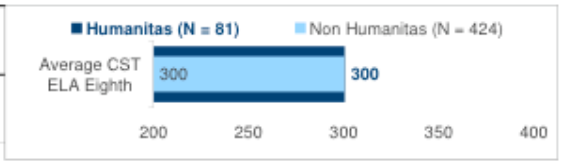
Poverty Indicator

	Non Humanitas (N = 1249)	Humanitas (N = 209)
	90%	90%



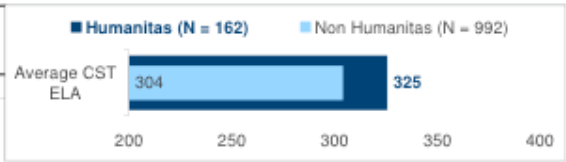
Average Eighth Grade CST ELA

	Non Humanitas (N = 424)	Humanitas (N = 81)
Average CST ELA Eighth	300	300



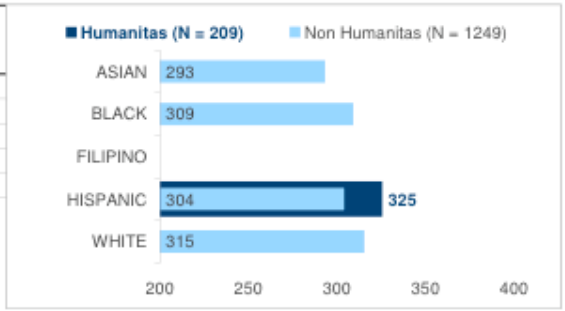
CST ELA Mean Scaled Score

	Non Humanitas (N = 992)	Humanitas (N = 162)
ELA	304	325



CST ELA Mean Scaled Score by Ethnicity

	Non Humanitas (N = 992)	Humanitas (N = 162)
ASIAN	293	0
BLACK	309	0
FILIPINO	0	0
HISPANIC	304	325
WHITE	315	0

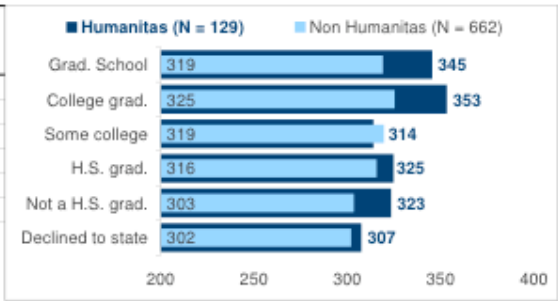


Urban Education Partnership 12/9/2008 p. 2

School Report - Garfield A_0708.xls
Source: LAUSD Student Level data for students from 2007-2008

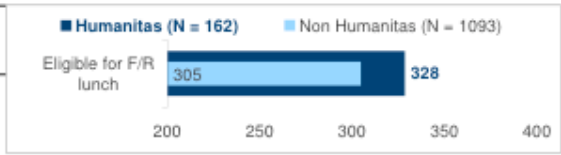
CST ELA Mean Scaled Score by Parent Education Level

	Non Humanitas (N = 662)	Humanitas (N = 129)
Grad.School	319	345
College grad.	325	353
Some college	319	314
H.S.graduate	316	325
Not a H.S.grad.	303	323
Decline to state	302	307



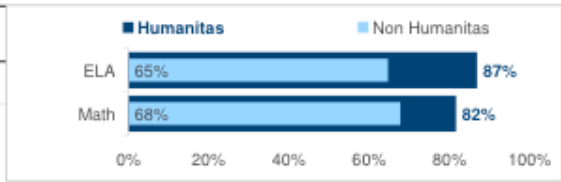
CST ELA Mean Scaled Score by Poverty Indicator

	Non Humanitas (N = 1093)	Humanitas (N = 162)
	305	328



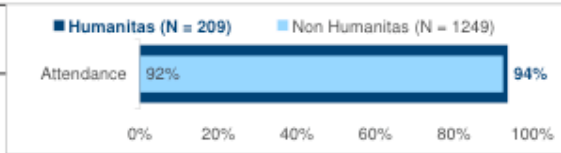
CAHSEE First Pass Rates

	Non Humanitas	Humanitas
ELA (N = 38/229)	65%	87%
Math (N = 38/229)	68%	82%



Attendance

	Non Humanitas	Humanitas
	92%	94%



Urban Education Partnership 12/9/2008 p. 3

Appendix D: 2a, Curriculum Map and Summary: Course Scope and Sequences

ELARA 9th Grade Curriculum: Standard Student Schedule Note that listed standards are not exhaustive and are subject to re-weighting, dependent on assessment results and alterations in thematic, career, and college focuses

State-approved texts will be chosen by the faculty in each department when faculty is in place. Schedule will vary for ESL students and students in Special Day Class.
English 9A and Algebra IA will be available in the 2nd semester for credit recovery.

GRADE 9				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Overarching theme for 9th grade: Locating the Self: How I Create My Identity in the World		
English 9 A/B	QUARTER I 10 weeks	How mythologies help to place us within the world.	Reading 1.1, 2.7-8, 3.2, 3.5, 3.7 WOELC 1.1-3 Writing Strategies 1.1-4, 1.9	Thinking Maps; CST-style Quizzes; Journals; Reciprocal Teaching Outputs; Symposia Participation; Writing Portfolio; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	How visions of the supra-normal world express our ideal sense of self.	Same focus standards throughout the year	
	QUARTER III 10 weeks	Travel stories as maps of the self.		
	QUARTER IV 10 weeks	How different people tell the "same" story, and why.		
English Language Skills OR Humanities	QUARTER I 10 weeks	Skills: RTI concerns trump thematic. Humanities: may be taken in either 9th or 10th grade, so focus is broader: how organized thinking generates the future.	Skills: as above plus R 1.2-3, 2.3 Humanities: R 1.3, 2.8, 3.12	Skills: Miscue Analysis; Phonics and Vocabulary Quizzes; Journals; Thinking Maps and Other Graphic Outputs; STAR Tests; Oral Responses Humanities: Symposia Participation; Themed Essays; Design Projects
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Pre-Algebra A/B OR Algebra I A/B OR Geometry	QUARTER I 10 weeks	Mathematics does not tie to grade-level themes because of variability in student grade levels. Math courses will, however, tie into Urban Planning	Algebra I: 2.0, 5.0, 6.0, 7.0, 9.0, 10.0, 15.0 Geometry: 3.0, 4.0, 7.0, 8.0, 10.0, 12.0, 16.0, 21.0	Homework Problems; Quizzes; Reciprocal Teaching Output; Design-Based Projects; Oral Problem Solving Presentations; Mixed Question Type Exams

A/B	QUARTER I 10 weeks	issues.	Algebra I: 2.0, 5.0, 6.0, 7.0, 9.0, 10.0, 15.0 Geometry: 3.0, 4.0, 7.0, 8.0, 10.0, 12.0, 16.0, 21.0	Homework Problems; Quizzes; Reciprocal Teaching Output; Design-Based Projects; Oral Problem Solving Presentations; Mixed Question Type Exams
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Geography A/B	QUARTER I 10 weeks	How people use geographic space to define themselves.	Chronological and Spatial Thinking 4	Homework Assignments; Oral Presentations; Map Making; Thinking Maps; Symposia Participation; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	How people reconfigure the physical world to reflect extra-physical ideals.	Historical Interpretation 5	
	QUARTER III 10 weeks	Maps and voyages of exploration: how idealization and curiosity shape the world.	Chronological and Spatial Thinking 3	
	QUARTER IV 10 weeks	What is the world "really" like: research and multiple sources.	Historical Research 4	
Biology A/B	QUARTER I 10 weeks	Cells and genes: the uncontrollable self	1.a-h, 2a-g, Investigation and Experiment 1.0	Lab Reports; Science Journals; Reciprocal Teaching Outputs; Graphic representations; Design Based Projects; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	Genetics and ecology: the quest for balance	4a-e, 6a-f, Investigation and Experiment 1.0	
	QUARTER III 10 weeks	Evolution: change and motion in a changing environment	8a-eInvestigation and Experiment 1.0	
	QUARTER IV 10 weeks	Physiology: staying the same in a changing environment	9a-e, Investigation and Experiment 1.0	
Spanish 1 A/B OR Spanish SP 2 A/B	QUARTER I 10 weeks	Social language: placing myself in the world	No standards published	Vocabulary Quizzes; Translation Exercises; Oral Presentations; Bi-lingual Research Reports; Role Playing; Mixed Question Type Exams
	QUARTER II 10 weeks	Talking to, with, and about family: the space we create		
	QUARTER III 10 weeks	The language of travel and discovery		
	QUARTER IV 10 weeks	The language of urban planning and design		
Math Skills or Study Skills	QUARTER I 10 weeks	Driven by RTI needs.	Math: Assessment-driven	Math: Problem Sets; Reciprocal Teaching Outputs; Math Games; Mixed Question Type Exam Study: Note Taking;
	QUARTER II 10 weeks			
	QUARTER III			

	10 weeks			Oral Presentations; Formal Research Reports; Symposia Participation
	QUARTER IV 10 weeks			
Physical Education 1A/B	QUARTER I 10 weeks	Emphasis throughout on cooperative skills and self-development in balance	1.1-3, 2.1-5, 3.6-10	FITNESSGRAM; Physical Progress Chart; Time Running; Motor Skills Assessment
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Advisory		Developing the skills to be who we want to be.		Year-end Benchmark Portfolio

ELARA Grade 10 Curriculum: Standard Student Schedule Note that listed standards are not exhaustive and are subject to re-weighting, dependent on assessment results and alterations in thematic, career, and college focuses

State-approved texts will be chosen by the faculty in each department when faculty is in place. Schedule will vary for ESL students and students in Special Day Class. Listed AP class(es) follow AP requirements over thematic connections. Listed AP class(es) may be offered online. Unlisted AP classes may be taken online as an elective.

GRADE 10				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Overarching theme for 10th grade: Conjunctions and Disruptions: How Societies Hang Together, How Circumstances Pull Them Apart		
English 10 A/B	QUARTER I 10 weeks	Narratives of disruption: dealing with radical life changes	Reading 1.1, 2.7-8, 3.2-5 WOELC 1.1-4 Writing Strategies 1.1-5, 1.9	Thinking Maps; CST-style Quizzes; Journals; Reciprocal Teaching Outputs; Symposia Participation; Writing Portfolio; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	Narratives of revulsion: fiction and poetry by veterans of WWI	Same focus standards throughout the year	
	QUARTER III 10 weeks	Narratives of hope and survival: making it through tough times		
	QUARTER IV 10 weeks	Narratives of the future: planning for tomorrow		
English Language	QUARTER I 10 weeks	Skills: RTI needs trump the thematic.	Skills: as above plus R 1.2-3, 2.3	Skills: Miscue Analysis; Phonics and Vocabulary

Skills A/B OR Humanities OR A to G Elective	QUARTER I 10 weeks	Humanities: may be taken in either 9th or 10th grade, so emphasis broadens to the intellectual underpinnings of technological development	Humanities: R1.3, 2.8, 3.12	Quizzes; Journals; Thinking Maps and Other Graphic Outputs; STAR Tests; Oral Responses Humanities: Symposia Participation; Themed Essays; Design Projects
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Algebra 1A/B OR Geometry A/B OR Algebra 2A/B	QUARTER I 10 weeks	Mathematics does not tie to grade-level themes because of variability in student grade levels. Math courses will, however, tie into Urban Planning concerns.	Algebra I: 2.0, 5.0, 6.0, 7.0, 9.0, 10.0, 15.0 Geometry: 3.0, 4.0, 7.0, 8.0, 10.0, 12.0, 16.0, 21.0 Algebra II: 2.0, 3.0, 7.0, 8.0, 10.0, 11.0, 15.0	Homework Problems; Quizzes; Reciprocal Teaching Output; Design-Based Projects; Oral Problem Solving Presentations; Mixed Question Type Exams
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
World History A/B OR AP World History A/B	QUARTER I 10 weeks	The revolutions that gave birth to the modern world	10.2, 10.3, 10.5, Analytical Skills	Oral Presentations; Interactive Notebook; Role Playing; Multimedia Projects; Quizzes; Team Jeopardy; Multiple Question Type Exams
	QUARTER II 10 weeks	The modern world in all its horror: WWI	Same standards through first term	
	QUARTER III 10 weeks	Building a new century: the global society	10.6, 10.7, 10.8, 10.9, Analytical Skills	
	QUARTER IV 10 weeks	The post-global world: what are we doing here?	Same standards through second term	
Chemistry A/B	QUARTER I 10 weeks	Lavoisier: the conservation of matter and the French Revolution	3a-e, Investigation and Experimentations	Lab Reports; Science Journals; Reciprocal Teaching Outputs; Graphic representations; Design Based Projects; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	The law of large numbers: the behavior of gases and of multitudes of people	4a-e, Investigation and Experimentations	
	QUARTER III 10 weeks	Building blocks: Atomic Structure and Chemical Bonds	1a-e, 2a-e, Investigation and Experimentations	
	QUARTER IV 10 weeks	What Goes Around, Comes Around: Chemical Thermodynamics	7a-e, Investigation and Experimentations	
Spanish 2A/B OR Spanish	QUARTER I 10 weeks	The language of complex interactions	No published standards	Vocabulary Quizzes; Translation Exercises;

SP 3 A/B	QUARTER I 10 weeks	and exposition	No published standards	Oral Presentations; Bi-lingual Research Reports; Role Playing; Mixed Question Type Exams
	QUARTER II 10 weeks	The language of emotion and persuasion		
	QUARTER III 10 weeks	The language of time and complex tense		
	QUARTER IV 10 weeks	Advanced planning and design language		
Physical Education 2A/B	QUARTER I 10 weeks	Emphasis throughout on cooperative skills and self-development in balance	1.1-3, 2.1-5, 3.6-10	FITNESSGRAM; Physical Progress Chart; Time Running; Motor Skills Assessment
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Career Pathway Introductory Course	QUARTER I 10 weeks	Specific connections to Planning/Design career, varies by course.	Variable by appropriate pathway standards	Learning Logs & Reflections; Others TBD by course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Advisory		Emphasis on time management and planning		Year-end Benchmark Portfolio

ELARA Grade 11 Curriculum: Standard Student Schedule Note that listed standards are not exhaustive and are subject to re-weighting, dependent on assessment results and alterations in thematic, career, and college focuses

State-approved texts will be chosen by the faculty in each department when faculty is in place. Schedule will vary for ESL students and students in Special Day Class. Listed AP class(es) follow AP requirements over thematic connections. Listed AP class(es) may be offered online. Unlisted AP classes may be taken online as an elective.

GRADE 11				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Overarching theme for 11th Grade: We the People: Who are "we" and how will we live together?		
American Literature/ Contemporary Composition	QUARTER I 10 weeks	How is the American "we" constituted? Who decides who's in, who's out?	Reading 1.3, 2.1, 2.6, 3.2-4, 3.8-9 WOELC 1.1 Writing Strategies 1.1,	Thinking Maps; CST-style Quizzes; Journals; Reciprocal Teaching Outputs; Symposia

OR AP English Language A/B	QUARTER I 10 weeks	How is the American "we" constituted? Who decides who's in, who's out?	1.3-4, 1.9	Participation; Writing Portfolio; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	How do narratives of mobility reflect the re-constitution of the American "we"?	Same focus strategies throughout the year	
	QUARTER III 10 weeks	How do narratives of home reflect the struggle to define the "we"?		
	QUARTER IV 10 weeks	Where does the literature of post-identity politics leave "us"?		
Geometry A/B OR Algebra 2A/B OR Advanced Math course	QUARTER I 10 weeks	Mathematics does not tie to grade-level themes because of variability in student grade levels. Math courses will, however, tie into Urban Planning issues.	Geometry: 3.0, 4.0, 7.0, 8.0, 10.0, 12.0, 16.0, 21.0 Algebra II: 2.0, 3.0, 7.0, 8.0, 10.0, 11.0, 15.0	Homework Problems; Quizzes; Reciprocal Teaching Output; Design-Based Projects; Oral Problem Solving Presentations; Mixed Question Type Exams
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
U. S. History A/B OR AP American History A/B	QUARTER I 10 weeks	What are the foundations of who "we" are? How do "we" change them?	11.1, 11.2, Analytical Skills	Oral Presentations; Interactive Notebook; Role Playing; Multimedia Projects; Quizzes; Team Jeopardy; Multiple Question Type Exams
	QUARTER II 10 weeks	How did external and internal migration change "our" self-image? What stresses were created?	11.2, 11.3, 11.4, Analytical Skills	
	QUARTER III 10 weeks	How did wars in Europe help define "our" self-image?	11.6, 11.7, Analytical Skills	
	QUARTER IV 10 weeks	In the modern world, does it make sense to define ourselves within geographic boundaries?	11.9, Analytical Skills	
Physics A/B	QUARTER I 10 weeks	Newtonian mechanics and the enlightenment underpinnings of the American experiment.	1a-g, 2a-g Investigation and Experimentation	Experiment Write-ups; Science Journals; Reciprocal Teaching Outputs; Graphic representations; Design Based Projects;
	QUARTER II 10 weeks	Thermodynamics and social circulation in	3a-g, 5a-b, Investigation and	

	QUARTER II 10 weeks	19th century social theory.	Experimentation	Interdisciplinary Unit Culminating Essays and Projects
	QUARTER III 10 weeks	Romantic science, invisible forces, and the pull of home in the face of chaos.	4a-c, Investigation and Experimentation	
	QUARTER IV 10 weeks	Uncertainty as a principle of physics and of American life.	4a-c, 5a-b, Investigation and Experimentation	
Visual Communications A/B OR Art History A/B (Honors or AP)	QUARTER I 10 weeks	Visual or Performing Arts elective stands free of grade-level theme. Connection to Urban Planning & Design focus maintained via emphasis on the social functions of artistic production.	Visual Communications: 1.1-2, 1.5-6, 2.1-3, 5.3 Art History: 3.1-4, 4.1-2	Visual Communications: Charts and Graphs; Maps; Photo/Video Portfolio; Website; Analytical Essays; Oral Critiques; Mock Ad Pitch Art History: Notes; Cue Cards; Descriptive Paragraphs; Historical/ Descriptive Essays; AP style quizzes and exams
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Career Pathway Concentration Course	QUARTER I 10 weeks	Specific connections to Planning/Design career, varies by course.	Variable by appropriate pathway standards	Learning Logs & Reflections; Others TBD by course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
A-G Elective OR Credit Recovery	QUARTER I 10 weeks	Variable by course.	Variable by course	Variable by Course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Elective	QUARTER I 10 weeks	Variable by course.	Variable by course	Variable by Course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Advisory		Emphasis on		Year-end Benchmark

		community involvement as a path to the future		Portfolio

ELARA Grade 12 Curriculum: Standard Student Schedule Note that listed standards are not exhaustive and are subject to re-weighting, dependent on assessment results and alterations in thematic, career, and college focuses

State-approved texts will be chosen by the faculty in each department when faculty is in place. Schedule will vary for ESL students and students in Special Day Class. Listed AP class(es) follow AP requirements over thematic connections. Listed AP class(es) may be offered online. Unlisted AP classes may be taken online as an elective.

GRADE 12				
Subject	**Theme & Duration**	**Thematic Connections**	**Focus Standards**	**Formative/Summative Assessment**
		Overarching theme for 12th Grade: Of the People, By the People, For the People: A Guarantee?		
Expository Composition/ Literature Elective	QUARTER I 10 weeks	Writing What Is: Investigation and Explanation of Fact	Composition: Writing Applications 2.1, 2.3, 2.6	Thinking Maps; CST-style Quizzes; Journals; Reciprocal Teaching Outputs; Symposia Participation; Writing Portfolio; Interdisciplinary Unit Culminating Essays and Projects
	QUARTER II 10 weeks	Writing What Could Be: Proposals and Propositions	Same focus standards through first tem	
	QUARTER III 10 weeks	The literature of planning and consequences: Utopias and Dystopias	Literature: Reading 3.1-7	
	QUARTER IV 10 weeks	Same	Same focus standards through first term	
Algebra 2A/B OR Advanced Course OR AP Calculus OR AP Statistics	QUARTER I 10 weeks	Mathematics does not tie to grade-level themes because of variability in student grade levels. Math courses will, however, tie into Urban Planning issues.	Algebra II: 2.0, 3.0, 7.0, 8.0, 10.0, 11.0, 15.0 Advanced: variable by course	Homework Problems; Quizzes; Reciprocal Teaching Output; Design-Based Projects; Oral Problem Solving Presentations; Mixed Question Type Exams
	QUARTER II 10 weeks		Same focus standards throughout the year	
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Economics/ Principles of Democracy	QUARTER I 10 weeks	The Distribution of Wealth: For Whom, By Whose Design?	Economics: 12.1 1-5, 12.3 1-4, 12.4 1-4	Oral Presentations; Interactive Notebook; Role Playing; Thinking Maps; Charts and Graphs; Multimedia
	QUARTER II 10 weeks	Labor: Making Work Work for the People	Same focus standards through the semester	

	QUARTER III 10 weeks	How "the People" came to Be	Principles: 12.1 1-3, 12.2 1-5, 12.3 1-2, 12.10	Projects; Quizzes; Team Jeopardy; Multiple Question Type Exams
	QUARTER IV 10 weeks	Who Owes What to Whom?: The Continuing Constitution of The People	Same focus standards through the semester	
Mentorship A/B	QUARTER I 10 weeks	Building the Future By Helping Those Who Follow Behind Us	Tbd	Logs; Action Plans; Reflections; Mentee Evaluations; Reflective Essay
	QUARTER II 10 weeks	Theme is the same for entire year		
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Career Pathway Capstone Course	QUARTER I 10 weeks	Specific connections to Planning/Design career, varies by course.	Variable by appropriate pathway standards	Learning Logs & Reflections; Others TBD by course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Internship OR Elective OR Credit Recovery	QUARTER I 10 weeks	Determined by career and/or academic needs	Variable by course	Variable by course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Internship OR Elective OR Credit Recovery	QUARTER I 10 weeks	Determined by career and/or academic needs	Variable by course	Variable by course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Elective	QUARTER I 10 weeks	Variable by course	Variable by course	Variable by course
	QUARTER II 10 weeks			
	QUARTER III 10 weeks			
	QUARTER IV 10 weeks			
Advisory		No One is Guaranteed Anything: Taking Responsibility for the		Year-end Benchmark Portfolio

		Future		

Appendix E: 2c, Addressing the needs of all students: Specific strategies by group

Special Population	**Specific Strategies**
English Language Learners	Thinking Map protocols, Cornell Notes, Flex grouping by ability and interest, anticipatory guides, reciprocal teaching, realia, re-teaching, audio-visual reinforcement of key concepts and culturally relevant material, whenever appropriate.
Standard English Learners	Thinking Map protocols, Cornell Notes, Flex grouping by ability and interest, anticipatory guides, reciprocal teaching, realia, re-teaching, audio-visual reinforcement of key concepts and high intererst material.
Students with Disabilites	One on one assistance from Special Education teachers/ aids in mainstream classes, chunking of curriculum, frontloading vocabulary and specific content, additional time on assignments, and any specific accommodations indicated in students' IEPs.

Appendix F: School Calendar/Schedule (appendix to section 3c)

The chart below represents the first alternating week of a 9th grade course schedule.
The second alternating week would have B days on Monday, Wednesday, and Friday, A days on Tuesday and Thursday.
Other grade levels would be structurally the same, with the four core courses on A days, and other required or elective courses on B days.
At the 11th and 12th grade levels, some scheduling anomalies may occur due to enrollment in off-site classes that meet daily. Typically, this would be managed by placing the course in the same period on two days, with credits being adjusted accordingly.

	Monday (A)	**Tuesday (B)**	**Wednesday (A)**	**Thursday (B)**	**Friday (A)**
Period 1/5	1. English 9	5. English Skills or Humanities	1. English 9	5. English Skills or Humanities	1. English 9
Period 2/6	2. Geography	6. PE	2. Geography	6. PE	2. Geography
Advisory					
Lunch					
Period 3/7	3. Biology	7. Spanish	3. Biology	7. Spanish	3. Biology
Period 4/8	4. Core Math	8. Math Skills or Study Skills	4. Core Math	8. Math Skills or Study Skills	4. Core Math

Bell schedules (400 minutes of instructional time):

Regular			**PD Day**		
8:00–9:30	Period 1/5	90 mins	8:00–9:22	PD	88 mins
9:30–9:35	Passing	5 mins	9:27–10:47	Period 1/5	70 mins
9:35–11:05	Period 2/6	90 mins	10:47-10:52	Passing	5 mins
11:05–11:40	Advisory	30 mins	10:52–11:09	Advisory	17 mins
11:40–12:10	Lunch	30 mins	11:09–11:39	Lunch	30 mins
12:10-1:40	Period 3/7	90 mins	11:39-12:49	Period 2/6	70 mins
1:40-1:45	Passing	5 mins	12:49-12:54	Passing	5 mins
1:45-3:15	Period 4/8	90 mins	12:54-2:04	Period 3/7	70 mins
			2:04-2:09	Passing	5 mins
			2:09-3:19	Period 4/8	70 mins

Appendix G: 3d, Extracurricular Activities and Sports
The table below illustrates the 6 focus groups Garfield High School students participated in at a Public School Choice Student Focus Group. Under each focus are student findings. These sports and extracurricular activities meet students' social and emotional needs.

Leadership	Support Services	Extracurricular Activities	Tutoring Programs	Partner Organizations	Athletic Programs
Govern the School Set up Fundraisers Volunteer Work School Spirit Set up pep-rallies Set up school dances	Tutoring College Counselor SAT/ACT prep Internships Library Services Healthy Start Psych. Services Job Counseling Computer lab Writing Center Daycare Services Medical Services Princeton Review Gear Up CRF Upward Bound	Art Club Drama Club Medical Club Music Club Ecology Club Speech & Debate Club College Prep Club Foreign Language Club Gay/Straight Alliance International Club History Club English Club Math Club Dance Club Cooking Club	Upward Bound Mathematics Computers Reading Proficiency SAT/ACT prep College Application	Rotary Boys & Girls Club Sylvan Maravilla A Place Called Home Planned Parenthood	Baseball Soccer Water Polo Basketball Volleyball Wrestling Golf Softball Swimming Drill Team Dance Cheerleading Tennis Lacrosse Track and Field Cross Country

Pilot School Application Addendum

Overview

a. Pilot School Status

The East Los Angeles Renaissance Academy (ELARA), a Humanitas Network School for Urban Planning and Design, is proposing a Pilot school at the Esteban Torres High School site in order to create a school centered on the guiding principles of authenticity, transparency, accountability and achievement: authenticity in both teaching and learning; transparency in decision making; accountability to the community and all stakeholders; and a commitment to helping all students achieve at the highest level. It is the belief of ELARA that a school guided by these principles cannot exist to its fullest potential without autonomy as provided under the Pilot Schools Agreement due to the constraints involved in decision-making, budget allocation, curriculum development and real response to student need that a fully district-run school encounters. In order for ELARA to remain faithful to these principles, we need genuine teacher, student and community responsibility and engagement in every aspect of the school. With all stakeholders fully engaged and sharing the responsibility of operating the school, it is our belief that ELARA will become a vital part of the community that will foster the academic and personal growth that is so vital to our students.

The autonomy provided as a Pilot school will also enable ELARA to be a Community School which will provide for the needs of the whole student, including academic support from community partners, health services and increased career and college opportunities through partnerships with various community organizations and local universities.

b. Equity

One of the core beliefs at ELARA is that every student deserves a first-rate education to prepare them to take a leadership role in developing their community in the 21st century and beyond. ELARA plans to enroll students who comprise a demographic similar to the surrounding schools in all respects and provide for their needs. Needless to say, this includes high achieving students, students in need of remediation, special needs students and average students. With this in mind, ELARA will provide a curriculum that is both strong enough and flexible enough to meet the needs of the various students who will attend. This will be done in several ways:

•*A safe, welcoming environment for students, parents and teachers.* ELARA will be a community school in every sense of the word. It will be open to community members after school hours (when most schools typically close), provide services that many students might not otherwise be privy to (i.e. medical, health, counseling, and academic services), and provide for students and parents to have a strong voice in the governance of the school. Further, ELARA will maintain safety on campus by having clear behavioral guidelines that will be enforced by all faculty and staff and clearly communicate said guidelines to both students and parents.

•*A curriculum and schedule that is sensitive to students' needs.* The proposed 2x8 schedule will give the flexibility to accommodate students who need remediation, acceleration and special needs within the regular school day.

Of special concern is the effectiveness of ELARA's proposed curriculum for students with

disabilities, who will be mainstreamed to the greatest extent that is suitable for them. Student grouping, of the sort typical to Humanitas projects, has been shown to be of particular value to students with disabilities (Johnson & Johnson), and problem-based learning, such as design-based learning, has also been shown to assist students with disabilities (Belland, Glazwick, & Ertmer). The flexibility of the 2x8 schedule also allows students with disabilities to mix mainstream and resource classes as best suits their needs, as reflected in their IEPs.

All students at ELARA will be encouraged to participate in at least one accelerated course, such as an AP course, by their senior year. Honors or AP courses will be offered both within the regular school day and online with the direct supervision of an instructor to ensure the students' success in the course and on the AP exam. To ensure that students have the necessary support to participate in the most rigorous courses, an advisory period where students will learn basic study skills, gain college and career awareness, and receive guidance in mapping their courses will be scheduled for each student. Advisory period teachers will monitor each student's progress through the benchmark assessments, and help establish, in conjunction with the counselor, specific strategies to support and extend that progress as they follow students through their high school career.

Students in need of remediation will have the flexibility to take courses to address those needs and become proficient in all subject areas. In addition to these courses, all 9th graders not in English or Math skills course will take a Study Skills class in which they will have the opportunity to work with students from the 12th grade Mentorship class on course assignments as well as general work habit development. Students from the Mentorship class will also work with students during select Advisory periods.

•*Access to enrichment opportunities.* All students at ELARA will participate in one of the multiple career pathways that will connect instruction to real world contexts, thus increasing student engagement and achievement. Through our partners, ELARA students will participate in a variety of service activities in the school and the surrounding community as well as internships during their 12th grade year.

Curriculum and Instruction
a. Curriculum and Instruction Autonomy
The ELARA curriculum will rely heavily on three pedagogies:

Humanitas, the Los Angeles Education Partnership's thematic interdisciplinary, project-based, writing-assessed curricular approach, which has a two-decade record of success in LAUSD;
Design-Based Learning, developed at the Art Center College of Design and Cal State Poly Pomona, which embeds interdisciplinary learning in problem-solving scenarios and has been successfully used at public, private, and charter schools throughout California; and
Shared Inquiry, a widely-used method of learning, developed by the Great Books Foundation, in which participants search for answers to the fundamental questions raised by a text.

The Urban Planning and Design focus, which ELARA's design team is developing with our partners at UCLA's Department of Urban Planning and Art Center College of Design, harnesses these pedagogies to real-world, career-oriented educational scenarios. The UPD's program focus

is on finding solutions to everyday problems, on developing plans for equitable and sustainable communities of the future, and on empowering individuals to take control of their surroundings; ELARA's pedagogical approaches are highly-suited to support these focuses, as they encourage student independence and put equal emphasis on research (Shared Inquiry), problem-solving (Design-Based Learning), and communication of findings and solutions (Humanitas).

Combining these pedagogies with the autonomy afforded Pilot schools, ELARA hopes to create a student-centered curriculum that results in students who can think critically to solve the problems of the 21st century. Curriculum will be structured so that every student who graduates from ELARA will have already fulfilled the A-G requirements as expressed by the University of California. Students will also participate in three career pathway courses (Introductory, Concentration, and Capstone) for Architectural and Structural Engineering. Pending finalization of plans with the providing partner, the sequence is likely to be Introduction to Design Drafting, Architectural Design, and Advanced Architectural Design. In the second or third year of operation, a second CTE pathway, Environmental and Natural Science Engineering will be offered, with the sequence, Essentials of Environmental Engineering, Drafting and Computer-Assisted Design, and Environmental Science and Technology.

Students will also be able to supplement their courses with remediation (if necessary) or acceleration (honors and AP courses) as needed. All students will participate in an advisory period and be able to eventually participate in mentorship of other students.

ELARA faculty from divergent disciplines will collaborate in grade-level teams using backwards planning to create courses that are guided by themes that impact our students' world. These intensely theme-based courses will allow faculty to weave authentic learning and service projects with content from various courses, and curriculum will be vertically aligned so that students are constantly building upon their knowledge of curriculum. Students will put the principles and solutions learned from their courses into practice as they participate in the career pathway portion of the curriculum during their 10th, 11th and 12th grade years. Students will benefit from being able to connect learning from different disciplines using the themes and without the interference of the various district-mandated assessments that currently interfere with theme and course development. Faculty will also create course-specific benchmark assessments as well as projects and interdisciplinary essays to assess student progress according to the various students' learning styles.

b. Student Outcomes

ELARA students will be college-ready critical thinkers who can collaborate with others and eventually take on leadership roles to solve the problems of the 21st century. They will have confidence that they can arrive at solutions that are mutually beneficial for all involved parties, regardless of the obstacles because they have practice is wrestling with questions that appear to not have an answer.

School Culture and Climate

a. Scheduling and Autonomy

ELARA plans on using a 2x8 schedule that calls for students to take 8 classes during a 20-week semester. This schedule will allow for students' needs to be met in the most equitable manner

and for faculty to schedule planning time and professional development with minimal disruption to class time.

The chart below represents the first alternating week of a 9th grade course schedule. The second alternating week would have B days on Monday, Wednesday, and Friday, A days on Tuesday and Thursday. Other grade levels would be structurally the same, with the four core courses on A days, and other required or elective courses on B days. At the 11th and 12th grade levels, some scheduling anomalies may occur due to enrollment in off-site classes that meet daily. Typically, this would be managed by placing the course in the same period on two days, with credits being adjusted accordingly.

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Advisory					
Lunch					
Period 3/7	3. Biology	7. Spanish	3. Biology	7. Spanish	3. Biology
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12:10-1:40	Period 3/7	90 mins	11:39-12:49	Period 2/6	70 mins
1:40-1:45	Passing	5 mins	12:49-12:54	Passing	5 mins
1:45-3:15	Period 4/8	90 mins	12:54-2:04	Period 3/7	70 mins
			2:04-2:09	Passing	5 mins
			2:09-3:19	Period 4/8	70 mins

The following is an academic calendar that delineates the use of professional development time by faculty (to be held weekly). PDs devoted to achieving WASC accreditation are subject to movement, increase, or decrease, pending communication with WASC Accreditation Team
NOTE: All PDs are 88 minutes

Week	Meeting Type	Topic
Week 1	Teams	Data examination (incoming students test histories and other)
Week 2	Teams	Data examination (as above, plus any diagnostic test results)
	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
	Faculty	Identifying Topics to Research for Future PDs and Assigning Teams to Do So
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 and refinement of intervention strategies
Week 13	Teams	Assessment of general curricular progress and identification of any needed course corrections
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	Teams	Open for topics TBD by need
	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		

b. Personalization

The individual attention that is afforded a small school such as a Pilot school is one of the main attractions to Pilot status to the staff of ELARA. The primary manner that ELARA will use to achieve this is by keeping class size low - on average between 20 and 30 students. It is our sincere belief, and research supports us, that class size is one of the greatest factors in student achievement. Another way that personalization will occur is the use of an advisory period. Each student will participate in an advisory period every year taught by the same teacher. The advisory teacher, among other things, will oversee each student's progress toward diploma requirements and aid the student in their college searches and selections.

Two counselors will serve ELARA students (resulting in a maximum case load of 250 students), giving students an additional support in their education and providing faculty an additional lens through which to monitor the student and determine the best way to meet each student's needs.

By participating in service learning opportunities and internships through our partners, students will learn what it means to be a part of a community, what a community's needs are and how to meet the needs of a community in creative and innovative ways. The facility itself will further promote the idea of community involvement and improvement by remaining open far beyond the regular school day to provide essential services to the community and students.

Students will take responsibility for their own behavior at ELARA by participating in the Student Discipline Council, comprised of members from the faculty, parents and students to give students who have severe behavioral issues due process. Selected students will participate in the council on a rotating and as-needed basis. ELARA faculty will also educate parents and students as to the expectations and code of conduct.

Assessments and School Data

a. Assessment Autonomy

All assessments will be appropriately aligned with state standards, curriculum and instruction. They are also, and as importantly, meant to establish and maintain a culture of continuous improvement and accountability for student learning.

Assessments created by teachers will be in line with vertical planning to ensure that students are constantly building on their education. In line with its pedagogical approaches, ELARA assessments are generally authentic and/or writing based: essays and/or oral or multimedia presentations will accompany the physical projects that culminate the interdisciplinary units. These will be the primary means of assessment for mastery of standards and content,

supplemented with multiple-choice tests that assure that students will be able to show their competency on CSTs and CAHSEEs.

Documentation from unit culminating activities will comprise a portfolio that is used annually as a benchmark measure to assure that students are progressing appropriately; these will be evaluated by teams led by students' Advisory period teachers.

For specific details of scheduling and rationales, see Appendix J of the ELARA PSC Application.

b. Graduation Requirements

It should be noted that ELARA graduation requirements will result in every student meeting or exceeding the A-G requirements. The following highlights graduation requirements according to the A-G requirement.

History/Social Science: ELARA will expand the 2 year "A" requirement to 4 years, with the following annual sequence: Geography, World History, American History, Economics/Principles of American Democracy.

English: ELARA will offer 4 years of core English classes, as per the "B" requirement. Intervention students in 9th and 10th grade will receive an additional period of English. All students will also take a Humanities class focusing on Greco-Roman and Norse mythology, the Bible as Literature, and Western Philosophy. The year in which a student takes this year-long English elective (which fulfills the "G" requirement) will vary depending on remediation and recovery needs.

Math: ELARA students will take the UC/CSU-recommended 4 years of math ("C" requirement is 3 years). For all students this will include Algebra I, Geometry and Algebra II, with the 4th course, dependent on student need and interest, selected from the following: Integrated Math, Trigonometry, or Calculus. The latter two courses will probably be provided by East Los Angeles College, and provided on the Torres campus if LAEP's community school proposal is approved. Additional intervention courses will be available for 9th and 10th graders.

Laboratory Science: ELARA students will take the UC/CSU-recommended 3 years of science (the "D" requirement is 2): Biology, Chemistry, and Physics. Career pathway students will be encouraged to take an appropriate 4th year with one of our partners.

Language other than English: ELARA students will fulfill the 2-year "E" requirement with Spanish.

Visual and Performing Arts: ELARA students will take a 1 year Art History course (Honors or AP) or a 1 year Visual Communications course to fulfill the "F" requirement. Lack of studio art facilities in the Torres classroom buildings necessitates that students interested in studio art will take courses with our partners.

College-Prep Electives: ELARA students will have various options for fulfilling the G

requirement, including the Humanities course described above, a third LOTE year, arts courses from one of our partners, and/or career pathway courses. It should be noted that restrictions in facilities and staffing will require that we rely on partnerships, particularly with ELAC, Art Center College of Design, and East Los Angeles Classical Theater, for instruction in visual and performing arts.

In addition, ELARA students will take two years of Physical Education, as per state requirements.

The responsibility of tracking student progress will be shared by counselors, advisory teachers, and content area teachers. Counselors will meet with students at least twice a semester to discuss class and diploma progress with each student. Advisory teachers will be responsible for helping students create and add to their portfolios, which will be used as an annual assessment of a student's progress and will be part of a final review prior to graduation. Advisory teachers will also meet with students to assist them in creating a graduation plan and following it. AVID (Advancement via Individual Determination) strategies will be used to assist students with determining what their goals are and developing plans to attain those goals both yearly and semesterly.

Professional Development Program
a. Professional Development Autonomy
ELARA has developed a professional development schedule that allows for 88 minutes of professional development time every week. The vast majority of professional development time will be given over to planning in grade level teams. Some of the tasks will include developing student targets early in the year, reviewing student data, reviewing and refining the instructional plan according to student progress, sharing best practices, and developing culminating assessments for each unit and for each semester. There will also be space in the PD schedule for development of the WASC plan, as needed. Teacher teams will also, by and large, have common a conference period to enhance planning and sharing of student work and best practices.

In the summer before the opening of the school, and each subsequent summer, ELA, Social Science, and Science teachers will attend a 3-day Humanitas Teacher Center to learn program basics, if necessary, and to develop a complete interdisciplinary unit for the first quarter. Subsequently, each of these grade level teams will take a full PD day prior to the 2nd, 3rd, and 4th quarters to plan those interdisciplinary units. Other LAEP provided opportunities that will include the Summer Essay Institute, the Target Science and Humanitas Science Seminars, Museum Seminars, and Teacher Institutes.

Professional Culture and Staffing Plan
a. Staffing Autonomy
As a Humanitas Network School, collaboration among teachers is the foundation of ELARA's curricular approach; as a Pilot School proposed by a teacher-led Design Team, teachers will be at the core of decision making. The Humanitas model uses a thematic, interdisciplinary approach to curriculum where teachers must work together in order to fully implement the units. Student success will be fostered by these well-supported collaborative strategies. Therefore, staffing

autonomy will allow ELARA to hire a staff who is like-minded and passionate about the school's vision thus minimizing resistance and enhancing successful implementation.

A staff that is committed to an interdisciplinary, project-based approach provides a curriculum that is inherently responsive to variations in student need. Humanitas teachers will supplement the core curriculum with proficiency in utilizing differentiated instruction to meet the needs of all students and will have experience, and a desire, to accommodate the various learning styles that will inevitably be encountered. In addition, teachers qualified to service RSP, SDC, GATE, and high achieving students will be hired and trained accordingly.

School Governance and Leadership Plan

a. Governance Autonomy

The East Los Angeles Renaissance Academy will be governed by a distributive leadership model, which is in line with our emphasis on collaboration. It will be the policy of ELARA that individual teachers will not serve on more than one council or committee unless approved by a faculty vote. These key groups will contribute to shared decision-making:

A School Site Council will be formed first. The council will be composed of 12 members: the Principal; four teachers elected by teachers at the school; one other school employee elected by other school personnel at the school; three parents of pupils attending the school and community members elected by parents; and three students elected by students. Once selected, the School Site Council will add one more member to be selected from the Torres Community School Collaborative. The resulting organization will be the Governing Council.

Advisory Councils: As required, ELARA will have two advisory councils:

Compensatory Education Advisory Committee (CEAC): The committee will be composed of five members: three parents of pupils attending the school elected by parents, and two teachers elected by teachers at the school. The committee has the following responsibilities: a) Advise and make recommendations in writing to the Principal and the Governing School Council on development of an effective educational program and plan that raises the achievement of disadvantaged students; b) Participate in assessment of education needs; c) Establish priorities; d) Plan the educational program and budget resources; and e) Evaluate the school and its academic effectiveness.

English Language Advisory Committee (ELAC): The committee will be composed of five members: three parents of English Language Learner pupils attending the school elected by parents, and two teachers elected by teachers at the school. The committee has the responsibility to advise and make recommendations on four legally required topics: a) Advise the Governing School Council on the development of the Single Plan (SPSA), especially those sections related to English learners. Assist in the development of the school's b) Needs assessment; c) Language Census (R-30); d) Efforts to make parents aware of the importance of regular school attendance.

b. Governing Council

The Governing Council will be composed of 12 members: the Principal; four teachers elected by teachers at the school; one other school employee elected by other school personnel at the

school; three parents of pupils attending the school and community members elected by parents; and three students elected by students. Once selected, the School Site Council will add one more member to be selected from the Torres Community School Collaborative.

c. Principal Hiring and Evaluation

Immediately after ELARA's proposal is approved and the school is officially established, a governing board will be formed, consisting of elected ELARA teachers and staff. (Students and parents will become part of the governing board after they officially select ELARA under the Zone of Choice process.) The Principal's job description will be posted using standard Pilot School protocol (February 2010). Principal interviews will be conducted by the governing board and the final decision will be determined by that body. Upon hiring, the principal will immediately become a member of the governing board as well as the leadership team. He or she will participate in all professional development and school planning meetings (see PD schedule) and through this process, develop into an integral member of the small school. The principal will be reviewed annually by the Governing Council (minus the principal), using the principal position description and anonymously provided teacher surveys, as to his/her efficacy during the most recently completed school year.

Finances

a. Budget Autonomy

As a District School, funding is on a per-pupil basis. Funding priorities are classroom personnel, professional development/planning time, and classroom technology.

Classroom personnel: the research is clear that the primary determinant of classroom outcomes is the pupil-teacher relationship. All ELARA spending decisions will be guided by that principle. To the fullest extent possible, all personnel will be classroom personnel who take on additional responsibilities for a portion of the day. Along these lines, we will do everything possible to maintain the lowest student to teacher ratio possible, through small class sizes, teacher aids, tutors, collaboration with Special Education teachers, etc.

Professional development and planning time: the collaborative emphasis of ELARA's pedagogical approaches, the need to evaluate data regularly, and the need to monitor student progress all require time for teachers to work together. ELARA plans to provide for that time through professional development schedules and additional planning time and instruction provided by partners, such as Los Angeles Education Partnership (LAEP).

Classroom technology: the character of the 21st century workplace, the nature of project-based learning, and the need for equitable access to off-campus resources, all argue for a fully wired, interconnected school.

Additional Funding: ELARA's staff will work with LAEP and our other partners to apply for grants that would be appropriate and attainable for our school and our students. Aside from relying on the our partners to provide us with their grant writing staff, we hope to take advantage of Professional Development opportunities as they become available, to train our staff in grant writing as well.

24TH STREET THEATRE

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Executive Director

DEBBIE DEVINE
Artistic Director

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David Tokofsky
Education Strategist

Barbara Vyden
Development Consultant

1117 WEST 24TH STREET
LOS ANGELES, CA 90007
PHONE: 213 745 6516
FAX: 213 763 0675
THEATRE@24THSTREET.ORG
WWW.24THSTREET.ORG

January 6, 2010

To Whom It May Concern:

It is with great pleasure that I submit this letter of support for the East Los Angeles Performing Arts Academy and its design team, led by Carolyn McKnight, an exemplary educator and theatre artist. I worked with Carolyn for several years when she served as one of the LAUSD Arts Ed Branch theatre experts. As a teacher and educational leader Carolyn has exhibited unwavering passion for educating and empowering youth from underserved communities. Simply put, she's the best! Her involvement in the East Los Angeles Performing Arts Academy will prove a major asset to the development and advancement of the institution as a whole, as well as to each individual student who has the benefit of her mentorship.

The proposal itself shows powerful performing arts-based learning practices to support the emotional and social needs of youth. I believe that this innovative new performing arts school will be the means of bringing together a creative community of students, families, teachers and artists.

Carolyn has exhibited a profound understanding of the use of theatrical techniques in the classroom during 24th Street Theatre's Professional Development workshops. Additionally, through her work at the classroom and administrative levels, she has successfully utilized the Visual and Performing Arts Standards to bring the highest quality arts education to thousands of students throughout the city. The Los Angeles Performing Arts Academy is sure to succeed with people like her at the helm.

Best regards,

Jay McAdams
Executive Director

24TH STREET THEATRE

JAY McADAMS
Executive Director

DEBBIE DEVINE
Artistic Director

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Actor
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LOS ANGELES, CA 90007
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FAX: 213 763 0675
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January 6, 2010

To Whom It May Concern:

It is with great pleasure that I submit this letter of support for Carolyn McKnight, an exemplary educator and theatre artist. I worked with Carolyn for several years when she served as one of the LAUSD Arts Ed Branch theatre experts. As a teacher and administrator Carolyn has exhibited unwavering passion for educating and empowering youth from underserved communities. Simply put, she's the best! Her involvement in the East Los Angeles Performing Arts Academy would prove a major asset to the development and advancement of the institution as a whole, as well as to each individual student who has the benefit of her mentorship.

Carolyn has exhibited a profound understanding of the use of theatrical techniques in the classroom during 24th Street Theatre's Professional Development workshops. Additionally, through her work at the classroom and administrative levels, she has successfully utilized the Visual and Performing Arts Standards to bring the highest quality arts education to thousands of students throughout the city. The Los Angeles Performing Arts Academy is sure to succeed with people like her at the helm.

Best regards,

Jay McAdams
Executive Director

826LA

EAST
1714 W. SUNSET BLVD.
LOS ANGELES, CA 90026
T (213) 413-3388
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7 January 2010

Ramon C. Cortines
Office of Superintendent
333 S. Beaudry Avenue
Los Angeles, CA 90017

Mr. Cortines:

We at 826LA would like to express our support for the collaborative plan for the Esteban E. Torres Community School, and particularly the role that the Los Angeles Education Partnership will play. We are confident that their work with LAUSD Local District Five, InnerCity Struggle, and of course the teachers, students, and community, will produce a viable partnership that benefits all in East Los Angeles.

826LA's ongoing work with the LAEP through the Humanitas programs at Marshall, Garfield, and Roosevelt has enabled us to see the positive changes they've effected. The environments created at these Humanitas programs continue to prepare students to engage with their communities and the world at large, and encourage the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. It is these environments that made the publication of three (soon to be four) of 826LA's books possible: the vision and guidance of the teachers, and the open-mindedness and diligence of the students drove the creation of something palpable and poignant from the most fledgling concepts. It is clear to us that LAEP's contributions will mesh with and add to the plans for the Community School, whose emphasis on the total student and community involvement is desperately needed.

We look forward to the opportunity to continue our work with LAEP at the Community School, to bring our writing tutoring to those students, and to support a true center for the students and their community.

Yours,

Joel Arquillos
Executive Director
826LA

Julius Diaz Panoringan
Director of Education
826LA

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LEGAL COUNSEL
JOHN B. QUINN

*PAST PRESIDENT

January 8, 2010

Dear Mr. Cortines:

The Academy of Motion Picture Arts and Sciences offer our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

All the best,

Ellen M. Harrington
Director of Exhibitions and Special Events

8949 WILSHIRE BOULEVARD ▪ BEVERLY HILLS. CALIFORNIA 90211-1907
310-247-3000 TEL ▪ 310-859-9619 FAX ▪ WWW.OSCARS.ORG

● Art Center College of Design
1700 Lida Street, Pasadena, CA 91103
626.396.2200 artcenter.edu

January 4, 2010

Dear Mr. Cortines:

Art Center College of Design offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School.

We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice. This initiative aligns itself on all levels with our Summer Institute for Teachers professional development program in Design-Based Learning that engages students' innate curiosity and creativity to develop higher-level thinking and enhanced comprehension of the K-12 curriculum.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Paula Goodman
Director / K-12 Programs

T. 626.396.2347
F. 626.396.4219
paula.goodman@artcenter.edu

www.artcenter.edu/kids
www.artcenter.edu/sat
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Bienvenidos
Healing Children and Their Families

January 5, 2010

Ramon C. Cortines
Superintendent
Los Angeles Unified School District 333
South Beaudry Avenue, 24th floor Los
Angeles, California 90017

Re: Esteban E. Torres High School -- Humanitas Letter of Support
Dear Mr. Cortines:

Bienvenidos offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles education Partnership, LAUSD Local District Five and InnerCity Struggle are working together to create an innovative plan that responds to the need of the students at Esteban E. Torres High School. We are very excited about his opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a complement to the community's plan for the **East Los Angeles Education Empowerment Zone of Choice.**

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

The demographic, social, and cultural characteristics of the East Los Angeles community highlight a clear need for focused wellness services that include mental health, family planning and related preventive health services, yet there are few resources available. Most services are focused on the Downtown region of Los Angeles, leaving the East Los Angeles community with little choice, other than to travel outside of their community to access services, which can be challenging when factors of job schedules, childcare and transportation costs are factored into the equation.

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As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Specifically, we are excited about the possibility of operating a campus-based wellness center that will serve the students of Torres High School, their families, and the larger community. Thank you for encouraging our participation.

Sincerely,

Ritchie L. Geisel

Ritchie Geisel
President and CEO
Bienvenidos

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Valencia, California 91355-2397

661 222 2708 tel
661 222 2726 fax
cap@calarts.edu
www.calarts.edu

Dear Mr. Cortines:

The CalArts Community Arts Partnership (CAP) Program sends you enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The CalArts Community Arts Partnership is celebrating 20 years of bringing innovative arts education to public schools and community centers throughout Los Angeles. The Community School model, which integrates academic, mental and physical wellness, social services, youth development and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally. We in the CAP program fully support this model.

As a Community School partner and local resident, I look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Glenna Avila
Director
CalArts Community Arts Partnership

California State University
Dominguez Hills

Department of Chicana/Chicano Studies • Division of World Cultural Studies • Phone: (310) 243-3326

January 7, 2010

Dear Mr. Cortines:

The Chicana/o Studies Department offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, California State University, Dominguez Hills plans to offer college level courses to students during their regular school day so that students can graduate from high school with college credits already completed. We look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Thank you for encouraging our participation.

Sincerely,

Irene Vasquez, Ph.D.
Chair, Chicana/o Studies
Division Coordinator, World Cultural Studies
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

California State University
Dominguez Hills

DEPARTMENT OF MODERN LANGUAGES
1000 East Victoria Street • LCH C-310 • Carson, CA 90747
(310) 243-3315 • Fax (310) 516-3316

January 7, 2010

Dear Mr. Cortines:

The Modern Languages Department offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, California State University, Dominguez Hills plans to offer college level courses to students during their regular school day so that students can graduate from high school with college credits already completed. We look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Thank you for encouraging our participation.

Sincerely,

Miguel Dominguez, Ph.D.
Chair, Modern Languages
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, CA 90017
213-241-7000

January 6, 2010

Dear Mr. Cortines:

On behalf of the California Partnership for Achieving Student Success (Cal-PASS), I offer my support for the collaborative plan for the Esteban E. Torres Community School. The Cal-PASS initiative focuses on aligning curriculum and improving student transitions as youth progress through K-12 and on to college. We are especially pleased to know that the proposed vision of Esteban E. Torres Community School-- "All students will be invigorated by rigorous inquiry-driven, interdisciplinary learning that prepares them to participate in the planning and future of their city, for the challenges of college, and for the demands of the 21st-century"-- complements the Cal-PASS mission. It also is exciting to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Community School and any other LAUSD faculty are invited to participate in Cal-PASS intersegmental math, English, or English Learner Professional Learning Councils (PLCs) and our intersegmental data system is available to any LAUSD administrators or faculty who obtain district permission. If you would like more information about Cal-PASS, please visit our website at www.calpass.org, or contact me directly at lsosenko@calpass.org or 562-743-9304.

Sincerely,

Lauren Davis Sosenko

Lauren Davis Sosenko
Associate Director for Special Projects

Executive Director

January 8, 2010

Dear Mr. Cortines:

I am writing to offer my enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. I am especially excited by the East Los Angeles Performing Arts Academy and its emphasis on using dance, theatre and music as pathways to academic success with its specific focus on the indigenous cultural expressions from Mexico, the Americas and Spain.

I am particularly impressed by the high expectations that the proposal details for all of its stakeholders; the opportunity for parent's to become authentically involved, the expectation of community response and engagement and the means for students to be their own best advocates.

I have had the pleasure of working with one of the members of the planning team, Carolyn McKnight, for many years. I first met Carolyn through her involvement with Literature to Life, a theatre literacy program. Carolyn's passion and commitment for students to experience theatre, both as an art form, a powerful tool for self-expression and as a means of civic engagement thrilled me. The post-show discussions and the writing generated by her students reflected their awareness of the power and the responsibility to share their own stories.

Since coming to Center Theatre Group, I have been delighted to re-connect with Carolyn and her new students. Once again, I see firsthand the power that an inspired teacher and arts advocate has to generate genuine learning and community engagement. I am very excited about this opportunity for the young people of East Los Angeles detailed in the proposal for the Esteban E. Torres Community School and the East Los Angeles Performing Arts Academy. It has the passion and potential for transforming both students and communities.

Sincerely,

Debra Piver
Associate Director of Education
Center Theatre Group
dpiver@centertheatregroup.org phone: 213-972-8030

809-133309

Communities In Schools
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LAUSD
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2009 DEC 22 PM 1:37

Matt

December 18, 2009

Mr. Ramon Cortines
Superintendent of Schools
Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Mr. Cortines:

Communities In Schools Los Angeles West offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs, and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

J. Lloyd Jacobs Jr.
Executive Director
Communities In Schools Los Angeles West

COMMUNITIES IN SCHOOLS LOS ANGELES WEST
2000 Avenue of the Stars – Suite 803 -- Los Angeles, California 90067 – Tel 424-288-2809 – Fax 424-288-2900
Email: bjacobs@cislawest.org - Website: www.cislawest.org

COUNTY OF LOS ANGELES
DEPARTMENT OF PARKS AND RECREATION
"Creating Community Through People, Parks and Programs"
Russ Guiney, Director

January 7, 2010

Dear Mr. Cortines:

The East County Community Services Agency's Department of Parks and Recreation offer(s) our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and Inner-City Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice. I am especially pleased to offer support for the East Los Angeles Renaissance Academy (A Humanitas Network School for Urban Planning and Design). The innovative plan for this school is especially well suited to our desire to engage students in the planning process for new and redesigned parks in East Los Angeles.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Frank Gonzales
Deputy Director

East County Community Services Agency • 265 Cloverleaf Drive • Baldwin Park, CA • 91706-6599 • (626) 369-8694

January 8, 2010

eastla CLASSIC THEATRE

A vision of cultural inclusion and academic excellence.

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Tony Plana

Executive Director
Angela Weimer

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761 Terminal Street Building One 2nd Floor
Los Angeles California 90021
t 213-572-0121 f 213-572-0125
www.eastlaclassic.org

Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

Dear Su perintendent Cortines:

As you k now, East L.A. Classic Theatre has been provid ing arts-in-education program s for more than a decade to students in our neediest communities along with cult urally relevant bilingual, multicultural producti ons of classic literature. Through our partnership with teachers in the district, we have worked together to creati vely improve the literacy, artistic engagement, and social skills of these students. We now have an opportunity to continue this great work and make a differenc e in the lives of these students, their families, a nd the community.

We offer our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased t o know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and Inner City Struggle are working togeth er to create an innovati ve plan that responds to the needs of the students at Esteban E. Torres High Sc hool. We are very excited about this opportunit y for the young people of the community. The five teacher-developed, career-t hemed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a complem ent to the community's plan for the East Los Angeles Education Empowe rment Zone of Choice.

The Com munity School model, which integrates academ ic, mental and physical wellness, social services, youth development, and comm unity empowerment, will offer the range of services and programs our studen ts require to be successf ul. The community school gives parents an auth entic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives student s a voice as self-advocate s and as advocates for youth generally.

As a Co mmunity School partner, we look forward to par ticipating in collabor ative efforts to ensure that Esteban E. Torres Hi gh School is a place where st udents and their families, teachers and school p ersonnel, and the community can thrive.

Thank y ou for encouraging our participation.

Sincerel y,

Tony Pla na
Executiv e Artistic Director

Angela Weimer
Executive Director

EAST LOS ANGELES COLLEGE

ERNEST H. MORENO
President

1301 Avenida Cesar Chavez
Monterey Park, California 91754-6099

323 265-8650

January 6, 2010

Dear Mr. Cortines:

East Los Angeles College offers its enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As the community college serving the greater East Los Angeles area, East Los Angeles College is committed to assisting the students of our feeder schools—which now include Esteban Torres—to aim for excellence and prepare themselves adequately for higher education. As such, we are prepared to offer the academic and student support services necessary to insure that Esteban Torres students succeed in high school and in higher education.

We look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Oscar Valeriano, Vice President
Office of Student Services

ESTEBAN TORRES
FORMER MEMBER OF CONGRESS, CALIFORNIA-34TH

Ramon C.Cortines
Superintendent of Schools
333 S.Beaudry Ave. 24th For.
Los angeles, California 90017

Dear Superintendent Cortines:

I want to applaud your leadership and commitment to providing the best instructional programs to the students of the LAUSD. I especially commend your vision for the inclusion of the families of the communities in which the District serves. Moreover, your outreach to parents, teachers and students to form a partnership with the District speaks to a collaborative effort to ensure the students a quality education.

My hope for your stated partnership is the acceptance of a Pilot School model for the new Esteban E.Torres High School in the community of East Los Angeles. In this respect, I would like to endorse the Social Justice Leadership Academy as the flagship applicant to operate one of the schools on campus. As a former graduate of Garfield High School, I am confident of the quality and commitment of the teachers that form this applicant group from Garfield High School.

I look forward to your continued leadership and spirit in student improvement and resolving the problem of failing schools.

Sincerely yours,

Esteban E. Torres

Cc: Yolie Flores

1104 SOUTH MONTEZUMA WAY, WEST COVINA, CALIFORNIA 91791

FIS Families In Schools

Building Partnerships for Student Success

****

MARIA A. CASILLAS
PRESIDENT

JO Z. CARCEDO
EXECUTIVE DIRECTOR

****

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VP, COMMUNITY RELATIONS OFFICER
JPMORGAN CHASE & CO

January 7, 2010

Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017
Telephone: (213) 241-7000

Attention: Ramon Cortines, Superintendent of Schools

Dear Mr. Cortines:

Families In Schools offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Jo Carcedo
Executive Director

INNERCITY STRUGGLE

strug•gle: (strug´el), v.,
to make a strenuous effort; strive

2811 WHITTIER BLVD.
LOS ANGELES, CA 90023

office (323) 780.7605
fax (323) 780.7608

www.innercitystruggle.org

January 7, 2010

Dear Mr. Cortines:

InnerCity Struggle offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, and LAUSD Local District Five are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Maria Brenes
Executive Director

LA CAUSA

LOS ANGELES COMMUNITIES ADVOCATING FOR UNITY, SOCIAL JUSTICE AND ACTION

January 5, 2010

Dear Mr. Cortines:

The Los Angeles Communities Advocating for Unity, Social Justice, and Action (LA CAUSA), Inc. offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Robert Zardeneta
Executive Director

5400 E. Olympic Blvd. Suite 210 * Los Angeles, CA 90022 *Phone: 323.887.2500 * Fax: 323.887.2506
www.lacausainc.org

LAOPERA
PLÁCIDO DOMINGO ELI AND EDYTHE BROAD GENERAL DIRECTOR
JAMES CONLON RICHARD SEAVER MUSIC DIRECTOR

January 4, 2010

Dear Mr. Cortines:

Los Angeles Opera has had the privilege of partnering with Los Angeles Education Partnership in myriad ways and through numerous projects. Our award winning Opera for Educators program was developed with the guidance of LAEP and Humanitas teachers and for more than 13 years has been providing professional development tools for teachers to create engaging, high-quality, interdisciplinary lessons that meet state standards and integrate opera into the curriculum. LA Opera believes that the standards and ideals of LEAP reflect some of the most important educational and community goals for Los Angeles students and teachers, and continues to rely on the advice and input of LAEP staff and teachers for many of our programs, serving thousands of teachers and tens of thousands of students throughout Los Angeles each year.

LA Opera would like to offer enthusiastic support for the collaborative plan for the Esteban E. Torres Community School, and we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Stacy Brightman PhD
Director, Education and Community Programs
LA Opera

135 NORTH GRAND AVENUE • LOS ANGELES, CALIFORNIA 90012 • 213.972.7219 • FAX: 213.687.3490 · WWW.LAOPERA.COM

1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
F: 213.629.5288
E: info@laep.org
I: www.laep.org

January 11, 2010

Superintendent Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Street
Los Angeles, CA 90017

Dear Mr. Cortines:

The Los Angeles Education Partnership pledges its support for the collaborative plan to engage five pilot schools to share the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of students at Esteban E. Torres High School. LAEP is pleased to support the plan for the East Los Angeles Renaissance Academy (a Humanitas Network School for Urban Planning and Design). The students in this innovative design-based learning school will work closely with County of Los Angeles on the many upcoming public works projects. This will be a unique opportunity for students to experience authentic, real-world learning.

To support the academic program, the Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

The five teacher-developed pilots have requested that the Los Angeles Education Partnership assist them in the design, development and management of the startup phase (18-24 months) of a collaborative central management and operations structure for the five pilot schools and the newly engaged East Los Angeles community. We propose to assist the pilot schools and their leaders to establish a collaborative management system which will serve and support the combined needs of the students, teachers and parents as well as the onsite and offsite community services in order to ensure successful operations during the critical first years.

The Los Angeles Education Partnership will assist the pilot schools in development of the job description of the Campus Manager, the selection process for selecting the appropriate candidate and any other central staff that will be collectively shared and supported by the five pilot schools. In addition, we propose to contract with an experienced LAUSD retired administrator to mentor the Campus Manager for the period of our involvement. Andy Cazares, a retired LAUSD administrator at many levels, has agreed to consider serving in such a role to facilitate the startup phase for the five pilot principals and the Campus Manager. His resume is attached in the Appendix.

We look forward to participating in the collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers, school staff and the community can thrive. Thank you for consideration of the five pilot proposals and the offer of initial support from the Los Angeles Education Partnership. This is an incredible opportunity to show the nation what Los Angeles teachers with a vision for challenging instruction and new and varied experiences for their students can accomplish.

Sincerely,

Peggy Funkhouser

Peggy Funkhouser
President & CEO

Attachment in Appendix

COTSEN
FAMILY
FOUNDATION

12100 Wilshire Blvd., Suite 920
Los Angeles, CA 90025
T 310.826.0504 F 310.826.2667

January 11, 2010

Dear Mr. Cortines:

As a member of the board of the Los Angeles Education Partnership and as the director of a foundation focused on quality teaching, I wish to offer my enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. I am especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and Inner City Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a complement to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As the director of an organization committed to excellence in teaching, I look forward to supporting these collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Judy Johnson, Ed. D.

Executive Director

Cotsen Family Foundation

BOBBITT & ROBERTS
Attorneys at Law

400 Corporate Pointe
Suite 300
Culver City, CA 90230
Telephone (424) 750-3073 Fax (424) 750-3074

VIRGIL ROBERTS
vroberts@bobroblaw.com

LEROY BOBBITT
lbobbitt@bobroblaw.com

January 8, 2010

Ray Cortines
Superintendent, LAUSD
333 So. Beaudry Avenue
Los Angeles, CA 90017

Re: **Esteban E. Torres Community School**

Dear Ray:

I am writing to you in support of the collaborative plan for the Esteban E. Torres Community School. As you may know, I am a Board member of the Los Angeles Educational Partnership (LAEP). I am pleased and excited that LAEP has been working with teachers, Inner City Struggle, the community surrounding Esteban E. Torres, and LAUSD Local District Five to design an innovative plan that addresses the needs of kids in East Los Angeles. You know my background in working for public school reform in Los Angeles, and the effort and amazing collaboration that has lead to this particular plan needs to be replicated and celebrated across the District.

The teachers, with input from the community, and the technical assistance of LAEP have designed five career themed pilots in engineering, visual arts, urban planning, social justice, and performing arts. The Community School model integrates academic, mental and physical wellness, social services, youth development, and community empowerment at the school site. This is the type of integration of services that has proven to assist students in becoming successful. The Community School design also makes provision for effective involvement of parents and the community in the education of the students. As chairman of Families In Schools (FIS) I find this element of the design to be most compelling.

I am confident that the proposal which this group of teachers and community members have crafted will result in Esteban E. Torres Community School becoming a high performing school of which we can all be proud -- the community, teachers and school personnel, and the District Superintendent (you!).

I greatly appreciate the support you have shown all of us in the school reform community. Your courageous stand has made proposals such as this possible. We certainly hope you act favorably upon this initiative.

Thanks for your consideration. Best personal regards.

Sincerely,

VIRGIL ROBERTS

Los Angeles Unified School District
LOCAL DISTRICT 5
2151 North Soto Street
Los Angeles, CA 90032
Telephone (323) 224-3190 Fax (323) 222-5702

Ramón C. Cortines
Superintendent of Schools

Roberto A. Martinez
Interim Superintendent, Local District 5

January 6, 2009

Dear Mr. Cortines:

Local District 5 offers our enthusiastic support for the autonomous pilot proposal for the Esteban E. Torres High School, East Los Renaissance Academy (with a focus/career pathway in Urban Planning).

We have seen the passion and commitment for reform and innovation from the teachers putting forth the proposal for an autonomous Urban Planning Pilot school at Esteban E. Torres High School. They have worked tirelessly to create an exceptional school that will become a beacon for the community. The team's clarity of purpose and vision of what it takes to have an outstanding academic school are demonstrated in their dedication and determination to do the work necessary to have a successful school. We believe that this pilot application has the best chance for success and has our complete backing and support.

The proposed Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a local district, we look forward to supporting the collaborative efforts that will ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Sincerely,

Roberto A. Martinez

Los Angeles Repertory Theater

A Non-Profit Youth Theatre Company
838 N. Las Palmas Ave. # 4
L.A., CA 90038
323.469.2616 / www.larepertorytheater.org

1.5.10

Dear Mr. Cortines:

I wanted to let you know that the Los Angeles Repertory Theater is pleased to support the collaborative plan for the East Los Angeles Performing Arts Academy at the Esteban E. Torres Community School. As director of the Los Angeles Repertory Theater (a non-profit theater company focusing on acting/writing workshops in high schools throughout LA), I have had the privilege of working with Carolyn McKnight at Marshall High School on numerous, fulfilling occasions. Carolyn McKnight and her class were our first collaboration within the LAUSD system almost 15 years ago and I can say with confidence it set the precedent for a long and successful relationship for all participants, including students, teachers, administrators, and the LAUSD).

Carolyn McKnight is one of the finest teachers I have ever had the privilege of working. She exudes an incredible enthusiasm for the students, the work and the creation. She has a gift for communicating and encouraging the students to create at their highest and most passionate level. And most impressive is her ability to execute all of her pursuits with the utmost care, quality and diligence.

I have no doubt this endeavor will be a resounding success and look forward to working with Carolyn McKnight again and participating in more collaborative efforts to ensure that the East Los Angeles Performing Arts Academy at Esteban E. Torres High School can thrive. Thank you for your consideration.

Sincerely,

Brian Donovan

MARAVILLA FOUNDATION

January 6, 2010

Dear Mr. Cortines:

The Maravilla Foundation W.I.A. Youth Program offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Katherine Morfin

Program Manager – W.I.A. Youth Program

5729 East Union Pacific · Commerce, CA 90022 · (323) 869-4500 · Fax: (323) 278-7788

PAN AMERICAN BANK

3626 E. FIRST STREET, LOS ANGELES, CALIFORNIA 90063
P.O. BOX 227000, LOS ANGELES, CALIFORNIA 90022 (323) 264-3310

January 8, 2010

Dear Mr. Cortines:

Pan American Bank offer(s) our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School ("ETHS"). We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

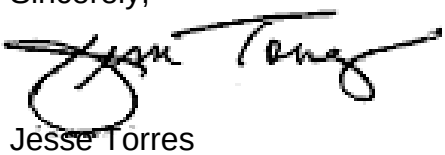
Additionally, we lend our support for the establishment of a student-run branch at the ETHS. Pan American Bank, California's oldest Latino-owned bank and the second oldest Latino-owned bank in the United States, offers to establish a branch at ETHS. Pan American Bank is the only bank headquartered in East Los Angeles. Our mission is to transform and empower Latino communities through banking relationships built on trust, service, respect, communication, and guidance. A student-run branch at ETHS is consistent with our mission and will provide significant benefit to the community.

Attached with this letter are examples of other student-run branches throughout the Country. These efforts are fully embraced by the FDIC and assist in providing poverty reduction strategies that focus on the importance of creating financial assets, novel and promising tools that focus by promoting savings starting at a young age, improve financial literacy by getting youth into financial instruments which demonstrate the value of saving and compound interest, increase number of low- and moderate-income households that are banked, encourage saving for education, homeownership or retirement, develop strong

social and economic footing and improve financial security by helping young adults weather emergencies, job losses and future recessions.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,



Jesse Torres
President and CEO

January 8,2010

Dear Mr. Cortines:

The UCLA Center X Teacher Education program is pleased to offer our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice. We believe the Community School will provide an excellent site for both teacher preparation and teacher placements.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally. The Community School model is compatible with the UCLA Center X TEP agenda and our philosophy of schooling.

As a Community School supporter, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Eloise Lopez Metcalfe

Eloise Lopez Metcalfe, Ph.D. Director, TEP

1320 Moore Hall, Box 951521 Los Angeles, CA 90095-1521
310-206-4621 Phone, 310-206-8770 Fax
www.centerx.gseis.ucla.edu

UCLA
SCHOOL OF PUBLIC AFFAIRS
Urban Planning

3250 School of Public Affairs Building
Box 951656
Los Angeles, CA 90095-1656

1/7/10

Dear Mr. Cortines:

The UCLA Urban Planning Faculty offers its enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a complement to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Brian Taylor, Chair
UCLA Department of Urban Planning

Tel 310-825-0125 Fax 310-206-5566 bmtaylor@ucla.edu

A.J. Duffy, UTLA President

OFFICERS

A.J. DUFFY
President

ANA VALENCIA
UTLA/NEA Vice President
UTLA/NEA Affiliate President

JOSH PECHTHALT
UTLA/AFT Vice President
AFT Local 1021 President

JULIE WASHINGTON
Elementary Vice President

GREGG SOLKOVITS
Secondary Vice President

DAVID GOLDBERG
Treasurer

BETTY FORRESTER
Secretary

January 11, 2010

Dear Mr. Cortines:

United Teachers Los Angeles offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five career-themed, teacher-developed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a complement to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

A.J. Duffy
President, United Teachers Los Angeles

United Teachers Los Angeles • 3303 Wilshire Blvd, 10th Floor, Los Angeles, CA 90010 • (213) 487-5560 • www.utla.net
Serving Los Angeles teachers with the California Teachers Association/National Education Association
and the California Federation of Teachers/American Federation of Teachers, AFL-CIO

THE SHAKESPEARE CENTER OF LOS ANGELES

1238 W. First Street | Los Angeles, CA 90026

213-481-2273

January 7, 2010

Dear Mr. Cortines:

The Shakespeare Center of Los Angeles offers our enthusiastic support for the collaborative plan for the East Los Angeles Performing Arts Academy at Esteban E. Torres Community School. We are proud to join such an effective team that includes community members, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle as they create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a complement to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

This partnership is a natural extension of the vision and mission of The Shakespeare Center. With a mission to enchant, enrich and educate through theatrical traditions that are accessible to all, our work reflects the people, history and landscape of Los Angeles. That is in harmony with the East Los Angeles Performing Arts Academy's vision of becoming a cultural hub presenting excellent performing arts events that reflect and speak to the East LA community. Furthermore, we have a long history of producing award-winning youth development programs for teenagers with limited access to job training, arts education and academic enrichment programs. We have seen first hand how students respond when given the opportunities offered at the East Los Angeles Performing Arts Academy, which considers the needs of the whole child and will offer the range of services and programs that students require to successfully transition to adulthood.

As a community partner organization, we look forward to participating in collaborative efforts to ensure that the East Los Angeles Performing Arts Academy is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Chris Anthony

Associate Artistic Director, Shakespeare Center of Los Angeles

VELA

January 5, 2010

Dear Mr. Cortines:

VELA "The Light of the Community" offer(s) our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Grace Gonzalez

Executive Director/CEO

youTHink

Engaging Students in Contemporary Issues and Civic Action Through Art

January 5, 2010

Ramon C. Cortines
Superintendent of Schools
Office of the Superintendent
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Dear Superintendant Cortines:

It is my pleasure to lend my enthusiastic support to the collaborative plans for the Esteban E. Torres Community School on behalf of youTHink, an education program of the Zimmer Children's Museum. We are impressed with the exceptional team of collaborators who have come together for this project – community members, teachers, Los Angeles Education Partnership, LAUSD Local District Five, and InnerCity Struggle. We know that the team is dedicated to effectively meeting the needs of Torres High School students, and that they have been working hard to develop an innovative plan that will accomplish these goals and to design a school that will be a valuable asset to the youth who attend the school and the broader East LA community.

Developed by teachers on the team, they propose to establish 5 career-themed pilots within the larger school, in Engineering, Visual Arts, Urban Planning, Social Justice, and Performing Arts. The pilots complement the community's plan for the East Los Angeles Education Empowerment Zone of Choice. The Community School model focuses on the whole child, integrating academic, physical and emotional wellness, social services, youth development, and community empowerment. The proposed Community School will offer a wide range of services and programs that our students need to succeed. The school gives parents an authentic opportunity to be engaged; provides a space for community members to work together to address specific community needs; and gives students a chance to share their views and take an active role in the process.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for considering their application. If you have any questions about our involvement or would like to talk with me further about this, please feel free to contact me at Shifra@youthink.org or (323) 761-8988.

Sincerely,

Shifra Teitelbaum
Director

A program of the Zimmer Children's Museum
6505 Wilshire Boulevard, Suite 100, Los Angeles, CA 90048
Tel.: (323) 761-8987 ♦ Fax: (323) 761-8990
www.youthink.org

G: 4A, Accountability Matrix

Esteban E. Torres High 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.
1. Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46% Meet or exceed the annual API target. 2008 2009 2010 2011 2012 2013 2014 597 594 604 614 623 632 641	10%						

2. Increase percentage of students in grades 9-11 scoring proficient or advanced on the CST in ELA and Math

5 year goals:

ENG	2008	2009	2010	2011	2012	2013	2014
9th	23.6	21.3	23.4	25.8	28.4	31.2	34.3
10th	20.2	21.1	23.2	25.5	28.1	30.9	34.0
11th	18.8	22.9	25.2	27.7	30.5	33.5	36.9
MATH	2008	2009	2010	2011	2012	2013	2014
HS Math	16.3	12.4	13.6	15.0	16.5	18.2	20.0
Alg 1	5.3	4.2	4.6	5.1	5.6	6.1	6.8
Geom	3.5	3.8	4.2	4.6	5.1	5.6	6.1
Alg 2	3.8	5.0	5.5	6.1	6.7	7.3	8.1

Historic % 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%

		2008	2009	Change
Garfield		%	%	+4%
Grade 9	–	24%	21%	-3%
Grade 10	–	20%	11%	-9%
Grade 11	–	19%	23%	+12%

Increase percentage of students in grades 9-11 scoring proficient or advanced on the CST in ELA and Math (continued)

		2008	2009	Change
Roosevelt				
Grade 9	–	21%	20%	-1%
Grade 10	–	16%	22%	+6%
Grade 11	–	14%	20%	+6%

% Proficient/Advanced CST Math by grade:

	2008	2009	Change

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 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)		Grades 9 thru 11: • Increase the % of students scoring proficient or above on periodic assessments • Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level • Improve average daily attendance • Success on summative assessments within each course • Increase in the number of grades C and better • Increase the number of students who attend tutoring and Saturday classes • Increase the number of students dual-enrolled in college courses • Increase the number of struggling students accessing online remediation courses, though sites such as Hippocampus	Teachers, Administration, tutors, ELAC, and school staff	Ongoing

5 year goals:

SCI	2008	2009	2010	2011	2012	2013	2014
Biology	12.1	9.6	10.6	11.6	12.8	14.1	15.5
Chem	2.6	1.9	2.1	2.3	2.5	2.8	3.1
Earth Sc	10.9	15.0	16.5	18.2	20.0	22.0	24.2
Physics	9.6	4.8	5.3	5.8	6.4	7.0	7.7
HIS	2008	2009	2010	2011	2012	2013	2014
World	11.0	13.7	15.1	16.6	18.2	20.1	22.1
US His	14.9	21.5	23.7	26.0	28.6	31.5	34.6

Historic Performance Data

% Proficient/Advanced CST Science and Social Science:

DISTRICT	2008	2009	Change
Biology	24%	24%	0%
Chemistry	12%	14%	+2%
Earth Sci.	21%	26%	+5%
Physics	19%	20%	+1%
Integ. Sci1	7%	8%	+1%
Integ. Sci2	2%	0%	-2%
Integ. Sci3	3%	7%	+4%
Soc. Sci.	23%	28%	+5%
World Hist.	18%	23%	+4%
U.S. Hist.	25%	32%	+7%

% Proficient/Advanced CST Science and Social Science, cont'd:

GARFIELD	2008	2009	Change
Biology	12%	9%	-3%
Chemistry	3%	2%	-1%
Earth Sci.	11%	15%	+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 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

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

Grades 9 thru 11:

- Increase the % of students scoring proficient or above on periodic assessments
- Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level
- Improve average daily attendance
- Success on summative assessments within each course
- Increase in the number of grades C and better
- Increase the number of students who attend tutoring and Saturday classes
- Increase the number of students dual-enrolled in college courses
- Increase the number of struggling students accessing online remediation courses, though sites such as Hippocampus

Teachers, Administration, tutors, ELAC, and school staff

Ongoing

3. Reduce the percentage of students in grades 9-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math

5 year goals:

	2008	2009	2010	2011	2012	2013	2014
ELA	43.7	43.3	39.0	35.1	31.6	28.4	25.6
Math	79.3	81.5	73.4	66.0	59.4	53.5	48.1

Historic Performance Data

		2008	2009	Change
		Garfield ELA		
Grade 9	–	40%	43%	+3%*
Grade 10	–	44%	42%	-2%*
Grade 11	–	50%	46%	-4%*

		2008	2009	Change
		Roosevelt ELA		
Grade 9	–	47%	44%	-4%*
Grade 10	–	54%	41%	-13%*
Grade 11	–	47%	50%	+3%*

*** negative values are actually positive growth since less students fall into these proficiencies.**

-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 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

Grades 9 thru 11:

- Increase the % of students scoring proficient or above on periodic assessments
- Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level
- Improve average daily attendance
- Success on summative assessments within each course
- Increase in the number of grades C and better
- Increase the number of students who attend tutoring and Saturday classes
- Increase the number of students dual-enrolled in college courses
- Increase the number of struggling students accessing online remediation courses, though sites such as Hippocampus

Teachers, Administration, tutors, ELAC, and school staff

Ongoing

4. Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.

5 year goals:

	2008	2009	2010	2011	2012	2013	2014
	8.5	8.4	> 6	> 6	> 6	> 6	> 6

Historic Data:

DISTRICT	07-08	08-09	Change
	9.3%	9.2%	-.1%

GARFIELD	07-08	08-09	Change
	8.5%	8.4%	-.01%

ROOSEVELT	07-08	08-09	Change
	7.8%	8.1%	-.3%

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.

DISTRICT	07-08	08-09	Change
African Americans	6.6%	6.6%	.0%
Hispanics	6.9%	7.0%	.1%

GARFIELD	07-08	08-09	Change
African Americans	10.0%	9.1%	.9%
Hispanics	8.6%	8.4%	.1%

ROOSEVELT	07-08	08-09	Change
African Americans	0.0%	0.0%	.0%
Hispanics	7.9%	8.2%	.3%

varies by school

varies by school

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.

- Increase the number of state-identified Gifted students
- Increase the number of accelerated students taking AP courses
- Increase the number of accelerated students taking college courses
- Increase the number of accelerated students taking honors courses
- Increase the number of accelerated students accessing AP and advanced courses online

Teachers, Administration, tutors, ELAC, and school staff

Ongoing

5a. Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities

5 year goals

	2008	2009	2010	2011	2012	2013	2014
Afr-Amer	0	0	+10	+10	+10	+10	+10
Hispanic	21.3	21.5	23.7	26.0	28.6	31.5	34.6
ELLs	2.0	1.3	1.4	1.6	1.7	1.9	2.1
SwDs	1.3	2.4	2.6	2.9	3.2	3.5	3.9
SEL	22.7	23.0	25.3	27.8	30.6	33.7	37.0

Historic Performance Data:

Prof/Adv CST ELA Subgroups:

	07-08	08-09	Change
African American	25%	27%	+2%
Hispanic	31%	33%	+2%
English Learners	20%	23%	+3%
Sts. w/ Disabilities	11%	12%	+1%

Garfield	07-08	08-09	Change
African American	-	-	-
Hispanic	21.3%	21.5%	+0.2%
English Learners	18.4%	17.2%	-1.2%
Sts. w/ Disabilities	1.3%	2.4%	+1.1%

Roosevelt	07-08	08-09	Change
African American	-	-	-
Hispanic	18.0%	20.7%	+2.7%
English Learners	16.5%	18.8%	+2.3%
Sts. w/ Disabilities	1.4%	1.1%	-0.3%

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

Grades 9 thru 11:

- Increase the % of students scoring proficient or above on periodic assessments
- Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level
- Improve average daily attendance
- Success on summative assessments within each course
- Increase in the number of grades C and better
- Increase the number of students who attend tutoring and Saturday classes
- Increase the number of students dual-enrolled in college courses
- Increase the number of struggling students accessing online remediation courses, though sites such as Hippocampus

Teachers, Administration, tutors, ELAC, special education aides, EL aides, and school staff

Ongoing

5b. Accelerate the performance of Standard English Learners (SEL)	10%	Standard 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 • Computer-based supplemental math curriculum		• Interdisciplinary essays • Performance Assessments • Portfolios • Research projects and presentations to the community • Accelerated Reader • Increase the number of students taking AP courses • Increase the number of students taking college courses • Increase the number of students taking honors courses	Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing

6. AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English **5 year goals** 2008: 31.7 2009: 30.0 2010: 30.9 2011: 31.8 2012: 32.8 2013: 33.8 2014: 34.8 **2007-8 State Target was 50.1%; 2008-9, 51.6%; 2009-10, 53.1%** **Historic Performance Data** **District 07-08 08-09 Change** **54.8% 55.7% +0.9%** **(school data based on % of EL students increasing a level on CELDT)** **Garfield 07-08 08-09 Change** **31.7% 30.0% -1.7%** **Roosevelt 07-08 08-09 Change** **30.0% 37.5% +7.5%** **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 • Performance Assessments • CELDT • Accelerated Reader • ELSSA Data • Interdisciplinary essays • Performance Assessments • Portfolios • Research projects and presentations to the community	**Teachers, Administration, tutors, ELAC, EL aides, and school staff**	**Ongoing**

7. AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT

5 year goals:

	2008	2009	2010	2011	2012	2013	2014
	35.3	31.6	33.2	34.8	36.6	38.4	40.3

Historic Performance Data:

District	% Early Adv/Adv 07-08	08-09	Change
	36.3%	39.3%	+3%
Garfield	07-08	08-09	Change
	35.3%	31.6%	-3.7%
Roosevelt	07-08	08-09	Change
	28.6%	32.7%	+4.1%

2008-2009 State Target was 30.6%

2009-2010 State Target is 32.2%

5%

English Learners

Instruction:

- 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
- Student Writing Examples
- Performance Assessments
- Previous CELDT scores
- ELSSA Data
- Interdisciplinary essays
- Portfolios
- Accelerated Reader
- Research projects and presentations to the community

Teachers, Administration, tutors, ELAC, EL aides, and school staff

Ongoing

8. AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST

5 year goals:

	2008	2009	2010	2011	2012	2013	2014
ELA	2.0	1.3	1.4	1.4	1.5	1.6	1.7
Math	1.1	0.3	0.3	0.3	0.3	0.4	0.4

Historic Performance Data

District	07-08	08-09	Change
ELA	24.3	27.0	+2.7%
Math	34.1	36.3	+2.1%

Garfield	07-08	08-09	Change
ELA	18.4%	17.2%	-1.2%
Math	24.9%	25.5%	+0.6%

Roosevelt	07-08	08-09	Change
ELA	16.5%	18.8%	+2.3%
Math	20.6%	22.9%	+2.3%

English Learners

Instruction:

- 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

- ELD Portfolios
- Performance Assessments
- Previous CELDT scores
- ELSSA Data
- Interdisciplinary essays
- Portfolios
- Accelerated Reader
- Research projects and presentations to the community

Teachers, Administration, tutors, ELAC, EL aides, and school staff

Ongoing

9. Increase EL reclassification rates **5 year goals** 2008: 9.2 2009: 9.1 2010: 9.6 2011: 10.0 2012: 10.5 2013: 11.1 2014: 11.6 **Historic Performance Data** **District 07-08 08-09 Change** **HS 10.3 12.4 +2.1%** **Garfield 07-08 08-09 Change** **HS 9.2 9.1 -0.1%** **Roosevelt 07-08 08-09 Change** **HS 7.6 9.4 +1.8%**	**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 • English grades • ELA CST supports (see above sections)	**Teachers, Administration, tutors, ELAC, EL aides, and school staff**	**Ongoing**

10. Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs

5 year goals

	2008	2009	2010	2011	2012	2013	2014
ELA	14.5	14.5	19.6	26.4	35.7	48.2	65.0
Math	1.9	3.5	4.7	6.4	8.6	11.6	15.7

Historic Performance Data

District	07-08	08-09	Change
ELA	25%	27%	+2%
MATH	26%	27%	+1%

Garfield	07-08	08-09	Change
ELA	14.5%	14.5%	+0.0%
MATH	1.9%	3.5%	+1.6%

Roosevelt	07-08	08-09	Change
ELA	13.9%	13.9%	+0.0%
MATH	2.5%	2.9%	+0.5%

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

- Writing across the subject areas
- Practice standardized tests
- Increase the % of students scoring proficient or above on periodic assessments
- Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level
- Improve average daily attendance
- Success on summative assessments within each course
- Increase in the number of grades C and better
- Increase the number of students who attend tutoring and Saturday classes

Teachers, Administration, tutors, ELAC, special education aides, and school staff

Ongoing

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.*
11. Graduation rate will increase **5 year goals** 2008: 77.7 2009: 79.5 2010: 81.1 2011: 82.6 2012: 84.0 2013: 85.3 2014: 86.5 **Historic Performance Data:** **District** 06-07: 67.1%, 07-08: 72.4%, Change: +5.3% **Garfield** 06-07: 81.3%, 07-08: 77.7%, Change: -3.6% **Roosevelt** 06-07: 69.8%, 07-08: 75.3%, Change: +5.5%	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		• Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation) • Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade level • Improve average daily attendance • Increase in the number of grades C and better • Increase number of students reclassifying on CELDT • Increase CAHSEE pass rates • Increase number of students passing gateway classes (Algebra 1, English 9, etc)	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 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</td>
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<td>

12. Increase percent of 10th graders passing both parts of CAHSEE on the first attempt

5 year goals

	2008	2009	2010	2011	2012	2013	2014
	56.0	59.1	62.6	66.4	70.4	74.6	79.1

Historic Performance Data

District 07-08 08-09 Change

57% 60% +3%

Garfield 07-08 08-09 Change

56.0% 59.1% +3.1%

Roosevelt 07-08 08-09 Change

</td>
<td>6%</td>
<td>10th Graders</td>
<td>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</td>
<td></td>
<td>• Increased participation in CAHSEE preparation

• Administer CAHSEE diagnostic test to all 9th and 10th grade students

• 9th and 10th grade performance assessments

• Student Writing Examples

• Interdisciplinary essays

• Portfolios

• Accelerated Reader

• Research projects and presentations to the community</td>
<td>Teachers, Administration, tutors, aides, and school staff</td>
<td>Ongoing</td>
</tr>
</table>

<table>
<tr>
<td>51.0% 55.8% +4.8%</td>
<td></td>
<td></td>
<td>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</td>
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<td>13. Dropout rate will decrease.

5 year goals
<table><tr><td></td><td>2008</td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td></td><td>22.9</td><td>21.2</td><td>19.9</td><td>18.7</td><td>17.6</td><td>16.6</td><td>15.6</td></tr></table>
Historic Performance Data
District 06-07 07-08 Change
31.7% 26.4% -5.3%

Garfield 06-07 07-08 Change
22.9% 21.2% -1.7%

Roosevelt 06-07 07-08 Change
33.2% 23.8% -9.4%</td>
<td>6%</td>
<td>All Students</td>
<td>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</td>
<td></td>
<td>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%.
• Decrease number of suspensions and behavior referrals
• Pass gateway classes
• Increase the percentage of 9th to 10th grade students</td>
<td>Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff</td>
<td>Ongoing</td>
</tr>
</table>

			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.	accumulating 55 credits • Increase number of students in tutoring • Increase number of students in job shadowing and internships		

Esteban E. Torres High School

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

Personalization/College Career Ready

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.*
14. Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. **5 year goals:** 2008 2009 2010 2011 2012 2013 2014 59.5 65.0 68.0 71.0 74.0 77.0 80.0 **Historic Performance Data** **District** 07-08 08-09 Change 25% TBD% +__% **Garfield** 07-08 08-09 Change 36.4% 11.0% -25.4%	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	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. • Pass gateway classes • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 9th and 10th grade performance assessments • Student Writing Examples • Interdisciplinary essays	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

Esteban E. Torres High School

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

Personalization/College Career Ready

<table>
<tr><th>Accountabilities</th><th>LAUSD Target</th><th>Subgroup(s)

List the subgroups.</th><th>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.</th><th>Resources/Proposed Funding Sources

Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</th><th>Means of Evaluating Progress

Periodic Assessment

See monitoring indicators from CST section below to increase the median API score.</th><th>Staff Responsible

Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</th><th>Start/Completion Date

Indicate when the strategy will be implemented and projected date of completion.</th></tr>
<tr><td>Roosevelt 07-08 08-09 Change

19.9% 21.7% +1.8%</td><td></td><td></td><td>• After school tutoring programs</td><td></td><td>• Portfolios

• Accelerated Reader

• Research projects and presentations to the community

• Increase the number of students accessing college and online courses, though sites such as Hippocampus</td><td></td><td></td></tr>
<tr><td>15a. Increase the enrollment in Advanced Placement course

5 year goals
<table>
<tr><th></th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr>
<tr><td>TOTAL</td><td>11.0</td><td>13.0</td><td>13.7</td><td>14.3</td><td>15.0</td><td>15.8</td><td>16.6</td></tr>
<tr><td>For Lang</td><td>2.0</td><td>2.3</td><td>2.4</td><td>2.5</td><td>2.7</td><td>2.8</td><td>2.9</td></tr>
<tr><td>All Other</td><td>9.0</td><td>10.7</td><td>11.2</td><td>11.8</td><td>12.4</td><td>13.0</td><td>13.7</td></tr>
</table></td><td>5%</td><td>All Students</td><td>Extensive online AP course offerings

Dual-enrollment at local colleges and universities</td><td>East L.A. Community College

Cal State L.A.

CSU, Dominguez Hills</td><td>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</td><td>Teachers, Administration, tutors, and school staff</td><td>Ongoing</td></tr>
</table>

Esteban E. Torres High School

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

Personalization/College Career Ready

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.*
Historic Performance Data **District** 07-08 08-09 Change 1.8% 1.9% + .1% **Garfield** 07-08 08-09 Change 2.6% 3.3% +0.7 % **Roosevelt** 07-08 08-09 Change 2.0% 2.7% + 0.7% **15b. Increase pass rates on AP tests** **5 year goals**	5%				administers less than 15 subject matter tests) • At least 1 (if the school administers less than 20 subject matter tests) • Increase the number of students in honors and dual enrollment courses • Increase number of students in tutoring		

	2008	2009	2010	2011	2012	2013	2014
TOTAL	30.6	32.1	33.7	35.4	37.2	39.1	41.0
For Lang	79.6	77.0	77.4	77.8	78.2	79.0	79.4

Esteban E. Torres High School

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Personalization/College Career Ready

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.*
Other 21.3 21.7 22.2 22.6 23.1 23.5 24.0 **Historic Performance Data** **District** 07-08 08-09 Change 44.1% TBD% +TBD% **Garfield** 07-08 08-09 Change 35% 30% -5 % **Roosevelt** 07-08 08-09 Change 32% 30% -2 %							

Esteban E. Torres High School

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

Personalization/College Career Ready

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.*
16. 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	Know How 2 Go Fulfillment Fund One Voice Posse	Increased matriculation into colleges and universities. • Increase the number of students in job shadowing and internships • Increase number of students passing A-G courses • Increase daily attendance rate • Increase number of students taking PSAT, ACT, and SAT • Increase number of students completing FAFSA • Increase number of students passing EAP • Increase the number of	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

Esteban E. Torres High 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.*
			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	E.g.: Federal Reserve MTA MOCA	students in AP, honors and dual enrollment courses		

Esteban E. Torres High School

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

Personalization/College Career Ready

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.*
				Walt Disney Hall Science Museum East L.A. Community College Cal State L.A. UCLA			

Esteban E. Torres High School

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

Parent and Community Engagement

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.*
17. 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** Garfield 07-08 08-09 Change -% 88.6% -% Roosevelt 07-08 08-09 Change -% 88.1% -% • **they feel welcome at this school** Garfield 07-08 08-09 Change -% 91.1% -% Roosevelt 07-08 08-09 Change	At least 90% of parents respond "Strongly agree" or "agree"	Parents	Community School Coordinator will provide workshops and training to parents. Coordinator may provide translation and culturally relevant strategies to increase parental participation in school and at home for the purposes of increasing student academic performance. Collaborate with County Parks and Recreation Project who will provide parent workshops. Coordinate with 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 elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • **Parent home involvement** should be at 90% for elementary schools and 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 90% for elementary schools and 80% for secondary schools in 2009-10.	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

Esteban E. Torres High School

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

Parent and Community Engagement

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.*
-% 83.5% -% • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).** Garfield 07-08 08-09 Change -% 30.3% -% Roosevelt 07-08 08-09 Change -% 30.1% -%							

Esteban E. Torres High School

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

Safe Schools

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.*
18. 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) Garfield 07-08 08-09 Change N/A% 51.6% -% Roosevelt 07-08 08-09 Change N/A% 41.3% -%	At least 90% of students respond "strongly agree" or agree	All Students	Bienvenidos will provide a full-service health and wellness center on the Torres campus. InnerCity Struggle will organize community-based organizations to create a safe environment Daily advisory periods address students' needs on an individual basis. County Parks, Bienvenidos, InnerCity Struggle, East LA Classic Theater will provide afterschool enrichment activities.		• Increased the number of parent partnerships • Increased number of 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 • Reduce gang activity and bullying	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing
19. Decrease the number of suspensions **5 year goals** 2008: 469 2009: 448 2010: 428 2011: 408 2012: 388 2013: 368 2014: 348	25%	All Students	InnerCity Struggle will organize social services to meet the needs of struggling students. Daily advisory periods address students' needs on an individual basis.		• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented	Teachers, Administration, community school partners, business partners, civic partners,	Ongoing

Esteban E. Torres High School

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

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.*
Historic Data 06-07 07-08 08-09 Change 83,542 75,049 TBD TBD **Garfield** 07-08 08-09 Change 11.3% 14.3% +2.9% **Roosevelt** 07-08 08-09 Change 12.7% 16.1% +3.5%			County Parks, Bienvenidos, InnerCity Struggle, East LA Classic Theater will provide afterschool enrichment activities.		• Increased number of enrichment activities after school • Increased parental involvement • Reduce gang activity and bullying	mentors, and school staff	
20. Increase attendance of staff and students **5 year goals:** **Students** 2008 2009 2010 2011 2012 2013 2014	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.	Full-Service Health Center	• Increase attendance incentives/rewards systems • School-wide recognition • Increase number of students accessing Bienvenidos Health and Wellness Center	Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

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		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.*
92.9 94.9 96.0 96.0 96.0 96.0 96.0 **Staff** 2008 2009 2010 2011 2012 2013 2014 90.8 92.3 93.4 94.5 95.4 96.0 96.0 **Historic Data** **District** 07-08 08-09 Change Students: 93.99% TBD TBD Staff: 93% TBD TBD **Garfield** 07-08 08-09 Change Students: 90.8% 92.3% +1.5% Staff: 92.9% 94.9% +2.0% **Roosevelt** 07-08 08-09 Change Students: 89.3% 89.1% -0.2%			• 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.		• Improvements in quarterly attendance reports		

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Staff: 93.7% 94.6% +1.0%							