

LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5
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Ramón C. Cortines
Superintendent of Schools

Roberto A. Martinez
Interim Superintendent, Local District 5

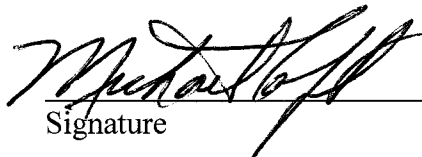
Michael Taft
Principal, Thomas Jefferson High School

**LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE APPLICATION
ASSURANCES**

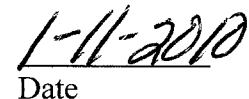
I, Michael Taft, Principal of Thomas Jefferson High School, certify the following:

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

Michael Taft



Signature



Date

Local District 5 Mission

We, the Local District 5 leadership team provide meaningful and comprehensive support to school communities to ensure academic and social success for all students.

JEFFERSON SH
1319 E 41ST ST
LOS ANGELES 90011

Met AYP in 2009: No (Criteria met = 9 Criteria possible = 18)

Program Improvement Status: Year 5

Year Entered PI: 1997-1998

SCHOOL OVERVIEW 2008-2009

Total Students Enrolled: 1,970		
African American	9% Special Education	11%
American Indian	0% Gifted and Talented	3%
Asian	0% Economically disadvantaged	84%
Filipino	0% English Learners	44%
Latino	90% Reclassified as Fluent	37%
Pacific Islander	0% English Proficient	
White(not Latino)	0%	

API

	BASE	GROWTH	PTS	MET ALL
2004-05:	474	482	8	No
2005-06:	482	457	-25	No
2006-07:	451	457	6	No
2007-08:	457	516	59	No
2008-09:	516	515	-1	No

GIFTED

	2008	2009	Chg
Identified Gifted - All	3.1%	2.6%	-0.4%
Identified Gifted - African Amer	2.5%	1.2%	-1.4%
Identified Gifted - Hispanic	3.2%	2.8%	-0.4%

STUDENT WITH DISABILITIES(SWD) - CST

% Scoring Basic and Above	2008	2009	Chg
% Scoring Basic and Above			
ELA	8.1%	11.3%	3.3%
Math	0.7%	1.4%	0.7%

CST TRENDS

English Language Arts

Subgroup	Students Tested					% Proficient & Advanced					1 yr	5 yr	Avg per
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09	Change	Change	yr
All Students	2,734	1,671	1,256	1,443	1,494	8.3%	6.8%	7.2%	12.3%	12.7%	0.4%	4.4%	1.1%
African American	200	139	85	128	125	4.5%	2.2%	2.4%	8.6%	5.6%	-3.0%	1.1%	0.3%
Hispanic	2,517	1,525	1,166	1,304	1,359	8.6%	7.3%	7.6%	12.8%	13.4%	0.6%	4.8%	1.2%
White													
Socio-Econ Disadv.	2,533	1,557	1,109	1,239	1,450	8.4%	6.9%	7.4%	12.6%	12.5%	-0.1%	4.1%	1.0%
English Learner	1,299	783	629	674	671	0.6%	0.5%	0.6%	1.5%	2.2%	0.7%	1.6%	0.4%
SWD	315	152	123	136	141	1.6%	0.0%	0.0%	2.2%	2.1%	-0.1%	0.5%	0.1%

Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr	5 yr	Avg per
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09	Change	Change	yr
All Students	2,378	1,544	1,212	1,394	1,485	0.8%	2.1%	1.3%	1.1%	0.8%	-0.3%	0.0%	0.0%
African American	163	124	80	122	123	0.0%	0.8%	1.3%	1.6%	0.0%	-1.6%	0.0%	0.0%
Hispanic	2,202	1,415	1,126	1,261	1,352	0.9%	2.3%	1.3%	1.1%	0.9%	-0.2%	0.0%	0.0%
White													
Socio-Econ Disadv.	2,208	1,447	1,064	1,197	1,442	0.8%	2.2%	1.3%	1.3%	0.8%	-0.5%	0.0%	0.0%
English Learner	1,106	713	606	651	667	0.2%	0.1%	0.3%	0.2%	0.1%	-0.1%	-0.1%	0.0%
SWD	220	132	110	136	141	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

CALIFORNIA STANDARDS TEST

CALIFORNIA STANDARDS TESTS (CST) (2008-09)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	2008	2009	Chg	2008	2009	Chg
ELA Gr 9	712	1.8%	11.9%	29.5%	31.9%	24.9%	14.4%	13.8%	-0.6%	56.7%	56.8%	0.1%
ELA Gr 10	444	2.5%	10.6%	29.3%	27.0%	30.6%	11.7%	13.1%	1.4%	60.4%	57.6%	-2.8%
ELA Gr 11	338	1.2%	8.6%	26.6%	26.9%	36.7%	9.2%	9.8%	0.6%	70.3%	63.6%	-6.7%
Algebra I	819	0.1%	1.1%	7.8%	46.6%	44.3%	0.8%	1.2%	0.4%	87.5%	90.9%	3.4%
Geometry	295	0.0%	0.3%	8.5%	48.8%	42.4%	1.0%	0.3%	-0.7%	91.1%	91.2%	0.1%
Algebra II	360	0.0%	0.3%	8.1%	29.7%	61.9%	1.8%	0.3%	-1.5%	91.1%	91.6%	0.5%
HS Math	10	0.0%	0.0%	30.0%	30.0%	40.0%	3.7%	0.0%		85.2%	70.0%	
World History	679	0.9%	5.4%	16.8%	18.0%	58.9%	3.6%	6.3%	2.7%	81.5%	76.9%	-4.6%
US History	338	0.3%	5.6%	17.8%	25.4%	50.9%	7.2%	5.9%	-1.3%	75.6%	76.3%	0.7%
Life Science	440	0.9%	4.5%	21.8%	25.9%	46.8%	6.5%	5.5%	-1.0%	73.9%	72.7%	-1.2%
Biology	644	0.2%	4.0%	19.3%	30.3%	46.3%	5.7%	4.2%	-1.5%	67.6%	76.6%	9.0%
Chemistry	177	0.6%	2.3%	23.2%	24.3%	49.7%	5.2%	2.8%	-2.4%	76.8%	74.0%	-2.8%
Earth Science	13	0.0%	0.0%	0.0%	7.7%	92.3%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Int Science	612	0.2%	1.6%	22.5%	28.6%	47.1%	1.6%	1.8%	0.2%	78.1%	75.7%	-2.4%

COURSE & CAREER READY

Subject Area	A-G		AP	
	%Enrolled	% C or Above	%Enrolled	% C or Above
English	78.4%	52.8%	3.3%	72.0%
Mathematics	77.4%	42.4%	0.2%	75.0%
Science	100.0%	49.7%	1.5%	97.9%
History/Soc Sci	96.8%	54.1%	0.0%	
Foreign Language	100.0%	51.9%	6.7%	71.2%
Fine Arts	100.0%	74.9%	2.0%	93.5%
Computer Sci	0.0%		0.0%	
All Courses	64.0%	53.3%	1.3%	76.9%

GRADUATION RATE

CAHSEE Pass Rate(as of May)	2008	2009	Chg
10th grade:	34.0%	44.4%	10.4%
11th grade:	59.0%	59.3%	0.3%
12th grade:	80.0%	77.9%	-2.1%

High School Completion:

	2007	2008	Chg
Dropout 4 Year Rate:	58.0%	47.3%	-10.7%
Dropout 1 Year Rate:	12.7%	11.2%	-1.5%
Graduation Rate:	43.1%	48.6%	5.5%

SAFE SCHOOLS

	2008	2009	Chg
Discipline			
Students Suspended:	9.2%	8.1%	-1.0%
Attendance			
Staff	91.2%	92.1%	0.9%
Student	87.5%	89.6%	2.1%
Student transciency	39.0%	41.6%	2.6%
Student Survey			
% of Students that responded	N/A	0.0%	N/A
% strong Agree or Agree:			
Feel safe in their school	N/A		N/A

PARENT AND COMMUNITY ENGAGEMENT

Parent Survey	2009
% of Parents that responded	13.0%
% Strong Agree or Agree	
Opportunities for Involvement	90.3%
Feel Welcome at school	84.1%
High Level of Reported Involvement	27.9%

ENGLISH LEARNERS (EL)

	2008	2009	Chg
Increased Level on CELDT	28.7%	46.1%	17.5%
Scored Early Adv & Adv on CELDT	23.1%	32.4%	9.3%
Scoring Prof on AYP	13.1%	11.8%	-1.3%
Reclassification Rate	4.0%	9.0%	5.0%

APPENDIX C: CORE CLASS REQUIREMENTS, JEFFERSON

A-G Requirements	Grade 9	Grade 10	Grade 11	Grade 12
English (4 years required)	-English 9 -Honors English 9	-English 10 -Honors English 10	-American Literature/Contemporary Composition -AP English Language	-Expository Comp/World Literature AP English Lit
Math (3 years required)	-Algebra 1	-Algebra 2	-Geometry	-Math Analysis -Calculus
Science (2 years required)	-Integrated Science 1	-Biology -H Biology	-Chemistry	-Physics -AP Biology
Social Studies/History (3 years required)	-Geography	-World History -H W history	-United States History -AP US History	-Principles of American Democracy/Economics -AP Government
Phys Education (2 years required; 3 years if student fails Fitness Gram test)	-PE 1 ROTC 1	-PE 2 ROTC 2	Dance Phys Conditioning ROTC 3	Dance Phys Conditioning ROTC 4
Other Requirements	Health/Life Skills or AVID			
Electives: 2 years of Foreign Language	-Spanish 1 French 1	-Spanish 1 -Spanish 2 -French 2	-Spanish 2 -French 2/3 AP Span Lan	-AP Span Lit -French 3
Electives in Visual/Performing Arts (1 year)	-Introduction to Art Harmony	-Drama -Drawing -Instruments	-Stage Design -Painting/Ceramics 1 -Band	-Ceramics 2 -Advanced Band
Career Technical Art (1 year)	-Information Processing	Graphic Design I Auto Mech I Com Net Mgt	Graphic Design II Auto Mech II Comp Tech Exp Comp Sci	Graphic Design III Auto Mech III AP Comp Sci

APPENDIX D: Complex-wide Summary of Curriculum, Jefferson HS

The Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
<p><u>English 9/10 AB</u></p> <p>Each uses <i>Language of Literature</i> from McDougal Littell and other selected prose, drama materials; each is a college-preparatory course that builds steadily a solid foundation of reading, writing, listening and speaking. The study of literature and writing provides the English Language Learners (ELL) with a context enriched with creative activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction, and mythology. Discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. They write to develop and expand their own ideas and to examine the work and ideas of published authors and artists. During the school year, students take 3 district mandate periodic assessments: Persuasion, Literary Analysis and Exposition. Reflection and evaluation of individual work is a cornerstone for developing the capacity to think, read, listen, speak, and write critically.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -SDAIE/Scaffolding -Graphic Organizers -Portfolio showing growth - Student work -Data on the required district and state training for teachers -Periodic Assessments data -Rubrics for writing -Other test scores
<p><u>American Literature and Composition</u></p> <p>This challenging college preparation course uses <i>Language of Literature</i> from McDougal Littell and a series of prose, poetry and drama texts; it strives to enable juniors to trace American history as it is marked by important cultural and sociological changes. As they explore those changes through the voices and narratives of a variety of significant authors, they will “hear” them speak of revolution, love, war, equality, social justice and personal changes; they will become more skilled readers of texts written in a variety of periods, genres, disciplines, and rhetorical contexts. They will pay careful attention as they do close reading, develop new insights into American society and identify the universal significance of each work. They will be expected to learn key literary terms, and imitate writing styles from narrative, descriptive, argumentative, literary analysis to expository. In doing so, they will become more skilled readers, and effective writers while communicating with the authors, teachers and their peers.</p>	<ul style="list-style-type: none"> - Standard-based Instruction -Student-centered activities -SDAIE/Scaffolding -Graphic Organizer -Essay Portfolio to show growth and other work -Rubrics for writing -Information on required district and state training for teachers -Implementation of the administration of the periodic assessments, and data -Other test scores
<p><u>World Literature and Contemporary Composition</u></p> <p>This college preparation course adopted the district <i>Expository Composition</i> Textbook, and is to provide seniors with practice in the four domains of written discourse (sensory/descriptive, imaginative/narrative, practical/informative/technical, and analytical/ expository /persuasive) and in exploring ideas and themes from literature and other sources. This course includes writing for personal, vocational, and academic purposes and reading for information, enjoyment, and inspiration. This course meets the requirement for graduation and fulfills the a-g requirement.</p>	<ul style="list-style-type: none"> - Standard-based instruction -Student-centered activities -Graphic Organizer -Essay Portfolio to show growth and other work -Rubrics for writing -Data on the required district and state training for teachers -Periodic assessments data -Test scores
<p><u>AP English Literature</u></p> <p>The course is College Board approved equivalent of an introductory college-level survey class. It is designed rigorously for students who demonstrate a special interest in and commitment to the study of literature and go to universities. Students are immersed in novels, plays, poems, and short stories from various periods. Students are engaged in the careful reading of literary works. They write daily using a variety of multimedia and interactive activities, interpretive writing assignments, and Socratic discussions. They</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered Standard-based activities -Scaffolding/Graphic Organizer -Rigorous discussions -Multimedia activities -Rubrics for oral presentation -Rubrics for writing

<p>develop critical standards for the appreciation of any literary work. To achieve these goals, students consider and explore the structure, meaning, and value of each work and its relationship to contemporary experience as well as to the time in which it was written. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare to take the AP examination to earn college-level credits. Students are required to do summer reading.</p>	<ul style="list-style-type: none"> -Portfolio and other work -Test result
<p><u>AVID/English Honors</u> AVID is a study skill 4 year elective program that assists the core curriculum. English Honors is a rigorous college-preparatory course that builds a solid foundation of reading, writing, listening and speaking. The study of literature and writing provides students with a range of creative activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction, and mythology. Socratic discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. Students write to develop and expand their own ideas and to examine the work and ideas of published authors. They develop the capability to reflect, evaluate, think, read, listen, speak, and write critically based on each individual work read.</p>	<ul style="list-style-type: none"> - Standard-based instruction -Student-centered activities -Differentiated methods -SDAIE/Scaffolding -Graphic Organizer and other student work -Essay Portfolio to show growth -Data on the required district and state training for teachers -Periodic assessments data -Rubrics for writing and oral presentation -Test Scores
<p><u>Algebra I</u> Algebra I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulative to calculators and application software, should be used regularly for instruction and assessment.</p>	<ul style="list-style-type: none"> -Master schedule -LAUSD pacing guides for Algebra I, Algebra 2 and Geometry -Standard-based instruction -Student-centered activities. -Student work -Periodic assessments data -Test Scores
<p><u>Algebra II</u> In Algebra II class, students extend the fundamental concepts and skills of elementary algebra to a higher level, and, while they are introduced with new concepts, they learn to draw upon the same basic themes studied previously. Algebra II also offers students the opportunity to apply algebraic skills and reasoning to the related mathematical areas of trigonometry, data analysis, probability, and discrete mathematics, and better prepares sophomores for the California High School Exit Exam (CAHSEE).</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities. -Student work -Test scores
<p><u>Geometry</u> This course relates elements of plane, solid, and coordinate geometry. Students relate figures such as angles, parallel and perpendicular lines, circles, triangles, quadrilaterals and other polygons. Right triangle trigonometry and properties of three-dimensional solids are investigated. Inductive and deductive reasoning is stressed and explored through direct proof. An emphasis on integrating geometric concepts with algebraic skills will be reinforced throughout the year. The depth, scope, and pace greatly exceed that of Geometry. Students apply learned skills via real-world applications and approach problem solving both logically and creatively.</p>	<ul style="list-style-type: none"> -Student work -Extended Bell Academy class rosters -CAHSEE class roster -Summer School rosters -Team teaching with Special Education teachers -Differentiated teaching -Test scores -CAHSEE scores
<p><u>Introductory Spanish</u> This course introduces students to the sound system and basic vocabulary of</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities

<p>the language. Students will begin developing basic proficiency in the language utilizing listening, speaking, reading and writing skills. Upon completion of the course students will be able to speak and understand basic Spanish. Exploration of Spanish speaking countries will be used to develop cultural awareness and enhance language learning opportunities. Students will be using textbooks along with music, DVDs and technology to further engage their use of the Spanish language. The enriched curriculum also includes guest speakers and regalia.</p>	
<p><u>Spanish II and III/Native Speakers</u></p> <p>It is a course designed for students who already have basic skills in the Spanish language. Students will continue to enhance their proficiency through the use of listening, speaking, reading and writing. Students will be required to communicate exclusively in Spanish with emphasis placed on speaking skills for non-native speakers and reading and writing skills for native speakers. Exploration of the various cultures of the Spanish speaking world will further develop the students' appreciation for the countries where Spanish is spoken. Students will be using textbooks along with music, DVDs and technology to further engage their use of the Spanish language. They will conduct peer tutoring dialogue and oral presentation based on the various cultural imbedded hands-on activities.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -Test scores
<p><u>AP Spanish Language</u></p> <p>The course is College Board Approved and is intended to prepare the Jefferson school advanced students for the AP examination. It is equivalent to a third-year college Spanish language class. Students are expected to use Spanish consistently in group work, discussions, and other activities in class. They are expected to have a large Spanish vocabulary, verb forms, and grammar structures necessary to communicate fluently and spontaneously in speaking and writing. Students read additional pieces in addition to those in the textbook. Informal writing exercises will occur in almost every class. They include short letters, summaries of readings and reactions to texts (written, audio, visual, etc.). Students have ample opportunity to speak in class both formally and informally. Class participation grades are based in large part on the students' making of PowerPoint Presentation, magazines and poetry book designs. The course also boasts high percentage passing rate in the AP Spanish tests since 2006.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -High percentage pass rate in AP Spanish since 2006
<p><u>AP Spanish Literature</u></p> <p>This is an AP Board approved course designed for students who are proficient in the Spanish language. They will be reading Hispanic Literature based on the A. P. curriculum. All of the works included on the official AP Spanish Literature reading list are included in the selected text used and taught. Each student will be able to analyze, discuss and interpret a poem, a play or a narrative through speech, tone, genre, style, characters, and themes. The literary text is taught, not as an end in itself, but as a cultural and historical construct from which they can gather many aspects of Hispanic studies—from simple customs to basic values through collective critical inquiry of the class. The course is conducted entirely in Spanish and students will use Spanish in their discussions or interactions in class, and prepare for the AP exam to earn college credit.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -Student work -High percentage pass rate in AP Spanish since 2006
<p><u>Biology</u></p> <p>In this college preparation course, study will focus on the central concepts of continuity, cell, development, energy transfer, evolution, interdependence,</p>	<ul style="list-style-type: none"> -State adopted Textbooks -Periodic Assessment data -Standard-based instruction

<p>and regulation. A major emphasis will be on developing these central concepts using scientific inquiry and understandings about scientific inquiry. Many levels of biological organization are explored through standard-based instruction/discussion, small group, cooperative learning and hands-on laboratory experiences. Scientific vocabulary, historical philosophies, methods, societal, ethical and environmental effects of scientific progress are also addressed.</p>	<ul style="list-style-type: none"> -Student-centered activities -Student work -Rubrics for grading -Test scores
<p><u>Physics</u></p> <p>This college preparation curriculum is aligned to content standards. It uses benchmark assessments, inquiry-based investigation and reflective learning. It strives for the development of scientific literacy among students. Within the Dimensions of Scientific Literacy, students will understand important aspects about the world in which they live, and make rational choices within a social, technological, and environmental context. The teacher aligns various lessons with the pacing plans and District-adopted textbooks to enable students to understand the nature of science and scientific knowledge, to understand and accurately apply appropriate science concepts, principles, laws and theories in interacting with society and the environment, to use processes of science in solving problems, making decisions, to understand and appreciate the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment, to develop numerous manipulative skills associated with science and technology, to interact with the various aspects of society and the environment in ways that are consistent with the values that underlie science, to develop a unique view of technology, society and the environment as a result of science education, and continue to extend this interest and attitude throughout life.</p>	<ul style="list-style-type: none"> -Content area pacing plan and lessons -State-adopted Textbooks -Periodic Assessment data -Student work -Student-centered activities -Rubrics for grading
<p><u>Social Science Curriculum</u></p> <p>The social science course sequence requires geography for 9th graders for improving performance on the CST tests; world history for 10th, US History for 11th and economics, and government for 12th for fulfilling the A-G requirements. The content area uses the District-adopted texts, assessment and instructional guides The content area makes use of a variety of techniques to deliver instruction, focusing on graphic organizers and vocabulary strategies. The central objective is to learn how the history of the world has shaped modern society. Students will expand their awareness and comprehension of the cultural elements and geographic themes, the historical challenges, outcomes, and trends that designed society's development. Also, students will learn how cultures and societies both overlap and differ to demonstrate the diversity of our world. In many ways, students will understand how the arrangement and structure of a society's government, economics, and cultural patterns compose world history.</p>	<ul style="list-style-type: none"> -Master Schedule -LAUSD pacing guide for 10th grade World History -District World History periodic assessment data -Pacing plan and lessons -Standard-based instruction -Student-centered activities -Rubrics for grading -Student work

Appendix E: Suggested Seminar Topics, Jefferson

Month	Topic: 9th grade	Topic: 10th grade	Topic: 11th grade	Topic: 12th grade
1	New year school orientation Your SLC and career pathway Understanding A-G requirements	New school year, planners IGPs Student responsibilities Stress factors and management	Reevaluate pathway Junior year portfolio Career interest Planning for future	Overview of 12th grade Senior year Portfolio Personal Data Sheet/Letter of rec Diploma Sheets/Check list
2	Setting ground rules Importance of attendance Family and school	Study skills Making your learning style work Community service	History of academic assessment Test scores/PSAT/ CAHSEE Credit check	Post HS Planning (Booklet) College Applications. FAFSA/Scholarships
3	Time management Guidance and 4 year plan Goal setting	Building healthy relationships Identity/ Positive self talk personal/ family issues	Leadership Role models Community service	Life beyond high school Dress for success Job applications/interview skills
4	Learning styles and strategies Study skills and strategies Test taking skills and strategies Text Reading Skills	Guidelines for developing leadership Academic honesty/ Ethics Critical thinking skills	Job shadowing Update resume Resume samples	Leadership Mentoring 9th graders
5	Self confidence Self worth What is important to me	Links to success Time management PSAT/ CHASEE	Future plans GPA College fairs/visits	Senior activities Stress management
6	Making and keeping friends Healthy relationships/expressions Anger management/Conflict resolution	Career choices Job shadowing Learning about resume	Build up your confidence Communication skills Building and maintaining positive Relationships	Progress check SAT/ACT College application options Exploring post secondary
7	Understanding your report card Monitoring self progress (looking back, looking forward) What do I need to do	Revisit relationships Respect/ self-worth Conflict resolution Tolerance, compassion	Time management skills Ethical choices	Looking back/ looking forward Relating high school courses to college Taking charge of my future
8	Being responsible Respecting self and others Problem solving	Building a portfolio Graduation path Check list	Student led activities	Mentoring 10 th graders Leading the way
9	Making the right choices Educational choices	Student led conferences	Student issues	When I'm on my own Life skills, Living responsibly Taking care of expenses and bills Credit score
10	Self evaluation, setting new goals	Goal achievements Counting your successes Goal setting for Junior year	Portfolio assessment	Portfolio check Celebrating your successes

Appendix F: Role of the College and Career Coordinator

The College and Career Coordinator's role with Jefferson's small schools will be to promote a college and career going culture by providing career, college, college testing, financial aid, and scholarship information to all Jefferson students, faculty and staff.

1. Publicizing and providing information about career and college readiness, mentorship and student support programs for 9th through 12th grade students.
2. Assisting students and their parents in identifying college prep programs, career internships, scholarships, and colleges and universities that meet the particular career and academic needs of each student.
3. Screening college and scholarship information and applications.
4. Offering workshops and meetings on postsecondary options, college admission and financial aid for students in grades 9-12.
5. Serving as a resource to Small School staff, feeder middle schools and neighborhood elementary schools.
6. Assisting students with the completion of college applications and financial aid forms.
7. Providing guidance lessons and curriculum for seminars (advisory period).
8. Establishing and promoting a supportive relationship with representatives of various colleges and universities.
9. Informing students and parents about predatory practices of some proprietary schools and fraudulent scholarship services.
10. Coordinating school site and/or Local District College and Career Fairs.
11. Coordinating administration and registration of AP, PSAT, and SAT/ACT
12. Providing PSAT test results interpretation to staffs, students and parents/guardians.
13. Promoting and helping to organize through the Small Schools, career and college activities such as *Cash for College*, College Month, and career forums.

Appendix G: Calendar, Jefferson HS
 Proposed Green/Gold Class Schedule
 August 2010 - June 2011

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
August 2010																PF	Tu	W	Th	F			M	Tu	W	Th	Ad			M	Tu	
September 2010	W	Th	F			Ho	Tu	W	UD	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th		
October 2010	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			
November 2010	M	Tu	W	Th	F			M	Tu	W*	Ho	F			M	Tu	W	Th	F			M	Tu	W	Ho	Ho			M	Tu		
December 2010	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Winter Recess									
January 2011	Winter Recess									PF	Tu	W	Th	F			Ho	Tu	W	Th	F			M	Tu	W	Th	F			Mo	
February 2011	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			Ho	Tu**	W	Th	F			M				
March 2011	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Ho	
April 2011	F			M	Tu	W	Th	F			M	Tu	W	Th	F	Spring Break							M	Tu	W	Th	F					
May 2011		M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			M	Tu	W	Th	F			Ho	Tu	
June 2011	W	Th																														

Fall Semester 2010:	August 17 - December 22	43 green days, 43 gold days	Fall Finals: December 13 - 20, 2010	*11/10/10 = green day (does not follow pattern)
Spring Semester 2011:	January 11 - June 2	47 green days, 47 gold days	Spring Finals: May 20 - May 27, 2011	(Senior Finals: May 14-May 20, 2011)

**2/22/11 = green day (does not follow pattern)

	=	Periods 1 - 4
	=	Periods 5 - 8
	=	Admissions Day
	=	Pupil Free Day
	=	Unassigned Day
	=	Holiday

CAHSEE Test Administration:	
Dates:	Target Grades
Oct 5-6, 2010	12th grade
Nov 2-3, 2010	11th-12th grade
Feb 3-4, 2011	12th grade
Mar 15-16, 2011	10th-12th grade
May 10-11, 2011	12th grade

CST window : May 9-19, 2011

Professional Development Days (12:48 Dismissal):
August 24 & 31, 2010
September 7,14,21, & 28, 2010
October 5, 12,19, & 26, 2010
November 2,9,16,23, & 30, 2010
December 7, 14, & 21, 2010
January 11,18, & 25, 2011
February 1, 8, 15, & 22, 2011
March 1, 8, 15, 22 & 29, 2011
April 5, 12, & 26, 2011
May 3, 10, 17, 24, & 31, 2011

Regular Day Bell Schedule	
7:30 -9:00	Period 1 or 5
9:06-10:36	Period 2 or 6
10:36-11:06	Lunch
11:12-12:42	Period 3 or 7
12:48-2:18	Period 4 or 8

Professional Development Day Bell Schedule	
7:30 -8:26	Period 1 or 5
8:32-9:28	Period 2 or 6
9:34-10:30	Period 3 or 7
10:30-11:00	Lunch
11:06-12:02	Period 4 or 8
12:08-12:48	Seminar Class

Appendix H: Proposed Bell Schedule for Advisory Period and Consistent PD, Thomas Jefferson High School

Green Day

Monday, Thursdays

7:30-9:00	Period 1 (90)
9:00 – 9:06	Passing (6)
9:06-10:36	Period 2 (90)
10:36-11:12	Lunch (30+6)
11:12-12:42	Period 3 (90)
12:42-12:48	Passing (6)
12:48-2:18	Period 4 (90)

Total minutes = 378

Gold Day

Wednesdays, Fridays

7:30-9:00	Period 5 (90)
9:00 – 9:06	Passing (6)
9:06-10:36	Period 6 (90)
10:36-11:12	Lunch (30+6)
11:12-12:42	Period 7 (90)
12:42-12:48	Passing (6)
12:48-2:18	Period 8 (90)

Total minutes = 378

Alternating Tuesdays

7:30-8:26	Period 1 (56)
8:26-8:32	Passing (6)
8:32-9:28	Period 2 (56)
9:28-9:34	Passing (6)
9:34-10:30	Period 3 (56)
10:30-11:06	Lunch (30+6)
11:06-12:02	Period 4 (56)
12:02-12:08	Passing (6)
12:08-12:48	Advisory (40)

Total minutes = 288

Alternating Tuesdays

7:30-8:26	Period 5 (56)
8:26-8:32	Passing (6)
8:32-9:28	Period 6 (56)
9:28-9:34	Passing (6)
9:34-10:30	Period 7 (56)
10:30-11:06	Lunch (30+6)
11:06-12:02	Period 8 (56)
12:02-12:08	Passing (6)
12:08-12:48	Advisory (40)

Total minutes = 288

UCLA After School Program



Appendix I: UCLA After School Program

UCLA After School, is a partnership of the EduCare Foundation and the UCLA Community Based Learning Program, it provides core after school programs and services to middle school and high school students. In September of 2007, **UCLA After School** opened its doors in seven high schools in the Los Angeles Unified School District: Fremont High School, Jefferson High School, Jordan High School, Hamilton High School, High Tech High, Bell High School, San Fernando High School, and Washington Preparatory High School.

The agencies of the **UCLA After School** partnership have a long history of working with youth on school campuses, both during the school day and after school, at youth and community centers and with faith-based, community-based, and arts organizations. The UCLA After School Program services include academic support and enhancement programs, and enrichment activities ranging from college preparation and job readiness programs to social and personal development activities.

Each **UCLA** after school program is a partnership made up of the school, the service agencies and the community. The UCLA after school programs are open to all high school youth living in the surrounding community surrounding the school. Funded by LAUSD's Beyond the Bell branch under the 21st Center Community Learning Centers grant, each UCLA after school high school program is link with and integrate successful school-run programs into the overall after school program in order to maximize resources.

Thomas Jefferson High School

UCLA After School has successfully integrated the after school program into Thomas Jefferson High School. Since September 2007, our program has served over 500 students in a variety of after school services. After school program activities include: academics, enrichment and physical activities.

The Academic component primary provides tutoring and homework assistance. Most tutoring focuses on core subjects. However, the after school program does provide assistance with studying for test, preparing for class projects and research papers.

The Enrichment component is a disguised learning. We focus on ensuring students are safe, learn and have fun. Youth related crime in Los Angeles often occurs after school between the hours of 3:00pm-6:00pm. The after school program provides students with alternative choices to negative influences. We provide an opportunity to enrich lives through positive forms of learning.

The Physical component offers students the opportunity to participate in sports and dance which give our students a balance of after school services.

Academic Support:

Academic tutoring and homework assistance is provided five days per week, Monday thru Friday from 2:18pm-4:00pm in the library. Subjects include Math, English, Science History, and CAHSEE Prep. Both UCLA students and peer tutors are available to assist with class work, study skills, research and class projects.

UCLA After School is an after school collaboration of the EduCare Foundation and the UCLA Community Based Learning Program

UCLA After School Program



4REAL H.O.P Institute:

4REAL H.O.P is a UCLA student-initiated group developed through UCLA's Community Program Office. 4REAL H.O.P Institute's sole purpose is to guide youth towards achieving their highest dreams, aspirations, and potential. In a time where so many young people identify with the Hip Hop culture, 4REAL H.O.P serves as a positive alternative for adolescents by encouraging students to use dance, beat production, film, song writing, spoken word, poetry and visual art to give voice to their ideas, emotions, and identity.

After School Leadership "Take Action"

The Leadership Campaign "Take Action" is a Beyond the Bell program used to develop student leaders within the after school program. The objective of the Take Action Campaign is to create a core group of students who are committed to making a sustained positive impact in their schools and local community by working with the after school program and peers. The Take Action Leadership team will be organizing a variety of activities throughout the 2009-2010 school years.

Leadership Institute

The Leadership Institute is open to students, grades 9-12 across all Small Learning Communities. By invitation of teachers, counselors, administrators, and the after school staff; selected students will participate in a series of experiential ACE styled workshops which will develop their personal and group leadership skills. The leadership institute will work with students to develop their identity as an ongoing and trained student leadership core group at our school. Topics included in the leadership institute are self-esteem, communication, teambuilding, goal-setting, project planning & management, and public speaking.

Conditioning

The UCLA After School Program offers after school physical fitness to the Jefferson community. The after school program works in collaboration with athletic teams to condition their players during the preseason. The after school program promotes healthy living and encourage youths to stay active.

Cheer

Sponsored by the UCLA After School Program, cheerleading involves organized routines made from elements of [tumbling](#), [dance](#), [jumps](#), [cheers](#), and [stunting](#) to encourage audience participation and school pride

Mural Design

The Mural Design program offers students an opportunity of designing a mural. Throughout each mural project, students will create a concept and discuss a theme. Each project will introduce a variety of techniques which will be used to complete each project. Students will use different methods of designing murals and will take leadership of mural concepts.

UCLA After School is an after school collaboration of the EduCare Foundation and the UCLA Community Based Learning Program

UCLA After School Program



Extended Learning Classes

The after school program in collaboration with Beyond the Bell's Extended Learning Academy offers after school courses designed to provide students with intense instruction targeted to meet the areas of specific need in acquiring grade level standards. Students who participate and complete the required hours of the program earn additional school credit.

Bike Club

The Bike Club will teach students how to build, rebuild, customize, and maintain bicycles. It will offer our students alternative practices to improve healthy living in our community. Students will work with local middle schools to mentor youths with designing lower rider bicycles and promote physical fitness through group rides.

Intramural Sports

The after school program will provide recreation sporting events for students after school. These sporting tournaments for will be open for all boys and girls. Students have the option of entering their own teams or to be placed with a team that best matches their own skill level. Awards will be given to top teams in each tournament.

Senior Reward Program:

The Senior Reward Program provides Seniors with the opportunity to earn paid work experience during the school year by participating in after school activities, post secondary workshops, and work readiness opportunities. The Senior Reward Program serves as a source of motivation and guide for students to succeed and stay on track for graduation. Often the money students earn while participating is used to pay for senior dues.

UCLA Summer Youth Program:

With the participation in the UCLA After School Program, students have the opportunity to gain real life work experience during the summer through the UCLA Summer Youth Program. Students will work in a five or six week paid internship at the UCLA campus or at our off-sites locations which are throughout the City of Los Angeles, such as City Hall.

Contact Information

If you are interested in being part of the UCLA After School Program at Thomas Jefferson High School or would like additional information, please contact the After School Site Coordinator, Jamie Garner at (323)521-1269 or jgarner@oid.ucla.edu

UCLA After School is an after school collaboration of the EduCare Foundation and the UCLA Community Based Learning Program

Appendix J: School Home Compact

Thomas Jefferson High School Educational Complex Student/Parent/School Staff Compact

The Student's Pledge: I understand that education is important to me. I am the one responsible for my own success.

As a student, I will:

1. Come to school on time everyday and be prepared to do my best.
2. Respect the rights of others and myself.
3. Follow all school and classroom rules.
4. Complete class assignments and homework on time.
5. Participate actively in the learning process.
6. Spend time involved in school and community activities.

Student's signature _____ Date _____

The Parent's Pledge: I understand that education is important for my child. I am responsible for making sure my child attends school everyday.

As a parent, I will:

1. Listen to my child's needs everyday and help with any homework they may have.
2. Provide a quiet place and needed materials for completing all homework.
3. Support the school's homework, discipline and attendance policies.
4. Participate in school events.
5. Read all school-to-home communications and contact the school when I have questions or concerns.
6. Make sure that my child gets adequate sleep, has a healthy diet and follows the school's dress code policy.

Parent's signature _____ Date _____

The School Staff Pledge: I understand that education is important for all students and full engagement is necessary for students to learn.

As a teacher, counselor and/or administrator, I will:

1. Create a safe, positive, and healthy learning environment.
2. Provide rigorous curriculum and instruction which address the individual needs of all students.
3. Teach the skills measured on the State Standards, State Tests and Periodic Assessments.
4. Communicate with parents on a regular basis and be available for parent conferences.
5. Assign appropriate homework with clear expectations.
6. Encourage students to meet all assignment deadlines in a timely fashion.
7. Participate in professional growth activities both school-wide and by SLC/small school.
8. Enforce the SLC/small school rules, as well as LAUSD rules.
9. Work with students beyond the classroom as a tutor, club sponsor, coach, mentor or advisor.
10. Be a positive role model for all students.

Appendix K: SCHOOL-WIDE ASSERTIVE DISCIPLINE PLAN FOR THOMAS JEFFERSON HIGH SCHOOL

The authority to establish a disciplinary system is derived from state law as well as the LAUSD “Discipline Foundation Policy” (Bulletin #3638.0; March 27, 2007). The policy is the result of a School Board Resolution directive, which mandates the development of a school-wide positive behavior support and discipline plan. This plan is to be consistent with “*Culture of Discipline: Guiding Principles for the School Community; and Culture of Discipline: Student Expectations.*” To be included are positively stated rules which are taught, enforced, advocated, and modeled.

Assertive Discipline is based on the proposition that ***teachers have a right to teach and students have a right to learn.*** The system is designed to:

- A) Provide for the teaching of school rules, as well as social emotional skills;
- B) Provide for teacher training on the use of effective classroom management;
- C) Provide for parent/caregiver collaboration for discipline problems;
- E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, SLC detentions.
- D) Provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to an education, and the rights of teachers to teach them; provide for prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate.

In summary, an Assertive Discipline Program for Thomas Jefferson High School attempts to establish a climate supportive of a well-discipline school operation, which is free to concentrate on academic tasks. The system requires that students, teachers, administrators, and parents cooperate to maintain the atmosphere.

Conduct Standards for Classrooms

In each class, the teacher is ultimately responsible for discipline. Certain standards of conduct will be necessary for a constructive learning environment. Teachers are to teach the skills needed. The following guidelines serve as a sample for teacher expectations of students. ***Teacher to sign contracts with the students for the start of each semester:***

1. Be on time to class
2. Be prepared to work
3. Follow directions the first time you are asked to
4. Stay on task
5. Do not participate in disruptive behaviors
6. Be courteous and cooperative with all

Consequences:

- 1st offense – Teacher Warning
 - 2nd offense – Teacher Classroom Detention (Missed detention moves it to the next level)
 - 3rd offense – Teacher Classroom Detention and parent contacted
 - 4th offense – Student referred to SLC Counselor
 - 5th offense – Student signs contract with Counselor
 - 6th offense – Student referred to Dean's office
 - 7th offense – Student referred to Administration
- Severe student misconduct will be immediately referred to Administration. Offenses would include fighting, drug or alcohol use, weapons, etc.

Procedures for Detentions

1. Dean's Detention will be after school and/or Saturdays
2. Students must complete all assigned detentions prior to participation in any school extracurricular activities.
3. Notice will go home to parents that the student has been assigned a detention
4. If a student misses two assigned detentions a suspension will be assigned and a parent conference set-up by Dean's. Parents are warned of the consequences of the continued behaviors.
5. If a student is assigned five (5) or more detentions per semester they are to receive a ***PSA Counselor Ticket or a Campus Police Ticket***, whichever is most appropriate. (Student would have a choice between this or attending an **intervention** program provided in collaboration with **"Pathways to Success;" and /or the EduCare Programs.**)

Unexcused Tardies and Unexcused Absences:

Unexcused tardies and absences would be handled through the detention process, but at different levels of tolerance than discipline for misbehaviors:

- 1st offense – 1st warning by teacher and documented by teacher in the school's attendance program. Student clears at Attendance
- 2nd offense – 2nd warning by teacher and documented in the school's attendance program. Student clears at attendance. ***Administration provides for Tell- a- Parent computerized phone call home.***
- 3rd offense – Detention referral by teacher. Student to write a reflection in detention
- 4th offense – One day suspension and parent conference set-up by Deans. Parents warned of what the consequences are for the continued behavior
- 5th offense - If a student is assigned five (5) or more detentions per semester they are to receive a ***PSA Counselor Ticket or a Campus Police Ticket***, whichever is most appropriate. (Student would have a choice between this or attending an **intervention** program provided in collaboration with **"Pathways to Success;" and /or the EduCare Programs.**)

School Wide Student Discipline Offenses **Resulting In Disciplinary Action Cass I - Regular**

1. Unexcused tardiness (see school policy)
2. The use of annoyances (e.g. – water pistols, noise makers, etc)
3. Use of radios, telephones, MP3 players etc. that may interfere with instruction
4. Lack of supplies for school work
5. Refusal to work
6. Cheating on classroom work
7. Violation of safety rules (see school policy)
8. Inappropriate dress (see school policy)
9. Eating and drinking in areas except the cafeteria or quad
10. Tobacco violations (see school policy)
11. Improper *sexual relationship* behaviors on campus
12. Littering
13. Loitering

School Wide Student Discipline Offenses

Resulting In Disciplinary Action Cass II – Severe With Immediate Referral

1. Weapon(s) on Campus
2. The use of any kinds of explosives; including fireworks and firecrackers
3. Terrorist threats of harm directed at school, school staff, or other students
4. Fighting
5. Being under the influence or possession of drugs or alcohol on campus
6. Commission of a crime
7. Gambling on campus
8. Falsification of parental permission or school records (forgery)
9. Aggressive insubordination to a teacher or member of the school staff
10. Tampering with school fire alarms and fire extinguishers
11. Sexual harassment
12. Hate Crimes

Use of Law Enforcement

It is the philosophy and belief of the administration of Thomas Jefferson High School that the responsibility for dealing with student discipline rests with us the staff of the school. Thus we make every effort to handle such problems in-house, according to the policies and procedures established by the school board and the school. However, when violations of state laws occur, or when students or parents refuse to work within the established policies of the district and school, or where the security of person or property appears to be in jeopardy, we will not hesitate to call the appropriate law enforcement personnel and initiate arrest and prosecution proceedings.

Appendix L: Los Angeles Unified School District
THOMAS JEFFERSON HIGH SCHOOL

BEHAVIORAL CONTRACT

This contract is for _____, birth date _____, currently a student at Jefferson High School. His/Her behavior has necessitated this contract due to the following continued behavior which is against Jefferson's Student Code of Conduct:

- _____ Arriving late to class(es) and/or excessive absences from school
- _____ Not being prepared with the necessary materials, such as textbook, pens, pencils, paper, PE clothing
- _____ Lacking respect for school personnel
- _____ Wearing inappropriate attire to school
- _____ Refusing to participate in academic learning
- _____ Possessing electronic equipment at school
- _____ Loitering on or around campus, leaving classes without permission
- _____ Destroying, defacing, or damaging school property

As a result of the above mentioned behavior, _____ has agreed to the following: _____

Three chances will be given towards improving behavior. If you at any time need to speak with someone to help you meet this contract, then these are the people you need to see:

Mentor s:

PSA: Mr. Martinez

Dean: Mr. Escandon

Counselor: Mr. Parada

PSW: Mr. Tuazon

SLC Administrator: Ms. Miyahara

If the misbehavior still continues, then a final contract involving all aspects of Jefferson's Student Code of Conduct will be enforced. Also any action while on the way to school, during school hours, at off-campus school events, and on the way home from school which result in suspension and/or expulsion will automatically revoke this contract.

We the undersigned accept the above provisions and understand the consequences.

_____ Parent's Signature Date	_____ Student's Signature
_____ Dean's Signature Date	_____ AP's Signature Date

Los Angeles Unified School District
THOMAS JEFFERSON HIGH SCHOOL

CONTRATO DE COMPORTAMIENTO

Este Contrato es para _____, fecha del nacimiento _____,
estudiante de la escuela secundaria de Jefferson. Su comportamiento ha hecho necesario este contrato debido al
comportamiento encontré del código de conducta estudiantil.

- _____ Llega tarde y falta mucho a clase o la escuela
- _____ No llega preparado con los materiales necesarios (no libro, pluma, lápiz, papel, o no viste para clase de educación física)
- _____ Falta el respeto por personas de la escuela
- _____ Viste inapropiadamente/ropa inadecuada
- _____ Uso inapropiado de lenguaje (blasfemias) a los adultos y a sus compañeros
- _____ Rehúsa participar en la instrucción academia
- _____ Fuera de clases o la escuela sin permiso
- _____ Destruyendo, desfigurando, o perjudicando la escuela

Como resultado del comportamiento, _____ hará lo siguiente:

Tres oportunidades se le darán mejorar comportamiento. En cualquier momento que necesite hablar con alguien para ayudarlo a resolver este contrato, por favor comuníquese con:

Mentor:

Consejero: Mr. Parada

PSA: Mr. Martinez

PWS: Mr. Tuazon

Decano: Mr. Ecandon

SLC administrador: Ms. Miyahara

Si el mal comportamiento continúa, entonces se aplicara un contrato final que incluye todos los aspectos del código de conducta se cumplirá. Este contrato se revocará automáticamente si el estudiante es suspendido o expulsado.

Entendemos y aceptamos las consecuencias que mencionan en este contrato.

<hr/>	<hr/>	<hr/>
firma del padre	fecha	firma del estudiante
<hr/>	<hr/>	<hr/>
firma del decano/a	fecha	firma del subdirector/a
		fecha

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

High Academic Achievement Action Plan

Appendix M: Accountability Matrix

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																				
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</p> <p>% Proficient/Advanced CST ELA by grade:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 9 –</td><td>14.4%</td><td>13.8%</td><td>-0.6%</td></tr><tr><td>Grade 10 –</td><td>11.7%</td><td>13.1%</td><td>+1.4%</td></tr><tr><td>Grade 11 –</td><td>9.2%</td><td>9.8%</td><td>+0.6%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 9 –	14.4%	13.8%	-0.6%	Grade 10 –	11.7%	13.1%	+1.4%	Grade 11 –	9.2%	9.8%	+0.6%	10%	<ul style="list-style-type: none">English learners, including (RFEPS)Standard English learnersStudents with Disabilities	<p>Engage all teachers and instructional paraprofessionals in professional development that will target SDAIE methodology and student-focused instructional strategies.</p> <p>Create a Master Schedule that provides grade level teachers within each SS a common conference period to be used for instructional planning by grade levels, in vertical teams and in a cross-curricular manner. During the common conference period, teachers will make instructional decisions based on review of student assessment data, i.e., adapting lesson plans and incorporating instructional strategies, such as AVID, SDAIE, Differentiated Learning, Conceptual Understanding, ESQR, and Accelerated Reader.</p> <p>Reduce class size to implement instructional strategies, including the use of an extra period for Math Tutoring in grade 9 for all SSs, that focus on individual student academic needs through personalization of instruction and providing timely feedback on student learning and assessments.</p> <p>Utilize the Learning Center and use Aleks, Algebra Readiness and/or other programs as intervention tools.</p>	QEIA, Title I, Bilingual, Special Education	<p>Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics</p> <p>Language Arts:</p> <ul style="list-style-type: none">20% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments <p>Writing:</p> <ul style="list-style-type: none">Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment by 5% <p>Math:</p> <p>Increase the # of students that are proficient on the mathematics periodic assessment by 6%</p>	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
	<u>2008</u>	<u>2009</u>	<u>Change</u>																								
District	34%	38%	+4%																								
Grade 9 –	14.4%	13.8%	-0.6%																								
Grade 10 –	11.7%	13.1%	+1.4%																								
Grade 11 –	9.2%	9.8%	+0.6%																								
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)</p> <p>% Proficient/Advanced CST Math by grade:</p>		<ul style="list-style-type: none">English learners, including (RFEPS)	<p>Create small school master schedules that provide grade level teachers within each SS a common conference period to be used for instructional planning by grade levels, in vertical teams and in a cross-</p>	QEIA, Title I, Bilingual, Special Education	<p>Grades 9 and 10:</p> <ul style="list-style-type: none">Increase the % of students scoring proficient or above on the periodic assessments by 2%	Principal Administrators Instructional	8/2010 and ongoing																				

Thomas Jefferson High School Educational Complex

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																								
<table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr><tr><td>Algebra 1 –</td><td>0.8%</td><td>1.2%</td><td>+0.4%</td></tr><tr><td>Geometry –</td><td>1.0%</td><td>0.3%</td><td>-0.7%</td></tr><tr><td>Algebra 2 –</td><td>1.8%</td><td>0.3%</td><td>-1.5%</td></tr><tr><td>HS Math –</td><td>3.7%</td><td>0.0%</td><td>-3.7%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	35%	37%	+2%	Algebra 1 –	0.8%	1.2%	+0.4%	Geometry –	1.0%	0.3%	-0.7%	Algebra 2 –	1.8%	0.3%	-1.5%	HS Math –	3.7%	0.0%	-3.7%		<ul style="list-style-type: none">• Standard English learners• Students with Disabilities	curricular manner. During the common conference period, teachers will make instructional decisions based on review of student assessment data, i.e., adapting lesson plans and incorporating instructional strategies, such as AVID, SDAIE, Differentiated Learning, Conceptual Understanding, ESQR, and Accelerated Reader. Reduce class size to implement instructional strategies, including the use of an extra period for Math Tutoring in grade 9 for all SSs, that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Utilize the Learning Center and use Aleks, Algebra Readiness and/or other programs as intervention tools.		Grade 11: <ul style="list-style-type: none">• Increase the % of students “ready for college” on the Early Assessment Program (EAP) of Readiness for College English by 2% Grade 9-12: <ul style="list-style-type: none">• Increase the number of students on-track in terms of credits earned by 5%	Council Small School Leadership Councils	
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Thomas Jefferson High School Educational Complex

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

High Academic Achievement Action Plan

<div>World History</div> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 10</td><td>3.6%</td><td>6.3%</td><td>+2.7%</td></tr></table> <div>U.S. History</div> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 11</td><td>7.2%</td><td>5.9%</td><td>-1.3%</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 10	3.6%	6.3%	+2.7%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 11	7.2%	5.9%	-1.3%			science courses and instruction needed to master the concepts and skills tested in the CST and to provide additional support for the math component of CAHSEE. Implementation a tutorial class to support underperforming students not making adequate progress in History/Social Studies classes. Assign 80% of at-risk students to a tutorial class that takes place during the school day. Train teachers in using explicit rubrics, quality formative and summative assessments, concept lessons, and written and oral feedback. Implementation a tutorial class to support underperforming students not making adequate progress in History/Social Studies classes. Assign 80% of at-risk students to a tutorial class that takes place during the school day.				
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<div>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</div> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>70.3%</td><td>63.6%</td><td>-6.7%</td></tr><tr><td>MATH</td><td>91.1%</td><td>91.2%</td><td>+0.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	70.3%	63.6%	-6.7%	MATH	91.1%	91.2%	+0.1%	-10	<ul style="list-style-type: none">English learners, including (RFEPS)Standard English learnersStudents with Disabilities	Train teachers in using explicit rubrics, quality formative and summative assessments, concept lessons, and written and oral feedback. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none">See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing				
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ELA	70.3%	63.6%	-6.7%																				
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<div>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</div> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td></td><td>3.1%</td><td>2.6%</td><td>-0.4%</td></tr></table> <div>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.</div>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>		3.1%	2.6%	-0.4%	3.4%	All students	Provide training and support for teachers and counselors to identify under-represented students for GATE.	QEIA, GATE	<ul style="list-style-type: none">Number of state identified Gifted students	Principal Administrators Instructional Council Small School Leadership	8/2010 and ongoing								
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																				
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Thomas Jefferson High School Educational Complex

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High Academic Achievement Action Plan

<p>07-08 08-09 Change</p> <p>African Americans 2.5% 1.2% -1.4%</p> <p>Hispanics 3.2% 2.8% -0.4%</p>	4.8% 3.2%					Councils Advisory Councils	
<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <p>07-08 08-09 Change</p> <p>African American 8.6% 5.6% -3.0%</p> <p>Hispanic 12.8% 13.4% -0.6%</p> <p>English Learners 1.5% 2.2% +0.7%</p> <p>Sts. w/ Disabilities 2.2% 2.1% -0.1%</p>	10%	<ul style="list-style-type: none"> English learners, including (RFEPS) African-American Hispanic Standard English learners Students with Disabilities 	<p>Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.</p> <p>Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes. Program students into intervention classes during the day so they have a double block of ELA and mathematics, which will be taught by different teachers in collaboration.</p>	QEIA, Title I, Special Education	<ul style="list-style-type: none"> See monitoring indicators for CST 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	8/2010 and ongoing
<p>Accelerate the performance of Standard English Learners (SEL)</p>	10%	Standard English learners	<p>Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.</p> <p>Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes. Program students into intervention classes during the day so they have a double block of ELA and mathematics, which will be taught by different teachers in collaboration.</p> <p>Implementation a tutorial class to support underperforming students not making adequate progress in core classes. Assign 80% of at-risk students to a tutorial class that takes place during the school day.</p>	QEIA, Title I	<ul style="list-style-type: none"> See monitoring indicators for CST 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	8/2010 and ongoing
<p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p>		English learners, including	Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and	QEIA, Bilingual	<ul style="list-style-type: none"> CELDT ELSSA Data 	<p>Principal</p> <p>Administrators</p>	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

High Academic Achievement Action Plan

<p><u>07-08</u> <u>08-09</u> <u>Change</u> 28.7% 46.1% +17.5%</p> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p>	7%	(RFEPS)	<p>curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.</p> <p>Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.</p>			<p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	
<p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p> <p>% Early Adv/Adv</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u> 23.1% 32.4% +9.3%</p> <p>2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%</p>	<p>Met target</p> <p>Should be no negative growth</p>	English learners, including (RFEPS)	<p>Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.</p> <p>Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.</p>	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> See monitoring indicators for AMAO 1 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	8/2010 and ongoing
<p>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</p> <p>ELA <u>07-08</u> <u>08-09</u> <u>Change</u> 13.1 11.8 -1.3%</p> <p>Math 13.1 11.8 -1.3%</p>	2%	English learners, including (RFEPS)	<p>Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.</p> <p>Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA,</p>	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> See monitoring indicators for AMAO 1 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

High Academic Achievement Action Plan

						ESL and mathematics classes.					
Increase EL reclassification rates at the elementary, middle, and high school levels						English learners, including (RFEPS)	Meet with students personally to discuss their test scores, grades and ESL standing which motivates many to take the CELDT seriously and thus receive a better score and meet redesignation status. Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none">• EL monitoring rosters, and where possible EL students not moving or reclassifying• RFEP Monitoring Rosters	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
HS	<u>07-08</u> 4.0%	<u>08-09</u> 9.0%	<u>Change</u> +5.0%	3%							
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs				3% ELA 3% Math	Students with Disabilities	Establish the dual focused Learning Center with students programmed or referred as per their IEP, teacher recommendation. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.	QEIA, Special Education	<ul style="list-style-type: none">• See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing	
ELA	<u>07-08</u> 2.2%	<u>08-09</u> 2.1%	<u>Change</u> -0.1%								
MATH	0.0%	0.0%	0.0%								

Los Angeles Unified School District
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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Graduation rate will increase <u>06-07</u> <u>07-08</u> <u>Change</u> 43.1% 48.6% +5.5%	5%	All students	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Meet with juniors and seniors on a quarterly basis to review credits and needed classes. Change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with extra credits can be concurrently enrolled in high school and a community college.	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> ● Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) ● Decrease rate of drop-outs ● Increase the percentage of 9th to 10th grade students accumulating 55 credits ● 4-year longitudinal graduation rate (9th grade to graduation) 	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt <u>07-08</u> <u>08-09</u> <u>Change</u> 34.0% 44.5% +10.4%	6%	All 10 th grade students	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Program students, who scored below basic and far below basic on the CST in math and/or English sections into intervention classes during the day so they have a double block of ELA and mathematics, which will be taught by different teachers in collaboration. Have teachers team teach CAHSEE materials as dispatches so students receive a full range of test preparation and vocabulary and writing exposure.	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> ● Increased participation in CAHSEE preparation 	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Dropout rate will decrease. <u>06-07</u> <u>07-08</u> <u>Change</u> 58.0% 47.3% -10.7%	6%	All students	Reduce class size to implement instructional strategies that focus on individual student academic needs	QEIA, Title I, Bilingual, Special Education	Monitor students at risk: <ul style="list-style-type: none"> ● 85% of students are in attendance for 96% or more of the time 	Principal Administrators	8/2010 and ongoing

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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			through personalization of instruction and providing timely feedback on student learning and assessments. Meet with juniors and seniors on a quarterly basis to review credits and needed classes. Change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with extra credits can be concurrently enrolled in high school and a community college. Continue with monthly home visits for at risk students with four or more fails their report card during each grading period. Find alternative placement for students who cannot return to a regular high school setting.		<ul style="list-style-type: none"> • 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%. 	<p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u> 53.3% TBD% +__%</p>	80%	All students meeting senior and graduation requirements	Meet with all students every semester to review credits and needed classes. Change programs as needed to make sure students are successful in their chosen strand or pathway. Encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with extra credits can be concurrently enrolled in high school and a community college.	QEIA, Title I, Bilingual, Special Education	<p>A-G enrollment and passing rates</p> <ul style="list-style-type: none"> 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. 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	8/2010 and ongoing
<p>Increase the enrollment in Advanced Placement course</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u> 1.2% TBD% + TBD%</p> <p>Increase pass rates on AP tests</p> <p><u>07-08</u> <u>08-09</u> <u>Change</u> 76.9% TBD% +TBD%</p>	<p>5%</p> <p>5%</p>	All students	<p>Increase enrollment in honors classes as training for AP courses. Teachers of honors classes will receive extra training and work collaboratively across their SS to ensure students are prepared to take AP courses in their junior and senior year. Enroll and mentor students in online AP classes if they are not available at the school site. All AP teachers will work collaboratively across SSs in a learning team model to ensure students succeed in the AP tests.</p> <p>Students will also be referred to after school tutoring offered by UCLA Pathways program.</p>	QEIA, Title I, Bilingual, Special Education	<p>Advanced Placement courses –</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> At least 2 (if the school administers less than 15 subject matter tests) At least 1 (if the school administers less than 20 subject matter tests) 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	8/2010 and ongoing
Increase students preparedness for College Career Readiness		All students meeting senior requirements	Meet with juniors and seniors on a quarterly basis to review credits and needed classes. Change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with	QEIA, Title I, Bilingual, Special Education	<p><u>Middle Schools</u></p> <ul style="list-style-type: none"> Students passing core classes with C or better 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p>	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			extra credits can be concurrently enrolled in high school and a community college. Ensure that the college/career advisor for each SS meets with all seniors and tracks their progress and refers them to all necessary programs that will assist students in entering colleges.			Small School Leadership Councils Advisory Councils	

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that</p> <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	<p>At least 50% of parents respond "Strongly agree" or "agree"</p>		<p>Continue to provide various programs, such as weekly teen parent classes, Parent Project class for families to learn parenting skills, parent nights, monthly small school parent councils, Wednesday <i>Parents in Action</i> Meetings, Saturday classes, etc. are available to parents. Each small school will also have a community representative to assist in coordinating services between the school and families. The personalization provided by the small school size will allow the community representative to connect school services to specific families. The ConnectEd phone system will be used on a regular basis to inform parents of important events at the school. A year-long calendar is distributed via meetings, offices and students to inform parents of school activities, grading periods and changes in the schedule.</p>	<p>QEIA, Title I, Bilingual, Special Education</p>	<ul style="list-style-type: none"> Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. Welcoming environment and opportunities to participate – Every secondary school should be at 80% in 2009-10. Parent home involvement should be at 80% for secondary schools in 2009-10. School involvement should be at 50% for secondary schools in 2009-10. Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. Communication – Communication should be at 80% for secondary schools in 2009-10. 	<p>Principal</p> <p>Administrators</p> <p>Instructional Council</p> <p>Small School Leadership Councils</p> <p>Advisory Councils</p>	<p>8/2010 and ongoing</p>

Thomas Jefferson High School Educational Complex

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 50% of students respond "strongly agree" or agree		Continue membership in the community School Safety Collaborative, which is a neighborhood group that reviews crime and trends in the local community. Provide more after school clubs and activities so many students stay on campus after school, which is safer than other areas of the community.	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> Increased and improved parent partnerships and welcoming environments Increased external partnerships to support instructional incentives and parent participation support Increased clear and accurate, updated communication regarding school policy and procedures, between school and home Increased clear and accurate, updated communication regarding school policy and procedures, between school and home 	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Decrease the number of suspensions <div> <div>06-07</div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> <div> <div>NA</div> <div>9.2%</div> <div>8.1%</div> <div>-1.0%</div> </div>	Already less than the asked for 25%. Will aim or 10% or less.		Provide alternatives to suspensions such as immediate parent contact, campus beatification, detention, in-house suspension, and community service.	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> Decrease non-mandatory suspension rates at all schools by 25%. Increase the number of preventive school-wide discipline plans that are effectively implemented Team Implementation Checklist Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools 	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing
Increase attendance of staff and students <div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> <div> <div>Students: 87.5%</div> <div>89.6%</div> <div>+2.1%</div> </div> <div> <div>Staff: 91.2%</div> <div>92.1%</div> <div>+0.9%</div> </div>	96% 96%		Provide further incentives for improved attendance such as monthly recognition through announcements, certificates, and prizes.	QEIA, donation account, fund raising	<ul style="list-style-type: none"> Increase attendance incentives/rewards systems School-wide recognition Increase attendance incentives/rewards systems School-wide recognition 	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>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.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years			Continue to implement SPSA and QEIA goals and benchmarks	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> Schools meet CST annual measurable objective targets or Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year Schools meet or exceed 95% participation rate Schools meet or exceed API target Schools meet or exceed graduation rate target 	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing
Decrease in the number of Title 1 Schools In PI status			Continue to implement SPSA and QEIA goals and benchmarks	QEIA, Title I, Bilingual, Special Education	<ul style="list-style-type: none"> Schools meet CST annual measurable objective targets or Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year Schools meet or exceed 95% participation rate Schools meet or exceed API target Schools meet or exceed graduation rate target 	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing
Increase in the number of QEIA schools meeting annual targets			Continue to implement SPSA and QEIA goals and benchmarks	QEIA	<ul style="list-style-type: none"> ⅔ implementation of Class Size Reduction target ⅔ implementation of 300:1 student to counselor ratio. 	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing

QEIA Alternative Application Goal Summary Sheet 2008

School: JEFFERSON HIGH SCHOOL

District: Los Angeles Unified School District

County: LOS ANGELES

Goal	\$\$	Project/ Process	2008 Baseline Data	Growth Goal(s)	Number of Students Impacted	Documentation	Reasonable	Rigorous
A	\$820,190	CSR for 9 th grade ELA and Math classes	9 th ELA=36% BB 9 th Alg 1=51% BB 9 th Geom=54%BB 9 th Alg 2=29% BB (Of 1,299 9 th grade ELA/math CST test-takers, 43.6% or 562 students scored BB)	5% decrease in FBB for 9 th grade ELA and math CSTs	Y1-38.6%BB = 757students at BB & above students Y2-33.6%BB = 863 students Y3-28.6%BB = 927 students Y4-23.6%BB = 992 students Y5-18.6%BB = 1,057 students Y6-13.6%BB = 1,122 students	9 th grade ELA, Algebra 1, Geometry, & Algebra 2 CSTs		
B	\$820,190	CSR for 10 th grade ELA and Math classes	47% CAHSEE pass rate for 10 th graders [Of 884 10 th grade CAHSEE test takers in ELA and mathematics. 47% (205students) passed the math portion, 48% (212 students) passed the ELA section]	2% increase in CAHSEE pass rate for 10 th graders	Y1- 49% = 433 students Y2 – 52% = 460 Y3 – 54% = 477 Y4 – 56% = 495 Y5- 58% = 513 Y6 – 60% = 530	CAHSEE combined 10 th grade pass from Data Quest		
C	\$820,190	CSR for EL in core classes	4% (41 of 1,025) of EL students were redesignated Dist Avg = 14.6% State Avg = 9.6%	Increase in reclassification rate Y1-Y6=1%	Y1-5%= 51 students Y2-6%= 62 Y3-7%= 72 Y4-8%= 82 Y5-9%= 92 Y6-10%= 103	Reclassification rate from Data Quest		
D	\$100,00	Attendance support Contract with outside provider	395 of 676 = 58% of 9 th graders matriculated on-time with 55 or more credits	1% increase in on-time matriculation from 9 th to 10 th grade	Y1-59% = 399 students Y2-60% = 406 Y3-61% = 412 Y4-62% = 419 Y5-63% = 426 Y6-64% = 433	9 th grade students with 55 or more credits as measured by Central Office report.		

QEIA Alternative Application Goal Summary Sheet 2008

School: JEFFERSON HIGH SCHOOL

District: Los Angeles Unified School District

County: LOS ANGELES

Goal	\$\$	Project/ Process	2008 Baseline Data	Growth Goal(s)	Number of Students Impacted	Documentation	Reasonable	Rigorous
E	\$187,147	Additional counselors for 9 th & 10 th graders	245 of 402 = 61% of 10 th graders matriculated on-time with 110 or more credits	Increase number of 10 th graders matriculation on-time to 11 th grade with 110 credits 2% in Y1 1% Y2-Y6	Y1-63% = 253 students Y2-64% = 257 Y3-65% = 261 Y4-66% = 265 Y5-67% = 269 Y6-68% = 273	10 th grade students with 110 or more credits as measured by Central Office report.		
F	\$187,147	Additional Counselors 4-year planning	16% (32 of 195) of seniors in the class of 2008 completed their A-G sequence and were CSU/UC eligible. State avg. for 2007= 35.5%	1% annual increase in seniors (4-year cohort) who graduate having completed the A-G requirements	Y1-17% = 33 seniors Y- 18% = 35 Y3-19% = 37 Y4-20% = 39 Y5-21% = 41 Y6-22% = 43	LAUSD Central Office report.		
G	X							
H	X							

The Seven Steps

As a workgroup:

- STEP 1: Identify and clarify specific and common student needs to work on together.
- STEP 2: Formulate a clear objective for each common need and identify related student work to be analyzed.
- STEP 3: Identify and adopt a promising instructional focus to address each common need.
- STEP 4: Plan and complete necessary preparation to try the instructional focus in the classroom.
- STEP 5: Deliver Instruction: Make consistent and genuine efforts to try the group's instructional focus in the classroom.
- STEP 6: Analyze student work to (a) see if the objective is being met, (b) better understand the need, and (c) evaluate instruction.
- STEP 7: Reassess: Continue and repeat cycle or move on to another area of need.

Appendix P: Professional Development Calendar 2010-11, Jefferson

August:

New Teacher Orientation (4days)
8/16: Small School Planning Day--thematic
project development
8/24: Pearson Learning Teams
8/31: Small School Cycles of Inquiry--
introduction

September:

9/7: Pearson Learning Teams
9/14: Small School Cycles of Inquiry
9/21: Small School Cycles of Inquiry
9/28: Small School Cycles of Inquiry

October:

10/5: Pearson Learning Teams
10/12: Small School Cycles of Inquiry
10/19: Small School Cycles of Inquiry
10/26: Small School Cycles of Inquiry

November:

11/2: Pearson Learning Teams
11/9: Small School Cycles of Inquiry
11/16: Small School Cycles of Inquiry
11/23: Small School Cycles of Inquiry
11/30: Small School Cycles of Inquiry

December:

12/7: Pearson Learning Teams
12/14: Small School Cycles of Inquiry
12/21: Small School Cycles of Inquiry

January:

1/11: Pearson Learning Teams
1/18: Small School Cycles of Inquiry
1/25: Small School Cycles of Inquiry

February:

2/1: Pearson Learning Teams
2/8: Small School Cycles of Inquiry
2/15: Small School Cycles of Inquiry
2/22: Small School Cycles of Inquiry

March:

3/1: Pearson Learning Teams
3/8: Small School Cycles of Inquiry
3/15: Small School Cycles of Inquiry
3/22: Small School Cycles of Inquiry
3/29: Small School Cycles of Inquiry

April:

4/5: Pearson Learning Teams
4/12: Small School Cycles of Inquiry
4/26: Small School Cycles of Inquiry

May:

5/3: Pearson Learning Teams
5/10: Small School Cycles of Inquiry
5/17: Small School Cycles of Inquiry
5/24: Small School Cycles of Inquiry
5/31: Small School Reflection and
Evaluation

Appendix Q: Modified Consent Decree and Special Education Referral Process, Jefferson

All the stakeholders of Thomas Jefferson High School believe in the education of all students. Thus, each of the Small Learning Communities (SLCs) at Thomas Jefferson High School will implement and monitor the special education process including assessment, I.E.P.s and provide special education supports and services which utilize the Los Angeles Unified School District Local District 5's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.

The [Individuals with Disabilities Education Improvement Act of 2004](#) was signed into law by President George W. Bush on December 3, 2004 and as the nation's special education law, *IDEA* serves approximately 6.8 million children, youth and adults with disabilities.

The [Individuals with Disabilities Education Act \(IDEA\)](#) is the law that provides service and support to individuals with disabilities throughout the United States. IDEA governs how states and public agencies provide early intervention, special education services and Related Services to U.S. individuals. IDEA ensures that individuals with disabilities receive a “free appropriate public education” (FAPE). This means that schools provide students who are eligible (have a disability) with specialized supports and instructions that will address their academic needs in the least restrictive environment.

IDEA provides all states with the regulations, guidelines and requirements to support them in designing and implementing programs in special education. The overall goal is to improve student achievement by providing increased access to the educational environment, the classroom and the right to be educated with non-disabled peers, as much as is possible.

Individualized accommodations are put into place to help learners who are at risk and students with special needs to have success in their academic program. Accommodations are listed in the student's I.E.P.

Response to Intervention (RTI) is a term that provides intervention at a multi-level and prevention for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies.

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

The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review.

Step 1: Referral for Assessment A Jefferson student is referred for assessment for services by a parent or guardian, a teacher(s), other school personnel and community members. Within fifteen (15) days [and not counting school vacations greater than five (5) days] of the receipt of a referral for assessment, a written response will be mailed home from Local District 5. Should the District determine that an assessment is not necessary, a written notice of this decision will be sent to the referring individual. When it is determined by the district that an assessment is appropriate, the Assessment Plan will be mailed home requiring a parent's signature which means they are giving their consent for the assessment process to take place.

An Assessment Plan describes the types and purposes of the assessment which may be used to determine the student's eligibility for special education services. This Assessment Plan must be signed, indicating parental consent for assessment and received within fifteen (15) days before the assessment will take place. Thomas Jefferson High School has sixty (60) days, [not counting school vacations greater than five (5) days], to complete the assessment and hold an IEP meeting.

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

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

When a parent disagrees with the school's assessment, an *Independent Educational Assessment* of the student can be obtained. The District may initiate a *Due Process* hearing to review the parent's concerns.

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

The IEP team consists of an administrator or designee, the parent/guardian, the student, a general education teacher, a special education teacher, the school nurse, the school psychologist, and an interpreter (if needed), other individuals invited by the student and/or the parent/guardian, and other related services when needed.

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

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

The parent will receive a copy of the IEP at the IEP meeting. When a parent does not attend an IEP meeting, due to scheduling inconvenience for the parent, the parent can consent, in writing, to allow the meeting to continue without their presence. A copy of the IEP will either be mailed home or hand-delivered to the student. A parent has the right to *agree* or *disagree* with any part of the IEP. Jefferson is required to get a parent's consent to the IEP before a student receives special education services. Upon request, a parent will be given a copy of the IEP in the primary language.

Jefferson will provide the parent with a Notification of the IEP meeting within a reasonable time prior to the meeting. This notice will include: 1) the date, time, and place of the meeting; 2) the reason for the meeting; 3) who will be at the meeting; and 4) a statement of the right of participants to electronically record the meeting. If and when a parent is unable to attend a meeting, he/she may call the school to re-schedule.

Step 4: IEP Review process:

- Once a year to review the student's progress and placement and to make any needed changes.
- Every three years (Triennial) to review the results of a mandatory comprehensive re-evaluation of the student's progress.
- After a student has received a formal assessment or re-assessment.

- If the parent or a teacher feels that a student demonstrates significant educational growth or a lack of anticipated progress.
- When the parent or a teacher requests a meeting to develop, review, or revise the IEP.
- To develop an Individualized Transition Plan (ITP), beginning at age fourteen (14).
- All special needs students new to the District.
- To determine whether a student's misconduct was a manifestation of his or her disability before expelling or suspending the student from school for more than ten (10) school days.

When a student is already enrolled in a special education program and the parent requests an IEP meeting, the parent must do so in writing. Once that request is received, the meeting will be held within thirty (30) days, not counting school vacations greater than five (5) days.

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

The law also requires that coordinated activities for transition include instruction, community experiences and the development of employment and other post-school living skills. If services in any of the previously listed areas are not needed by the student, the student's IEP will state so and why. The coordinated activity for transition are based on the student's individual needs and takes into account his or her preferences and interests. If appropriate, the coordinated activities may also include the acquisition of daily living skills and/or functional vocational evaluation.

The IEP document will state what additional services are required, such as counseling, language and speech services, adaptive PE, etc.

Appendix R: Drop-out Prevention Program, Jefferson

Jefferson will implement the following strategies school-wide to address the needs of at-risk students:

Tier 1

Students identified as potential non-grads during their 4th year in high school will be invited to a *Diploma Plus Workshop* informing them of diploma and GED options in adult school and support them in the transition from high school to adult school. A parent meeting will be held to share all educational options and enlist parental support.

Tier 2

Students are given the option to recover credits through concurrent enrollment at Jefferson's Early College Preparatory located on LA Trade Tech Community College campus, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission. Psychiatric Social Workers, Attendance Counselor, and the Diploma Project Counselor visit classroom to provide additional support available to students. All Students will be offered workshops addressing goals, credit recovery, mental health, college transition, and career readiness.

Tier 3

A *Student Recovery Day* enlisted staff across LAUSD, as well as Jefferson staff, to visit students in their homes, address the reasons why they dropped out, and help them re-enroll in school. This intervention will be repeated through out the school year to recover additional students.

Tier 4

Home visits by Jefferson staff to students with four or more fails after each 10-week report card will continue as another intervention measure. Our first Home Visit days in December were successful in locating missing students, correcting wrong addresses and phone numbers and bringing in many parents to meet with their child's counselor.

Tier 5

Jefferson is implementing a data driven intervention for students at risk of dropping out as identified by their small school. The *Graduation Groups* are weekly motivational student support groups offering a total of 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise. Students participate in a pre- and post-Student Survey exploring their thoughts on school work, graduation, college and family life.

The sessions for the *Graduation Groups* include:

1. Dreams & Goal Setting: Future dream exploration, goal planning.
2. Credit Recovery & Attendance: credit review, credit recovery programs; relationship between attendance & grades.
3. Stand & Deliver: Addressing Stereotypes
4. Stand & Deliver: Identifying Strengths, support systems.
5. Budgeting: Household budget planning.
6. Job Searching: Identifying talents, career researching, job search & application.
7. Interviewing Skills: Appropriate interview attire, transferable skills, mock interviews.
8. Juvis Documentary: Decision making & consequences
9. Abstinence & Delaying Parenthood: Future goals & benefits of delaying parenthood, STDs.
10. Healthy Relationships: Cycle of Abuse, help resources.
11. Drug Use Prevention: Meth documentary, physical and emotional reactions, addiction.
12. Coping and Stress Management: Healthy & unhealthy reactions to stress, how to cope with stress.
13. College Field Trip
14. College & Financial Aid Workshop: college options, financial aid, practice applications.
15. 'First in the Family' College Student Documentary & Group Termination

Appendix S: Mental Health Services

Psychiatric Social Workers (PSWs) at Jefferson work under the mission and guidance of School Mental Health. School Mental health professionals provide students and community with support and guidance by providing a range of comprehensive services including prevention, early intervention, and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. PSWs also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure the stress of today's world.

PSWs offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, on-going case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. PSWs collaborate with student support services such as Attendance counselor, Deans, Diploma Project counselors, academic counselor, etc., in order to ensure that no student falls through the cracks. Our tier approach is detailed below:

Tier I – School Wide

- Ways to Enhance Achievement and Resiliency in Education (WE ARE)
- Conflict Resolution
- Mental Health Consultation
- Professional development
- Case management
- Community outreach
 - o 90011 Safe School Collaborative
 - Safe Passage Subcommittee
 - Human Relations Subcommittee

Health and Human Services Subcommittee

Tier II – Limited/Intensive Services

- Conflict Resolution
- Coordination of Service Team
- Parent Education
- Student Success Team

Tier III – Intensive Services

- Individual Therapy
- Group Therapy
 - o Anger Management
 - o Grief and Loss
 - o Social Skills
 - o CBITs
- Family Therapy
- Home visits
- Crisis Interventions
 - o Suicide/Homicidal Ideation
- Teen Parenting

Appendix T: **Teacher Home Visit Check List, Jefferson**

1. Let the family know you came to drop-off the student's report card and would like to speak about their child's progress.
2. If the family is not there, you may leave packet with a relative only. If the family moved, gather new address/telephone number.
3. Spanish-speaking families may be referred to the *Reporte de Calificaciones* sheet as necessary.
4. **Be positive.** First, review all the student strengths in the report card – anything you can find. Remember, students who are failing are in trouble in school and probably at home, and the parent has likely heard the bad news. Negativity does not create dialogue.
5. Let them know you have ideas about how student can improve but you'd like to hear if they have any ideas first.
6. Listen.
7. Review how student may improve:
 - √ Do you want your child to graduate and why?
 - √ Student needs to raise grades and I have some ideas how.
 - √ Is there a designated homework time and area?
 - √ Parent doesn't read English? They can check homework and initial on the corner every day.
 - √ There is tutoring available after school, encourage parent to take and verify that student is attending.
 - √ Student needs to come to class on time, remain quiet, complete work, etc
 - √ Some teachers allow work to be made-up but student needs to ask teacher – encourage parents to meet with counselor and teacher about make-up work.
8. *You may encounter a family who needs immediate assistance due to a crisis. You're not alone! Call Laura Baca at (323) 521-1221 for help.*

Appendix U: Parent Involvement Policy: Thomas Jefferson High School

Title I program

Thomas Jefferson High School has jointly developed with and distributed to parents of participating students the following written Title I parental involvement policy. The policy has been agreed on by parents of Title I students and describes the means for carrying out the following Title I parental involvement requirements: Section 1118: c – f.

Policy Involvement

Thomas Jefferson High School carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved (20 USC 6318[c][1])
 - Letters regarding No Child Left Behind Testing data released in late August is shared in the Program Improvement Letter mailed immediately, in accordance with district policy.
 - At the First Title I Meeting in November, all required information is shared. This is the “Annual Title I Meeting.” Questions are answered and a brief quiz reviewing important points is completed with the whole group.
2. Offer a flexible number of meetings (20 USC 6318[c][2])
 - The school tries its best to meet the schedule of parents by offering the following opportunities for parents to be involved.
 - CEAC meetings are held the 1st Wednesday of the month from 5-6:30PM
 - ELAC meetings are held the 3rd Wednesday of the month from 5-6:30PM
 - Parents in Action classes meet every Wednesday from 9-10:30AM
 - Classes on Graduation Requirements and College are held on Saturdays and after school as well as during school hours.
 - Parenting classes are offered on Mondays from 5-8:00PM in 10 week cycles.
 - The College Center offers assistance from 7:30-4:30PM daily with additional opportunities on several evenings and weekends.
 - Other meetings are held during the times when most parents can attend. Other meetings include events held by SLCs and the counseling offices.
 - There is a need to have a calendar of the year planned out in the summer so that parents can plan ahead. The Title I office is working on coordinating this resource to be available for the 2009-2010 school year.
3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and Title I parental involvement policy* (20 USC 6318[c][3])
 - Mail survey of the “Keys to Parental Involvement” to all parents with the registration packet at the beginning of school.
 - Mail the current policy to the whole school in January for review.
 - CEAC committee to take suggestions at February Meeting.

- CEAC committee to accommodate suggestions and share policy at March Meeting to submit recommendations for review by School Site Council in April.
4. Provide parents of participating students with timely information about Title I programs
 - I. AYP and Accountability: Letter mailed home, Annual Title I Meeting, Automated Call Home, Single Plan and Budget Justifications shared at CEAC Nov. and Dec. meeting, Recommendations solicited at every CEAC/ELAC/SSC meeting, Single Plan Evaluation January - March.
 - II. Highly Qualified Teachers and Paraprofessional: Letter mailed home generated by LAUSD's SIS system in accordance with district policy.
 - III. Parental Involvement: Policy and Compact mailed to parents with registration packet in August, part of enrollment package, reviewed and approved, January – March.
 - IV. Program Improvement: Shared upon release of data in late August in letter, School addresses student needs with improved professional development of teachers, supplementing curriculum and supporting students with personnel.
 - V. Public School Choice: Also mailed home directly from the district.
 - VI. Supplemental Services (Free Tutoring): Mailed home by the district and coordinated by Jefferson's Beyond the Bell Advisor.

For all meetings at the school, there are monthly reminders mailed along with automated calls home. Information is also posted on the Marquee. Minutes and agendas are posted on the Bulletin Board by the school main entrance. They are also available in the Title I office.

5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet (20 USC 6318[c][4][B])
 - The PARENT NOTEBOOK classes are offered throughout the year, Individualized Graduation Plan meetings held annually with the counselors, Special Events Nights (Passport to Success) where the information is shared, Small Learning Community Event Nights, College Nights, etc.
 - CAHSEE and CST Parent Training offered January – February
6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children (20 USC 6318[c][4][C])
 - CEAC and ELAC meetings held consistently, “Madres En Acción/Parents In Action” meetings held consistently on a weekly basis, SLC parent meetings held at various times throughout the year, individual parent conferences can be arranged with teachers and counselors on an as-needed basis for all parents.

***If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.”

Shared Responsibilities for High Student Academic Achievement

Thomas Jefferson High School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California content standards.

1. The school's responsibility to provide high-quality curriculum and instruction (20 USC 6318[d][1])
2. The parents' responsibility to support their children's learning (20 USC 6318[d][1])
3. The importance of ongoing communication between parents and teachers through:
 - a. Conferences – one each semester
 - b. Reports on student progress (5, 10, 15 week)
 - c. Classroom observations and opportunities to volunteer and participate in the educational program (20 USC 6318[d][2])
4. With the assistance of the district and parents, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners in their students education.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among Thomas Jefferson High School, parents, and the community to improve student academic achievement, Thomas Jefferson High School carries out the

1. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 USC 6318[e][1])
 - CAHSEE and CST Parent Training classes offered January – February
 - Offer trainings in individual subjects – Algebra for example
 - The PARENT NOTEBOOK classes offered throughout the year
 - Special Event Nights – Passport to Success
 - Purchase software parents can use at home to academically assist their students
 - Individualized Graduation Plans meetings held annually with counselor
2. Provide materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318[e][2])
 - The PARENT NOTEBOOK and the Parent Project Classes
 - Special SLC Parent Meetings and Events with materials and trainings
 - Individualized attention according to parents' and students' needs.
3. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 USC 6318[e][3])
 - Increase the opportunities parents and teachers positively interact throughout the year, allowing teachers to value the contributions of parents, and parents to personally partner with individual teachers to improve the academic achievement of their student.

4. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 USC 6318[e][4])
 - Create opportunities for parental involvement through the use of newsletters, meetings, and automated calls home in supported programs such as: the College Center, Special Education, School Volunteer Program, and Community programs including those of the county, city, and other non-profit agencies.
5. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 USC 6318[e][5])
 - Parent Directory: A Who's Who School Guide available to parents. Make that information more readily available in more offices. All correspondence pertaining to parents is provided in their home language as indicated in the SIS system.
6. Provide support for parental involvement activities requested by parents. (20 USC 6318[e][14])
 - All accommodations are made when possible to support activities requested by parents within reason, provided the activity supports student achievement.

Accessibility

Thomas Jefferson High School, to the extent practicable, provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a format and, to the extent practicable, in a language parents of Title I students understand.

Proposed Staff List 2010-2011 for Jefferson Educational Complex

Teacher	Subject/Credentialed Area	Location
Aghedoh, Bruno	Science	ABC
Alvarado, Laura	Administrator	ABC
Anderson, Jason	SDC-Mathematics	ABC
Arrington, Andrew	JROTC	ABC
Dean, Christian	English	ABC
Escobar, Emitterio	SDC-Science	ABC
Fujitsubo, Andy	PE	ABC
Gallardo, Reina	Counselor	ABC
Garcia, David	Fine Arts	ABC
Lockwood, Jeremiah	Social Studies	ABC
Macklin, Joan	RSP	ABC
Merritt, Ray	English	ABC
Montan, Edward	SDC-English	ABC
Morales, Guyton	Social Studies	ABC
Pagan, Anthony	Computers	ABC
Powers, Cortney	Mathematics	ABC
Riser, Eleanor	English/French	ABC
Ruiz, Jaime	Mathematics	ABC
Saucedo, Cynthia	English	ABC
Serafini, Sonia	Science	ABC
Starkey, Charles	Mathematics	ABC
Tyler, Jennifer	English/AVID	ABC
Veliz, Eduardo	Computers	ABC
Winston, Eric	SDC-Social Studies	ABC
Wap, Felicia	Office Technician	ABC
Mancilla, Rosario	Community Rep	ABC
Abea, Eduardo	Foreign Language/AP Spanish	CAE
Correa, Jovita	Mathematics	CAE
Dillon, Shira	English/Film	CAE
Dowling, Xinwei	English/AP Literature	CAE
Durkin, Sharon	RSP	CAE
Echeverria, Mike	SDC-Science	CAE
Farris, Trisha	English/AVID	CAE
Fefferman, Nicolle	Social Studies	CAE
Guzman, Jose	Mathematics	CAE
Huynh, Trang	Social Studies/AVID	CAE
Jones, Peaches	SDC-English	CAE
Lopez, Fabiola	English/Drama	CAE
Miljevic-Malcic, Snezana	Science	CAE
Morikawa, Mark	SDC-Mathematics	CAE
Norton, Jill	SDC-Social Studies	CAE
Open	Fine Arts/Ceramics	CAE
Open	Administrator	CAE
Open	Office Technician	CAE
Parada, Marino	Counselor	CAE
Powell, Lathell	PE	CAE
Riley, Aissa	Social Studies/AVID	CAE
Riser, Lynda	Fine Arts	CAE
Roman, George	ROP-Graphic Arts	CAE
Sekhar, Chandra	Science	CAE

Appendix V:

Proposed Staff List 2010-2011 for Jefferson Educational Complex

Soto, Maria	Community Rep	CAE
Torres, Edgar	Music/Band	CAE
Weber, Rodney	English	CAE
Wright, Robert	Mathematics	CAE
Abeytia, Richard	English/Decathlon/AVID	GOAL
Askey, Thomas	SCB-Health	GOAL
Ballash, Kurt	Science	GOAL
Benstock, Joseph	Life Skills/Mathematics	GOAL
Cajero, Valerie	Community Rep	GOAL
Carbajal, Javier	PE	GOAL
Cline, Vera	Counselor	GOAL
Davis, Cheryl	SDC-English	GOAL
Dorrough, Joshua	Social Studies	GOAL
Eckols, Steven	JROTC	GOAL
Garcia, Luis	Fine Arts/Green Academy	GOAL
Gonzalez, Laura	RSP	GOAL
Graynom-Daly, William	Mathematics	GOAL
Greer, Michael	English/Lit Coach	GOAL
Gutierrez, Elsa	English/New Tchr Coach	GOAL
Hayes, Sarajane	English/AP Language	GOAL
Hernandez, Aura	Office Technician	GOAL
Kozel, Mindy	Social Studies/Leadership	GOAL
Lozano, Elena	SDC-Science	GOAL
Mandich, Mark	ROP-Auto Mechanics	GOAL
McDavid, Jeremy	Administrator	GOAL
Noye, Albert	Foreign Language	GOAL
Open	English	GOAL
Oyarbide, Carlos	English/Green Academy	GOAL
Riley, Demaurio	SDC-Mathematics	GOAL
Rios, Carin	Foreign Language/AP Spanish	GOAL
Scherer, Russell	SDC-Social Studies	GOAL
Sellier, Paul	ROP Computers	GOAL
Sweeney, Alvin	Science/Green Academy	GOAL
Swihart, Rex	Mathematics	GOAL
Wiltz, David	Social Studies/Green Academy	GOAL
Avila, Jose	Administrator	TPA
Cabrera, Maria	English	TPA
Casas, Eduardo	ESL/Foreign Language	TPA
Cline, James	Counselor	TPA
Devane, Lenchen	CBI	TPA
Di Monaco, Flavia	Science	TPA
Echeverria, Guillermina	Community Rep	TPA
Ferguson, Susan	Social Studies	TPA
Gomez, Jaime	Social Studies	TPA
Gutierrez, Edgar	ESL/Foreign Language	TPA
Jeffers, Latisha	English	TPA
Martinez-Cruz, Cesar	English/AP Literature	TPA
Metoyer, Linda	Office Technician	TPA
Oduma, Palata	CBI	TPA
Open	Mathematics/Math Coach	TPA

Appendix V:

Proposed Staff List 2010-2011 for Jefferson Educational Complex

Open	Science	TPA
Ortega, Juan	Mathematics	TPA
Parvin, Salma	RSP	TPA
Perea Waisman, Gabriel	Mathematics	TPA
Perez, Maria	Health	TPA
Prado, Mariela	ESL/Foreign Language	TPA
Salas, Melinda	MRM	TPA
Sandoval, Hector	English	TPA
St. John, Linda	PE	TPA
Talebi, Tamila	Fine Arts	TPA
Villanueva, Rafael	Social Studies/AP US History	TPA
Warren, Darren	JROTC	TPA
White, Naomi	Science	TPA
Williams, Clarence	IAG/Graphic Arts	TPA
Abrica, Gerardo	Science/Mathematics	ECP
Bergstrom, Benjamin	Social Studies	ECP
Dean, Michael	Coordinator	ECP
Nichols, Mary	Office Technician	ECP
Parra, Ana	Counselor	ECP
Phillips, Sarah	English	ECP
Support Staff		
Andrews, Yvette	Office Technician	Textbooks
Baca, Laura	Diploma Project Advisor	SSC
Budding, Kelley	Title 1 Coordinator	Main Office
Chavez, Maricela	Office Technician	Health Office
Domines, Elvira	Nurse	Health Office
Don, Patricia	School Psychologist	Learning Ctr
Escandon, Arturo	Community Safety Coordinator	SSC
Fulton, Belinda	Assistant Plant Manager	Plant
Gidon, Elizabeth	Bridge Coordinator	Learning Ctr
Hernandez, Cristina	Office Technician	SSC
Jurado, Olga	PSW	SSC
Malone, Kathy	Library Technician	Library
Mares, Joanna	Office Technician	Main Office
Martinez, Cesar	PSA	SSC
Morales, Maria	SIS Coordinator	SSC
Mosley, Patricia	Cafeteria Manager	Cafeteria
Ng, Mo	Financial Manager	Student Store
Open	Library Media Teacher	Library
Pleitz, Walter	Computer Technician	Main Office
Quintero, Maria	Bilingual/Title I Office Technician	Main Office
Raigoza, Luz	SAA	Main Office
Romero, Fernando	Plant Manager	Plant
Taft, Michael	Principal	Main Office
Tuazon, Alan	PSW	SSC
Velasco, Daniel	Intervention/Testing Counselor	SSC
Walker, Vanessa	Office Technician	SSC
Walling, Esther	College/Career Coordinator	CCC
Welch, Thomas	Bilingual Coordinator	Main Office

Proposed Staff List 2010-2011 for Jefferson Educational Complex

ABC – Academy of Business and Communications

CAE – Creative Arts and Expression

ECP – Early College Program at Los Angeles Trade Technical College

GOAL – Global Outlook through Active Leadership

TPA – Teacher Preparation Academy

SSC – Student Services Center

CCC- College and Career Center

All open positions will be filled by hiring committees prior to the start of the 2010-2011 school year.

Appendix W

THOMAS JEFFERSON HIGH SCHOOL EDUCATIONAL COMPLEX

JOB DESCRIPTION FOR PRINCIPAL/COMPLEX MANAGER

A. Job Purpose

Serves as the chief administrator of a secondary school complex and is responsible for the operation of the school plant and related facilities and assists with the direction of the instructional program.

B. Responsible to

Local District Superintendent or designee and small school administrators and stakeholders

C. Subordinates

Staff that serves school-wide needs, such as Library Media Teacher; College and Career Coordinator; School Nurse; Support Service Center personnel; Plant Manager, Cafeteria Manager, and Financial Manager; technical assistance received from appropriate supervisory personnel attached to central or field units; School Administrative Assistant as assigned; other certificated and classified personnel as assigned.

D. Functions

Essential Functions

- Serve as a resource for and liaison to the stakeholders of the school community.
- Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
- Provides guidance and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
- Facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
- Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
- Maintains positive public relations and outreach contacts with parents and community groups.
- Ensures the maintenance of a clean physical environment that is conducive to good health and safety.

Other Functions

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

Appendix X: Small School Leaders' Roles and Responsibilities

Small School Administrator

1. Supervises and evaluates small school staff
2. Works and meets with Principal and other small school administrators to develop and oversee complex-wide policies, plans, and supervision duties.
3. Represents Small School on Instructional Council.
4. Works with Lead Teacher to develop small school governance.
5. Oversees professional development, small school meetings, service-learning and seminar classes with Lead Teacher.
6. Oversees small school activities/trips with Lead Teacher.
7. Works with Lead Teacher, counselor, and other teachers on master schedule.
8. Works with Counselor to ensure students meet course requirements.
9. Works with Data Team and Master Schedule team to ensure student success
10. Coordinates Articulation, Open House, Back to School, Parent Conferences with help from Lead Teacher and Counselor
11. Works with teachers and Counselor to determine intervention strategies for individual students
12. Attends meetings and events, including PD Tuesdays, monthly parent meetings, and small school meetings.
13. Oversees Special Education, GATE programs for Small School students
14. Oversees substitutes, emergency lesson plans, and class coverage
15. Handles Suspected Child Abuse Reporting , Sexual Harassment Reporting, Crisis Intervention Team, and other mandated reports and procedures
16. Implements small school policies and programs to enhance small school vision and culture
17. Coordinates Discipline Policy and handles discipline for chronic or serious offenses.
18. Inventories and controls use of display cases and distribution of textbooks, keys, technology, and other equipment
19. May be assigned other complex-wide duties as needed

Lead Teacher

1. Represents Small School on Instructional Council
2. Develops small school governance, writes agendas, reminders, and ensures notes are sent to Small School staff.
3. Develops and collaborates with family and community partners; leads business advisory council.
4. Oversees professional development, small school meetings, and seminar classes with SS Administrator.
5. Coordinates small school activities and trips with help from small school administrator and staff. Student
6. Works with Small School Administrator, counselor, and other small school teachers to ensure student programs and appropriate schedules maximize success for all students.
7. Works with Data Team and Master Schedule team to ensure student success

8. Maintains budgets, inventories, and small school orders.
9. Assists Small School Administrator and Counselor as needed.
10. May be assigned other small school duties as needed.

Counselor

1. Works with Small School Administrator, lead teacher, and other small school teachers on master schedule; ensures students meet program/credit requirements.
2. Programs and counsels students
3. Assists with Open House, Back to School, Parent Conferences and parent meetings.
4. Works with teachers and Small School Administrator to determine intervention strategies for individual students
5. Orients newcomers and parents with appropriate paperwork, scheduling, and counseling.
6. Ensures timely completeness of all student records (Individualized Education Plan (IEP), Individualized Graduation Plan (IGP) Student Records, etc.)
7. Assists with campus supervision.
8. Attends meetings and events, including PD Tuesdays, monthly parent meetings, and small school meetings.
9. Works with community representative and other staff in small school to counsel and inform family about appropriate services.
10. Assists Small School Administrator and Lead Teacher as needed.
11. May be assigned other duties as needed.

Appendix Y: Teaching Staff Roles and Responsibilities

1. Provide rigorous, thematic, standards-based instruction.
2. Participate in Small School activities, including inter-disciplinary lessons, common rituals and routines, and small school meetings and events.
3. Design lessons and strategies that scaffold and differentiate for all students including accelerated learners and special needs populations such as ELLs, SELs, and SWDs.
4. Collaborate with the Professional Learning Community by attending professional development, examining student data and work, implementing common learning strategies, and reflecting on instructional practices.
5. Promote a structured, caring, healthy classroom environment conducive to learning.
6. Treat students equitably, recognizing and accounting for individual differences.
7. Use multiple methods for measuring student growth and understanding, and explain student performance to parents.
8. Demonstrate mastery over the subject area taught.
9. Complete attendance, grades, and other paperwork in a timely manner.
10. Fulfill other contractual duties as needed.

CERTIFICATED				Teachers	Admin	Counselors	
Numbers Based on Norms				62	2	4	
Positions needed to Fund				16 (15.5)	1	2	
Certificated Positions to Fund and their Cost							
Position			Cost				
16 Teachers			85,346	1,365,536			QEIA
1 Teacher Advisor (admin)				121,669			ADD to QEIA
2 Counselors			84,068	168,136			S046
Beyond the Bell Counselor				106,485			S046
Math Coach				95,525			V094
Literacy Coach				95,525			0A56
New Teacher Support				85,346			V094
PSA				107,108			S046
2 PSW			107,108	214,216			S046
Dean				District			District
Diploma Project Advisor				107,108			V094
Bridge Coordinator				85,346			V094
Title I Coordinator				95,844			S046
Bilingual Coordinator				95,844			S536
Career Advisor 1/2 time		included in .5 tchr					incl
1 Teacher Assistant				12,405			S536
Nurse 2 days (to supplement Dist 3 days)				34,922			S046
TOTAL				2,791,015			
CLASSIFIED				Office Tech			
Numbers Based on Norms				7	includes SAA & SIS		9
Needed to Fund				3	2 Office Techs and 1 clerk		
Classified Positions to Fund and their Cost							
Position		Person	Current Funding Source	Cost	2009-10		
Office Tech		Joanna Mares	QEIA	48,583		QEIA	
Office Tech		Maria Quintero	S536	48,583		S536	
Office Tech		Paula Smith Bull	S046	46,908		S046	
Office Tech		Christina Hernandez	S046	46,908		QEIA	
Additional office tech				48,583		Norm	
Additional office tech				48,583		Norm	
Additional clerk				43,261		QEIA	
Clerk		Vanessa Walker	QEIA	43,261		QEIA	
Clerk		Kathleen Malone	S046	43,261		QEIA	
7 Student Aides			QEIA	48,000		QEIA	
Ed Aide II		Petra Alfaro	S046	8,778		V094	
5 Campus Aides			11673	192,200		11673 ?	
6 Campus Aides			QEIA	190,632		QEIA	
2 Community Reps			S046	21,793		E046	
2 Community Reps			S536	21,793		S536	
2 questions: 12139 & 2805 Office techs?						Dist	
TOTAL				901,127			

Support Personnel funded from School Based budgets (Categorical and QEIA)

Position	Justification	Funding 2008-09	Funding 2009-10	2010-11
13 teachers	Class size reduction	QEIA	QEIA	QEIA
1 teacher	Class size reduction		7N536	7N536
1 teacher	Class size reduction		7V094	7V094
1 teacher	Class size reduction	QEIA	SO46	SO46
1 teacher / out of classroom	teacher/ELA Coach	QEIA	SO46	SO46
Counselor	maintain 1 per SLC	QEIA	SO46	SO46
Counselor	maintain 1 per SLC	Norm	SO46	SO46
Teacher Advisor Inst	maintain 1 Admin per SLC	QEIA	QEIA	QEIA
Intervention / Testing Counselor	Testing/Intervention	QEIA	QEIA	QEIA
ELA Coach	Data / PD Support	Dist	OA56	OA56
			71N78 50/50	71N78 50/50
Math Coach	Data / PD Support	Dist	7V094	7V094
PSA Counselor	Attendance / Home visits		S046	S046
Psychiatric Social Worker	support students/families		S046	S046
Psychiatric Social Worker	support students/families		S046	S046
Diploma Project Advisor	Graduation Rate/Home visits	Dist	7V094 / QEIA	7V094 / QEIA
Cat Progr Advisor + Differential (Title I)	SSC, CEAC, Community Involvement, Budget	S046	S046	S046
Community Safety Coordinator	Student Safety / Community Liaison	Norm Dean	Norm Dean	QEIA if necessary
Cat Progr Advisor + Differential (Bilingual)	EL Support, Reclass	S536	S536	S536
Bridge Coordinator C Basis + Differential	Special Education support	Dist	7V094	7V094
Clerk B 1 T/5	Library support	Dist	SO46	SO46
			SO46 50/50	SO46 50/50
Office Tech B 1 T/6	SLC support	Dist	7V094	7V094
Office Tech B 1 T/6	SLC support		S046	S046
Ed Aide II 30306579	Teacher support	S539	7V094	7V094
ED Aide II / Prof Ex	Print shop support	Perkins	QEIA	QEIA
ED Aide II / Prof Ex	Print shop support	Perkins	QEIA	QEIA
1 Teacher Assistant 6 hr	EL Support, Reclass	S536	S536	S536
6 3 hr Teacher Assistants	EL Support, Reclass		S536	S536
Community Rep	SLC parent support	S046	E046	E046
Community Rep	SLC parent support	S046	E046	E046
Community Rep	SLC parent support	S536	S536	S536
Community Rep	SLC parent support	S536	S536	S536
7 Student Aides	SLC support	QEIA	QEIA	QEIA

2010-11 sources of funding to be determined by SSC upon release of budget totals in May



COMMUNITY BASED LEARNING PROGRAM
OFFICE OF INSTRUCTIONAL DEVELOPMENT
405 HILGARD AVENUE
70 POWELL BLDG.
BOX 951635
LOS ANGELES, CA 90095-1635
PHONE: (310) 206-5130
FAX: (310) 206-1455
e-mail: cbl@oid.ucla.edu
www.oid.ucla.edu/cbl

January 6, 2020

To Whom It May Concern:

As Assistant Director of the UCLA Community Based Learning Program, it gives me great pleasure to offer support to Jefferson High School. The UCLA Community Based Learning Program, through funding from LAUSD's Beyond the Bell branch, provides after school program activities at Jefferson High School. Our program provides intervention strategies, academic support, recreation and enrichment activities, as well as work readiness and work experience opportunities for students in the Jefferson High School community. All our programs are designed to promote student achievement.

Jamie Garner, the site coordinator for the UCLA AfterSchool program at Jefferson, is our liaison and coordinates the development of student after-school programs and self-esteem workshops for Jefferson High School. In addition, UCLA After School has contracted with Educare Foundation to provide a student leadership institute for each of the small learning communities at Jefferson High School.

We are very excited about our commitment to offer programs specific to each of the Small Learning Communities at Jefferson High School. All told, our commitment to support Jefferson High School is valued at approximately \$200,000.

Sincerely,

A handwritten signature in blue ink that reads "Pamela B. Schachter".

Pamela B. Schachter
Assistant Director



Los Angeles Area
Chamber of Commerce



January 5, 2010

To Whom it May Concern,

We are writing this letter on behalf of the Los Angeles Area Chamber of Commerce and UNITE-LA, in enthusiastic support of the Jefferson High School community's Public School Choice Proposal. This proposal is the work of Principal Michael Taft, Jefferson High School teachers, and parents. The proposal builds on 3 years of campus redesign with improved student outcomes and aims to deepen it and set ambitious, but realizable goals for the next few years.

The L.A. Area Chamber and UNITE-LA have been working closely with Jefferson High School since 2006, facilitating the implementation of Small Learning Communities (SLCs) and Small Schools. We acted as the instigator and local facilitator to place Jefferson New Technology Student Empowerment Academy on the Jefferson Campus - a school that has increased API 279 points in the past three years from the level those same students who were in Jefferson before the creation of the new small school. It is important to understand this small school on the Jefferson campus is perhaps one of the best turnarounds in public education in the entire U.S. This was done under the highly effective leadership of the current Jefferson Principal, Michael Taft. Michael and his teachers fully embraced the project based learning model of the New Technology Foundation, completely transformed teaching and learning at that school, and established a profound culture of student empowerment and student success.

We strongly believe that with the assignment of Michael Taft to Jefferson and the commitment of the staff to build on the early success of the Small Learning communities, which lead to the 59 API rise two years ago, the Jefferson team is poised to make the tough decisions and do the hard work to build small schools that embrace project based learning and personalization that will engage all of their students in rigorous coursework.

Through UNITE-LA's College and Career Success initiative we have provided retired administrator Fran Ramirez as a process coach to Jefferson High School since 2008. We now intend to increase our investment and offer these school teams our strongest set of resources. In addition to the investment of full-time staff assigned to directly support the high school, the Chamber and UNITE-LA are also committed to continuing to support and provide students with access to college and career opportunities through the following programs:

Small School Reform Supports - We will provide and facilitate professional development in project based learning, multiple pathways, thematic and interdisciplinary learning strategies. We will also help to provide study tours to selected cities throughout the U.S., leadership development for administrator and teachers, resource development for additional funds and resources for the small schools. Leveraging of best practices from other high achieving schools is also a high priority that

we will continue to help Jefferson evaluate. This will include leveraging UNITE-LA's team of over 20 professionals that have built considerable expertise on school turnarounds and instructional excellence. UNITE-LA is now recognized as among the strongest high school reform and support intermediaries in the U.S.

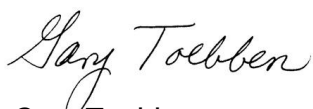
HIRE LA's Youth - HIRE LA's Youth and the Office of Mayor Antonio Villaraigosa, in partnership with LA Youth at Work, an initiative of the Los Angeles Area Chamber of Commerce, will continue to provide Jefferson High School students with the job preparation and resources they need to obtain and retain entry-level employment. L.A. Youth at Work will continue to offer both Job Skills Workshops, Work Readiness Certification Sessions, and access to employment opportunities through the campaign.

LA Cash for College -The Campaign helps to expand educational opportunities for low-income and first-generation college students. From the College & Career Convention (fall) to the successful Cash for College Financial Aid Workshops (January/February), the components of this effort provide many opportunities to connect directly with career professionals, college recruiters, and financial aid experts. Jefferson High School students will continue to have priority access to these events. The Chamber will host a series of financial workshops and provide transportation to the College and Career Convention.

Pillar - Pillar is the business community's link to L.A.'s students, classrooms, and schools. A partnership of the Los Angeles Area Chamber of Commerce and the Los Angeles Unified School District, Pillar builds and supports partnerships between businesses and schools to strengthen education and develop the future workforce. Pillar partnerships match businesses, professional associations, and trade organizations with theme-based Small Schools and SLCs. The LA Chamber and UNITE-LA team will continue to build strong business-education partnership with each of Jefferson High School's Small Learning Communities to enable teachers and students have access to internships, externships, curricular advise, job shadowing, guests speakers, panels that can review student projects and other engagements that directly impact student success.

We believe with the new leadership of Principal Michael Taft and the small learning community foundations already built, Jefferson High School can emerge as four new outstanding small schools that will join Jefferson New Tech as the among the best urban school turnarounds in the U.S. and will provide the students in their community the world class education they deserve and need to compete in a 21st century global economy. We at the L.A. Area Chamber and UNITE-LA are absolutely committed to these students and their futures.

Sincerely,

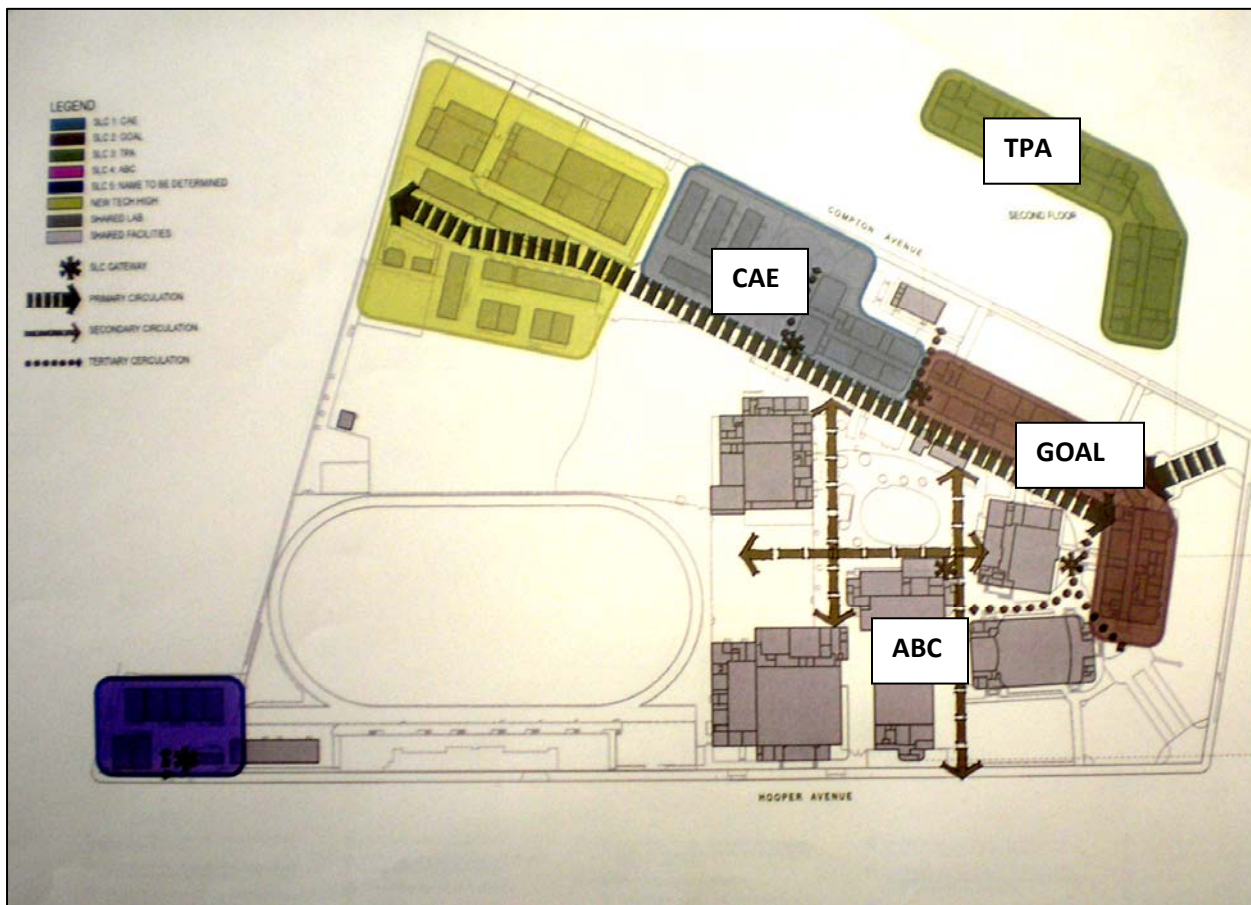


Gary Toebben
President & CEO
Los Angeles Area Chamber of Commerce



David Rattray
President
UNITE-LA

Appendix BB: School Map



Academy of Business and Communication

Thomas Jefferson High School Educational Complex
Los Angeles Unified School District
2010-2011 Academic Year



2. Curriculum and Instruction

a. Curriculum Map and Summary

As a community of team members, the Academy of Business & Communication holds a common set of educational beliefs and practices. All teachers will focus on project-based learning that utilizes technology. Teachers will scaffold their lessons around Costa's Levels of Inquiry with the objective that students will be able to apply, evaluate, hypothesize, imagine, judge, predict and speculate in all areas of education. The educational program of the Academy of Business & Communication will be standards-based and meet all A-G college requirements while embodying a focus on communication and technology. **Students will demonstrate an understanding in content standards by passing assessments centered on the SLC theme, using various methods, such as oral, written and PowerPoint presentations.**

See appendix Sample Yearlong Student Schedule

Evidence of SLC Theme Evident in Instructional Strategies

- All teachers, regardless of content area, will use the latest technology in the classroom, e.g. My Data, Smart Board, LCD Projectors and internet resources. Furthermore, every teacher in ABC will be proficient in using this technology in the classroom. Training will be available for teachers who may need to freshen up on their technology skills.
- Project Based Learning will be centered on LAUSD's My Data when selecting learning groups. Students will be clustered in groups where they can use their individual strengths to benefit the entire group.
- All teachers will use an Understanding by Design approach to instruction. Assessments will be created at the beginning of each unit and lessons, activities, projects and formative quizzes will be designed accordingly. PD days will be used to train teachers on the Understanding by Design methodology.
- A computer course is mandatory for all incoming freshmen so that every student receives a solid knowledge of word processing skills, constructing PowerPoints, and adequate knowledge of how to use the Internet effectively for research.
- A Technology CTE is in place where students have to take two courses - Computer Tech Repair and Computer Network Management, in order to meet the requirement. After the completion of these two courses students will be prepared to take the A Plus Certification Exam. A Plus follows the career technical educational model providing them with the 21st Century Skills that will make them competitive in the Information Technology Industry and at the same time students undergo the same rigor of a college level course preparing them for post secondary education at the CC, CSU or UC level.
- Teachers will be required to create a rubric that outlines the grading strategy for every major assignment. Students will receive the rubric and the teacher will go over it with them so that students understand what they need to accomplish in order to be proficient. Teachers will also provide students and the SLC administrator with a syllabus for every course they teach that outlines course requirements.

- Teachers will utilize Vertical Teaming between teachers of similar disciplines (9th grade English to 10th grade English, etc.) to ensure continuous student learning. Horizontal Teaming will occur between teachers of complimentary disciplines (English-Social Studies, Math- Science, etc.) to achieve metacognitive linkage and knowledge. PD time will be provided so that teachers can plan and design cross-curricula lessons.

c. Addressing the Needs of All Students

- All teachers within the Academy of Business and Communication will use SIOP Lesson Plan Templates. SIOP lesson plans are specifically designed for Differentiated Instruction that is geared towards ELL and ESL instruction. Teachers will be encouraged to implement SIOP strategies like Sheltered Instruction, Observation Protocol, Graphic Organizers and Language logs to name a few. In addition, all teachers will use frontloading strategies where fundamental skills such as vocabulary and other introductory level material that is content specific will be used at the beginning of every class in order to build backgrounds for each unit.
- ABC provides AVID courses for 9th through 12th grade students that need that extra push to steer them onto college. ABC will have the required number of teachers trained and certified to teach AVID in grades 9 through 12. AVID strategies like Socratic Seminars, Costa's Levels of Inquiry and Tutorials will be implemented in every class.
- Intervention Strategies will be geared to each individual's style of learning. Total Physical Response activities like playing games and constructing models will be used for kinesthetic learners. Maps, graphic organizers, charts, cartoons, posters and LCD PowerPoint Presentations complete with pictures and different font colors will be used to assist visual learners.

d. Accelerated Learning

- ABC provides Honors and AP courses for the students who meet the requirements. Students who score proficient or advanced on the CSTs and have a GPA of 2.7 and higher will be eligible for these courses.
- Electives such as Physics, Debate, Academic Decathlon and Leadership are offered to motivated students with high GPAs.

Instructional Strategies: Assessments

- In addition to standardized tests alternative or formative assessments will be used to determine areas where teachers need to spend additional time. Summative Assessments such as open-ended questions, written compositions, oral presentations, projects, experiments and electronic portfolios will be used to gauge each student's mastery of the material. Formative Assessments such as oral and written quizzes, thumbs up thumbs down and simple check for understanding indicators will be used to demonstrate where students may need additional help along the way.

Instructional Strategies: Extended Day

Jefferson High School offers a Beyond the Bell program for students who need to pass the CAHSEE Exam. Math and English teachers offer CAHSEE Prep classes after school and on Saturdays for students that need additional help. Students may earn 2.5 recovery credits by completing each class. In order to complete the course a student must fulfill **24** hours of instructional time after school. The classes are offered twice per week for two hours at a time and four hours on Saturdays.

Summer School and Adult School are both ways in which students can earn recovery credits. Students may earn 5 credits for each course they take. Summer School is a **6** week accelerated program where students attend class Monday through Friday for 2 hours each day.

ABC Course Sequences 4/29/09

A-G Requirement	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English (4 years required)	-English 9 -Honors English 9	-English 10 -Honors English 10	-American Literature/Contemporary Composition -AP English Language	-Expository Comp/World Literature AP English Lit
Math (3 years required)	-Algebra 1	-Algebra 2	-Geometry	-Math Analysis -Calculus
Science (2 years required)	-Integrated Science 1	-Biology -H Biology	-Chemistry	-Physics -AP Biology
Social Studies (2 years required)	-Geography	-World History -H W history	-United States History -AP US History	-Principles of American Democracy/Economics -AP Government
Physical Education (2 years required; 3 years required if fail PE test)	-PE	-PE	Health	Drawing Painting Design Craft
Electives: 2 y Foreign Lang 1y Health/L. skills 1y Vis/Per Arts 1 y Tech art Intervention	Strat lit 1 Acad lit 9 ELS 3 ESL 3/4	-Spanish 1 -Spanish 2 -French 1	-Spanish 2 -French 2	-AP Foreign Lang -French 3
See above	Math Tutoring	Strat lit 2 Acad lit 10 ELS 4 ESL 4	Drawing Painting Design Craft	Other elective
See above	Info Processing/Life Skills	Ex Comp Sc→ Comp Tech → Bus Com/law Accounting Journalism Info Processing	AP Comp Sci Com Net Mngt 1 Bus Com/law Accounting Journalism Comp Tech→ Ex Comp Sc→	Business Mngt Bus Com/law Accounting Journalism Com Net Mgmt 1 AP Comp Sci

CTE Course Sequence: ABC 4/29/09

Course	Bubble #	Prerequisites/Description
Info Processing	849	$\frac{1}{2}$ year All 9 th (pair with life skills) 10 th in communication strand who have not passed alg 1
Exp Computer Science	363	10 th in communication strand who have passed alg 1 11 th in communication strand who have passed alg 1
Comp Tech	828	Any 10 th /11 th in communication strand or Any student who pass Com Net Management this year
Com Net Mng	361	Any student who passed Comp Tech
Bus Comm	321	10 th , 11 th , 12 th in business strand
Accounting	351	10 th in business strand who have not passed algebra 1 11 th , 12 th in Business strand
Journalism	826	JC course any 10 th -12 th graders in business strand
Bus Mangmt	364	12 th grade only

Technology Pathway Outline

The Academy of Business and Communications Technology Pathway has been developed as well as implemented with the California Career Technical Education Model Curriculum as its foundation. This program from its inception has utilized all of the Computer Hardware, Electrical, and Networking Engineering Pathway standards to provide our students with equitable access to a quality education. The pathway standards reflect the essential knowledge and skills students are expected to master to be successful in the career pathway. These standards build on existing career technical education standards, academic content standards, and appropriate standards established by business and industry. Therefore, existing career technical standards, California content standards in the core content areas, and national, regional, and association standards (where available) were consulted as models of content description for technical standards.

www.cde.ca.gov (2009)

The pathway standards are designed to support a seamless transition to postsecondary education and entry to a career. In addition they are designed to support mastery of essential employability skills and rigorous academic content standards.

The California Department of Education sought a research-based standards model that: encompassed these guidelines which reflected the national movement away from codifying activities and tasks toward a broad curriculum capturing the underlying knowledge and skills which included both the core academic content and technical skills taught in a career pathway. This practice is a direct reflection on how students learn, recall, and transfer knowledge

National Research Center for Career and Technical Education (2009)

CTE Standards

1.0 Academics

2.0 Communications

3.0 Career Planning and Management

4.0 Technology

5.0 Problem Solving and Critical Thinking

6.0 Health and Safety

7.0 Responsibility and Flexibility

8.0 Ethics and Legal Responsibilities

9.0 Leadership and Teamwork

10.0 Technical Knowledge and Skills

11.0 Demonstration and Application

The Academy of Business and Communication Technology pathway is in direct alignment with the *Computer Hardware, Electrical, and Networking Engineering Pathway*. This pathway provides learning opportunities for students interested in preparing for careers in the assembly, manufacturing, programming, design, production, and maintenance of information technology, computer, telecommunications, and networking systems.

B1.0 Students know how to communicate and interpret information clearly in industry-standard visual and written formats:

B1.1 Understand the classification and use of various electronic components, symbols, abbreviations, and media common to electronic drawings.

B1.2 Plan, prepare, and interpret mechanical, civil, chemical, and electrical sketches and drawings.

B1.3 Know the current industry standards for illustration and layout.

B1.4 Understand, organize, and complete network diagrams by using information collected from detailed drawings.

B1.5 Draw flat layouts of a variety of objects by using the correct drafting tools, techniques, and media.

B1.6 Prepare reports and data sheets for writing specifications.

B2.0 Students understand the telecommunications systems, such as electromagnetic, fiber optic, and digital, that apply to the transmission of data:

B2.1 Understand how to confirm operating parameters, apply test procedures, make necessary adjustments, and assemble the components of a telecommunications system or subsystem.

B2.2 Understand how to plan, install, and maintain copper and fiber optic cabling for telecommunications systems.

B2.3 Test and maintain wireless communications components and systems.

B2.4 Understand how to safely operate various data networking and telecommunications systems.

B3.0 Students know the fundamentals of the theory, measurement, control, and applications of electrical energy, including alternating and direct currents:

B3.1 Analyze relationships between voltage, current, resistance, and power related to direct current (DC) circuits.

B3.2 Understand the characteristics of alternating current (AC) and how AC is generated; the characteristics of the sine wave; the basic characteristics of AC circuits, tuned circuits, and resonant circuits; and the nature of the frequency spectrum.

B3.3 Calculate, construct, measure, and interpret both AC and DC circuits.

B3.4 Understand the fabrication processes and how they are applied in the electronics industry.

Computer Hardware, Electrical, and Networking Engineering Pathway

B3.5 Use appropriate electronic instruments to analyze, repair, or measure electrical and electronic systems, circuits, or components.

B3.6 Analyze and predict the effects of circuit conditions on the basis of measurements and calculations of voltage, current, resistance, and power.

B4.0 Students understand computer systems and solve computer-related problems from an engineering perspective:

B4.1 Understand how to design and assemble systems that use computer programs to interact with hardware.

B4.2 Install and configure essential computer hardware and software components.

B4.3 Understand the ethical issues in computer engineering.

B4.4 Know the function and interaction of basic computer components and peripherals.

B4.5 Understand the relationship among computer hardware, networks, and operating systems.

B4.6 Understand the process of assembling, testing, and troubleshooting computer equipment and systems.

B4.7 Use utility software and test equipment efficiently to diagnose and correct problems.

B5.0 Students understand the design process and how to solve analysis and design problems:

B5.1 Understand the steps in the design process. B5.2 Determine what information and principles are relevant to a problem and its analysis.

B5.3 Choose between alternate solutions in solving a problem and be able to justify the choices made in determining a solution.

B5.4 Translate word problems into mathematical statements when appropriate.

B5.5 Understand the process of incorporating multiple details into a single solution.

B5.6 Build a prototype from plans and test it.

B5.7 Evaluate and redesign a prototype on the basis of collected test data.

B6.0 Students understand the principles of data systems networking (e.g., design, configuration, topology, and implementation):

B6.1 Understand the terminology used in the design, assembly, configuration, and implementation of data systems networks.

B6.2 Know the fundamental elements of the major networking models established by the industry standards of recognized organizations (e.g., the Open System Interconnect [OSI] or transmission-control/Internet protocol [TCP/IP] models).

B6.3 Know how data are carried through the most common network media.

B6.4 Understand the composition and function of the various networks, including local area networks (LANs), medium area networks (MANs), and wide area networks (WANs).

B6.5 Use the major routing and addressing protocols used in networking.

B6.6 Understand the characteristics, advantages, and disadvantages of the various networking presentation functions (e.g., data formatting, data encryption, and data compression).

B6.7 Know the characteristics of networking hardware and applications and the methods to implement them.

B6.8 Design and document data systems networks.

B7.0 Students understand how to define a network security plan:

B7.1 Know the common potential threats to networks and ways to neutralize them.

B7.2 Know the main functions of and installation protocols for firewalls, virus detection software, and other security measures.

B7.3 Upgrade and patch operating systems as necessary.

B7.4 Define and configure firewalls.

B7.5 Detect and remove virus and worm threats.

B7.6 Use a management plan to develop an acceptable-use policy.

B8.0 Students understand fundamental automation modules and know how to set up simple systems to complete preprogrammed tasks:

B8.1 Use appropriate tools and technology to install equipment, assemble hardware, perform tests, collect data, analyze relationships, and display data in a simulated or modeled automated system.

B8.2 Understand the use of sensors for data collection and process correction in an automated system.

B8.3 Understand how to program a computing device to control an automated system or process.

B9.0 Students understand the effective use of computer and networking equipment:

B9.1 Use methods and techniques for employing all computer and networking equipment appropriately.

B9.2 Apply conventional computer and networking processes and procedures accurately, appropriately, and safely.

B9.3 Apply the concepts of computer and networking equipment to the tools, equipment, projects, and procedures of the Computer Hardware, Electrical, and Networking Engineering Pathway.

. The Career and Technical Education pathway focus for the Academy of Business and Communication is the alignment and integration of occupation knowledge with rigorous academics. This is implemented by the educators at Thomas Jefferson High School who plan, manage, and deliver instruction. Due to our student demographic we utilized a variety of literacy strategies useful in CTE. This has been in response to the field's urgent need for enhanced academic and technical learning in STEM-related (science, technology, engineering, and math) fields; we propose a new Science-in-CTE project that builds on the strengths and lessons learned from the Math-in-CTE model.

Our goals as a small learning community for our student population are the following; academic achievement; technical skills achievement; high school completion; placement in postsecondary education, work, or the military; program participation and completion by nontraditional students; and program participation and completion by students from special populations as defined by Perkins IV.

The mastery of these theoretical skills is one component of our program. We have established community relationships with the following organizations; CD TECH (Creating Communities that work) this partnership is in collaboration with Los Angeles Trade Technical College. This is an exciting partnership for students at Thomas Jefferson will now have the opportunity to not only take technology pathway courses here at Thomas Jefferson they will also be able to take online courses through LA Traded Tech and receive college credit. This is an extremely beneficial opportunity for our students to help promote post secondary education. The added benefit to our students will be that the impact of the sometimes difficult transition from high school to college will be lessened after the graduate from Thomas Jefferson. We are in our second year with a wonderful partnership with Merrill Lynch. Twice a

year students have the opportunity to visit their offices in El Segundo and experience life in the corporate world. Students are able to meet with and shadow employees at all levels of this prestigious finance company. They will also have an opportunity to shadow employees at the parent company Bank of America. Our newly established partnership with University of California Los Angeles has brought the Exploring Computer Science Curriculum to our students here at Thomas Jefferson. We have one of the largest Computer Science programs within Los Angeles Unified School district. This course meets the G requirement towards graduation along with providing students with valuable skills like, human computer interaction, problem solving, web design, programming, computing applications and robotics. We also collaborate with the Center for Embedded Network Systems where our first student Azucena Flores successfully completed the summer institute this past summer. Azucena worked on developing an application for the Google phone. We have implemented a service learning component within our small learning community through a partnership with Tree People and Generation Earth. Students learn about the environment, climate change, and how to incorporate sustainable technology in their local community. Our first phase of our program is a recycling program that is student centered and is operated and maintained by our Thomas Jefferson leadership class.

Through our wonderful program students are not only learning theory, they are putting that theory to practice. The students at Thomas Jefferson are obtaining real world experience that will help them harness the 21st century skills they are obtaining through our program. In addition they are also learning the valuable lesson of giving back to the community. This is the foundation that the Academy of Business and Communications Technology program stands on, developing the future leaders of our nation to be the most well rounded, positive and productive members of society.

3. School Culture and Climate

PERSONALIZATION:

The 21st Century will be a challenging time for educators as the paradigms that once work seem to need adjusting. This does not mean throwing out programs that are working or are improving, but rather a shift will be required in order to approach a new environment that will encompass the broad learning styles and diversity of the students. Taking on this challenge will require that there be a partnership between ABC educators, students, families, and community members. What is required is that there is on-going communication between all these stakeholders; and through this communication, ongoing interaction. By recognizing and acknowledging the overall needs of each student, the student will be afforded recognition for their uniqueness within the ABC Smaller Learning Community. Personalization has been identified as an important component of successful education reform. A correlation has been identified between advisory structures, student perceptions of their advisory experience, and the student's sense of belonging. A high sense of school belonging is associated with an increase in educational variables such as high grades and academic motivation, and a decrease in school drop out and behavior problems.

-COMPONENTS:

The following are planned strategies and programs that ABC will employ to facilitate personalization for the students of this smaller learning community. Through these strategies ABC hopes to provide the needed services for main stream students deciding to become part of the SLC, as well as reach students who have come to high school underprepared, semi-resistant or undertrained.

-A Small School: ABC is a Smaller Learning Community. Although it is part of a bigger high school plant, it is in effect a small school with almost complete autonomy. The impact of size has been reduced through the dividing into smaller learning communities.

- There will be less than 500 students who belong to the SLC. Students and teachers will be familiar with each other on a personal level. Teachers will have almost every SLC student in their classroom at some point in time.
- New teachers will be interviewed and hiring decisions made by the SLC Administrator and a panel of ABC teachers in order to guarantee congenial working relationships, a collaborative effort, and a positive social situation.
- Interaction between teacher and students will be actively encouraged. The atmosphere will be that staff will be open to student suggestion and will include them in decision making wherever possible. Staff will receive in-service training on this issue and it will be part of their employee handbook
- Each SLC employee will be receive a copy of the employee handbook at their hiring. They will receive ongoing trainings on “a healthy SLC atmosphere.”

-Faculty Advocate: Each student will receive guidance and mentoring to tailor their academic program from a designated faculty advisor. Students will stay with the same advisor for all four (4) years of high school. Use will be made of the LAUSD designed “My Data” program that will provide academic data on the students on an individual basis. Based on 500 students in the SLC, each of the 20 teachers would be responsible for approximately twenty-five (25) students as their faculty advocate. The students would be assigned to the faculty as freshmen and would stay with that teacher for the four years of high school. Faculty will be given an advisory period on Fridays, and would be required to conduct no less than one twenty (20) minute individual advisory meeting with each student each semester. The Faculty Advocate would also be available for other meetings if instigated by the student. Once a class has graduated, the Faculty Advocate would pick up a new group of incoming freshmen. The faculty of ABC recognize that in order for Advisories to be successful a substantial investment of time, planning, and reflection is required. The advisories will need to be a substantial component of the SLC’s mission.

-Advisories: Students work individually with Faculty Advocates for the four years to ensure that they are known and recognized as valuable member of the smaller learning

community. Individual appointments will be after school (or at a time convenient to both the student and advisor). Appointments can be made in groups or individually; dependent on the nature of the meeting.

Structure and Curriculum: Tuesday meetings will have an educational focus. Time will be spent on developing educational skills, college preparation, and planning for the future.

- The ninth grade curriculum would be designed to help students with the transition to high school. Students work on organizational and study skills, and they take part in community-building activities. Announcements and other administrative tasks would be covered.

The Jefferson “WE ARE” program for incoming freshmen would be continued.

Freshmen advisories would attend as a group. Three days would be spent off campus doing team building and dispensing information about their education to the freshmen. Lessons on **“Social Responsibility”** and the need to act responsibly with the interest of the larger community in mind would also be provided.

- Tenth grade advisory focuses on educating students on issues teenagers face. These are the “sex, drugs, and rock-n-roll” days. Outside speakers would be invited to the sessions to give out information. Lessons on **“Social Responsibility”** and the need to act responsibly with the interest of the larger community in mind would also be provided.
- The eleventh grade advisory is devoted to college preparation and developing a graduation portfolio. Lessons on **“Social Responsibility”** and the need to act responsibly with the interest of the larger community in mind would also be provided.
- The twelfth grade is similar to the eleventh; students write and revise college essays, prepare for the SAT’s and discuss post-graduation plans and expectations. Lessons on **“Social Responsibility”** and the need to act responsibly with the interest of the larger community in mind would also be provided.

The intent of these Advisories is to offer the student emotional support through contact with a supportive adult at the school, as well as a built-in peer group. The lessons provided during the Structure and Curriculum time would be geared to the mission and goals of ABC. (E.g. – “Honesty in the Business Sector.”) A guide of lessons will be developed by a committee of teachers and students who will design this program.

-Student Centered Approach: Faculty Professional Development time would be spent on the issues of “Project Learning,” as well as “Differentiated Instruction.” Using the data from CST results, as well as the LAUSD designed “My Data” program that will provide academic

data on the students on an individual basis, instruction will become more individualized as teachers adjust the curriculum to better serve each student's individuality.

The intent is to allow the students to solve problems, formulate and answer their own questions, debate, and brainstorm. Lessons would be scaffold to allow the students who still need to develop skills more time.

- Student Centered Teaching: Teachers will receive professional development training in teaching methods that will shift the focus of activity from the teacher to the learners. These methods will include active learning in which students solve problems, formulate and answer questions of their own, discuss, explain, or brainstorm during class, and participate in cooperative learning. Teachers will be looking to develop these skills in their students:
 - Creativity and Intellectual Curiosity: the ability to develop, implement, and communicate new ideas to others.
 - Critical Thinking and Systems Thinking: exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems.
 - Communication Skills: understanding, managing, and creating effective oral, written, and multimedia communications in a variety of forms and contexts would be employed.
 - Problem Identification, Formulation, and Solution: ability to gather necessary information, frame, analyze, and solve problems.
- Differentiated Instruction: Teachers will also receive professional development in differentiating their classroom teaching. Not all students are alike, and based on this belief teachers will offer students multiple options for taking in information and making sense of ideas. The curriculum will be adjusted to the learners as opposed to expecting the students to modify themselves for the curriculum. Classroom teaching will be a blend of whole-class, group, and individual instruction.
 - Blooms Taxonomy: will be used by ABC teachers in their classrooms in order to foster higher thinking skills
 - Garner's Multiple Intelligences: ABC teachers will utilize Gardner's theories to present material in the classrooms so as to allow for multiple learning styles.

(See more in Professional Development)

-Tutoring Labs: After school tutoring will be provided as an intervention to students who are struggling with the curriculum. Skills that an individual student is struggling with will

be identified through teacher reports as well as the LAUSD designed “My Data” program that will provide academic data on each student.

- Students will stay in the tutoring program until they are able to bring their classroom grade up to passing
- Tutoring will take place Mondays through Thursdays for one hour after school.
- Use will be made of the LAUSD designed “My Data” program that will provide academic data on the students on an individual basis.

-Academic Interventions: (Although this will be personalized, please see the curriculum and instruction section of this report for this information.)

- Parent Conferences & Outreach: will be conducted by classroom teachers for those students who are experiencing difficulty with academic or social skills. A referral to afterschool tutoring may be an outcome for academics.

-Academy Newsletter: ABC will publish a monthly newsletter utilizing student leadership to do so. The newsletter will cover extracurricular activities, local and community concerns, as well as school academics. The newsletter will also give ABC and visible identity that will provide information on student personal accomplishments.

SCHOOL CLIMATE:

The Academy of Business and Communications needs to be viewed as a collaborative effort by all involved. A positive academic, behavioral, physical and social environment will be promoted. The student experiences and backgrounds will not only be taken into account, but will be relevant in all decisions made about ABC. Culturally relevant literature, culturally diverse clubs, and culturally distinctive activities will be part of the ABC atmosphere; an atmosphere where students can trust teachers and visa versa.

-COMPONENTS:

The following are planned strategies and programs that ABC will employ to facilitate a positive school climate for the students of this smaller learning community. Through these strategies ABC hopes to provide the needed services for all students deciding to become part of the SLC, as well as those students who have come to high school underprepared, semi-resistant or undertrained. To encourage a school culture and climate that promotes individuals who are bonded together by natural shared will, and who are together can agree on shared ideas and ideals; then these shared principles must strengthen their efforts towards improving commitment and collaboration amongst their group.

-Appearance and Physical Plant: Thomas Jefferson has made great strides in the last three years in making-over its physical plant. The campus is mostly art-deco from the 1950's, but it has become a refurbished **environment that is welcoming and conducive to learning.**

- Great efforts have been made to modernize restrooms, clean and paint classrooms, and make hallways attractive as well as functional. New modern fencing is all around the school.
 - A new modern cafeteria just opened up this semester with new seating to handle 300 students at a time; and a cafeteria line system that serves 2,000 students lunch in less than 20 minutes.
 - Smaller Learning Community individualized eating areas have been designated around the campus with seating, shade covers, and flags in the colors of the SLC.
 - The school gymnasiums have also been refurbished with new floors and new spectator seating.
 - Whereas graffiti used to remain up for many days at the school, it now is covered almost immediately.
 - On campus repairs are done in a timely manner by the school custodial staff.
 - The noise level in most areas of the campus is low and conducive to instruction and other activities.
 - Contiguous space for ABC classrooms will be provided for so that the students can claim that area as their own campus area.
 - Classrooms will be clean and orderly; and conducive to learning.
- **Description of Culture:** The school culture will reflect norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.
- **Academically:**
 - Data, both formative and summative, will be used to set academic goals for all students, and plan safety nets for students requiring additional academic assistance. This occurs on a regular basis throughout the year through the counselor's office as well as the Advisories.
 - The atmosphere will be one of intervention and assistance for the students who need it. It will also be an atmosphere of rewards for work well done. Recognition will be given at student assemblies, SLC publications, SLC bulletin boards, etc.

- **College Career Readiness:**

- The ABC Smaller Learning Community will employ specific strategies in order to expose its students to the college and career opportunities that are available to them.

Partnerships with outside resources have been developed, and more will be developed in the future for on-campus speakers, business plan writers, job interview trainers.

Internships will be developed where ABC students can be placed for career guiding work experiences.

Site visits will be planned to the local colleges for all ABC students. An orientation to the campus program will be provided for all such trips.

College admission workshops will be started in the junior year of Advisories so as to assist the students with their applications and their questions.

- The educational program of the ABC Smaller Learning Community will be standards-based, and will meet all A-G college requirements.
- The promotion students will be based on units earned.
- To support this focus, the academy will use a variety of instructional materials and student assessments aligned to the state content standards.
- The academy will administer all federal, state, district, and college admission tests and assessments that will insure the success of ABC graduates.

School Calendar/Schedule:

- The ABC/Jefferson Calendar will be a traditional schedule going from fall to end of spring with the recognized holidays off. The number of days for instruction will be the required 180 days. The number of instructional minutes will be 65,300 as required for a senior high school.
- The proposed Class Schedule is included below. This alternating schedule will allow the SLC to offer eight (8) classes and one advisory to the students per semester. The classes will be 90 minutes in length, and will alternate days. Advisories would be on Tuesdays.
- This proposed schedule will give the SLC the opportunity to offer many more electives than a 6 period class schedule will, as well as providing for an advisory period.

See School-wide Appendix F: Bell Schedule

Extracurricular Programs and Athletics:

- **Partnerships** with outside resources have been developed, and more will be developed in the future for on-campus speakers, business plan writers, job interview trainers.

- **Internships** will be developed where ABC students can be placed for career guiding work experiences.
- **School Dances, SLC excursions, senior activities** will all be organized through a student leadership committee.
- The school will continue to participate in the city high school athletic leagues as a common area activity for Thomas Jefferson High School.
- ABC will conduct **intramural play** in soccer, basketball, and volleyball for those kids who are not able to qualify for a varsity sport. Intramural play will allow for camaraderie to develop and the community to feel closer together.
- **Clubs** will be formed in the SLC based on student interest. Teachers will be asked to sponsor at least one club each school year in order to provide for a varied high school experience for the students. This will also allow the students to get to know the teachers better, as well as the other way around.

ABC LEADERSHIP CLUB

The ABC Leadership Club is a select group of highly motivated students that volunteer their time for the good of the Small Learning Community. These students create thematic activities for our SLC and plan assemblies. The students also make decorations for assemblies and after-school events. Our Leadership students are provided with an agenda of events and activities by the teacher in charge of supervision, Mr. Lockwood. The club meets after school and at lunch along with the teacher to work on what needs to be accomplished. The Leadership Club promotes ABC cultural awareness from a student perspective.

Student Discipline:

The approach to student discipline will be one of assertiveness, but at the same time interventions will be provided for those students who may just need counseling or a place to vent about those things which are frustrating them. The authority to establish a disciplinary system is derived from state law as well as the LAUSD “Discipline Foundation Policy” (Bulletin #3638.0; March 27, 2007). The policy is the result of a School Board Resolution directive, which mandates the development of a school-wide positive behavior support and discipline plan. This plan is to be consistent with “*Culture of Discipline: Guiding Principles for the School Community; and Culture of Discipline: Student Expectations.*” To be included are positively stated rules which are taught, enforced, advocated, and modeled.

- **Assertive Discipline** is based on the proposition that *teachers have a right to teach and students have a right to learn.* The system is designed to:

- A) Provide for the teaching of school rules, as well as social emotional skills;
- B) Provide for teacher training on the use of effective classroom management;
- C) Provide for parent/caregiver collaboration for discipline problems;
- E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, SLC detentions.
- D) Provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to an education, and the rights of teachers to teach them; provide for prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate.

In summary, an Assertive Discipline Program for ABC attempts to establish a climate supportive of a well-disciplined school operation, which is free to concentrate on academic tasks. The system requires that students, teachers, administrators, and parents cooperate to maintain the atmosphere.

- Conduct Standards for Classrooms:

In each class, the teacher is ultimately responsible for discipline. Certain standards of conduct will be necessary for a constructive learning environment. Teachers are to teach the skills needed. The following guidelines serve as a sample for teacher expectations of students. ***Teacher to sign contracts with the students for the start of each semester:***

1. Be on time to class
2. Be prepared to work
3. Follow directions the first time you are asked to
4. Stay on task
5. Do not participate in disruptive behaviors
6. Be courteous and cooperative with all

- Consequences:

- 1st offense – Teacher Warning
- 2nd offense – Teacher Classroom Detention (Missed detention moves it to the next level)
- 3rd offense – Teacher Classroom Detention and parent contacted
- 4th offense – Student referred to SLC Counselor
- 5th offense – Student signs contract with Counselor
- 6th offense – Student referred to Dean's office
- 7th offense – Student referred to Administration for possible discipline

4. Assessments and School Data

a. Educational Goals and Metrics

ABC utilizes traditional, school-wide, quantifiable, data to drive and inform instruction, such as, CST scores, periodic assessments, and CELDT scores. Moreover, ABC augments its quantifiable data with formative assessments from the STAR ELA assessment, Scholastic READ 180 Lexile test for ELA, and ALEKs for Math. In addition, ABC will make a concerted effort to implement methods to assess students in Social Studies, Science.

Teachers will be trained and use the aforementioned formative assessments to drive and inform instruction. Teachers will also be trained and expected to use My Data to drive and inform instruction. ABC teachers will know the facts on a student, such as whether or not the student is LEP, RFEP, or EO; and, subsequently personalize and differentiate instruction for students in order for them to access the standards curriculum. To this end, ABC will implement advisories (sometimes called seminar or homeroom). ABC advisory teachers will be expected to compile and track their advisory students' attendance levels, behavioral incidents, progress on IEP goals, and progress report cards.

B) Academic Rigor and Standards-Based Instruction

All teachers will utilize SDAIE and Marzano strategies. Formative assessments will take on a variety of forms with teachers exercising frequent comprehension checks through various modalities (writing on Smart Boards, thumbs up or down, and so on). Marzano calls on educators to demonstrate a lesson, walk the class through the lesson as a whole group, and then to allow students to demonstrate proficiency, independently.

All students will create a product at the end of each class, i.e., project-based learning. Each class will build upon the knowledge acquired in a prerequisite course. The product could be as simple as a resume at the end of English 9A, or as complex as a business ledger at the end of Accounting.

Students will create class websites and students will have personal websites where they will collect their products in the form of a digital portfolio. Various projects in several modalities can be collected in student portfolios, e.g., oral presentations in the form of podcasts, visual presentations in the way of PowerPoint, Word Documents and so on.

5. Professional Development Program

a. School Goals and Strategies for Professional Development

ABC's PD plan aims to achieve three goals: increased student achievement through teacher support and collaboration, improved teacher incorporation of technology across curriculum and improved pedagogy through training in different instructional methods.

The internal component of ABC's PD will be based on our existing strength in Technology. Teachers will spend a portion of PD time learning how to use technology in every facet of instruction. Teachers will be trained in how to improve lessons by using electronic portfolios, Smart Boards, LCD projectors, My Data, and educational software like Nettekker and RubiStar. These strategies will be used in all ABC classrooms. Instructional Teams will be created within the SLC to facilitate the training of instructional strategies.

Additionally, ABC PD will be used as time for teachers to collaborate both vertically and horizontally, Pearson Learning Teams exist at Jefferson High School. ABC will adopt Pearson Protocols. Instructional teams will meet to review and analyze individual and SLC community instructional practices. Teachers will set student achievement goals based on analysis, work to create lesson plans that will address student needs, execute lesson plans and then create assessments to check for student understanding and lesson efficacy. Each team will run through at least one Pearson cycle for each semester. Learning teams will focus less on content and more on instructional strategies like instruction based technology, Teach by Design and designing summative and formative assessments.

b. Teacher Orientation and Support

The ABC Professional Development will include four days before the start of the school year (funded), ongoing PD days through out the school year and two days at the end of the school year.

The four days held before the academic year begins will allow for teacher orientation, data analysis, grade team and content team organization, and overview of the SLC's PD focus for the year. During this time, ABC teachers will review the SLC's expectations for all stakeholders. ABC policies, protocols and procedures will be covered as well. New and continuing teachers will meet in grade-alike teams to discuss and develop interdisciplinary projects. Grade-alike teams will examine data such as attendance, matriculation and periodic assessment scores. Grade-alike teams will be introduced to the Pearson Protocol and a facilitator for the team will be chosen. Grade-alike teams will plan an end of the year culminating project. These teams will then review the ABC goals for each area and map out monthly/ bi-monthly team meetings to check for success and devise corrective interventions. Instructional teams will also be formed to work on the facilitation of the different strategies and practices that will be used in every ABC classroom. Content area teams will meet during this time too. Content area teams will meet to review the previous academic year's assessment scores for student strengths and area for improvement. The content area teams will be introduced to AVID strategies.

7. Serving Specialized Populations

Special Education:

Special Education holds the unique position of being a student service and not a place in the school make up. Students come to Special Education because they are having an academic

problem. They do not come because of lack of effort, lack of opportunity, or limited English proficiency. Rather, these kids come to Special Education because of some physical handicap that hinders and slows down their development. With the creation of Smaller Learning Communities at Jefferson, Special Education should continue to be viewed as a service that needs to be provided. Those students who are struggling with dyslexia, short and long term memory problems, visual and audio processing problems, etc. should continue to receive a Free and Appropriate Public Education as is called for by Federal Law. (Appropriate must be determined on a case-by-case basis, and by the child's IEP team.)

The creation of Smaller Learning Communities, and the drive for higher "Inclusion" for these students will result in even higher conflict of demands if there is not a well thought out strategy implemented for the student who needs Special Education help. The belief that Special Education is just a matter of disciplining a student, that it is just a matter of a student being lazy, or that a student in Special Education can not learn will short change these kids.

The driving force for any strategy that is implemented has to be *student need*, and not some arbitrary percentage (%) number developed somewhere outside the school that has very little to do with our students. No matter which SLC, Special Education will still need to provide services to help the student develop the basic skills needed to be successful in general population. (This is very similar to Speech Therapy, or Adaptive PE.) Based in student need, we wish to make the following proposals for ABC and Jefferson High School:

a. SPECIAL EDUCATION AS A DIVISION:

-Retain Special Education as a division that provides a service to the General Population of the school. Maintain the hierarchy of Community Based Instruction to Special Day Classes to Resources/Inclusion. This provides services at the level that the student is at as opposed to an arbitrary number of kids that has to be moved each year. The students will move through to inclusion at their pace. (The effect of arbitrary movement will be a higher dropout rate after periods of school discipline for the student acting out in frustration. There will also be the effects on the general population classroom learning, as well as the frustration effects to over burdened general population teachers.)

-Retain the CBI and SDC classrooms with the full complement of graduation required classes being taught where appropriate.

b. SET A CRITERIA FOR MOVEMENT FROM PROGRAM TO PROGRAM:

-Set criteria that will be used as a guideline for the IEP Team when they are trying to make a determination as to movement into Inclusion or not. This will also make it a bit more clearly for the student as to the levels they need to shoot for. (Very similar to a rubric in a classroom.)

c. INCLUSION AND RESOURCES PROGRAM:

-Continue to make the RSP section of the Special Education program in ABC responsible for “Inclusion.” The class roster responsibilities for these teachers will be removed. This will make them true Specialist.

-The model that would be used is the “**Collaborative Consultation**” one. The general education Teacher and the Specialist would collaborate to come up with teaching strategies for a student with disabilities. The relationship is based on the premises of shared responsibility and equal authority.

-Opportunities for “**Collaborative Teaching**” would be created as subjects and personalities mesh. General population Teachers and Specialist would team-teach in order to enhance the curriculum offered. The two teachers would need to determine and agree upon testing and grading responsibilities. ***Planning Time*** would be built into the schedule for this to function.

-An RSP resources lab will be created where the specialist can take a student needing to work on a specific problem a class lesson may be giving them. Pull out time be kept to a necessary minimum, and only at the opportune time in the 90 minute class.

d. SPECIAL DAY CLASSES (SDC):

-Continue to provide SDC for those students who have not yet developed the skills they need to do well in a general population classroom with minimal support.

-Continue to provide the full compliment of graduation required secondary courses for the SLC.

-SDC would be a service to all SLC’s at Jefferson. The student would join an SLC, but his or her schedule will place them in SDC classes as needed.

-Provide for double block scheduling as an intervention program. The students at this level have been shown to read and write at such a low level that intense intervention is needed.

e. COMMUNITY BASED INSTRUCTION (CBI):

-Continue to provide for Community Based Instruction for those students who are extremely handicapped.

-These students would be allowed to join an SLC and be allowed to participate where they would be able.

f. ADMINISTRATION

-ABC will provide an administrator for Special Education in order to provide for accountability, continuity, and cohesion of staff and services.

g. Rigorous Standards-Based Curriculum, Instruction & Assessment / Special Education

- h. Instruction on all three levels of Special Education would be based on the State and District published standards for those classes. The student will be required to meet rigorous classroom rubrics, and the student will be required to work on and develop skills that will help them meet standards.

9. School Governance

The ABC School governing board is comprised of the Lead Teacher, the counselor, a teacher from each of the strands, and the administrator of the SLC.

The board will meet twice monthly to review student progress. The governing board will be responsible for the master schedule, the budget, and the implementation of program decisions regarding the career strands.

Roles and Responsibilities

Lead teacher: Assemblies, staffing, Professional Development, Student Leadership, Training, Schedules for Honors and Advanced Placement Classes, Review of Data and Student Work, Budget Review, Counselor, Master Schedule, Seniors, Graduation Requirements, Grade Review, Scholarship review, Parent Conferences, State and Norm Testing

Administrator: Budget, Plant Operations, Field Trips, Master Schedule, Partnerships, Career Tech Liaison, Special Education, Staffing, Supervision of Staff, Supervision of Students, Parent Communication

Teacher Representatives: Development of Strands, Liaison with Professional Organizations, Professional Development & Training,

The Governance Committee will meet to review student data on a twice weekly basis. This data will include state & national tests, periodic assessments, and regular progress reports. The Technology and Business strands will report at least monthly to the committee to ensure a link between the goals of the strand and student achievement based on test scores and grades, and daily with the administrator to review any organizational need. Through this method we will determine any changes needed in budget and staffing. The governance committee will make decisions on staffing on a quarterly basis, ensuring enough time to enact a program and ample time to make any decision regarding any change needed due to lack of progress.

As strands are strengthened it may become necessary to increase participation in the governance board. This may be brought up for discussion at the monthly meeting and decided upon by consensus whether or not to add another member. Budget items may be brought up at any time and discussed at the monthly meetings. Items that require immediate attention may be acted upon by the Lead Teacher and Administrator at any time.

The Lead Teacher will develop a Student Leadership team that is a subgroup of the School-wide Leadership Class. These students will be responsible for planning school activities for ABC and

for representing the academy both on and off- campus. The group will participate in partnership activities and will help promote and publicize all events. At the start of every school year they will help organize activities for the incoming freshmen.

The Lead Teacher will work with the Teacher representatives from the strands to determine appropriate professional development activities that reflect the academy's focus. Input will be sought from the other academies to ensure balanced opportunities for resources. The Lead Teacher will ensure that the activities are data-driven. Whenever possible, in-services will be provided by our own staff within the SLC. Together with the Administrator, the Lead Teacher will help organize peer observations.

The Administrator will ensure that teachers observe their peers. The administrator will be responsible for the supervision and support of all the teachers in the academy, and for any follow-up mentorship.

10. School Leadership & Staffing Plans

- A) **Leadership Team Capacity:** The current leadership of the Academy of Business and Communications consist of teachers who have been with the SLC since its inception. These teachers have been hard at work not only teaching their required A-G class loads, but also creating and electives and programs that align with the mission of ABC:
- 1) Jeremiah Lockwood- Lead Teacher; Student Leadership Committee
 - 2) Christian Dean- Year Book Advisor, Literacy Intervention (past Lead Teacher)
 - 3) Ed Montan- Business Strand, Recycling, Service Projects, Special Education (past Lead Teacher, past department chair)
 - 4) Guy Morales- Student Leadership, Student Fund Raising
 - 5) Anthony Pagan- Technology Strand, Student Athletics
 - 6) Jason Anderson- Business Strand, Student Athletics
 - 7) Carl Veliz- Technology
 - 8) Maria Gallardo- Counselor

Attached are the resumes for this Leadership Team. Each person has years of experience and practical knowledge in their respective fields. The group includes past and present Lead Teachers, grant writers, policy writers, and department chairs. This team of people is committed to continuing the work of transforming the ABC SLC atmosphere/climate to a community of learning and opportunities to use that learning

b. **Staffing Model:** The SLC model requires a smaller teacher to student ratio than a traditional comprehensive school. SLC teachers often teach electives that correspond with their theme. Normally, a school needs enough teachers to cover their core classes.

Electives put pressure on the matrix because they require teachers to cover both core and elective classes; therefore, for an SLC to be effective, it requires about 10 more teachers than what would be expected. Otherwise, the SLC cannot offer the kinds of career pathways and thematic curriculum that make an SLC tick.

Please read the following examples.

- An English teacher has a regular schedule, plus Business Law and Communication.
- A Special Education math teacher has SDC classes, plus Accounting.
- Another Special Education English teacher has SDC classes, plus Business Administration.
- Computer teacher has to cover Info Processing, which is required, plus our ambitious technology CTE—Hardware Repair, A-Plus Certification, IT Networking, and web design—therefore, we require an additional computer teacher.
- We will add a Finance course, and a Marketing course, in order to build our CTE pathways, which requires another math and English teacher.

Outside classroom personnel:

- An SLC requires an administrator in order to take care of logistics, operations, and serious discipline issues
- An SLC requires a counselor to create an A through G and CTE program for each student.
- An SLC requires a classified employee to monitor the hallways and bathrooms.
- An SLC will need special education teachers for all core classes and an RSP for students with IEPs in the general population.
- Translation can be provided by bilingual staff member

October 15, 2009

To Whom It May Concern:

Recently the National Science Foundation awarded UCLA a series of significant grants, in partnership with LAUSD, to help build the capacity of LAUSD schools to increase access to college-preparatory computer science curriculum, with a special focus on broadening participation in computing for females and underrepresented minorities. A critical part of this partnership is offering professional development to Computer Science teachers, developing leadership capacity and a learning community of Computer Science teachers within and across the District schools.

I am the Principal Investigator of these programs, and through this work I have had the pleasure of partnering with Anthony Pagan, a teacher at Thomas Jefferson High School. Anthony has been an active participant in our workshops and institutes at UCLA and has demonstrated a strong commitment to taking the work back to his students and colleagues at Jefferson as a leader of this community. Jefferson HS and its computer science department are a crucial component of this UCLA/LAUSD computer science partnership particularly due to the commitment of teachers like Anthony.

During the current school year Anthony has continued to be involved in the partnership as he has participated in coaching and professional development opportunities. We are confident that the students of Jefferson HS will benefit as a result of this university/LAUSD partnership. One of Anthony's students was able to participate in a summer institute at the UCLA Center for Embedded Network Sensing. Plans are in the work for Google to visit Anthony's students to conduct a talk about computer science and careers. A UCLA field trip is also being scheduled for Jefferson's Exploring Computer Science students. The curriculum which involves the development of a website, programming, and robotics (which are being supplied as part of the grant and partnership) are additional ways that the students of Jefferson will be enhanced in their learning as a result of this partnership.

In closing I would like to affirm our support for the excellent work that Anthony Pagan and the Jefferson community have done in building partnerships to promote the access to pathways in technology for the students of Jefferson High School. We look forward to continuing this partnership.

If you have any questions, please do not hesitate to contact me at (310) 794-4481 or margolis@ucla.edu

Sincerely,

Jane Margolis, Ed.D

Senior Research Associate



School for the Creative Arts and Expression

Thomas Jefferson High School Educational Complex
Los Angeles Unified School District
2010-2011 Academic Year



Table of Content

Table of Content	Page 1
1. Executive Summary	Page 2
2. Curriculum and Instruction	Page 9
3. School Culture and Climate	Page 15
4. Assessment and Data	Page 18
5. Professional Development	Page 21
6. Professional Culture	Page 22
7. Serving Specialized Populations	Page 23
8. Family and Community Engagement Strategy	Page 25
9. School Governance	Page 29
10.School Leadership and Staffing Plans	Page 30
11.Operations	Page 32
12.Finances	Page 33
13.Facilities	Page 33
Appendix	Page 34

1. Executive Summary

a. Assurances:

The staff at the School for the Creative Arts and Expression at Thomas Jefferson High School Educational Complex (referred to CAE and as Jefferson respectively in this proposal) is current employees of the Los Angeles Unified School District and will continue to uphold and follow all District, state and federal guidelines and policies as they apply to the school site, to staff, to parents, to the community and to students.

b. School Population and Data:

CAE is one of four school at Jefferson, located in South Los Angeles (formerly “South Central L.A.”), near the Los Angeles’ famous business district, east of the 110 Harbor Freeway and south of the 10 Santa Monica Freeway. Among some assets, this community is served by one City of Los Angeles Public Library, a tutoring center called A place Called Home, and by the Los Angeles Trade Technical College.

The jobs in this community are generated by small businesses, fast food chains, and a large swap-meet that is within walking distance from school. These blue-collar jobs seldom offer the benefits that large corporations provide for their employees. Thus most of the parents in this community are not allowed paid time-off to attend school events or to tend to family needs.

This community suffers from poverty, immigration, parents’ lack of higher education, and a high teen pregnancy rate. The current economic recession has brought about more homelessness, loss of jobs, increased aggravated theft, and a general feeling of despair. The LA City Attorney’s Office reported more than 400 convicted felons living within a one-mile radius of the school. This community constantly experiences acts of violence, shootings, sales of narcotics, and truancy violations. South Los Angeles and surrounding communities are homes to over 2,500 sex offenders and over 60 highly active gangs.

Ninety percent of the school population is Latino, and about 45% of them are classified as English Language Learners. Many of the Latino family members speak little or no English, as some are recent arrivals while others are first and second generation Americans. African Americans make up about nine percent of the student body. There are some African American families with strong generational ties to the community. African Americans are well represented in the Jefferson Alumni Association.

This community low socio-economic status is evident in the fact that over 80% of our students is eligible for free or reduced lunches, with Jefferson High School qualifying as a Title I school since the program’s inception in 1965.

Jefferson High School has a high 4-year drop-out rate at over 50%. Even though close to 80% of our students have passed both sections of the California High School Exit Exam by the spring semester of their senior year, less than 50% complete all graduation requirements. Most of our students continue scoring in Far Below Basic, some in Below Basic and Basic, with a mere 5%

scoring Proficient or Advanced in the California English Standards Test. The data shows the same trend in mathematics and other content areas. Thus, the school has been a Program Improvement school for over ten years, with an Academic Performance Index (API) score that places it at one of the bottom three schools in all of Los Angeles Unified School District comprehensive high schools.

c. Vision, Mission and Philosophy:

Jefferson celebrated its 90th anniversary in 2007 with alumni still familiar with the famous jazz musicians educated by its music teacher, Sam Brown. Over the years, many accomplished individuals made Jefferson their proud high school, including choreographer Alvin Ailey, diplomat and Nobel Peace Prize winner Ralph Bunche who made many academic and athletic contributions to the school, actress Dorothy Dandridge, and jazz saxophonist Dexter Gordon. Many famous pop and jazz musicians attended Jefferson in the 1950s and 60s.

Three years ago, Jefferson introduced CAE, one of four Small Learning Communities, to serve its 1900 students. The 25 teachers and administrator of this small learning community purposed to focus on the creative energy and leadership within each student through the integration of the arts in each of the core content areas, and by exposing all students to a minimum of three years of the visual and/or performing arts.

In an effort to restore last century's rich heritage in the arts at our school, the current CAE faculty and administration, students, and parents are working together and engaging other community partners to support the new four strands in our educational program: Film, Music, Theatre, and Visual Arts.

CAE Mission	CAE Philosophy
CAE strives to develop students' inner creative voices and abilities so that they will increase their self-confidence, succeed, and contribute positively to society.	CAE believes that the incorporation of visual, performing, and media arts in all content areas reduces behavioral problems, reduces school violence, increases test scores, and increases student participation in positive extracurricular activities.
CAE Vision	
All students are valued members of a creative, trusting, caring, and intellectual learning community. Focusing on the creative energy and leadership skills within each student, we create an environment that inspires and motivates students to express themselves in a positive manner. Through authentic class and CAE-wide yearly projects, students demonstrate their artistic abilities, who they are, and what they believe. Students are able to complete at least three years of visual and/or performing arts, their graduation requirements, and select from viable post-secondary options from the world of work to colleges and universities.	

CAE's mission and vision involves developing students' creative voices in a positive, structured and personalized environment, and ensures the opportunity to explore the visual and performing arts while preparing for a four-year university. It requires students, staff, parents, and community members to work diligently and cooperatively to promote an environment of inquiry and learning that encourages personalization and life-long success.

d. Education Plan:

An integral part of ensuring a quality education for all students is to create an environment that allows all students the opportunities to succeed and to feel a part of the educational community. CAE has devised a plan that will allow our students to flourish and meet the goals that they set for themselves and the goals we have set for them. To accomplish this we will focus on personalization and relationship-driven teaching as outlined by Rogers and Renard (1999). The master schedule also reflects the needs of all students by including classes that will focus on the different learning abilities of our students.

There are six standards in relationship-driven teaching that we plan to employ throughout our curriculum of instruction. There are as follows:

Standard 1: Safe. This standard implies safety in regard to students being able to speak out in class and take risks in the educational setting. It is our goal to get our students out of their shells and express their views and opinions. All too often students feel embarrassed to speak out in class. It is our goal to employ techniques to get all students to use their voice in a positive manner in class. One technique to be used is called a "dress rehearsal". It allows students to get their work checked by the teacher before the due date and receive constructive help. Besides boosting confidence levels and giving students the opportunity to turn in their work with more pride in it, the dress rehearsal technique also encourages students to take more risks in the assignments they turn in—knowing in advance that they'll have a chance to rectify it if it does not meet the standard.

Standard 2: Valuable. This standard ensures that all students are seen as valuable members and that their experiences are relevant and valid. When students feel as though what they know and deal with on a daily basis is valid they tend to produce more quality work. CAE employs several ways to validate our students' work and contribution, including culturally responsive teaching and real-world application of concepts learned in class. A major way in which CAE students and parents feel valuable is in the implementation of peer appreciation and evaluation of culminating projects; this is done through art fairs, international fairs, publishing a CAE newspaper, short-film festivals, theatrical performances, awards assemblies, and other various festivities where student work and performance is showcased. Students and parents provided valuable contributions to the writing of our small school plan.

Standard 3: Successful. Students need to feel as though they are accomplishing and achieving success. It is not enough for students to receive a report card once every four weeks. They need to be able to see the academic gains they have made. To accomplish this, CAE teachers implement creative ways for students to chart their progress, including learning logs and the posting of academic goals at the beginning of units, and have students evaluate themselves at the

end of the units to reflect of how much knowledge they have attained in the process. The last most essential to our small school is to have students set goals for themselves in their seminar classes and help them to achieve these goals. Once set goals are achieved, students are able to prepare new goals—enabling a pivotal cycle of success.

Standard 4: Involving. CAE students are involved in the decision making process even before they enrolled in our small school. Besides selecting CAE as their small school of choice at the end of their 8th grade, CAE students are also involved in the selection of their CAE strand at the end of their 9th grade. Everyday in their classes, our students have the opportunity to feel part of the educational community through their participation in class activities and culminating projects in cooperative settings. CAE's Club and Leadership Class also provide opportunities for student involvement. The implementation of the CAE Leadership Team and the CAE Advisory Council next year will make way for student and community involvement also. Students and parents were involved in the contributing to the writing of our small school plan.

Standard 5: Caring. The basis for implementing a small school is to build closer relationships with our students. We want our students to feel as *valued members of a creative, trusting, caring, and intellectual learning community that focuses on the creative energy and leadership skills within each of them to create an environment that inspires and motivates them to express themselves in a positive manner* everyday. CAE's Club, Leadership Class, Parent Leadership Team and Advisory Council are essential student and parent groups that set the platform for meaningful conversation and collaboration for building a shared respect and expectations for each other. Equally important are the rolls the CAE's Grade-Alike and Content-Area Teams play in ensuring that all students are known and that their needs are discussed and met.

Standard 6: Enabling. The CAE philosophy, vision, and mission reference the need for student empowerment to bring about lifetime learners and model citizens. CAE believes that our staff must lead the way in this effort to continually grow and develop personally and professionally. Professional development is very important to ensure the renewal of our knowledge and use of best teaching practices to better meet the needs of our students. CAE's teacher teams, student leadership groups, parent leadership team, and the previous five standards in relationship-driven teaching that we plan to employ are all designed with one purpose in mind—enabling our students in best ways possible. This small school plan, the implementation of the school calendar and green/gold days rotation, and the introduction of the new Seminar Class are examples of how CAE plans to support and enable students to develop their *inner creative voices and abilities so that they will increase their self-confidence, succeed, and contribute positively to society*.

Research tells us that student success is determined by the way in which teachers and students work on problems as the lesson unfolds (Stigler, J.W. & Hiebert, J. 2004). In particular, successful students are those who have ample opportunities to engage in higher-level thinking that reinforces concepts and understanding (TIMSS 1995). Research also indicates that project-based learning approaches that engage students in sustained, cooperative investigation facilitate the transfer and sharing of knowledge which accesses these higher-level thinking skills (Bransfors & Stein, 1993) while also reducing classroom management and discipline problems. In addition, our analyses of student achievement data, observations of classroom instruction, and other needs assessment activities have shown that there is a need for more scaffolding and

differentiation of instruction that provides multiple approaches to content, process and product through student-centered pedagogical techniques and strategies (Marzano, et. al., 2001; Tomlinson, 2001).

Therefore, CAE will provide consistent access for all students to standards-based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, socio-cultural influences and possible learning disabilities so that students receive individualized, personalized pedagogy that addresses these students' interests, goals, and needs.

CAE Highlights and Commitments:

- Offer an introductory course to expose all new 9th grade students to the four strands in the CAE education program (10 weeks in each strand: Film, Music, Theatre, and Visual Arts)
- Offer students, by the end of their 9th grade year, the opportunity to select a career path by choosing from the CAE strands one area of specialty for their 10th -12th grade years
- Offer the AVID program to 9th -12th grade students
- Develop common, research-based instructional strategies within the core content areas to provide the “glue” for CAE identity.
- Use project-based learning; student presentations, demonstrations of learning, and other performance-based assessments as part of each student’s high school experience
- Create senior culminating project/portfolio with smaller culminating projects at grades 9-11 to demonstrate mastery of standards under a performance-based assessment system
- Develop a consistent curricula and approach for Response to Intervention (RTI) based on first best teaching practices in the academic core and shadow ELA and Mathematics courses
- Aligned decisions and/or alterations to the educational program to the Coalition of Essential Schools Common Principles and the Culturally Responsive Teaching is a pedagogy.
- connect strategies in core and intervention classes focusing on individualized learning needs
- Expand student access to extended day interventions
- Implement weekly Seminar Classes
- Expand community- and work-based learning and career exploration via student internships, job shadowing, guest speakers, field trips, mock interviews, etc.
- Incorporate small school thematic materials in core classes
- Emphasize ELA proficiency in pedagogy; infuse more practice in oral and written language, ELD/SDAIE techniques and culturally relevant materials
- Expand use of technology through multi-media presentations, online research, and online learning tools sequenced with course curricula
- Offer online classes for students who do not have direct access to courses within CAE

The research points out the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results (Schmoker 1996; Reeves, 2002 and 2004; Johnson 1996). CAE is resolved to make this vision of data-driven school into a reality by transforming analyses of data from reports into concrete actions for continuous program improvement. We accept the “high stakes” metrics which form the basis of State and Federal school accountability, and will expand the

notion of “data” to include structured analysis of student work against standards-based rubrics, as well as observational data from regular classroom observations of instructional delivery using AVID techniques. In this way, we can build a sustainable system for accountability which is objective and data-driven, and one which incorporates both growth and attainment measures to ascertain effectiveness.

CAE’s commitment to conducting a rigorous, data-driven evaluation which yields concrete plans for research-based strategies to impact student achievement in a positive manner includes the following new commitments.

- Take part in the implementation of a school-based Data Team responsible for analyzing student achievement and performance data and making data user friendly.
- Expand teacher toolbox to include multiple methods to check for understanding
- Use questioning and AVID techniques as informal assessment and to increase abilities in critical thinking and problem-solving in all classes.
- Create more rubrics and criteria charts for evaluating student progress
- Provide more time for teachers to analyze student work using PLC protocols
- Provide professional development on using data to guide and modify instruction, particularly differentiation and scaffolding.
- Allow students who improve at least one proficiency level in standardized tests to improve letter grade.
- Promote test awareness and motivation by planning celebratory assemblies for the entire CAE community (students, parents, faculty and staff, and community partners) to recognize student achievement and passing scores.

e. Community Impact and Involvement:

Jefferson has a long history (90 years) in this community and is one of the few constants in a changing world. Little is known about the school’s academic performance from its opening in 1917 to the 1970s, but besides graduating a future Nobel Prize winner in the 1910s, Jefferson graduated many famous pop and jazz musicians in the 1950s and 60s. The banners in the school gymnasium remind us that Jefferson was a powerhouse in track and field and basketball in the 1940s, 1950s, and 1960s. Since the 1970’s the community has changed from predominately African American to immigrant Latinos from Middle America. This change highlighted a drop in the economy with many businesses closing and families relocating. Available data on Jefferson’s academic performance from the 1970s to the present shows ups and downs in school improvement, but ranking near the bottom compared to other comprehensive high schools in the state. Our community faces many hardships and the stability that the school represents is the anchor that allows them to hold on to the hope of a better life for themselves and their children.

Jefferson is changing to meet the needs of its new community and still represent the symbol of stability and service that is part of Jefferson’s long history. The introduction of CAE as an SLC three years ago to bring back a program that is rich in the visual and performing arts as a mean to motivate students and encourage them to stay in school is a strong indication that Jefferson is moving in the right direction.

CAE has established three groups to increase community involvement, two student organizations and one for parents. The CAE Leadership class involves five to ten select CAE students in the decision making for CAE-wide as well as Jefferson-wide student issues. CAE—The Club is a student organization that meets weekly and grants membership to any CAE student who wishes to plan and implement CAE activities. The CAE Parent Leadership Team meets monthly at 5:00 p.m. and welcomes all CAE Parents. Members of these three CAE groups are encouraged and nominated to become members of the CAE Advisory Council.

f. Leadership/Governance:

CAE recognizes Jefferson's principal and leadership teams as its governing body. The current leadership teams and principal have worked at Jefferson for at least the past two years and are actively involved in leading the current SLCs and now redesigning them into new small school that are communities of learning, collaboration, and personalization. They currently attend biweekly Lead Teacher meetings, run PD for their SLC, meet with SLC members on a regular basis, teach AP or Honors classes, participate in Learning Teams using the Pearson model, and lead by doing what needs to be done.

Governing groups that work with the principal are the School Site Council (SSC), SLC Lead Council and administrative staff. In the future, the governance model will not change in organization, but in membership and responsibilities. The SSC will remain but will handle whole school issues. The Jefferson Leadership Team (formerly the SLC Lead Council) will still meet and will decide on specific small school issues and needs as they relate to or affect the whole school. The administrative staff will also meet as a team to discuss whole school issues and to share items and concerns from their small schools.

All CAE decisions will be handled by CAE's Advisory Council and its administration. This council recognizes the leadership and recommendations made by the two CAE students' organizations (Leadership Class and CAE—The Club) and the two CAE teachers' teams (Grade-Alike and Content-Area), but reserves the right to make the ultimate decision on any CAE matter.

g. Fiscal Plan:

Current monies will be spent to support and refine the SLCs into small schools and to provide a variety of services for our students and parents via our Student Services Center. Jefferson's monies will be placed into staff to meet the our above mentioned goals through smaller class size for greater learning, to provide fully staffed small school offices for greater personalization, and to provide needed support service providers to students and parents in a community that lacks many of these services.

CAE has established its own small school account with Jefferson's Financial Office in the Student Store and will be accountable for its own financial needs in the near future. Once individual small school money is allocated, CAE's Committee for Assessment, Retention, and Evaluation Services (CARES) will advise on how the funds are to be distributed within the small school. CAE administration reserves the right to final spending approval of the CAE funds.

2. Curriculum and Instruction

a. Curriculum Map and Summary:

CAE's secondary curriculum and instruction is in orchestra with our school mission and Professional Development. It is designed to ensure that all students are prepared for post-secondary education, the world of work, and life-long learning. In addition, its purpose is to further develop and implement curriculum that is researched based and aligned with California and local district standards in order to improve student achievement. It is the goal of CAE to ensure a quality education for all students facilitated by skilled, professional educators and supported by school personnel at all levels. The various professional development opportunities impact on classroom instructional issues, support staff training, and the developing needs of the students.

CAE (**Creative Arts and Expression**) differentiates instruction into multilevel classes and offers honors/AVID in the 9th-12th grade as well as AP classes for academically gifted students in the 11th and 12th grade. In addition, CAE offers academic support classes in math and reading for struggling students through the Extended Bell Academy. With an emphasis on independence of choice in the creation of art, CAE provides youngsters pre-career courses in the arts within the context of a comprehensive, college preparatory academic curriculum. Within a four year scope, students have the choice to pursue any one of five disciplines of the creative arts: **visual arts, music, theatre arts, and film** in an environment that emphasizes graduation and scholarship. Aligning with California State Standards and A-G requirements, CAE ensures instructional sequencing across grade levels by offering electives at each grade level to support the core content classes and empower students to develop their own sense of aesthetic as they mature into creative thinkers going to colleges or into the work force.

The CAE-based **Visual Arts program** seeks to provide a visual literacy education to all of our students. It offers year-long elective-instruction to most of the school population in the foundations, principles, and elements of art in drawing, painting which progress toward higher concepts and skills including Ceramics and Art History in junior and senior years. The program offers AP Studio Art through a National Board Certified Teacher. It has partnered with MOCA (the Contemporary Museum of Art of California) which provides visiting artists to work with students and host students' public art exhibit tied to scholarship opportunities.

As a part of the visual arts, the CAE based **Industrial and Graphic Arts** has the belief that all adolescents — from gifted children, to those needing a more flexible pace than what is possible in a traditional school — can achieve mastery of the key concepts and skills they need to succeed. It is this mastery that allows them to reach their personal potential. Therefore, anyone wanting a career in the graphic arts should seek much more than a basic understanding of computers. Incorporating English language and math standards, the Industrial and Graphic Arts curriculum involves rigorous instructions and real-situation experiences on the skills of Print Media, Photography, Visual or Commercial Arts, and the Media Journalism. It provides easy access for our journal class and its successful completion of the yearbook annually. It prepares students for a vocational linkage to career choices including vocational school, two-year college and university.

The CAE based **Music Electives** recognizes the needs of students who have previous musical training as well as students who have not had any preparation. It provides 9th through 12th grades varying levels of musical training in music instruments and ensemble playing. Students study music theory, auditory, technique skills, and band. Marching Band members undertake rigorous practice that fosters a higher degree of musical skill and personal discipline; they participate in all school and community activities of the Marching Band. These activities are provided to prepare all members of the Marching Band for performances at football games, marching festivals, and parades.

The CAE based **Theatre Arts Program** includes two divisions – Creative Writing for Theatre, and Play Production. Students from 9th through 12th have the opportunity experiencing a sequential training from writing and making speeches, creating and producing plays to stage design. The Creative Writing for Theatre focuses on literature and writing skills. The play production focuses on a progression of study that includes acting, speech, movement, history of theatre practice and literature, stage production and design, periods and styles. Students of all abilities and levels of experience will go through rehearsal assessments for the roles in the various plays.

The CAE based **Filmmaking Program** is for students who have interest working in the field of film production. It gives 9th through 12th grades filmmaking experience necessary to make their own films. Freshmen receive Intro to Filmmaking class, sophomores Film Production, juniors Advance Film Production and seniors acting for TV/Film. Students in the program receive (**2 semesters**) instruction and hands-on practice. They write film script, analyze characters, screenplay and film. They learn storyboarding and script documentation. The classes are less theoretical explorations; rather they are more practical workshops designed to encourage students to take creative risks and find their own voices as visual artists. The curriculum integrates the essential filmmaking disciplines including cinematography, direct, screenwriting, producing and editing. Students all write, shoot, and direct, and digitally edit a number of their own short films. Juniors and seniors complete (**1**) year in filmmaking with a series of commercials, music videos, soap-films and documentaries which show skills in varied filmmaking crafts culminating with a final theme film. Students' final films are submitted to film festivals and celebrated in a school screening open to friends, family, community and invited guests. The performance students also have an opportunity to work as background artists on high school themed television shows.

b. Track Record of Proposed Curriculum:

The CAE instructional program is designed for all students to acquire the skills, experiences, and knowledge necessary to complete their A-G high school academic program, meet the Career and Technical Education (CTE) pathways guidelines, and complete a personal portfolio demonstrating proficiency in core academic areas with an emphasis on students individual creative talents. We will utilize an interdisciplinary thematic approach in horizontal grade-alike teams to provide a rigorous Standards-Based academic program in grades 9 through 12. (See CAE A-G course in Appendix).

c. Addressing the Needs of All Students:

The following local criteria will be used in determining eligibility:

Local criteria used in determining eligibility	Review Classroom Performance
<ul style="list-style-type: none">• Diagnostic assessments• Early Reading/Literacy Assessments• Subject matter Assessments• Assessment Portfolios• Curriculum Based Measures• Formative Assessments• Reading Inventory• Standardized, CST Tests• Other Valid, Reliable Assessments	<ul style="list-style-type: none">• Participation, class work, homework• Report Card Grades• Student Performances/Demonstrations• Student Records• Teacher input regarding student needs
Intervention Strategies to enhance student performance	Other options including additional class time (extended courses)
<ul style="list-style-type: none">• Differentiated instructional methods• Modified student performance products• Progress monitoring• Student Support Services• Parental Involvement• Guidance• Counseling• Study skills• Pair/Share (gifted)• Socratic Inquiry (gifted)• Attendance improvement• Health/Wellness• Referral for community agency support as eligible• Limited English Proficiency (LEP)/English Language Learner (ELL) services	<ul style="list-style-type: none">• Co-teaching (blended classrooms)• Individualized Instruction• Small Group Instruction• Computer Assisted Instruction• Educationally Related Support Services• Before-school, after-school or summer programs (parental approval)• Alternative Education Placement• Counseling Program• Homework Club• The Need for Lesson Modifications and Accommodations• Review the task of IEP expectation when it comes to lesson modifications and accommodations.

CAE strives to offer its students opportunities to excel in academic, cultural, and social development in order to become successful, productive members of their school and community. CAE recognizes the special needs, linguistic, academic, cultural and economical diversity of its students and strives to support all ESLs, ELLs, GATES and economically deprived populations at CAE so they attain their personal goals during and after high school.

Special Education Resource Program The resource program serves students of special needs with extra hours of support in a small group setting, collaborative, consultative, or a combination designed to meet student individual needs. The program provides supports and resources to

teachers and their students who have a disability that impacts their academic achievement. These students typically demonstrate learning and/or behavioral needs that interfere with their ability to be successful in the classroom in academic or social situations and affects performance in one or more areas of mathematics, reading, or written language. The classroom teachers and special educators also plan together and work collaboratively to implement the child's Individualized Education Plan (I.E.P.) that reflects their needs within the school setting. Most of the students' time is spent in the general education environment. As part of the inclusion model, special education instructional assistants also provide support for the students.

ELL Program: CAE offers English Language Learners (ELLs) in grades nine through twelve a comprehensive academic program to build English language proficiency and academic content knowledge. The instructions are designed for English Language Learners to develop English proficiency while learning the general curriculum. The content area has fully implemented the district's adopted program *High Point*. The teachers have received extensive and mandated annual follow-up trainings in the program and use of its assessment benchmarks to accelerate ELLs to English Language Development (ELD) level each semester. In addition, they also complete an academic background review in order to recommend an appropriate reclassification to ELD classrooms. The ELD instruction recognizes the language modalities (speaking, listening, reading, and writing). It provides ELLs the intensive English Language Development courses through a sheltered course-environment which offers both ELLs and ELDs a variety of scaffolding and SDAIE strategies to ensure continued development of their academic English proficiency and second language literacy.

Gifted and Talented Education (GATE): The CAE's AVID/Honors, AP classes and the achievement of the ESLRS supported by the A-G requirements have retained a significant amount of identified Gifted and Talented students whose enthusiasm demands the specific strategies and services that will serve and meet their needs. They require differentiated curricula so that they will experience greater depth and complexity in a discipline. The pace of the courses, especially AP courses, are an examples of accelerated with assignments and expectations closely aligned to college courses. This year, our new Gifted Coordinator will follow the mission of Gifted Program, which is to continue identifying all students who are functioning at a level that is at least two years above grade level in accordance with the California State standard, and those who have attained a prescribed combination of academic subject marks and/or scores in specified subject areas. Gifted Program also serves all identified students with at least 200 minutes of instruction weekly in their identified gifted area(s). This is accomplished by placing the students in one or more Honors or AP courses each semester. The identified students must first secure parental consent to be included in the Gifted Program. They students are then monitored and evaluated annually to measure their progress and to ascertain that their special needs are being met.

Because CAE believes that gifted children are gifted for life, its Gifted Education Program provides learning experiences for identified gifted students. These students are exposed to learning in the arts, sciences, mathematics, social sciences, and technology. Some are programmed into AVID, Honors, AP and creative arts classes based on multiple assessment procedures including testing, or simply teacher recommendations for identification. The goals of the CAE Gifted Program are to strengthen students higher order thinking skills, provide students

academic rigor, nurture their creative and critical thinking abilities, and assist in their social/emotional development. These students include ELD, gifted, underachievers, and students from under-represented groups, such as economically deprived and minority students. The program monitors and sets clear expectations for the gifted to learn by the end of the program session. CAE also incorporates a regular Differentiated Teaching training in the Staff Development Plan in addition to that GATES teachers participate (8 hours) in mandatory annual GATES trainings or conferences.

Academic Intervention: Academic Intervention Plans are developed for under achievers who are not meeting proficiency in either language arts or math areas. Across school year, CAE teachers observe students' performing behavior and analyze students' test score data to provide differentiated reading instruction. They work with students in grades 9th – 12th who are in need of additional academic instruction. Identified students needing additional reading, writing and/or math instruction are provided enrich the curriculum either through Extended After School or Saturday instructional opportunities. These classes help students gain skills and develop effective strategies.

d. Accelerated Learning:

CAE understands that Accelerated learning aims to create school success for all students by closing the achievement gap between at-risk and mainstream children. The idea is to radically change individual schools by redesigning and integrating curricular, instructional, and organizational practices so that they provide enrichment—not just remediation—for at-risk students. The program also assumes that remedial approaches fail to close these gaps because they don't build on the students' strengths and they don't tap into the resources of teachers, parents, and the community. Therefore CAE will implement **Accelerating Learning** to accelerate learning for students with disabilities in the early grades and provide a solid foundation for strong achievement in the intermediate grades and beyond.

Through refocusing teachers' attention away from teaching, but towards learning, the accelerated students ranging from ESLs, ELDs to students with special needs will develop their potential. Through the pace of the courses such as AVID courses as an examples of the accelerated with assignments and expectations closely aligned to college preparation courses, these students will likely build their confidence to become more involved. Through the specific strategies and services and differentiated curricula, they will experience greater depth and complexity in a discipline. Since **Accelerated Learning** approaches learning based on what is known about how the brain works, about attention and motivation, and about different learning styles, it gets youngsters to use the analytical and creative sides of their brain in a relaxed but alert atmosphere specifically designed to foster learning. The following ways will increase the number of minority students enrolled in these **Accelerated Learning** classes:

- Make sure that the learning objectives are clear and easy to read and understand
- Provide written individual instructional guides if needed to insure that students stay focused and on task
- Provide clear expectations for Instructional assistants or resource staff to guide students through the lesson

- Create kinesthetic practice opportunities for hands on manipulations and performance based assessments
- Provide visual aids if needed to accompany the lesson objectives
- Create classroom transitions that provide students with before and after warning reminders during activity or lesson changes
- For students with special needs, read the student's IEP to make sure that the proper and expected lesson modifications and accommodations are being implemented in the classroom
- Incorporate assistive technology in your lesson planning when indicated by student's IEP or learning need
- Allow ELD students to read a novel with depth and complexity in their native tongues before a Socratic discussion or written assessment in English.
- Include student interest in lesson changes to create accessible and fun lessons
- Scaffold the instruction by using creating smaller chunks of information for understanding and processing of the learning objectives
- Provide practice opportunities for students to understand the lesson expectations
- Model what you teach with clear, concise steps and processing.
- Provide celebrations and reinforcement incentives for positive and constructive behavior in the classroom
- Create lesson assessments that are doable and provide increased challenges as the student masters the expected outcome
- Make lessons fun and teaching fun

e. Instructional Strategies:

A main component that we want to implement SLC wide is the use of AVID strategies in all classes. AVID (Advancement Via Individual Determination) is a nationwide program for students “in the middle” to help them succeed in four year colleges and universities. AVID teaches skills such as note taking, questioning, time management, self –monitoring, and collaborative work skills to help students be successful in their honors and Advance placement courses. Success in high school courses will help them be successful in their four year university endeavors. Currently, AVID serves more than 160 students at Jefferson in all grades and SLCs. Out of the seven elective teachers, four are CAE teachers who have been trained in teaching the AVID course. Using the AVID methodology of WICR-writing, inquiry, collaboration, and reading- we plan to have a consistent cross curricular instructional teaching. We plan to have all teachers in CAE trained at Summer Institute or at local LACOE training.

The AVID methodology of WICR will be used in all classes. For example, the writing portion of WICR consists of pre-writing, drafting, journaling, editing, and Cornell note taking. All teachers, regardless of subject will have students use Cornell notes in class, a standard form of note-taking at the college level. Furthermore, students will be required to do journals and quick writes in every class. Grade level groups would assign interdisciplinary essay assignments.

Another use of AVID methodologies would be Inquiry. Inquiry consists of skilled questioning, Socratic seminars, and critical thinking activities. The AVID training would provide teachers with the knowledge necessary to implement skilled questioning using Costas Levels of Thinking.

Similar to Bloom's Taxonomy, Costas levels of thinking allows students to write questions on a three level basis, with level one being defining or identifying and level 3 being hypothesizing and imagining. Socratic Seminar will be used in the core classes to further the use of inquiry in the classroom.

AVID has been proven to be a nationwide success. At Jefferson, AVID graduates have gone on to UC Berkeley, UC San Diego, UC Merced, UCLA and Mount Saint Mary's. There are also graduates at Cal State Los Angeles, Cal State Northridge and Cal State Dominguez Hills. These students were not necessarily honor students or gifted students, but they were very willing to try and succeed at a four year institution. With AVID's methodologies ingrained in their academic habits, they will continue to succeed in college. Another example of our success at Jefferson is test scores. In our AVID class of 2011, three students raised their CST scores by 50 and 100 points, moving them into proficient levels. In the class of 2009, there was a 100% pass rate on the CAHSEE by the beginning of their senior year.

Using the AVID methodologies SLC wide will create an academic atmosphere of success and high expectations. Regardless if students are college bound or not, they will all be prepared to succeed at a four year institution.

3. School Culture and Climate

a. Description of Culture:

CAE strongly believes that a Small School (SS) success can be attributed to its culture. In order to promote a positive academic, behavioral, and social environment, CAE creates an opportunity during the school day where all stakeholders can develop a set of values, beliefs, and traditions that will transcend all other tensions and focuses that presently influence the individuals on campus. In order to make the small school establish a common language that promotes integrity, ethics, and character, CAE has established several safety nets.

As a small school CAE provides more personalization, improved instruction, and a strong focus on academics as well as an equal emphasis on relationships. Furthermore, we encourage stronger adult-adult, student-student, and adult-student relationship with the vision of closing the achievement gap of all students. Research has shown that an effective high school advisory program improves personalization on campus, allows each student to create a close bond with at least one adult on campus, and esteems highly effective in school reform.

All stakeholders of CAE will play a role in planning the curriculum of the advisory. The advisory curriculum will address the student's academic, social, and college and career needs. It will enhance the school climate by allowing all stakeholders a time to work on project-based learning projects, college and career readiness, and extra-curricular activities that will improve the physical, behavioral and social environment of the school.

b. College and Career Readiness:

AVID (Advancement Via Individual Determination) is a program designed to help underachieving students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. Thomas Jefferson High School has a certified AVID program that is in its fifth year of operation. The majority of AVID elective teachers are from the Creative Arts and Expression Small Learning Community. CAE envisions that all teachers will be trained in the college/career readiness professional development that AVID offers so that all teachers will be able to implement the AVID College and career strategies as part of the Advisory curriculum. Under the AVID curriculum, the students will commit themselves to prepare for college and career readiness. The AVID training includes a rigorous program of instruction in academic “survival skills” and college level entry skills. CAE supports the mission of AVID in ensuring that all students succeed in the most rigorous curriculum, enter the mainstream activities of the school, increase the enrollment of CAE students to four year colleges, and help all students become educated, responsible participants and leaders in a democratic society. AVID is offered in more than 1, 500 schools and approximately 95% of AVID high school graduates enroll in college. While every student may not commit in being apart of the four year AVID program, CAE plans to have all teachers trained and can implement the college and career readiness portion of the program as part of the advisory curriculum. Furthermore, all CAE students will receive a minimum of one semester of the AVID elective class that will teach students how to study, read for content, take Cornell notes, and manage time. During this semester, students will be exposed to several career paths, attend a college or career fair, hear from guest speakers, and will begin their own personal journey concerning college and career choice.

CAE is a small school with a heavy emphasis on careers pertaining to arts, entertainment and media. All incoming ninth graders will be exposed to four introductory level classes that make up the four major career pathways of CAE. These pathways consist of art, drama, film, and music. Ninth graders will be exposed to the subject matter and career options of each area. By tenth grade, students will meet with the CAE counselor and be encouraged to select a major in the art, drama, film, music, or choose the AVID pathway. Once students have chosen their pathway, an individual educational plan will be provided by the CAE counselor for every student to ensure that they take the proper A-G requirements for their chosen pathway.

c. School Calendar/Schedule:

Thomas Jefferson High School currently operates on a 4X8 bell schedule of 90 minutes per class. Periods 1 through 4 and periods 5 through 8 each meet on alternating days. CAE will deviate slightly from the current bell schedule by adding an advisory. Many school advisories are every day for 15-20 minutes. However, CAE wants advisories to be long enough for students to work on projects and proposed that they are one day a week for a minimum running time of 60 minutes. Students will attend one set of alternating block classes on Monday and Tuesday and the other set of alternating classes on Thursday and Friday following the regular set bell schedule. However, on Wednesdays, students will be on an advisory bell schedule where they will attend periods 1-4 one week and period 5-8 another week for less than 90 minutes allowing time in the afternoon for advisories. CAE envisions that all professional developments will be on Tuesday as well so students will not lose any instructional minutes. CAE stakeholders will meet to determine the logistics and specific school calendar as well as the daily calendar to

ensure the most minutes is used effectively for academic instruction and the newly proposed advisory instructional minutes.

CAE has collaborated with the other Jefferson small schools and has agreed to the suggested bell schedule for advisories. This bell schedule will be the same as the other small schools on Jefferson's campus. (See Jefferson's Bell Schedule in Appendix).

d. Extracurricular Activities:

CAE will create an advisory curriculum to strengthen student creativity and expose them to a variety of extra-curricular activities that exist on campus as apart of CAE or apart of the shared activities at Thomas Jefferson High School. During the extra-curricular activity portion of the advisory students interested in web-design will learn how to enhance and maintain CAE's website. Students interested in writing and current events will work on a CAE newspaper in their advisory. When these opportunities exist as part of an advisory, all students are able to participate. The AVID portion of the advisory curriculum encourages students to take part in sports and extra-curricular activities. The advisories at the end to the day will create a bridge in creating a school climate increasing the number of students staying after school for extracurricular activities. CAE is proud to have a list of clubs that focus on the visual and performing arts in conjunction with the other small schools at Jefferson. In addition, CAE offers a variety of academic, leadership and government clubs as well. (See Clubs in Appendix).

CAE students will have access to other clubs on campus that are not small school specific. In addition, CAE students will be able to take part in all sport teams, cheerleading, and school wide athletic and extra-curricular events.

e. Student Discipline:

CAE has adopted the Jefferson created Assertive Discipline Policy based on the District Discipline Foundation Policy, the Safe and Civil Schools Program, and our own needs. It was designed by all SLCs and is enforced school-wide. CAE students will receive a copy of the Assertive Discipline Policy, Code of Conduct, Attendance Policy and the Student/Parent/Staff Compact at time of enrollment. Monthly truancy sweeps coordinated with the Los Angeles Police Department and Pupil Services help curtail excessive tardiness to school. Warnings are issued to first offenders and tickets are issued to repeat offenders. CAE has established a parent coordinator to assist our teachers with the enforcement of the discipline plan. Serious cases will be handled by the administrator with support from personnel in the Student Services Center (SSC) and school police. Behavioral contracts will be part of the discipline process and are signed by the student, parent, and counselor or administrator. Consequences are clearly defined in the contract. Intervention services, such as IMPACT, referrals to mental health and other agencies and personal counseling and workshops offered by SSC personnel. Home visits both by teachers and other school staff provide personalization and outreach to at-risk students. CAE support the Jefferson principal attending monthly meetings as part of the Safe Schools Collaborative

f. Health mandates:

Jefferson's cafeteria was refurbished last year into the new Café LA model. Its seating capacity is 350 students and it can serve 1600 students within 20 minutes. Since we are part of the District, we will continue to use the food services provided by the District. Vending machines selling healthy snacks and drinks that adhere to the District's food and beverage guidelines are located in different areas around the campus which students can access before school, after school, and throughout the day. Other means of meeting nutritional needs are addressed in the health and physical education (PE) class curriculum, and Rootdown LA's healthy eating program where students learn to prepare fresh in-season produce in attractive and tasteful ways.

A full-time nurse and school psychologist will be available to meet the health needs of our students. Two psychiatric social workers (PSW) will work with our Coordination of Services Team (COST), comprised of the Pupil Services Advisor, PSW, Drop out Prevention Advisor, counselors, assistant principals, community reps, nurse and school psychologist, to review extreme at-risk students and make recommendations for further evaluation via a Student Study Team or referral to local or District agencies for assistance. They will also mentor student groups and conduct individual counseling for at-risk students referred by the small schools.

4. Assessment and Data

a. Educational Goals and Metrics:

CAE's overarching goal is to continue to make and/or maintain progress being made in all of the following areas: CST scores, attendance levels, retentions rates, number of behavioral incidents, IEP achievement goals, re-designation levels, CAHSEE passage rates, graduation rates, college acceptance rates, and other various measurements of student success and readiness for life after high school. An Accountability Matrix will be created school-wide to quantifiably assess the preceding areas. These areas will be monitored for student success via our school-wide data team consisting of representation from all Small Schools. We expect and require progress to be made and/or maintained every year in all areas. If one or more area falters, CAE will collectively implement a plan of action to remedy the situation. The recommendation for the plan will come from a team of stakeholders experienced and vested in that particular area/s of concern, so our students can continue on their paths to success.

b. Student Assessment Plan:

All formative and summative assessments done in the classroom is aligned to the State standards, curriculum, and instruction. It is the responsibility of all CAE teachers, to ensure that their use of assessments is directly aligned and used for the benefit of student success, as measured by the metrics mentioned above. As a group, CAE will continue to use the district mandated periodic assessments as a means to ensure the assessment data is aligned with district wants for student assessment. All assessments will be used for the purpose of analyzing student progress, as well as student need for re-teaching or reiterating of information gleamed from the curriculum being assessed. The use of assessments will be done on a continual basis and further instruction will be based upon student need.

CAE continues to make progress in all measured and non-measured areas of student learning. It is the responsibility of all stakeholders to work collaboratively for the continued improvement of our students. This will be achieved through the use of various teaming, whether vertical or horizontal, along with input from student, parent, and/or community stakeholders, depending upon area of need. Student learning will be measured through multiple forms of assessment (both formative and summative) to ensure future success on state exams, as well as, for personal success in life. The use of rubrics will be instituted in all classrooms, so students understand how they are being assessed and for their personal measurement of their areas of need or growth. It is important for students to become a more involved member of assessing themselves. It will allow for a better understanding of their strengths and weaknesses, so they can implement self-improving techniques.

AVID is an integral part of the CAE mission. Imbedded in AVID techniques is the use of “SMART” methods. All stakeholders will be held accountable for setting educational goals that demonstrate: Specific, Measurable, Attainable, Reflections of the mission, and are Time-specific. To reflect and measure desired outcomes of student achievement, periodic assessment data will be reviewed and refined for the use in PD topics to ensure students are attaining measurable goals and when those goals are not met, the PD will be used to help guide instruction for mastery of concepts.

All assessment tools should be deemed as having high levels of validity and reliability. The assessments used in classrooms on a daily basis will be aligned to State standards in preparation for success on larger State exams. Formative and authentic assessments will be developed by individual teachers and will be administered periodically at the discretion of the teacher. All teachers will be advised to record electronically at least one assessment for every five hours of instruction. These assessments will be ongoing and will be aligned with the California Content Standards.

Summative assessments will be administered before the end of every five-week instructional period. These assessments will be developed by individual departments using the CST release questions, textbook instructional materials, and LAUSD periodic assessments. The format of these assessments will be in line with that of the CSTs, thus providing the students with opportunities to become familiar with and developing techniques to understand and analyze the CST questions.

Data derived from the results of each of the summative assessments will be used by all stakeholders to analyze and monitor student progress. Students will have an opportunity to monitor their own progress and parents will have access to these data. Periodic grade-alike teacher meetings will also analyze the performance of all students across the various subjects. It is imperative that the very first such meeting be held immediately following the first five-week’s summative assessments so that borderline and failing students can be identified early and subsequent action plans be developed and monitored throughout the school year to ensure students’ academic success. The action plans for individual students will be generated with assistance from teachers, student and the parents.

In addition, the data derived from the analysis of responses to individual questions in the assessments will be used by academic departments to identify areas in need of improvement as well as areas of strength. Different teaching strategies/techniques will be employed to reteach the areas that demand class-wide improvement. When areas of weakness are identified as being CAE-wide, professional development will be used to help guide the further instruction of the students. If needed, curriculum adjustments will also be made. In some cases students may need to be moved to a different learning environment or teachers will need to reassess their teaching practices. (See Student Assessment Plan Chart in Appendix for more information).

c. Data Team and Instructional Team:

CAE will create a data team that includes stakeholders from all major groups, i.e. teachers, administrators, counselors, students, and parents, that would convene with the other Small Schools and be accountable to the Accountability Matrix. This body of people will be responsible for addressing assessment data and issues that may arise in relation to this data. The information garnered through this team will be used for the benefit of professional development requirements for the teaching staff, as well as, illuminating areas of student accomplishment and/or needs. It will also be the responsibility of the team to help teachers struggling with creating meaningful classroom assessments, to successful use data and assessments.

d. Data System:

CAE administrator, counselor, and teachers are trained on and competent in accessing student information through the use of the district's Integrated Student Information System (ISIS) and MyData websites. CAE will also make use of student portfolios in the seminar classes to fulfill the 18 outcomes and other requirements as specified in the district's Modified Consent Decree. (See Modified Consent Decree in Appendix for more information).

e. LAUSD School Report Card:

CAE's mission is to make data more transparent for all stakeholders and governing bodies to observe our strengths, weaknesses, and improvements over the course of the small school's existence. Information will be collected from all stakeholders in regard to progress/lack of progress, for the purpose of continual improvement of CAE.

f. Research and Evaluation:

As per our professional development plan, it is necessary for all teachers to continually participate in reinvigorating the skill sets. By doing this, CAE will have a much larger set of best practices from which to facilitate various professional developments. All teachers must agree to participate in continual learning experiences and be open to changing/modifying their daily practices for the benefit of student achievement.

g. Operational Goals and Metrics:

Tracking of teacher retention for the purpose of strengthening our teaching staff will be monitored and evaluated continually to assure the CAE community has a strong teaching staff. Each teacher is required to be *No-Child-Left-behind* (NCLB) certified and to fulfill the requirements of the Modified Consent Decree.

Furthermore, each small school has an account with the school student store and will be accountable for its own financial needs. Once individual small school money is allocated, CAE's Committee for Assessment, Retention, and Evaluation Services (CARES) will advise how the funds are to be distributed within the small school.

5. Professional Development

a. Professional Development:

CAE's PD plan aims to achieve three goals: increased student achievement through teacher support and collaboration, improved teacher leadership capacity and incorporation of the arts across curriculum. The internal component of CAE's PD will be based on our existing strength in AVID. Four of our teachers are AVID trained and our SLC has served as the home of Jefferson's AVID program for the past four years. AVID is a program that trains teachers to boost the rigor of course study and student preparation for college. Our AVID trained teachers will provide training and support for all CAE teachers in the following learning strategies: Cornell note taking, Socratic seminars, tutorials, etc. These strategies will be used in all CAE classes.

Additionally, CAE PD will be used as time for teachers to collaborate both vertically and horizontally. Pearson Learning Teams exist at Jefferson High School. CAE will adopt Pearson Protocols. Grade- alike and content- based teams will meet to review and analyze individual and class data. Teachers will set student achievement goals based on analysis, work to create lesson plans to address student needs, execute lesson plans and then create assessments to check for student understanding and lesson efficacy. Each team will run through at least one Pearson cycle for each semester. The Pearson process will focus on instructional strategies.

Externally, CAE PD will work to enhance the role of the arts in all CAE classrooms. Living in the city of Los Angeles affords us access to excellent cultural resources. CAE PD will include visits to L.A. arts institutions and organizations. CAE teachers will take part in activities designed for educators at these institutions and organizations. Horizontal teams will create interdisciplinary projects that include an arts component. The grade-alike team for senior students will create a culminating project for students to complete within their creative discipline during their final year.

b. Teacher Orientation:

The CAE Professional Development will include two days before the start of the school year for teacher orientation, data analysis, grade team and content team organization, and overview of the PD focus for the year. During this time, CAE teachers will review the expectations for all

stakeholders. CAE policies, protocols and procedures will be covered as well. New and continuing teachers will meet in grade-alike teams to discuss and develop interdisciplinary projects. Grade-alike teams will examine data such as attendance, matriculation and periodic assessment scores. Grade-alike teams will be introduced to the Pearson Protocol and a facilitator for the team will be chosen. Grade-alike teams will plan an end of the year culminating project. These teams will then review the CAE goals for each area and map out monthly/ bi-monthly team meetings to check for success and devise corrective interventions. Content area teams will meet during this time too. Content area teams will meet to review the previous academic year's assessment scores for student strengths and area for improvement. The content area teams will be introduced to AVID strategies.

c. Program Evaluation:

CAE PD will be evaluated in several ways. Teacher surveys will be used for immediate feedback on PD. The Pearson Process allows for continuous reflection and evaluation. Formal and informal student assessments will be utilized as well to measure the efficacy of strategies taught and devised in PD. CAE administration will observe and provide feedback for teachers enacting PD- based strategies and activities. Peer teams- either content area or grade alike- will do the same.

6. Professional Culture

a. Professional Culture:

In accordance with Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements, the following plan will be implemented and enforced.

CAE staff and faculty will create a professional culture based on innovation, reflection, and collaboration. The CAE classroom will reflect the professional culture required for student success. Teachers will collaborate in grade-alike and content area teams to provide students with a rigorous and standards based curriculum infused with the four various art concentrations offered by CAE. Professional Development Tuesdays will occur weekly, with a rotating system to allow grade-alike and content area teams to meet and discuss on a monthly basis for consistent decision making in the teams. These Tuesdays will provide opportunities for all teachers to showcase and share best practices. CAE PD will also be the forum for general discussions regarding all aspects of the Small School.

The CAE Advisory Council will be a body of teachers working to ensure the success of the Small School. Teachers serving on this committee will be a key piece in the CAE Governance model. There are two sub-committees functioning under the Advisory: the CAE PD Committee and the Committee for Assessment, Recruitment, and Evaluation Services (CARES). Please see the CAE Grade Level Team section for these committees' responsibilities. This Advisory Council will give serving members the opportunity to develop leadership capacity.

b. Evaluation:

The CAE Administrator and Committee for Assessment, Recruitment and Evaluation Services will monitor staff and faculty performance. Both will utilize a Teacher Portfolio containing a group of indicators of success: periodic assessments, CST scores, CAHSEE scores, student grades, attendance rates, student surveys, teacher chosen examples of culminating projects and lesson plans, and notes from both formal and informal observations.

Teachers will meet with the CARE group monthly to review progress on the Portfolio. If it is evident that a teacher is struggling with a particular aspect of the work, s/he may ask for or will be offered support. This support includes peer observation and feedback. Teachers in need of support will be given a mentor teacher to observe and collaborate with for a semester. Teachers in need of support will also be directed to LAUSD and UTLA workshops and seminars on various aspects of classroom success.

c. Feedback:

Our school's Data Team will disaggregate the scores from the above tests by small school and then by teacher. Students will take anonymous surveys to evaluate their time with a particular teacher (see sample survey below). Teachers will chose examples of class culminating projects and lesson plans to include in their Portfolio. The CARES Committee will complete formal (Stull) and informal observations and their notes will be included in this Portfolio.

During the year, each teacher will be asked to attend two formal meetings with the CARES Committee and CAE Administrator. These meetings will serve as Portfolio Reviews. The teacher will present the portfolio contents to the committee. If there is evidence that a teacher is struggling, they will be assigned a mentor teacher to observe and collaborate with for a semester. Teachers may also take LAUSD and UTLA sponsored seminars and workshops for additional support. (See student survey sample in Appendix).

7. Serving Specialized Populations

a. Specialized Instruction, Special Education, Students with Disabilities, and Extended School Year, and English Language Learners (ELL) and Standard English Learners

CAE strives to offer its students opportunities to excel in academic, cultural, and social development in order to become successful, productive members of their school and community. CAE recognizes the special needs, linguistic, academic, cultural and economical diversity of its students and strives to support all Specialized Instruction, Special Education, Students with Disabilities, and Extended School Year, and English Language Learners (ELL) and Standard English Learners so they attain their personal goals during and after high school.

CAE is committed to meet the needs of our specialized populations by adhering to the district's Modified Consent Decree (Appendix), and will provide, in addition to the services and support mentioned in section 2 of this document, the following support for our specialized population:

1.) **Support Teacher:** Grade-level/Special Education Student Assignment Coordination (SESAC) support network. While it is important for our students to mainstream, CAE provides students access to weekly advisory/art cohort seminars and a connection to an Education Specialist grade-level teacher/supporter. In order to do this, it would also make sense for these students to be on the SESAC list for the teacher (the teacher does the IEPs for this grade-level group of students). The support teacher and grade-level special needs students group will meet when the support teacher has most of the students in his/her class together, minimizing the disruption that would be caused by pulling them from other classes. Any student not in that class at that time will have to be summoned for the meeting. In order to avoid this situation on a frequent basis, entire-group meetings will be held no more than once every two weeks. Individual and small group meetings will take place more spontaneously and more frequently as the teacher sees the need to discuss and plan steps with the student/s.

Entire-group meetings will be used to develop support between students by utilizing the following three strategies of the nine best practices described by Robert Marzano, Debra Pickering, and Jane Pollock in *Classroom Instruction That Works*:

- *Reinforcing effort and providing recognition:* Students will share their successes, challenges and disappointments regarding periods of time with no absences and no tardies and their time spent in mainstream courses. Teacher will have gathered information in these areas and planned specific, effective ways to recognize student effort and resulting achievement.
- *Homework and practice:* Students will share their successes, challenges and disappointments regarding homework completion. Group will set goals and have idea sessions regarding homework routines and quality.
- *Setting objectives and providing feedback:* Students and teacher will set new goals to improve areas of concern that emerge from their discussions above, and create a system (such as a contract they all sign, letters to themselves, charts to record progress, etc.) that supports progress towards goals.

2.) **Common planning:** The five CAE Education Specialist teachers will meet, as do grade-alike groups during PD, using Pearson Protocols/Learning Team cycles. Teachers will:

- Systematically discuss each student's preparedness for taking mainstream classes, which class or classes, and whether accommodations/modifications are necessary.
- Make a plan regarding the monitoring of mainstreaming students*
- Devise ways to work together between education specialist teachers as well as with general education teachers to meet special needs yet unmet.

**Integrating Differentiated Instruction & Understanding by Design* by Carol A. Tomlinson and Jay McTighe (2006) presents ways to evaluate students with diverse learning abilities, and will be used as a model for joint planning between mainstream and special education teachers.

3.) **Extended Year services:** CAE will include an education specialist teacher offering required courses as well as ESS English or ESS Math courses during summer session, as evening classes, and/or Saturday classes through the Jefferson Adult School or Beyond the Bell intervention programs. This is necessary for two reasons:

- Jefferson does not currently offer Ed. Specialist courses during these times or through the Adult School, as are available to general education students.

- Special education students end up taking ESS courses as electives to help them pass the CAHSEE, which results in their missing out on the art classes for which they should be mainstreaming, which define CAE, and which establish their identity as CAE students.

8. Family and Community Engagement Strategy

a. Identification:

The Creative Arts and Expression (CAE) Small School strives to develop students' inner creative voices so that they will increase their self-confidence, succeed, and contribute positively to society. With that mission in mind, we understand the importance of family and community engagement as we expect our students to learn from their current circumstances and surroundings, explore their cultural backgrounds and rich heritage, and to be inspired by our enriched art program to find their own path for a successful future.

The CAE arts program seeks to create scholars who are highly motivated to succeed by providing an instructional program that gives them the tools & techniques for honest personal expression. We see all students as valued members of a creative, trusting, caring, and intellectual learning community. We know, and research supports our belief, that the incorporation of visual, performing literary, and media arts in all content areas reduces behavioral problems, reduces school violence, increases test scores, and increases participation in positive extracurricular activities.

The CAE mission is not to make a future artist of each of our students, but to use art as a mean to inspire our students to get involved in positive extracurricular activities. We wish for students to find the beauty in life, despite their current circumstances. We encourage our students to apply their special talents to succeed in the arts, and in turn be motivated to try harder in the academic areas they struggle with.

Our community partners are essential in reaching our goals. We are proud to have partnered for the last three years with the Coalition of Essential Schools. Ms. Hannah MacLaren, director of the Los Angeles branch, continually visited our Small School to facilitate “in the continuous improvement of learning for all students and to support ongoing whole school change as embodied in the 10 Common Principles of the Coalition of Essential Schools.” The lessons learned these past three years are paving the way for our ongoing efforts. CAE intends to capitalize on the use of personalization, trust, commitment, and resources dedicated to teaching and learning CES principles to continue progress made in our interactions with parents and the community. (See Appendix for More information on CES Common Principles).

The Museum of Contemporary arts (MOCA) has been a most valuable partner in helping CAE students with the assimilation of our vision. MOCA has provided visiting artists to work with the 10th grade students in their Art History and World History classes. MOCA also hosted an art exhibit of our students work at their facility two years ago [reviews were terrific]. Our students have an open invitation and are constantly encourage to visit, view, and critique exhibits at MOCA.

This academic year, CAE is seeking collaboration with two important community institutions. First, the Inner-City Arts in downtown Los Angeles, an organization that provides free workshops during after school hours and Saturdays in Dance Production, Theater Arts, Stand Up Comedy, and Animation. And second, California State University Dominguez Hills. Among other areas, CAE seeks the use of Cal. State Dominguez Hills' facilities, visitation rights to some of their Arts classes, and free tickets to their art exhibits and performances.

The administrator, counselor, faculty, and support providers in the Creative Arts and Expression Small School are well-experienced in working in inner-city schools, and understand the needs and dynamics of schools like Jefferson High School. The group members' teaching experience ranges from beginning to over twenty-five years in the inner-city schools, and our educational background includes teaching credentials, national board certification, Beginning Teacher Support and Assessment (BTSA) Provider training, Master Teacher in the Apprentice Teacher Program of the LAUSD Career Ladder Office, Master Degree, and Doctorate Degree.

Our Small School members are multi-ethnic (including Caucasians, Latinos, African-Americans, and Asians), bilingual (English and Spanish), and multi-generational (Baby Boomers, Generation Xers, and Generation Y), and includes Jefferson alumni and descendants of Jefferson alumni.

b. Family and Community Engagement:

CAE is working vigorously to strengthen three areas of parental involvement

- Support for Learning at Home
- Volunteerism
- Participation in decision-making

Ongoing school-home communication to promote and secure parental involvement in their child's education includes advertisement posted in the CAE Website, emails, mail outs, monthly newsletters, and home phone calls. These communication efforts will be in English and Spanish.

The local district will make available letters to parents in English and Spanish that bring A-G graduation requirements awareness. The school will continue to support the Small School model and sponsor a Back to School and a Parent Conferences Night both in the fall and in the spring semester for parents to come to the school and get to know the teachers, class expectations, and student progress.

One of the major CAE campaigns this year is to encourage parents to volunteer 10 hours per semester at our school to ensure frequent and ongoing participation in various CAE sponsored events.

The Small School has added two valuable groups to our CAE governance to promote student and parental involvement. First, the CAE Parent Leadership Team is now holding monthly meetings to discuss parental involvement in the following areas: school improvement, community involvement, and student discipline. And second, CAE-The Club is a new student organization now holding weekly meetings. The objectives of these groups are to:

- promote the mission and vision of the Creative Arts and Expression Small School.
- recognize students' interest in the visual and performing arts.
- offer platform for students to perform and/or display their artistic abilities in front of a live audience.
- provide a forum for students to broaden their perspective about the visual and performing arts and for building a sense of community and identity with others in our school and community.
- enhance leadership skills and encourage community involvement.
- provide greater opportunity for student/faculty interaction outside the classroom.
- benefit the school and community by providing programs and services and publicizing them in monthly newsletters and posting them online.

The CAE leadership believes that the addition of the CAE Parent Leadership Team and CAE-The Club student organization will be instrumental in executing our CAE vision and mission. In addition, the CAE leadership believes that the partnership and collaboration of the students, parents, Small School, school, local district, and local institutions will guarantee an enriched arts program that emphasizes a clear understanding of CAE goals and expectations.

c. Key Community Partnerships:

The Local District support to the ongoing success of our Small School (SS) includes the A-G Awareness Campaign:

- Credit letter to parent: Letter analyzing student progress toward graduation in terms of credits. Uses graphics to engage. Simultaneously printed in English and Spanish.
- Notice of Insufficient Progress with Intervention Documentation: New look letter in English and Spanish, pre-addressed for window envelope. Includes mechanism to automatically enroll students in intervention.

School-wide support efforts to the ongoing success of our SS include the following:

- The Compensatory Education Advisory Council (CEAC). CEAC promises a more aggressive campaign in recruiting and retaining parents for its monthly meetings.
- The adoption of the Small School model, so each SS can improve school-home relations with the assistance of one administrator, one counselor, one office clerk, one parent representative, and 25 teachers.
- Host a Back to School and a Parent Conferences Night both in the fall and in the spring semester for parents to come to the school and get to know the teachers, class expectations, and student progress.

CAE efforts to engage community members in the ongoing success of our educational program include the following:

- Host monthly parent leadership team meetings as a vehicle to involve the parents in the CAE decision-making and governance. Participants in these meetings have the option to work in three critical areas: School Improvement, Community Involvement, and Student Discipline.

These meetings are held on the first or second Tuesday of the month, with minutes mailed to all parents and emailed to all CAE teachers within a week. Snacks and childcare provided.

- Host Family Night events at least two times a year. These Family Night events are designed to improve parent-to-teacher and parent-to-parent relationships and will involve a specific theme (i.e., Coffee with CAE Family Night, Art Family Night, Math Family Night, etc.). These events are used to highlight what the students are learning in their classrooms, and serve as a platform to display their projects and talents to the entire community. Snacks and childcare provided.
- Host a fall and a spring campus clean up Saturday events. The purpose of these events is to improve community pride in our school as we clean and beautify our school together. Lunch provided.
- Invite parents to go with our students on CAE-sponsored field trip and other events, including driving their child to university events at Cal. State Dominguez Hills and special workshops at the Inner-City Arts in downtown Los Angeles.
- Host SS specific assemblies for students and parents during the school day.
- Do a lunch supervision sign up for Thursday. The purpose of this activity is to improve community pride as the parents help with lunch supervision and enjoy various lunch activities put together by CAE-The Club students in the CAE area.

CAE has benefited from the partnerships already established, and continually seeks new partners.

Thomas D. Heck, P.A.C.E. Program Director, is our newest part. Promoting Academics through Creative Expression (P.A.C.E.) provides free assemblies to CAE students to encourage participation in local creative outlets and motivate at risk students at the verge of dropping out by providing positive, educated role models. This partnership is designed to help reduce the dropout rate at our school. Ms. Elke Miyahara, CAE administrator, and Mr. Jose Guzman, CAE lead teacher will continue to nourish and strengthen this community partnership.

Dr. Richard Gordon and California State University Dominguez Hills partnered with our school this academic year. Under the supervision of Ms. Olga L. Jurado, school's Psychiatric Social Worker, and Mr. Allan C. Tuazon, school's Psychiatric Social Worker, CAE new 9th graders participated in the "WE ARE" program at California State University Dominguez Hills. Ms. Elke Miyahara, CAE administrator, and Mr. Jose Guzman, CAE lead teacher will continue to seek and cultivate this partnership with Dr. Gordon and Cal. State Dominguez Hills for many years to come. Among some areas of interest, CAE will seek the use of the university facilities, visitation rights to some university Arts classes, and free tickets to their art exhibits and performances.

This academic year, CAE has been in contact with Ms. Brenda de Santiago from Inner-City Arts in downtown Los Angeles, an organization that provides free workshops during after school hours and Saturdays in Dance Production, Theater Arts, Stand Up Comedy, and Animation. Parental involvement will be instrumental in this partnership, as CAE will request parents to drive their children to attend these workshops. Ms. Elke Miyahara, CAE administrator, and Mr. Jose Guzman, CAE lead teacher will continue to seek and cultivate this partnership with Inner-City Arts for many years to come.

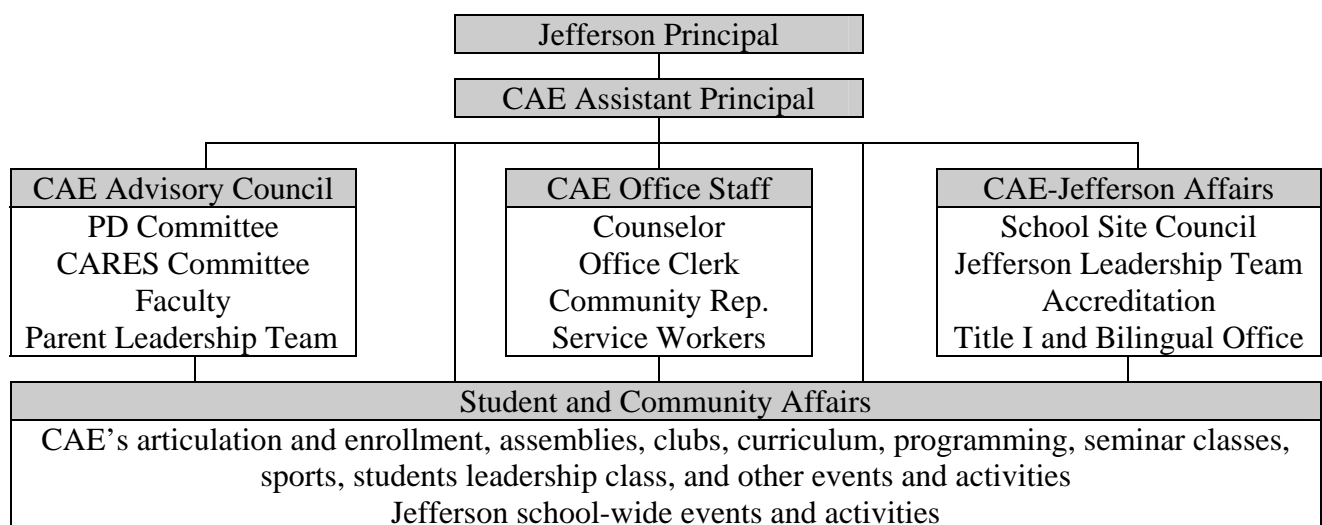
9. School Governance

CAE will follow the Article XXVII-Shared Decision-Making and School-Based Management found in the LAUSD Collective Bargaining Agreements.

School and Advisory Organizational Charts: CAE-Jefferson shared governance has been established through the implementation of the following three groups that work with the Jefferson principal: the School Site Council (SSC), SLC Lead Council, and administrative staff. The SSC accommodates one elected CAE teacher and student and meets monthly to make decisions on the five areas: budget, discipline, schedules, activities and school equipment. The remaining SSC members include other SLCs representatives, one at-large teacher representative, one classified and one certificated representative. The SLC Lead Council, consisting of SLC administrators, Lead Teachers, the Principal and Title I and Bilingual Coordinators, meets biweekly and discusses and makes decisions affecting CAE and the other SLCs and whole school. (See Jefferson Governance chart in appendix)

CAE joins the Jefferson community in not recommending any organizational changes in the future in our governance model, but in membership and responsibilities. The SSC will remain and handle whole school issues, and the Jefferson Leadership Team (formerly the SLC Lead Council) will remain and make decisions on small-school-specific issues that affect us all at Jefferson school-wide. The administrative staff will also meet as a team to discuss whole school issues and to share items and concerns from their small schools. CAE decisions will continue to be handled by its advisory council and its administration. CAE has developed roles and responsibilities for each power-sharing group to assist in the decision-making process, including a Parent Leadership Team following District's guidelines for its membership and participation requirements. (See CAE Governance chart in appendix).

The following organizational chart illustrates CAE's decision-making power structure.



10. Leadership and Staffing Plans

a. Leadership Team Capacity:

CAE is committed to an educational program that stimulates academic rigor, personalization, and collaboration and accountability for all students. Thus, CAE has adopted the Los Angeles Coalition of Essential Schools' 10 Common Principles and adheres to the district's Modified Consent Decree guidelines to encourage the participation and collaboration of all stakeholders: students, parents, community partners, faculty and staff, and administrators in the decision making process. CAE has established grade level teams and an advisory council to assist with its governance.

The CAE Advisory Council consists of parents, students, faculty, and administration representatives. The purpose of this committee is to oversee the interests and assets of the small learning community in two general areas: professional development and staff recruitment and performance. The CAE Advisory Council is subdivided into two committees to better serve its purpose: The Professional Development (PD) Committee and the CAE Assessment, Recruitment, and Evaluation Services (CAE CARES).

In addition, our small school has established two student leadership groups [CAE-The Club and the CAE Leadership Class] and one parent group [The CAE Parent Leadership Team] to assist the advisory council in the assessment of students' needs.

For more information on the leadership team capacity, please see the following documents:

- Governance and Responsibility Chart (Appendix)
- Rolls and Responsibilities of CAE Teams and Advisory Council (Appendix)
- The Constitution and Bylaws of the Jefferson High School CAE—The Club (Appendix)

b. Staffing Model

See staffing matrix in appendix

c. Compensation

LAUSD's salary schedule

d. School Leadership:

The CAE administrator should be one who has a deep understanding of where the small school has been in the past, where it is currently and most importantly where we want to take it. This school leader should not only be knowledgeable about current research-based pedagogy, but must be willing to rally his/her leadership and teaching staff to successfully bring about change to all CAE students. Before anything else, he/she must have a deep belief that we can close the student achievement gap through collaborative working with parents, teachers and students.

The CAE administrator must be aware of the multiple situations facing our families today and based on this understanding be willing to work passionately to bring about change. He/she must also possess the knowledge and experience of successfully running a school. He/she must know, among other things, master schedule building, articulation with feeder elementary and middle schools, attendance and enrollment procedures, testing procedures, marking practices, professional development planning and implementation and teacher evaluation. The administrator must also be very intimate with culturally responsive educational issues and how these impact the various school subgroups such as Special Ed and EL populations. In addition, he/she must know the various challenges involved in operating a school (use of school facilities) especially when these must be coordinated with other SLCs. This school leader should also be well versed in the running of a sports program as well as student leadership activities.

The CAE administrator will make sure that curriculum and instruction across disciplines will include opportunities to develop students' inner creative voices so that they will contribute positively to society. Furthermore, the administrator, along with the CAE counselor and teachers, will ensure that students complete their arts requirement as well as their A-G and graduation requirements.

e. Leadership Team beyond the Principal:

CAE believes there should be a distributive leadership team approach composed of the following: administrator, lead teacher(s) counselor, at least one parent, one student and a representative from support (clerical) staff. This collaborative approach would ensure that all stakeholders are held accountable for CAE's success. The CAE Advisory Council (made up of two committees: PD and CARES) has been established to assist in the following areas:

The Professional Development (PD) Committee will oversee the following areas:

- Grade Level Seminar Class: Development and implementation of Curriculum, training of CAE teachers, gathering and distribution of materials, and supports.
- Professional Development Tuesdays: Preparing agendas, materials, and mini-lessons for grade-alike PD, content-alike PD, and grade-level seminar class, and preparing programs and materials for special events, including recognition and other assemblies, back to school, parent conferences, open house, etc.

The Committee for Assessment, Recruitment, and Evaluation Services (CARES) will oversee the following areas:

- Assessment (All committee members): Reviewing the implementation of CAE programs and events based on desired goals and outcomes, examining the allocation of CAE budgets and makes recommendations as needed, exploring possible partnership opportunities for internships and other student needs, analyzing the effectiveness of purchased technology and supplemental material, and assessing CAE areas of growth and improvement and making recommendations as needed.
- Recruitment (selected members: 2 parents, 2 students, 2 teachers, and 1 administrator): Interviewing candidates to fill open positions, hiring candidates to fill open positions, voting to accept/deny membership nominations, reaching out to community businesses and organizations for possible partnership opportunity.

- Evaluation Services (selected members: 2 parents, 2 students, 2 teachers, and 1 administrator): Reviewing staff and committee members performance, evaluating staff and committee members areas of growth and improvement and making recommendations as needed, and making final recommendation for job termination.

Membership to the CAE Advisory Council is nominated by the SLC administrator and accepted or denied by the council's majority in a democratic process. Membership will be as follows:

- Parents (one or more for each grade level)... 4 to 10 parents
- Students (one or more for each grade level)... 4 to 10 students
- Administrators (assistant principal/counselor)... 1-2 administrators
- Faculty (one or more for each content)... 5 to 10 teachers

f. Recruitment of Teaching Staff:

It will be the CAE Advisory council's responsibility to advertise, schedule and conduct hiring interviews. All potential candidates should possess a valid teaching credential in the subject area for which they apply.

An important component of CAE's commitment to improving student achievement will be a Memorandum of Understanding (MOU) required of every CAE teaching and support staff member. This MOU will basically delineate what every individual will be committing to in order to significantly improve student achievement. This includes staying after school as well as actively participating in all CAE activities directly or indirectly involving students and/or their parents.

All interested existing CAE teachers will have the opportunity to submit their resumes along with their commitment to work in a collaboratively manner with CAE.

11. Operations

- a. Internal Applicants:** CAE adheres to the Jefferson-wide agreement to continue to use all existing LAUSD operational services provided at the school site and follow all Collective Bargaining Agreements.
- b. External Applicants:** Not applicable.
- c. Master Service Agreements:** CAE adheres to the Jefferson-wide agreement to participate in discussions regarding the viability of master service agreements.
- d. School Operations Experience:** CAE adheres to the Jefferson-wide agreement to continue to use LAUSD positions and individuals responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).

- e. Operations Start-up Plan:** CAE continues to work with the Jefferson principal who will work with School Management Services during the planning year to ensure a successful school opening with a new yearlong calendar and bell schedule.
- f. Operations Plan:** LAUSD will provide a menu of services for Jefferson.
Note: Workforce Stability Taskforce is working on finalizing a service menu

12. Finances

a. Funding: CAE is funded through Jefferson's funding via LAUSD's transparent budgeting process (using COST Center controls which are based on per pupil funding and student ADA). Jefferson also receives funds from Title I, Bilingual and Special Education programs and QEIA, which is based on meeting six yearly goals.

b. Budget Narrative: CAE has secured a monetary support and commitment from Jefferson's principal to continue our efforts refine our SLC into a small school. CAE will also receive a variety of services for our students and parents via Jefferson's Student Services Center, Nurse's Office, School Police Office, and Financial Office and Student Store. All CAE-allocated monies will be used to fulfill the CAE mission, vision, and other commitments herein described.

CAE monies are controlled and audited by the Student Store Financial Manager and Principal and the Jefferson Leadership Team. All fund raising will follow District guidelines.

c. Financial Controls: CAE will follow LAUSD guidelines on all matters of fiscal soundness and legal compliance. Financial monitoring will be done by District personnel as well as periodic checks by Jefferson's Financial Manager, the Jefferson Leadership Team and the School Site Council, which also monitors some budgets, following District guidelines.

13. Facilities

LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.

Map showing the location of the School for the Creative Arts and Expression (CAE) on Jefferson's Educational Complex is in the appendix.

Appendix

Appendix A: A-G Required Courses	Page 35
Appendix B: Bell Schedule	Page 40
Appendix C: Constitution and Bylaws of CAE—The Club	Page 41
Appendix D: Clubs, Sports, and other Extra-Curricular Activities at Jefferson	Page 44
Appendix E: Coalition of Essential Schools – The Common Principles	Page 45
Appendix F: Cultural Responsive Teaching (Some Characteristics)	Page 46
Appendix G: Governance Chart	Page 51
Appendix H: Matrix (Sample)	Page 53
Appendix I: School Map	Page 54
Appendix J: Seminar Classes Possible Topics	Page 55
Appendix K: Staffing, Strands, Student Schedule, and Student Survey (Samples)	Page 57
Appendix L: Teams and Advisory Council Roles and Responsibilities	Page 61

Appendix A: A-G Required Courses

Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
<p>ESL 1-3 for English Language Development (ELD)</p> <p>Each course is designed to address the growing adolescent intellect and to use the latest research to engage and accelerate the learning of the English Second Language learners. Apart from using the district-adopted High Point program and attending the mandated High Point follow-up trainings annually, teachers engage the ELD into exploring the integration of multi-cultural aspects. Teachers take into the consideration of ELD's diverse levels of the cognitive skills and capitalize on using the student voice in planning and delivering instruction. The listening, speaking, reading and writing activities implement strategies that strive to meet the district benchmarks by moving the students one ELD level up per semester.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered Standard-based activities -Differentiated methods -Specially Designed Academic Curriculum in English with SDAIE methods. -Graphic Organizer -Vocabulary building -ELD Portfolio showing growth -Student work -Reclassification data
<p>English 9/10 AB</p> <p>Each uses Language of Literature from McDougal Litell and other selected prose, drama materials; each is a college-preparatory course that builds steadily a solid foundation of reading, writing, listening and speaking. The study of literature and writing provides the English Language Learners (ELL) with a context enriched with creative activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction, and mythology. Discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. They write to develop and expand their own ideas and to examine the work and ideas of published authors and artists. During the school year, students take 3 district mandate periodic assessments: Persuasion, Literary Analysis and Exposition. Reflection and evaluation of individual work is a cornerstone for developing the capacity to think, read, listen, speak, and write critically.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -SDAIE/Scaffolding -Graphic Organizer -Portfolio showing growth - Student work -Literacy coach provided data of the required district and state teacher trainings, and ensured implementation of the administration of the periodic assessments -Periodic Assessments data -Rubrics for writing -Other test scores
<p>Academic Reading 9/10 (blocked with English 9/10 AB)</p> <p>Each course focuses on the development of reading comprehension, critical thinking, vocabulary expansion, word-recognition, and test-taking skills. Student will utilize classroom instruction and technology that caters specifically to his/her reading skills and level in order to improve personal reading, writing, and critical thinking proficiency. This course directly addresses each student's individual needs through high-interest literature, direct instruction in reading, writing and critical thinking.</p>	<ul style="list-style-type: none"> -Standard-based Instruction -Student-centered activities -SDAIE/Scaffolding -Graphic Organizer and other student work -Rubrics for grading -Test scores
<p>American Literature and Composition</p> <p>This challenging college preparation course uses Language of Literature from McDougal Litell and a series of prose, poetry and drama texts; it strives to enable juniors to trace American history as it is marked by important cultural and sociological</p>	<ul style="list-style-type: none"> - Standard-based Instruction -Student-centered activities

Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
<p>changes. As they explore those changes through the voices and narratives of a variety of significant authors, they will “hear” them speak of revolution, love, war, equality, social justice and personal changes; they will become more skilled readers of texts written in a variety of periods, genres, disciplines, and rhetorical contexts. They will pay careful attention as they do close reading, develop new insights into American society and identify the universal significance of each work. They will be expected to learn key literary terms, and imitate writing styles from narrative, descriptive, argumentative, literary analysis to expository. In doing so, they will become more skilled readers, and effective writers while communicating with the authors, teachers and their peers.</p>	<ul style="list-style-type: none"> -SDAIE/Scaffolding -Graphic Organizer -Essay Portfolio to show growth and other work -Rubrics for writing -Literacy coach provided information of the required district and state training for teachers -Literacy coach ensured implementation of the administration of the periodic assessments, and data -Other test scores
<p>World Literature and Contemporary Composition</p> <p>This college preparation course adopted the district <i>Expository Composition</i> Textbook, and is to provide seniors with practice in the four domains of written discourse (sensory/descriptive, imaginative/narrative, practical/informative/technical, and analytical/ expository /persuasive) and in exploring ideas and themes from literature and other sources. This course includes writing for personal, vocational, and academic purposes and reading for information, enjoyment, and inspiration. This course meets the requirement for graduation and fulfills the a-z requirement.</p>	<ul style="list-style-type: none"> - Standard-based instruction -Student-centered activities -Graphic Organizer -Essay Portfolio to show growth and other work -Rubrics for writing -Literacy coach provided information of the required district and state training -Literacy coach ensured implementation of the administration of the periodic assessments, data -Test scores
<p>AP English Literature</p> <p>The course is College Board approved. It is an equivalent of an introductory college-level survey class. It is designed rigorously for students who demonstrate a special interest in and commitment to the study of literature and go to universities. Students are immersed in novels, plays, poems, and short stories from various periods. Students are engaged in the careful reading of literary works. They write daily using a variety of multimedia and interactive activities, interpretive writing assignments, and Socratic discussions. They develop critical standards for the appreciation of any literary work. To achieve these goals, students consider and explore the structure, meaning, and value of each work and its relationship to contemporary experience as well as to the time in which it was written. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare to take the AP examination to earn college-level credits. Students are required to do summer reading.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered Standard-based activities -Scaffolding/Graphic Organizer -Rigorous discussions -Multimedia activities -Rubrics for oral presentation -Rubrics for writing -Portfolio and other work -Test result
<p>AVID/English Honors</p> <p>AVID is a study skill 4 year elective program that assists the core curriculum. (Details see Instructional Strategies.) English Honors is a rigorous college-preparatory course that builds a solid foundation of reading, writing, listening and speaking. The study of literature and writing provides students with a range of creative activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction, and mythology. Socratic discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. Students write to develop and expand their own ideas and to examine the work and ideas of published authors.</p>	<ul style="list-style-type: none"> - Standard-based instruction -Student-centered activities -Differentiated methods -SDAIE/Scaffolding -Graphic Organizer and other student work -Essay Portfolio to show growth

Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
<p>They develop the capability to reflect, evaluate, think, read, listen, speak, and write critically based on each individual work read.</p>	<ul style="list-style-type: none"> -Literacy coach provided information of the required district and state training for teachers -Literacy coach ensured implementation of the administration of the periodic assessments --Rubrics for writing and oral presentation -Test Scores
<p>Mathematic Curriculum</p> <p>The math content area supports the high expectations of the State of California by requiring students to pass two years of college entrance required math. Like other Small Learning Communities, CAE uses the district adopted Algebra I, Geometry and Algebra 2 texts and the pacing plans.</p> <p>The plan has all freshmen take Algebra I, all sophomores take Algebra 2, and all juniors take Geometry. Seniors can use the last school year to make up for the failed classes or retake classes for a better grade; they can choose to take advanced math courses.</p> <p>Algebra 1 continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulative to calculators and application software, should be used regularly for instruction and assessment.</p>	<ul style="list-style-type: none"> -Master schedule -LAUSD pacing guides for Algebra I, Algebra 2 and Geometry -Standard-based instruction -Student-centered activities. -Student work Math Coach as a liaison between the district and school helping administer and interpret the periodic assessments and providing data -Test Scores
<p>Algebra II</p> <p>In Algebra II class, students extend the fundamental concepts and skills of elementary algebra to a higher level, and, while they are introduced with new concepts, they learn to draw upon the same basic themes studied previously. Algebra II also offers students the opportunity to apply algebraic skills and reasoning to the related mathematical areas of trigonometry, data analysis, probability, and discrete mathematics, and better prepares sophomores for the California High School Exit Exam (CAHSEE).</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities. -Student work -Test scores
<p>Geometry</p> <p>This course relates elements of plane, solid, and coordinate geometry. Students discover the relationships between figures such as angles, parallel and perpendicular lines, circles, triangles, quadrilaterals and other polygons. Right triangle trigonometry and properties of three-dimensional solids are investigated. Inductive and deductive reasoning is stressed and explored through direct proof. An emphasis on integrating geometric concepts with algebraic skills will be reinforced throughout the year. The depth, scope, and pace greatly exceed that of Geometry. Students apply learned skills via real-world applications and approach problem solving both logically and creatively.</p>	<ul style="list-style-type: none"> -Student work -Extended Bell Academy class rosters -CAHSEE class roster -Summer School rosters -Team teaching with Special Education teachers -Differentiated teaching -CAHSEE and other test scores
<p>Math through Extended Bell Schedule</p>	

Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
<p>Math classes are available at the Saturday and After School Academies, during summer school and at Jefferson Adult School. Juniors and seniors, who have not passed the CAHSEE, are required attending a structured school-wide CAHSEE preparation course. Algebra I, Algebra II, and Geometry teachers use released CAHSEE test questions as an opening dispatch. All math teachers use released CST test questions as dispatch problems. One Algebra 1 teacher from CAE is piloting the Carnegie Math Program.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities. -Test scores
<p>Introductory Spanish</p> <p>This course introduces students to the sound system and basic vocabulary of the language. Students will begin developing basic proficiency in the language utilizing listening, speaking, reading and writing skills. Upon completion of the course students will be able to speak and understand basic Spanish. Exploration of Spanish speaking countries will be used to develop cultural awareness and enhance language learning opportunities. Students will be using textbooks along with music, DVDs and technology to further engage their use of the Spanish language. The enriched curriculum also includes guest speakers and regalia.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities
<p>Spanish II and III/Native Speakers</p> <p>It is a course designed for students who already have basic skills in the Spanish language. Students will continue to enhance their proficiency through the use of listening, speaking, reading and writing. Students will be required to communicate exclusively in Spanish with emphasis placed on speaking skills for non-native speakers and reading and writing skills for native speakers. Exploration of the various cultures of the Spanish speaking world will further develop the students' appreciation for the countries where Spanish is spoken. Students will be using textbooks along with music, DVDs and technology to further engage their use of the Spanish language. They will conduct peer tutoring dialogue and oral presentation based on the various cultural imbedded hands-on activities.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -Test scores
<p>AP Spanish Language</p> <p>The course is College Board Approved. It is intended to prepare the Jefferson school advanced students for the AP examination in May. It is equivalent to a third-year college Spanish language class. Students are expected to use Spanish consistently in group work, discussions, and other activities in class. They are expected to have a large Spanish vocabulary, verb forms, and grammar structures necessary to communicate fluently and spontaneously in speaking and writing. The primary textbook of the course is -----. Students will read additional pieces in addition to those in the textbook. Informal writing exercises will occur in almost every class. They include short letters, summaries of readings and reactions to texts (written, audio, visual, etc.). Students have ample opportunity to speak in class both formally and informally. Class participation grades are based in large part on the students' making of PowerPoint Presentation, magazines and poetry book designs. The course also boasts high percentage passing rate in the AP Spanish tests since 2006.</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -High percentage pass rate in AP Spanish since 2006
<p>AP Spanish Literature</p> <p>This is an AP Board approved course designed for students who are proficient in the Spanish language. They will be reading Hispanic Literature from the XIV to the XX century based on the A. P. curriculum. All of the works included on the official AP Spanish Literature reading list are included in the text used and taught during the academic year. Each student will be able</p>	<ul style="list-style-type: none"> -Standard-based instruction -Student-centered activities -Student work

Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
<p>to analyze, discuss and interpret a poem, a play or a narrative through its figures of speech, tone, genre, style, characters, and themes. The literary text is taught, not as an end in itself, but as a cultural and historical construct from which they can gather many aspects of Hispanic studies—from simple customs to basic values. They will contribute their questions to the collective critical inquiry of the class. The course is conducted entirely in Spanish and students will use Spanish in their discussions or interactions in class, and prepare for the AP exam to earn college credit.</p>	<p>-High percentage pass rate in AP Spanish since 2006</p>
<p>Biology College Prep</p> <p>In this college preparation course, study will focus on the central concepts of continuity, cell, development, energy transfer, evolution, interdependence, and regulation. A major emphasis will be on developing these central concepts using scientific inquiry and understandings about scientific inquiry. Many levels of biological organization are explored through standard-based instruction/discussion, small group, cooperative learning and hands-on laboratory experiences. Scientific vocabulary, historical philosophies, methods, societal, ethical and environmental effects of scientific progress are also addressed.</p>	<p>-State adopted Textbooks -Periodic Assessment data -Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -Test scores</p>
<p>Physics</p> <p>This college preparation curriculum is aligned to content standards. It uses benchmark assessments, pacing I encourages rigor through inquiry-based investigation and reflective learning. It strives for the development of scientific literacy among students. Through the attainment of the factors of scientific literacy, within the Dimensions of Scientific Literacy, the study of physics will enable students to understand important aspects about the world in which they live, and make rational choices within a social, technological, and environmental context. The teacher aligns various lessons with the pacing plans and District-adopted textbooks to enable students to understand the nature of science and scientific knowledge, to understand and accurately apply appropriate science concepts, principles, laws and theories in interacting with society and the environment, to use processes of science in solving problems, making decisions, to understand and appreciate the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment, to develop numerous manipulative skills associated with science and technology, to interact with the various aspects of society and the environment in ways that are consistent with the values that underlie science, to develop a unique view of technology, society and the environment as a result of science education, and continue to extend this interest and attitude throughout life.</p>	<p>-content area pacing plan and lessons -State-adopted Textbooks -Periodic Assessment data -Student work -Student-centered activities -Rubrics for grading</p>
<p>Social Science Curriculum</p> <p>The social science course sequence requires geography for 9th graders for improving performance on the CST tests; world history for 10th, US History for 11th and economics, and government for 12th for fulfilling the A-G requirements. The content area uses the District-adopted texts, assessment and instructional guides The content area makes use of a variety of techniques to deliver instruction, focusing on graphic organizers and vocabulary strategies. The central objective is to learn how the history of the world has shaped modern society. Students will expand their awareness and comprehension of the cultural elements and geographic themes, the historical challenges, outcomes, and trends that designed society's development. Also, students will learn how cultures and societies both overlap and differ to demonstrate the diversity of our world. In many ways, students will understand how the arrangement and structure of a society's government, economics, and cultural patterns compose world history.</p>	<p>-Master Schedule -LAUSD pacing guide for 10th grade World History -Pacing plan and lessons -Standard-based instruction -Student-centered activities -Rubrics for grading -Student work</p>

Appendix B: Bell Schedule

A Proposed Bell Schedule for Seminar Class and Consistent PD

Green Day Monday, Thursdays 7:30-9:00 Period 1 (90) 9:00 – 9:06 Passing (6) 9:06-10:36 Period 2 (90) 10:36-11:06 Lunch (30) 11:06-11:12 Passing (6) 11:12-12:42 Period 3 (90) 12:42-12:48 Passing (6) 12:48-2:18 Period 4 (90) <i>Total minutes = 378</i>	Gold Day Wednesdays, Fridays 7:30-9:00 Period 5 (90) 9:00 – 9:06 Passing (6) 9:06-10:36 Period 6 (90) 10:36-11:06 Lunch (30) 11:06-11:12 Passing (6) 11:12-12:42 Period 7 (90) 12:42-12:48 Passing (6) 12:48-2:18 Period 8 (90) <i>Total minutes = 378</i>
Alternating Tuesdays 7:30-8:26 Period 1 (56) 8:26-8:32 Passing (6) 8:32-9:28 Period 2 (56) 9:28-9:34 Passing (6) 9:34-10:30 Period 3 (56) 10:30-11:00 Lunch (30) 11:00-11:06 Passing (6) 11:06-12:01 Period 4 (55) 12:01-12:07 Passing (6) 12:07-12:47 Advisory (40) <i>Total minutes = 247</i>	Alternating Tuesdays 7:30-8:26 Period 5 (56) 8:26-8:32 Passing (6) 8:32-9:28 Period 6 (56) 9:28-9:34 Passing (6) 9:34-10:30 Period 7 (56) 10:30-11:00 Lunch (30) 11:00-11:06 Passing (6) 11:06-12:01 Period 8 (55) 12:01-12:07 Passing (6) 12:07-12:47 Advisory (40) <i>Total minutes = 247</i>

Appendix C: Constitution and Bylaws of CAE—The Club

The Constitution and Bylaws of the Jefferson High School CAE – The Club

Article I. Name

The official name of this organization shall be the Jefferson High School CAE – The Club.

Article II. Mission Statement, Objectives, and Logo

The mission statement of this organization is:

We, the members of the Jefferson High School CAE – The Club, have organized to bring about awareness and promote the values and ideals of the Creative Arts and Expression (CAE) Small Learning Community at our school and in our community.

The objectives of this organization are:

- A. To endorse and promote the mission and vision of the Creative Arts and Expression Small Learning Community.
- B. To recognize students' interest in the visual and performing arts.
- C. To offer platform for students to perform and/or display their artistic abilities in front of a live audience.
- D. To provide a forum for students to broaden their perspective about the visual and performing arts and for building a sense of community and identity with others in our school and community.
- E. To enhance leadership skills and encourage community involvement.
- F. To provide greater opportunity for student/faculty interaction outside the classroom.
- G. To benefit the school and community by providing programs and services and publicizing them in monthly newsletters and posting them online.

The logo of this organization is to be designed in the spring semester 2010.

Article III. Members

Section 1. All students enrolled at Jefferson High School are eligible for membership in the Jefferson High School CAE – The Club provided that they meet the following requirements:

- A. Have a cumulative grade point average of at least 2.0, including all transferred classes by the date of induction.
- B. Have earned no less than a “C” in their visual and performing arts courses.
- C. Endorse and promote the mission and vision of the Creative Arts and Expression Small Learning Community.
- D. Have a 2/3 affirmative vote of the membership attending a regular club meeting.

Section 2.

New members shall be registered at the CAE office annually and inducted in the fall and spring. This organization may consist of up to six classes of members: active, inactive, fellow Demo, faculty, honorary, and alumni members.

1. **Active members** are students in the Creative Arts and Expression Small Learning Community who have been registered and inducted into membership, have paid club dues, have maintained eligibility requirements, have attended at least one CAE – The Club meeting per semester, and are still enrolled in school. Only active members may vote and hold office.
2. **Inactive members** are students registered and inducted into membership who have not maintained their GPA eligibility for CAE – The Club or paid their club dues. Inactive members cannot hold office or vote until they are in compliance with CAE – The Club membership requirements.
3. **Fellow Demo members** are non-CAE enrolled at Jefferson High School students. They are nominated by a club member and approved by The Creative Arts and Expression Small Learning Community. They are registered and inducted into membership the same as CAE student members and pay their club dues, but may not vote or hold office.
4. **Faculty members** are registered and inducted the same as student members, but faculty members may not vote or hold office.
5. **Honorary members** are nominated by the club and approved by The Creative Arts and Expression Small Learning Community. They are registered the same as faculty members and inducted in a special ceremony.
6. **Alumni members** are invited to club meetings, programs and activities. They are subject to club dues but may not vote.

Article IV. Officers

Officers shall be elected by a majority vote of the membership present at the June club meeting and installed in the spring induction ceremony. Only active members are eligible to run for an office. The term of office shall be one year. Each outgoing officer shall mentor the incoming officer. If an officer cannot fulfill the duties of office, the officer must resign, or be terminated by a 2/3 majority of the membership attending a regular club meeting. The club will elect a new officer, except in the case of the president who will be replaced by the vice-president.

- A. The **President** shall plan agendas, run club meetings, handle club PR issues and communicate regularly with the faculty advisor(s) and other officers, manage the publication of the CAE Newsletter, and wear the officer badge at club meetings.
- B. The **Vice-President** shall take over all duties of the president during the president's absence, manage the maintenance of the CAE website, and wear the officer badge at club meetings.
- C. The **Secretary** shall keep minutes and agendas of all business meetings in a notebook, handle all correspondence approved by the faculty advisor relating to the club, maintain a list of all active members and committees in the notebook, and wear the officer badge at club meetings.
- D. The **Treasurer** shall collect all membership dues, raised funds, and donations, deposit the funds in the club account at the student store with the faculty advisor, keep financial records, disperse funds as directed by the faculty advisor, submit monthly and annual reports to the club, and wear the officer badge at club meetings.
- E. The **Historian** shall get the consensus or vote of club members at regular club meetings on membership inductions, survey issues, or ballots, document in writing the successes and/or challenges of planned club and CAE activities and field trips, and wear the officer badge at club meetings.
- F. The **Photographer** shall take pictures of the club members for club membership IDs, attend club and CAE events and activities for picture taking purpose, and wear the officer badge at club meetings.

Article V. Meetings

- A. The club shall hold a lunch meeting at least once a week on Tuesdays.
 - a. Active members can vote.

- b. All members can plan for after school events and/or lunch time activities on Thursdays.
- B. The club shall sponsor at least one activity per month during lunch time in the CAE designated area.
- C. The club shall sponsor after school activities for the writing, design, and layout of the monthly CAE Newsletter and the maintenance of the CAE website.
- D. The officers shall participate in at least one leadership training workshop following their installation and preceding the first club meeting of the school year in September.

Article VI. Executive Board

The Executive Board shall consist of the elected officers and faculty advisor(s).

Article VII. Finances

- A. Members shall pay \$5 club dues per year.
- B. New members must pay to the treasurer the once-a-year fee of \$5 by the deadline, preceding the induction ceremony, determined by the club.
- C. Club dues will be used to cover the expenses to provide all inducted members with a membership certificate and ID card, plus a membership button.
- D. CAE – The Club account at the student store must contain at least \$50 at the end of the year to be carried to the next academic year.
- E. The chapter shall submit a budget request to the CAE Office and the student government annually.

Article VIII. Parliamentary Authority

All rules and regulations established the Los Angeles Unified School District, Jefferson High School, the Creative Arts and Expression Small Learning Community, and the Student Body Government's policies and procedures must be adhered to over and above the CAE – The Club Bylaws. Business meetings shall be conducted by a modified version of Robert's Rules of Order (Appendix A).

Article IX. Amendments

These Bylaws may be altered, amended, or repealed by a majority of the active members, following a second reading, so long as the changes are in compliance with the Los Angeles Unified School District, Jefferson High School, the CAE, and the Student Body Government's policies and procedures

Appendix D: Clubs, Sports, and other Extra-Curricular Activities at Jefferson

	Name	Sponsor (Classroom)	Meeting time	Location	Time of the year
	Academic Decathlon Team.....	???	???	???	???
	Art Club.....	Ms. Fidler (157)	Mondays @ 2:30 PM	Room 157	September – June
	Boys Varsity Basketball.....	Coach Pagan (235)	M-F @ 2:30 PM	Big Gym	October – June
	Boys Junior Varsity Basketball.....	Coach Anderson (305)	M-F @ 2:30 PM	Big Gym	October – June
	Boys Frosh/Soph Basketball.....	Coach Culver (Off site)	M-F @ 2:30 PM	Big Gym	October – June
	Girls Varsity Basketball.....	Coach Farris (B10)	M-F @ 2:30 PM	Small Gym	September – June
	Girls Junior Varsity Basketball.....	Coach Padilla (B10)	M-F @ 2:30 PM	Small Gym	September – June
	California Scholarship Federation	Mr. Askey/Ms. Walling	???	???	???
	Custom Bike Club.....	Ms. Budding/Ms. Garner	Wednesdays @ 2:40 PM	Auto Shop	September – June
	Black Student Union (GOAL).....	Ms. Davis (B6)	Wednesday @ 2:30 PM	Room B6	September – June
	Drama Club.....	Ms. Lopez (AUD2)	Thursdays @ 2:30 pm	Auditorium	September – June
	Film Club.....	Ms. Dillon (B9)	Thursdays @ 2:30 PM	Room B9	September – June
	Varsity Football.....	Coach Wiltz (131)	M-F @ 2:30 PM	Football Field	September – June
	Junior Varsity Football.....	Mr. McDavid (GOAL Office)	M-F @ 2:30 PM	Football Field	September – June
	Gay-Straight Alliance.....	Ms. Ferguson (230)	Mondays @ 2:30 PM	Room 230	September – June
	Grupo Cultural Juvenil.....	Mr. Martinez	Thursdays @ 2:30 PM	Room 234	September – June
	CAE Leadership Team.....	Mr. Guzman (B8)	Gold Days @ Lunch	Room B8	September – June
	TPA Leadership/Environmental Club	Ms. White (356)	Tues. @ Lunch/After School	Room 230	September – June
	ABC Recycling Program.....	Mr. Montan (307)	Mondays @ 2:30 PM	Room 307	September – June
	Root Down LA (Cooking).....	Ms. Budding (155)	Wednesdays @ 2:30 PM	Room 155	September – June
	Running Club (Faculty/Students)	Mr. Garcia (B27)	M-F @ 2:30 PM	B27	September – June
	Run LA (Jefferson).....	Ms. Ferguson (230)	Tuesdays @ 3:00 PM	Jeff Track	September – June
	Senior Cabinet.....	Ms. Lopez (AUD2)	Wednesdays @ 2:30 PM	Aud 2	September – June
	Boys Varsity Soccer.....	Coach Gutierrez (237)	M-F @ 2:30 PM	Soccer Field	November – February
	Boys Junior Varsity Soccer.....	Coach Casas (203)	M-F @ 2:30 PM	Soccer Field	November – February
	Girls Varsity Soccer.....	Coach Carbajal (PE Office)	M-F @ 2:30 PM	Soccer Field	November – February
	Girls Junior Varsity Soccer.....	Coach Ruiz (302)	M-F @ 2:30 PM	Soccer Field	November – February
	Soccer Club.....	Coach Gutierrez (237)	M-F @ 2:30 PM	Soccer Field	September – June
	Surf Club.....	Mr. Tuazon/Ms. Garner	TBA	TBA	September – June
	Swim Team.....	Mr. Tuazon/Ms. Garner	Tuesdays @ 2:30 PM	LA Swim Stad.	September – June
	Boys Tennis Team.....	Coach Munn (PE Office)	T-TH @ 3:00 PM	Tennis Court	September – June
	Girls Tennis Team.....	Coach Munn (PE Office)	T-TH @ 3:00 PM	Tennis Court	September – June
	Tutoring Program (after school)...	Ms. Garner (Next to 130)	M-F @ 2:30–4:00 PM	Library	September – June
	Boys Volleyball Team.....	Ms. St. John (PE Office)	M-F @ 2:30 PM	Small Gym	September – November
	Girls Volleyball Team.....	Mr. Preciado (PE Office)	M-F @ 2:45 PM	Small Gym	January – June

Appendix E: Coalition of Essential Schools – The Common Principles:

1. The school should focus on helping young people learn to use their minds well. Schools should not be comprehensive if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards.

Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

Appendix F: Cultural Responsive Teaching (Some Characteristics)

Culturally Responsive Teaching

The Education Alliance at Brown University

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Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning ([Ladson-Billings, 1994](#)).

1. Positive Perspectives on Parents and Families

WHAT

Parents are the child's first teacher and are critically important partners to students and teachers. To help parents become aware of how they can be effective partners in the education process, teachers should engage in dialogue with parents as early as possible about parents' hopes and aspirations for their child, their sense of what the child needs, and suggestions about ways teachers can help. Teachers explain their own limitations and invite parents to participate in their child's education in specific ways. Parent involvement need not be just how parents can participate in school functions. Oftentimes, religious and cultural differences preclude active participation in school activities. However, parental involvement also includes how parents communicate high expectations, pride, and interest in their child's academic life ([Nieto, 1996](#)).

WHY

Constant communication with parents is an important aspect of a child's educational progress. Involving parents and families in their child's educational process results in better scholastic achievement. When families share their "funds of knowledge" with the school community, teachers get a better idea of their students' background knowledge and abilities, and how they learn best ([Moll, Amanti, Neff, & Gonzalez, 1992](#)).

HOW

- Seek to understand parents' hopes, concerns and suggestions
- Conduct needs assessments and surveys (in the parents' first language) of what parents expect of the school community
- Establish parent-teacher organizations or committees to work collaboratively for the benefit of the students
- Conduct home visits in which parents are able to speak freely about their expectations and concerns for their children
- Keep parents apprised of services offered by the school
- Send weekly/monthly newsletters (in the home language) informing parents of school activities
- Conduct monthly meeting at parents' homes or community centers to inform parents of school activities
- Host family nights at school to introduce parents to concepts and ideas children are learning in their classes and to share interactive journals
- Gain cross-cultural skills necessary for successful exchange and collaboration
- Research the cultural background of students' families
- Visit local community centers to find out about the cultural activities and beliefs of the students
- Tour students' neighborhoods to identify local resources and "funds of knowledge" ([Moll et al., 1992](#))

2. Communication of High Expectations

WHAT

All students should receive the consistent message that they are expected to attain high standards in their school work. This message must be delivered by all that are

involved in students' academic lives, that is: teachers, guidance counselors, administrators, and other school personnel. Teachers should understand students' behavior in light of the norms of the communities in which they have grown. They should respect all students as learners with valuable knowledge and experience.

WHY

Effective and consistent communication of high expectation helps students develop a healthy self-concept ([Rist, 1970](#)). It also provides the structure for intrinsic motivation and fosters an environment in which the student can be successful.

HOW

- Communicate clear expectations
- Be specific in what you expect students to know and be able to do
- Create an environment in which there is genuine respect for students and a belief in their capability
- Encourage students to meet expectations for a particular task
- Offer praise when standards are met

3. Learning Within the Context of Culture

WHAT

Children from homes in which the language and culture do not closely correspond to that of the school may be at a disadvantage in the learning process. These children often become alienated and feel disengaged from learning. People from different cultures learn in different ways. Their expectations for learning may be different. For example, students from some cultural groups prefer to learn in cooperation with others, while the learning style of others is to work independently. To maximize learning opportunities, teachers should gain knowledge of the cultures represented in their classrooms and adapt lessons so that they reflect ways of communicating and learning that are familiar to the students.

WHY

Children learn about themselves and the world around them within the context of culture ([Northeast and Islands Regional Educational Laboratory at Brown University, 2002](#)). Students from minority cultures may feel pressured to disavow themselves of their cultural beliefs and norms in order to assimilate into the majority culture. This, however, can interfere with their emotional and cognitive development and result in school failure ([Sheets, 1999](#)).

HOW

- Vary teaching strategies
- Use cooperative learning especially for material new to the students
- Assign independent work after students are familiar with concept
- Use role-playing strategies
- Assign students research projects that focus on issues or concepts that apply to their own community or cultural group
- Provide various options for completing an assignment
- Bridge cultural differences through effective communication
- Teach and talk to students about differences between individuals
- Show how differences among the students make for better learning
- Attend community events of the students and discuss the events with the students

4. Student-Centered Instruction

WHAT

Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students are encouraged to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them. Students become self-confident, self-directed, and proactive.

WHY

Learning is a socially mediated process ([Goldstein, 1999](#); [Vygotsky, 1978](#)). Children develop cognitively by interacting with both adults and more knowledgeable peers. These interactions allow students to hypothesize, experiment with new ideas, and receive feedback ([Darling-Hammond, 1997](#)).

HOW

- Promote student engagement
- Have students generate lists of topics they wish to study and/or research
- Allow students to select their own reading material
- Share responsibility of instruction
- Initiate cooperative learning groups ([Padron, Waxman, & Rivera, 2002](#))
- Have students lead discussion groups or reteach concepts
- Create inquiry based/discovery oriented curriculum
- Create classroom projects that involve the community
- Encourage a community of learners
- Form book clubs or literature circles ([Daniels, 2002](#)) for reading discussions
- Conduct Student-Directed Sharing Time ([Brisk & Harrington, 2000](#))
- Use cooperative learning strategies such as Jigsaw ([Brisk & Harrington, 2000](#))

5. Culturally Mediated Instruction

WHAT

Instruction is culturally mediated when it incorporates and integrates diverse ways of knowing, understanding, and representing information. Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students. Learning happens in culturally appropriate social situations; that is, relationships among students and those between teachers and students are congruent with students' cultures.

WHY

Students need to understand that there is more than one way to interpret a statement, event, or action. By being allowed to learn in different ways or to share viewpoints and perspectives in a given situation based on their own cultural and social experiences, students become active participants in their learning ([Nieto, 1996](#)). [Hollins \(1996\)](#) believes that culturally mediated instruction provides the best learning conditions for all students. It may help decrease the number of incidences of unacceptable behavior from students who are frustrated with instruction not meeting their needs. Also, students from cultural groups who are experiencing academic success will be less inclined to form stereotypes about students from other cultures.

HOW

- Research students' experiences with learning and teaching styles
- Ask educators who come from the same cultural background as the students about effective ways to teach them
- Visit the communities of the students to find out how they interact and learn in that environment
- Ask students about their learning style preferences
- Interview parents about how and what students learn from them
- Devise and implement different ways for students to be successful in achieving developmental milestones
- Ensure success by setting realistic, yet rigorous, goals for individual students
- Allow students to set their own goals for a project
- Allow the use of the student's first language to enhance learning
- Create an environment that encourages and embraces culture
- Employ patterns of management familiar to students

- Allow students ample opportunities to share their cultural knowledge
- Question and challenge students on their beliefs and actions
- Teach students to question and challenge their own beliefs and actions

6. Reshaping the Curriculum

WHAT

The curriculum should be integrated, interdisciplinary, meaningful, and student-centered. It should include issues and topics related to the students' background and culture. It should challenge the students to develop higher-order knowledge and skills ([Villegas, 1991](#)).

WHY

Integrating the various disciplines of a curriculum facilitates the acquisition of new knowledge ([Hollins, 1996](#)). Students' strengths in one subject area will support new learning in another. Likewise, by using the students' personal experiences to develop new skills and knowledge, teachers make meaningful connections between school and real-life situations ([Padron, Waxman, & Rivera, 2002](#)).

HOW

- Use resources other than textbooks for study
- Have students research aspects of a topic within their community
- Encourage students to interview members of their community who have knowledge of the topic they are studying
- Provide information to the students on alternative viewpoints or beliefs of a topic
- Develop learning activities that are more reflective of students' backgrounds
- Include cooperative learning strategies
- Allow students the choice of working alone or in groups on certain projects
- Develop integrated units around universal themes

7. Teacher as Facilitator

WHAT

Teachers should develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences. They act as guides, mediators, consultants, instructors, and advocates for the students, helping to effectively connect their culturally- and community-based knowledge to the classroom learning experiences.

WHY

[Ladson-Billings \(1995\)](#) notes that a key criterion for culturally relevant teaching is nurturing and supporting competence in both home and school cultures. Teachers should use the students' home cultural experiences as a foundation upon which to develop knowledge and skills. Content learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations ([Padron, Waxman, & Rivera, 2002](#)).

HOW

- Learn about students' cultures
- Have students share artifacts from home that reflect their culture
- Have students write about traditions shared by their families
- Have students research different aspects of their culture
- Vary teaching approaches to accommodate diverse learning styles and language proficiency
- Initiate cooperative learning groups ([Padron, Waxman, & Rivera, 2002](#))
- Have students participate in book clubs or literature circles ([Daniels, 2002](#))
- Use student-directed discussion groups ([Brisk & Harrington, 2000](#))

- Speak in ways that meet the comprehension and language development needs of ELLs ([Yedlin, 2004](#))
- Utilize various resources in the students' communities
- Have members of the community speak to students on various subjects
- Ask members of the community to teach a lesson or give a demonstration (in their field of expertise) to the students
- Invite parents to the classroom to show students alternative ways of approaching a problem (e.g., in math: various ways of dividing numbers, naming decimals, etc.)

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Appendix G: Governance Chart

SCHOOL FOR THE CREATIVE ARTS AND EXPRESSION (CAE)

Los Angeles Unified School District

Governance and Responsibility Chart – 2010-2011 Academic Year

School Administrator	CAE Administrator	CAE Counselor	CAE Lead Teacher	CAE Community Representation	CAE Parent Coordinator	CAE Office Clerk
Mr. Michael Taft	Ms. Elke Miyahara	Mr. Marino Parada	Mr. Jose Guzman	Ms. Maria Soto	Mr. Eduardo Abea	Ms. Estela Montes
<ul style="list-style-type: none"> • Accreditation • Alumni Association • Athletics • Band • Beginning Teacher Support and Assessment (BTSA) • Bell Schedules • Bilingual Office • Budgets and Donations • Civic Center/Real Estate Branch • CoST Team, DPA, PSWs • Emergency Drills/Supplies • Employee Accident Reporting • Faculty Meetings • Financial Office and Student Store • Hate Crime and other Incidents Reports • Identifications (Staff and Students) • Impact and T.U.P.E. • ISIS and SIS • JROTC and ROP Staff • Learning Teams • Library and Textbook Room • Literacy Coach • Math Coach 	<ul style="list-style-type: none"> • Accreditation • Announcements: PA and Bulletin • Articulation • A.V.I.D. • Back to School, Open House, and Parent Conferences Night • Campus Supervision Aide (CAE) • Campus Supervision • Crisis Intervention Team • Data Support and Analysis • Discipline Policy • Display Cases • Emergency Lesson Plans • GATE Program • General Inventory • Keys • Master Schedule • Service Learning • Sexual Harassment Reporting • CAE Advisory Council • CAE Faculty Meetings • CAE Office Staff • CAE Parent Leadership Meetings • CAE-Wide Tech. Plan 	<ul style="list-style-type: none"> • Advisory Classes <ul style="list-style-type: none"> - Visitations - Copies of student grades - Individual Grad. Plan • Articulation • Back to School, Open House, and Parent Conferences Night • Campus Supervision • GATE Program • Individual Graduation Plan (IGP) • Master Schedule • Student Enrollment • Student Programming • Student Clubs • CAE Advisory Council • CAE Faculty Meetings • CAE Parent Leadership Meetings • Service Learning • Other duties as assigned 	<ul style="list-style-type: none"> • Advisory Committee • Advisory Classes: copies of detailed attendance report • Articulation • Back to School, Open House, and Parent Conferences Night • CAE—The Club • Display Cases • School Site Council Meetings • CAE Advisory Council • SS Leads Meetings • CAE Parent Leadership Meetings • Other duties as assigned 	<ul style="list-style-type: none"> • Establishes a strong relationship and communication with parents. • Selects and provides parents with workshops pertaining to the academic curriculum, parental training, testing information, etc. • CAE outreach facilitator • Assist with translation services as needed • Organizes and promotes the monthly “Positive Phone Call to Parents” campaign for teachers • Other duties as assigned 	<ul style="list-style-type: none"> • Enforces CAE discipline plan • Parent-teacher liaison • Contacts parents on behalf of CAE teachers • Conducts parents conferences throughout the school year as needed • Assist with translation services as needed • Holds detention when needed • Other duties as assigned 	<ul style="list-style-type: none"> • Assist in the maintenance cumulative record • General Office Needs <ul style="list-style-type: none"> - Answer phones - Duplicate, distribute and file, bulletins and office forms - Collect and compile staff/student information - Office mail - Office supply • First Aid • Assist with translation services as needed • Oversee students waiting to see counselors/AP • Process transcripts requests • Use of SIS as instructed • Other duties as assigned

School Administrator Cont.	CAE Administrator Cont.	CAE Advisory Council	CAE Parent Leadership Team	CAE Student Leadership Team	CAE Content-Area Teams	CAE Grade-Alike Teams
Mr. Michael Taft	Ms. Elke Miyahara	Assistant Principal Counselor Lead Teacher Elected Parents Elected Students Elected Teachers	Assistant Principal Counselor Lead Teacher Parents Students Teachers	Elected Officials Student Body	Team Leader Faculty Members	Team Leader Faculty Members
<ul style="list-style-type: none"> • Marquee • Nurse/Student Health • Opening and Closing Bulletins • Parking • Plant Manager • Public Relations • PSP Advisor • School Administrative Assistant • School Clubs, Drill Team, and Spirit Squad • School Safety Plan • School Leadership and Activities • School Police • School Site Council • School-Wide Tech. Plan • Section 504 Plans • Senior Class Activities • SS Leads Meetings • Special Education (School-Wide) <ol style="list-style-type: none"> 1) IEPs 2) Psychologist 3) Paraprofessionals 4) Transportation • Staffing • Student Success Team • Telephones • Title I Office • Twenty First Century Pathways Grant • Yearbook • Youth Services 	<ul style="list-style-type: none"> • Special Education • Stull Evaluations • Substitutes • Suspected Child Abuse Reporting • Textbooks • Other duties as assigned 	PD Committee oversees: <ul style="list-style-type: none"> • Grade Level Seminar Classes <ul style="list-style-type: none"> ◦ curriculum ◦ teacher training ◦ material/support • PD Tuesdays <ul style="list-style-type: none"> ◦ grade-alike PD ◦ content-alike PD ◦ seminar class PD • Special events CARES Committee oversees: <ul style="list-style-type: none"> • Assessment of CAE's programs, teams, budgets, etc. • Recruitment needs and community partnerships • Evaluation of CAE's staff, committee members, and Services • Makes final recommendation for job termination • Meet at least once a month • Other duties as assigned 	<ul style="list-style-type: none"> • Promotes CAE's mission and vision • Recognizes students' interest in the visual and performing arts • Finds a platform for students to perform and/or display their artistic abilities • Provides a forum for the broadening of CAE perspective and building a sense of community/identity • Enhances/encourages leadership skills and community involvement • Provides opportunity for outside the class-room student/parents/faculty interaction • Supports publicizing of CAE events in monthly newsletters and/or posting them online. • Meet at least once a month • Other duties as assigned 	<ul style="list-style-type: none"> • Promotes CAE's mission and vision • Recognizes students' interest in the visual and performing arts • Finds a platform for students to perform and/or display their artistic abilities • Provides a forum for the broadening of CAE perspective and building a sense of community/identity • Enhances/encourages leadership skills and community involvement • Provides opportunity for outside the class-room student/parents/faculty interaction • Supports publicizing of CAE events via monthly newsletters and/or posting them online. • Represents CAE in the general Jefferson Leadership Class. • Meet at least twice a week • Other duties as assigned 	<ul style="list-style-type: none"> • Uses seminar class to: <ul style="list-style-type: none"> ◦ check for proper class placements of students ◦ distribute/collect documents/forms ◦ maintain/discuss student portfolios ◦ go over periodic assessments and MyData student records ◦ discuss students' attendance issues and grade marks • Periodic Assessments and MyData patterns • AVID issues • Learning Team ideas • Vertical teaming • Selects team leader • project-based learning activities and assessments linked to the strands • organizes observation of best practices • Attends meetings and events • Other duties as assigned 	<ul style="list-style-type: none"> • Uses seminar class to: <ul style="list-style-type: none"> ◦ ensure proper class placements of students ◦ distribute/collect documents/forms ◦ maintain/discuss student portfolios ◦ go over the CAE HS experience and grade level requirements ◦ discuss students' attendance issues and grade marks • addresses common students' needs • AVID issues • Learning Team ideas • Horizontal teaming • Selects team leader • project-based learning activities and assessments linked to the strands • organizes observation of best practices • Attends meetings and events • Other duties as assigned

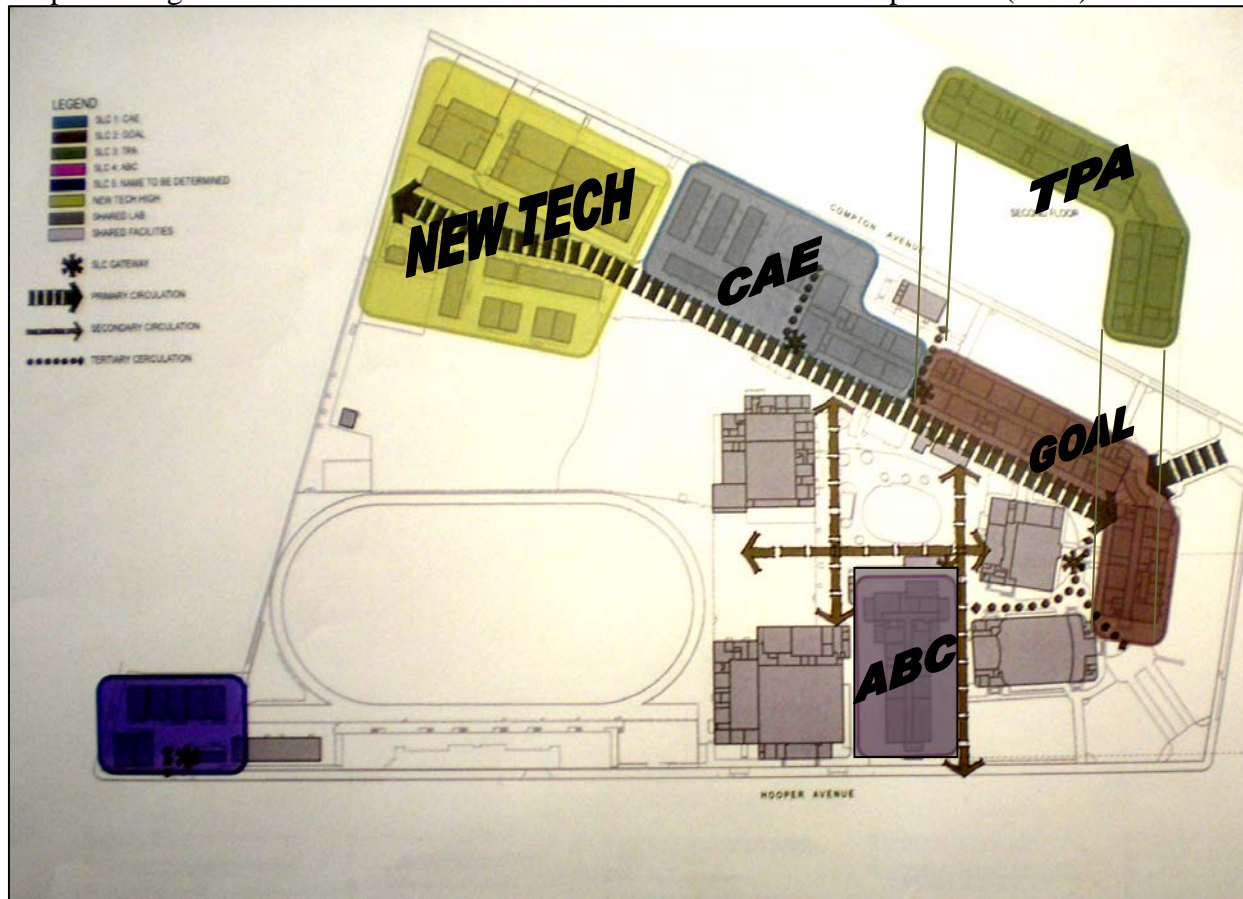
Appendix H: Matrix (Sample)

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Abea, Eduardo AP	B11	AP Spanish Language	Spanish SP 2	Spanish SP 2	Poetry ?	AP Spanish Lit	Spanish SP 2	Intro to Spanish Lit	Spanish SP 2
Artica, Brian RSP	AUD1								
Dillon, Shira	B9		English 10 AVID			American Lit AVID	Life Skills	English 10 AVID	
Dowling, Xinwei	B12	AP Lit.		AP Lit.	American Lit Cont. comp.	American Lit Contemp. com	American Lit Contemp. com	H American Lit Contemp. com	
Echeverria, Mike Sp Ed	360								
Fefferman, Nicolle	B14	Geography		Geography	Geography B	Geography B			ESS Std English
Fidler, Laurie AP	157	Art History	Art History	Conference	Sculpture 1B AP Studio Art	Art History	Ceramics 1B	Conference	Ceramics 1B Ceramics 2B
Guzman, Jose	B08	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Math Tut Lab	Math Tut Lab	Math Tut Lab	Math Tut Lab
Jeffers, Latisha Read 180	202	Strategic Lit 2	Strategic Lit 1	Strategic Lit 1	Conference	English 10B	English 9	English 9	Conference
Jones, Peaches Sp Ed	156B								
Lopez, Fabiola	003		Honors English 11 th grade						
Lutero, Trisha	B10	Honors English 10 th grade	AVID Coordinator	English 10B	Conference	AVID 1B	AVID 3B	Acad Lit SH 10B	Conference
Miljevic-Malcic, Snezana	352	Conference	Intcoor Sci 1B	Intcoor Sci 1B	Intcoor Sci 1B	Conference	Intcoor Sci 1B	Intcoor Sci 1B	Physics B
Nitahara, Tom	B16	Health	Life Skills	Health	Health	Life Skills	Health	Conference	Life Skills
Ochoa, Salvador	153	US History 20th	US History 20th	US History 20th	Economics	Economics	Economics	H US History 20th	Conference
Powell, LC	GYMP	Conference	Adv PE 1B	Adv PE 2B	Adv PE 1B	Conference	Adv PE 1B	Adv PE 2B	Adv PE 1B
Renova, Isaac	B06	Conference	Algebra 2B	Algebra 2B	Algebra 2B	Conference	Algebra 2B	Algebra 2B	Algebra 1B
Riley, Aissa	B13	Wld Hist Geog B	Conference	H Wld Hist Geog B	ESS Std English	Women in History	Wld Hist Geog B	Wld Hist Geog B	Conference
Riser, Lynda	155	Intro Art B	Painting 1B	Conference	Intro Art B	Painting 1B	Drawing B	Conference	Drawing B
Romon, George ROP	160	Graphic Art 1B	Graphic Art 1B	Graphic Art 1B	Graphic Art 2B and 3B	Graphic Art 1B	Graphic Art 1B	Graphic Art 1B	Graphic Art 2B

Sekhar, Chandra	351	Biology B	Biology B	Chemistry B	Conference	Biology B	Biology B H Biology B	Chemistry B	Conference
Torres, Edgar	MB	Instruments B	Instruments B	Conference	Adv Band B	Instruments B	Instruments B	Conference	Instruments B
Veliz, Eduardo ROP	308	Word Proc	Word Proc	Word Proc	Word Proc	Word Proc	Word Proc	Word Proc	Word Proc
Weber, Rodney	151	World Lit	Conference	English 10B	World Lit	World Lit	Cont. Comp.	Eng Lang 4B	H English 9B
Wright, Robert	B07	Math Analysis H Math Analysis	Geometry B	ESS Std Math	Conference	Geometry B	ESS Std Math	Math Analysis	Conference

Appendix I: School Map

Map showing the location of the School for the Creative Arts and Expression (CAE) on Jefferson's Educational Complex.



Appendix J: Seminar Classes Possible Topics

Month	Topic: 9 th grade	Topic: 10 th grade	Topic: 11 th grade	Topic: 12 th grade
1	<ul style="list-style-type: none"> New year school orientation CAE and career pathways Understanding HS A-G Requirements 	<ul style="list-style-type: none"> New school year, planners IGPs Student responsibilities Stress factors and management 	<ul style="list-style-type: none"> Reevaluate pathway Junior year portfolio Career interest Planning for future 	<ul style="list-style-type: none"> Overview of 12th grade Important dates & deadlines Senior year Portfolio Personal Data Sheet Letter of Recommendation Diploma Sheets Check list
2	<ul style="list-style-type: none"> Setting ground rules Importance of attendance Family and school 	<ul style="list-style-type: none"> Study skills Making your learning style work Community service 	<ul style="list-style-type: none"> History of academic assessment Test scores PSAT/ CAHSEE Credit check 	<ul style="list-style-type: none"> Post HS Planning (Booklet) College Applications. FAFSA/Scholarships
3	<ul style="list-style-type: none"> Time management Guidance and 4 year plan Goal setting 	<ul style="list-style-type: none"> Building healthy relationships Identity Positive self talk personal/ family issues 	<ul style="list-style-type: none"> Leadership Role models Network to community Community service 	<ul style="list-style-type: none"> Life beyond high school Dress for success Job applications inter view skills
4	<ul style="list-style-type: none"> Learning styles and strategies Study skills and strategies Test taking skills and strategies Text Reading Skills – Strategies to active listening Comprehend 	<ul style="list-style-type: none"> Guidelines for developing leadership Academic honesty/ Ethics Critical thinking skills 	<ul style="list-style-type: none"> Job shadowing Update resume Resume samples 	<ul style="list-style-type: none"> Leadership Mentoring 9th graders
5	<ul style="list-style-type: none"> Self confidence Self worth What is important to me 	<ul style="list-style-type: none"> Revisiting the progress Links to success Time management PSAT/ CHASEE 	<ul style="list-style-type: none"> Future plans GPA College fairs College visits 	<ul style="list-style-type: none"> Senior activities Stress management
6	<ul style="list-style-type: none"> A place to belong Making and keeping friends 	<ul style="list-style-type: none"> Career choices Job shadowing 	<ul style="list-style-type: none"> Build up your confidence Communication skills 	<ul style="list-style-type: none"> Progress check SAT/ACT

Month	Topic: 9 th grade	Topic: 10 th grade	Topic: 11 th grade	Topic:12 th grade
	<ul style="list-style-type: none"> • Healthy relationships • Healthy expressions • Anger management • Conflict resolution 	<ul style="list-style-type: none"> • Learning about resume 	<ul style="list-style-type: none"> • Building and maintaining positive Relationships 	<ul style="list-style-type: none"> • College application options • Exploring post secondary
7	<ul style="list-style-type: none"> • Understanding your report card • Monitoring self progress (looking back, looking forward) • What do I need to do 	<ul style="list-style-type: none"> • Revisit relationships • Respect/ self-worth • Conflict resolution • Tolerance • Compassion 	<ul style="list-style-type: none"> • Time management skills • Ethical choices 	<ul style="list-style-type: none"> • Looking back/ looking forward • Relating high school courses to college • Taking charge of my future
8	<ul style="list-style-type: none"> • Being responsible • Respecting self and others • Getting along with others • Assertive vs. Aggressive behavior • Problem solving 	<ul style="list-style-type: none"> • Building a portfolio • Graduation path • Check list 	<ul style="list-style-type: none"> • Student led activities 	<ul style="list-style-type: none"> • Mentoring 10th graders • Leading the way
9	<ul style="list-style-type: none"> • Making the right choices • Educational choices 	<ul style="list-style-type: none"> • Student led conferences 	<ul style="list-style-type: none"> • Student issues 	<ul style="list-style-type: none"> • When I'm on my own • Life skills • Living responsibly • Taking care of expenses and bills • Credit score
10	<ul style="list-style-type: none"> • Self evaluation, setting new goals 	<ul style="list-style-type: none"> • Goal achievements • Counting your successes • Goal setting for Junior year 	<ul style="list-style-type: none"> • Portfolio assessment 	<ul style="list-style-type: none"> • Portfolio check • Celebrating your successes

Appendix K: Staffing, Strands, Student Schedule, and Student Survey (Samples)

Assuming our schedule is ratified, the following sections will be needed at each grade level:

<u>9th Grade Classes</u> English – 4 Math – 4 PE – 4, but 2 would be double rostered PE 1 and 2 Geography/Health – 4 Strand – 4 English 2 nd block – 4 Math 2 nd block – 4 AVID 9 – 4 <u>10th Grade Classes</u> AVID 10 - 1 Math – 4 Biology –4 World History – 4 Strand –4 English – 4 English 2 nd block- 3 Computers –3 Language – 4 – this class becomes difficult if we want students to have choice as to which lang they want to take.	<u>11th Grade Classes</u> English – 4 Math – 4 Chemistry – 4 US History – 4 Strand – 4 PE - 4, but 2 would be double rostered PE 1 and 2 Language – 4 this class becomes difficult if we want students to have choice as to which lang they want to take. AVID 11 – 1 <u>12th Grade Classes</u> English – 4 Government and Economics – 4 Lang. – 2 this class becomes difficult if we want students to have choice as to which lang they want to take. Strand – 4 AVID 4- 1 Other various electives and AP courses - ?
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This equates to:

English - 8, 7, 4, 4 = 23 classes
History – 4, 4, 4, 4, = 16 classes
AVID – 4, 1, 1, 1 = 7 classes

Math – 8, 4, 4, ? = 16 classes
Science – 0, 4, 4, 4 = 12 classes
Language – 0, 4, 4, 2 = 10 classes

PE – 2/2, 0, 2/2, = 6 classes
Strand – 4, 4, 4, 4 = 16 classes
Computers – 0, 4, 0, 0 = 4 classes

Total = 110 classes. Extra elective classes can be added as needed.

Strands in the Creative Arts and Expression Small Learning Community

Film

- **Ninth Grade-** 10-week introductory course
- **Tenth Grade-** Introduction to Filmmaking
- **Eleventh Grade-** Advanced Filmmaking
- **Twelfth Grade-** Acting for TV and Film OR Editing for TV and Film

Visual Arts

- **Ninth Grade-** 10-week introductory course
- **Tenth Grade-** Painting 1, Drawing 1, or Ceramics 1
- **Eleventh Grade-** Painting 2, Drawing 2, or Ceramics 2
- **Twelfth Grade-** Sculpture

Theatre

- **Ninth Grade-** 10-week introductory course
- **Tenth Grade-** Drama 1
- **Eleventh Grade-** Stage Design or Drama 2
- **Twelfth Grade-** Play Production or Advanced Stage Design

Music

Incoming students with no musical experience

- **Ninth Grade-** 10-week introductory course
- **Tenth Grade-** Instruments AB or Guitar AB
- **Eleventh Grade-** Instrumental Ensemble or Instruments AB (Guitar 2)
- **Twelfth Grade-** Advanced Band AB and/or Music Technology

Incoming students with musical experience

- **Ninth Grade-** 10-week introductory course
- **Tenth Grade-** Instrumental Ensemble
- **Eleventh Grade-** Advanced Band and Music Technology
- **Twelfth Grade-** Jazz Band and Music History/ Music Literature and Analysis

Graphic Design

- **Eleventh Grade-** Introduction to Digital Imaging 1AB
- **Twelfth Grade-** Advance Digital Imaging 2AB and Introduction to Graphic Arts Management

- The honors classes have been omitted. To ensure the students are able to move in cohorts, most classes will be double-rostered. That allows students to have the honors label if needed, and teachers will need to differentiate instruction in most of their classes.
- The 9th graders will not be moving in cohorts. The only classes that must be at the same time of day are the strand electives.
- 10th, 11th, and 12th grade core classes should be strand concentrated and therefore, students should move class to class as a cohort.
- Math classes for 9th, 10th, 11th grade should be all at the same time, so no matter what math class they are in, there would be a strand math class available to them.
- In the 12th grade, students will have options as to what they need to take in the period 3, 4, 6, 7, and 8 periods. During those periods AP classes should be offered, Lang. 3 classes, Physics, or other types of science classes should also be offered. Or if a student chooses they can do credit recovery classes, attend community college, or get an internship.
- The honors classes have been omitted. To ensure the students are able to move in cohorts, most classes will be double-rostered. That allows students to have the honors label if needed, and teachers will need to differentiate instruction in most of their classes.

Student Schedule

	9 th Grade	10 th Grade			
	All Students	Film Students	Art Students	Theatre Students	Music Students
1	English 9	Intro to Filmmaking	Art Class	Drama 1	Music Class
2	Algebra 1 or Geometry	English 10	Lang. 1	Computers	World History
3	PE	Algebra 1 or Algebra 2	English 10	Lang. 1	Computers
4	Geography/Health	Biology	Algebra 1 or Algebra 2	English 10	Lang 1
5	Intro to CAE Strands	AVID10/ 2 nd English Block	AVID10/ 2 nd English Block	AVID10/ 2 nd English Block	AVID10/ 2 nd English Block
6	English	World History	Biology	Algebra 1 or Algebra 2	English 10
7	Math Tutoring (Alg. 1)	Computer	World History	Biology	Algebra 1 or Algebra 2
8	AVID 9	Language 1	Computers	World History	Biology

	11 th Grade				12 th Grade			
	Film Students	Art Students	Theatre Students	Music Students	Film Students	Art Students	Theatre Students	Music Students
1	AVID 3 or Elective	AVID 3 or Elective	AVID 3 or Elective	AVID 3 or Elective	Gov/ econ	English	Gov/ econ	English
2	11 th Grade Film Class	11 th Grd. Art or Graphic D.	11 th Grade Theatre Class	11 th Grade Music Class	English	Gov/ Econ	English	Gov/ Econ
3	Geometry or Math Analysis	Lang. 2	US History	Chemistry	12 th Grade Film Class	12 th Grd. Art or Graphic D.	12 th Grade Theatre Class	12 th Grade Music Class
4	English	Geometry or Math Analysis	PE	US History				
5	Chemistry	English	Lang 2	PE	AVID 4 or credit recovery or elective	AVID 4 or credit recovery or elective	AVID 4 or credit recovery or elective	AVID 4 or credit recovery or elective
6	US History	Chemistry	Geometry or Math Analysis	Lang 2	Math Analysis, make up or Calculus	Math Analysis, make up or Calculus	Math Analysis, make up or Calculus	Math Analysis, make up or Calculus
7	PE	US History	English	Geometry or Math Analysis	Make			
8	Lang 2	PE	Chemistry	English				

Student Survey

Teacher name

Class title

The instructor:

	Strongly Agree	Agree	Disagree
Explains the Standard/s for each lesson			
Clearly provides lesson instructions			
Provides a secure and educational environment			
Spends time working one-on-one with students			

What are three facts or concepts you learned in this class?

What new skill did you learn in this class?

What skill did you improve while you were in this class?

What is the most memorable lesson or activity you completed in this class?

How can this class be improved?

Appendix L: Teams and Advisory Council Roles and Responsibilities

School for the Creative Arts and Expression (CAE) Roles and Responsibilities of CAE Teams and Advisory Council	School for the Creative Arts and Expression (CAE) Roles and Responsibilities of CAE Teams and Advisory Council
<p>9th Grade Team</p> <ol style="list-style-type: none"> 1. Uses seminar class to review student programs to ensure proper class placements by notifying CAE assistant principal (AP), counselor, lead teacher, or 9th grade team leader of any discrepancies. 2. Uses seminar class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 9th grade team leader. 3. Uses seminar class to keep, maintain, and discuss student portfolios with copy of student records and a sample student work (provided by the 9th grade team leader). 4. Uses seminar class to review with the entire class and in a one-to-one meeting the CAE freshman year program, requirements, and goals sometime in September, and the sophomore year program, requirements, and goals sometime in June, using student portfolio. 5. Uses seminar class to discuss student attendance issues (absences, trancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher) 6. Uses seminar class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor). 7. Meets monthly during PD Tuesday to address common students' needs: seminar class prep. time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc. 8. Selects team leader to work closely with AP, counselor, and/or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 9th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs. 9. Develops and implements project-based learning activities and assessments linked to the strands (Film, Graphic Design, Music, Theatre, and Visual Arts). 10. Plans and implements a system for best practices class observation. 11. Attends meetings and events. 	<p>10th Grade Team</p> <ol style="list-style-type: none"> 1. Uses seminar class to review student programs to ensure proper class placements by notifying CAE assistant principal (AP), counselor, lead teacher, or 10th grade team leader of any discrepancies. 2. Uses seminar class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 10th grade team leader. 3. Uses seminar class to keep, maintain, and discuss student portfolios with copy of student records and samples of student work (provided by the 10th grade team leader). 4. Uses seminar class to review with the entire class and in a one-to-one meeting the CAE sophomore year program, requirements, and goals sometime in September, and the junior year program, requirements, and goals sometime in June, using student portfolio. 5. Uses seminar class to discuss student attendance issues (absences, trancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher) 6. Uses seminar class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor). 7. Meets monthly during PD Tuesday to address common students' needs: seminar class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc. 8. Selects team leader to work closely with AP, counselor, and/or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 10th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs. 9. Develops and implements project-based learning activities and/or assessments linked to the strands (Film, Graphic Design, Music, Theater, and Visual Arts). 10. Plans and implements a system for best practices class observation. 11. Attends meetings and events.

**School for the Creative Arts and Expression (CAE)
Roles and Responsibilities of CAE Teams and Advisory Council**

11th Grade Team

1. Uses seminar class to review student programs to ensure proper class placements by notifying CAE assistant principal (AP), counselor, lead teacher, or 11th grade team leader of any discrepancies.
2. Uses seminar class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 11th grade team leader.
3. Uses seminar class to keep, maintain, and discuss student portfolios with copy of student records and samples of student work (provided by the 11th grade team leader).
4. Uses seminar class to review with the entire class and in a one-to-one meeting the CAE junior year program, requirements, and goals sometime in September, and the senior year program, requirements, and goals sometime in June, using student portfolio.
5. Uses seminar class to discuss student attendance issues (absences, trancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher)
6. Uses seminar class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor).
7. Meets monthly during PD Tuesday to address common students' needs: seminar class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc.
8. Selects team leader to work closely with AP, counselor, or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 11th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs.
9. Develops and implements project-based learning activities and/or assessments linked to the strands (Film, Graphic Design, Music, Theater, and Visual Arts).
10. Plans and implements a system for best practices class observation.
11. Attends meetings and events.

**School for the Creative Arts and Expression (CAE)
Roles and Responsibilities of CAE Teams and Advisory Council**

12th Grade Team

1. Uses seminar class to review student programs to ensure proper class placements by notifying CAE assistant principal (AP), counselor, lead teacher, or 12th grade team leader of any discrepancies.
2. Uses seminar class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 12th grade team leader.
3. Uses seminar class to keep, maintain, and discuss student portfolios with copy of student records and samples of student work (provided by the 12th grade team leader).
4. Uses seminar class to review with the entire class and in a one-to-one meeting the CAE senior year program, requirements, and goals sometime in September, and the college freshman year experience, requirements, and goals sometime in June, using student portfolio.
5. Uses seminar class to discuss student attendance issues (absences, trancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher)
6. Uses seminar class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor).
7. Meets monthly during PD Tuesday to address common students' needs: seminar class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc.
8. Selects team leader to work closely with AP, counselor, or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 12th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs.
9. Assists students with service learning and senior portfolio requirements.
10. Develops and implements project-based learning activities and/or assessments linked to the strands (Film, Graphic Design, Music, Theater, and Visual Arts).
11. Plans and implements a system for best practices class observation.
12. Attends meetings and events.

School for the Creative Arts and Expression (CAE)

Roles and Responsibilities of CAE Teams and Advisory Council

CAE Advisory Council

The CAE Advisory Council consists of parents, students, faculty, and administration representatives. The purpose of this committee is to oversee CAE's interests and assets in two general areas: professional development and staff recruitment and performance. The CAE Advisory Council is subdivided into two committees to better serve its purpose: The Professional Development (PD) Committee and the CAE Assessment, Recruitment, and Evaluation Services (CAE CARES).

The Professional Development (PD) Committee will oversee the following areas:

- Grade Level Seminar Class
 - Develops and implement curriculum
 - Trains SLC teachers on how to implement class curriculum
 - Gathers and distributes materials
 - Supports
- Professional Development Tuesdays
 - Prepares agenda, materials, and mini-lessons for grade-alike PD
 - Prepares agenda, materials, and mini-lessons for content-alike PD
 - Prepares agenda, materials, and mini-lessons for grade-level seminar class
 - Prepares program and materials for special events, including recognition and other assemblies, Back to School, Parent Conferences, Open House, etc.

The Committee for Assessment, Recruitment, and Evaluation Services (CARES) Committee will oversee the following areas:

- CAE Assessment (All committee members)
 - Reviews the implementation of SLC programs and events based on desired goals and outcomes
 - Examines the allocation of CAE budgets and makes recommendations as needed
 - Explores possible partnership opportunities for internships and other student needs
 - Analyzes the effectiveness of purchased technology and supplemental material
 - Assesses SLC areas of growth and improvement and makes recommendations as needed

- Recruitment (selected members: 2 parents, 2 students, 2 teachers, and 1 administrator)
 - Interviews candidates to fill open positions
 - Hires candidates to fill open positions
 - Votes to accept/deny membership nominations
 - Reaches out to community businesses and organizations for possible partnership opportunity
 - Evaluation Services (selected members: 2 parents, 2 students, 2 teachers, and 1 administrator)
 - Reviews staff and committee members performance
 - Evaluates staff and committee members areas of growth and improvement and makes recommendations as needed
 - Makes final recommendation for job termination
- Membership to the CAE Advisory Council is nominated by the SLC administrator and accepted or denied by the council's majority in a democratic process. Membership will be as follows:
- Parents (one or more for each grade level)... 4 to 10 parents
 - Students (one or more for each grade level)... 4 to 10 students
 - Administrators (assistant principal/counselor)... 1-2 administrators
 - Faculty (one or more for each content)... 5 to 10 teachers
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Electives
 - Special Needs

School for the Creative Arts and Expression (CAE)

Roles and Responsibilities of CAE Teams and Advisory Council

CAE Counselor

1. Works with grade-level team leaders, lead teacher, and CAE Assistant Principal (AP) to ensure student programs and appropriate schedules maximize success for all students.
2. Assists with Open House, Back to School, Parent Conferences.
3. Provides copies of students' grades as released throughout the year to CAE teachers for discussion in seminar class.
4. Newcomers – meets with parent/students upon enrollment, and notify AP and appropriate teachers of new enrollee via email.
5. Ensures timely completeness of all student records (Especially for 9th graders and newcomers: Individualized Education Plan (IEP), Individualized Graduation Plan (IGP) Student Records, etc.)
6. Assists AP as needed.
7. Lunch supervision.
8. Attends meetings and events, including PD Tuesdays, monthly parent leadership team meetings, bi-weekly SLC leads meetings.
9. Coordinates with AP and lead teacher CAE Advisory Council monthly meetings.

CAE Lead Teacher

1. Attends Jefferson High School SLC leads and School Site Council meetings; reports via email agendas/notes of these meetings to CAE faculty/staff.
2. Develops with AP and Advisory Committee SLC meetings; agendas, reminders emailed to CAE participants.
3. Develops with AP and Advisory Committee programs for advisory classes.
4. Coordinates Student Advisory Senate (3 representatives from each grade level) monthly meeting
5. CAE—The Club Faculty Advisor (weekly meetings)
6. Coordinates with AP and counselor CAE Advisory Council monthly meetings.
7. Presents and maintains budgets (CAE and grade level priorities, funding streams)
8. Maintain equipment inventories.

Early College Academy

Thomas Jefferson High School Educational Complex
Los Angeles Unified School District
2010-2011 Academic Year



1. Executive Summary

Early College Academy Mission Statement

We are a unique bridge program where all students are concurrently enrolled in college and high school classes to not only obtain their high school diplomas, but to ensure a smooth transition into the community college system and beyond. Working with our community partners, we empower students through a culturally relevant and practical curriculum, delivered in a safe and challenging environment, making them college prepared, career ready and socially responsible members of society.

Early College Academy Vision Statement

The Early College Academy franchises its current operating system, placing a small, incredibly successful high school learning partnership on all community college campuses in the Los Angeles area. Students from all backgrounds, with myriad skill levels, excel in a personalized environment geared to maximize each student's potential. On a college campus, surrounded by mature students who desperately want to attend school, our students understand the importance of education, and why it is so crucial to their eventual success and happiness. A high school diploma is finally a given, a document everyone receives on their path to higher learning, be it a certificate in the skilled trades or an advanced degree from an Ivy League University. Our students pass on the joy of and reverence for learning to their children, creating a positive cycle of achievement and success that will continue for generations to come.

2. Curriculum and Instruction

a. Curriculum Map and Summary

The Early College Academy is organized to ensure that students are enrolled in the A-G sequence of courses which establish eligibility for public, four-year postsecondary institutions in California. However, we are unique in that we offer students actual UC and Cal State transferable classes through LATTC that fulfill many of the A-G required classes as specified in LAUSD BUL 1040.1, as well as a rich panoply of electives that will expose our students to many of the trade and career classes that were eliminated during the last decade. Trade Tech options are highlighted in red bold italic.

A-G Requirement	Grade 9	Grade 10	Grade 11	Grade 12
English (4 years required)	ESL 6	ENG 28	Eng 101	ENG 203 ENG 204
Math (3 years required)	MATH 115	MATH 125	MATH 120	MATH 236 MATH 261
Science (2 years required)		BIO 3	CHEM 51	PHYS 11 BIO 3
Social Studies/History (2 years required)		HIS 87	HIS 12	POL SCI 1 ECON 1

Physical Education (2 years required; 1 year of Health)	PE 101 PE 666 PE 690	PE 101 PE 666 PE 690	HLTH 11	
Electives: 2 years of Foreign Lang		FOR LNG 1	FOR LNG 2	INTR FOR LNG
Electives in Visual/Performing Arts (1 year)	Art 101	ART 103	Art 201	Art 300
Elective in Career Technical Art (1 year)	CAOT 1 WELD 185	FASH 185 MECH 185	CLN ART 185 ELEC 185	COSM 101

At the same time, The Early College Academy has a thematic orientation and unique educational philosophy that guides how students experience core academic instruction, as well as an ongoing dynamic relationship with LATTC administration to create specialized electives and Career Technical Education (CTE) courses that are unique to our students needs and interests. Our philosophy is to provide credit recovery and acceleration for qualified students; allow flexibility in how students master rigorous content standards and move toward HS graduation and begin course-taking in a postsecondary educational environment. To accomplish this, we will use individualized learning plans with clearly defined goals and objectives, use of graphic organizers to scaffold learning, focus on Homework and Practice, Reinforcing Effort and Providing Recognition, and Summarizing/Note-taking. Thanks to our unique educational environment, our students have access to all the LATTC electives and CTE pathways, including many of the skilled trades, such as plumbing and construction, as well as medical options such as nursing and medical technology, and electives geared toward green jobs such as chemical technology.

c. Addressing the Needs of All Students

English Language Development (ELD) Program: The Early College Academy offers ELs a comprehensive program to build their EL skills so as to meet the state standards and continue as successful college students. We work closely with ESL department at LATTC, using their Academic Placement assessments to evaluate each students beginning level, and analyzing their strengths and weaknesses according to the strands. The ECA teachers use proven instructional strategies such as SDIAE and TPR to move students toward proficiency. Students are required to participate in the Townsend Foundation Reading Contest, which provides books of varying degrees of difficulty while offering students \$100.00 for every 10 books they complete. After they finish each book, students must pass a short one on one interview with a teacher regarding the book, taking them beyond simple comprehension and holding them accountable for higher level literary elements such as theme, conflict, resolution and the importance of setting.

Academic Intervention Programs: The Early College Academy believes that the first level of academic intervention is first-best teaching. In other words, The Early College Academy is committed to providing ALL students with universal access to a rigorous, standards-based instructional program. At the same time, the achievement data on our students reveals that many students have moderate to severe learning gaps which complicate their ability to perform at high levels on grade level standards. Therefore, the Early College Academy offers unique intervention courses designed to help students master basic skills while preparing them specifically for the CAHSEE exam. During the January winter college quarter, all students who need to pass one or both sections of the CAHSEE are enrolled in an LATTC CAHSEE preparation class, where they receive individualized instruction based on their specific needs according to their strands from previous tests. After the five week class, students take the February CAHSEE exam. Since all the students attend their college classes at the same time, the ECA has permanent common planning time, where teachers and counselors regularly convene to discuss the needs of individual students. We have created an intervention form that covers all aspects of a student performance, from academics to attendance to social and family issues. Based on these meetings, we schedule individual parent conferences or refer students to counseling, mentoring, community service or whatever the situation might indicate.

d. Accelerated Learning

Advanced Placement/Honors: Again, due to the unique educational experience our students enjoy, there is no real need for an AP or Honors program. Our accelerated students have the opportunity to take actual college courses from college professors, and merely have to pass the classes to get their college units. This in itself is an Honors program. Our ECA teachers can focus on building the skills of all our students so they will be successful in the college classes.

Gifted and Talented Education (GATE): The ECA has been a magnet for gifted students who recognize the chance to get a head start on college and push themselves to go beyond what is required at most inner city high schools. We annually graduate about 10 students one year early, and usually also have 1 or 2 who graduate two years ahead of their class. We had a 15 graduate with 34 college units under his belt. Often our students finish all their graduation requirements one semester early, so we are able to give them a head start in a full time college program of their choice for their final semester of high school. E also have a comprehensive financial aid program, making sure all students complete the FAFSA during their senior year so they will have plenty of financial support as they continue their gifted and talented lives.

3. School Culture and Climate

a. Description of Culture:

The ECA has historically been populated by the most unsuccessful students from Jefferson High School, a perennially low-performing school. The population has been approximately 90% Latino and 10% African American. Because our focus has been mainly credit-recovery, most of our student have been 11th and 12th graders. We have historically serviced 160 students per semester, with some slight matriculation after the first semester enabling us to take 40 new students in the second semester as 40 students usually finish their graduation requirements in the fall, making for a total of 200 students served per year.

Most new start up schools start with a freshman class and then add classes each year. We will be doing the complete opposite. We will introduce 9th and 10th graders as we develop more of a focus on accelerated achievement, hopefully eliminating the need for the credit recovery component as students get used to being ahead of the normal graduation pace, instead of lagging behind. On a college campus, students are surrounded by older college students who actually want to be in school, and who know the value of a good education. This modeling has had a tremendous impact on the struggling students we have historically turned around. Students also get a first-hand view of what college has to offer, and a better understanding of why they need to have 21st century skills in order to be successful beyond high school. So, if we can get 9th and 10th graders indoctrinated into the same atmosphere in the beginning of their high school careers, we will see much higher student achievement. And by adding 9th and 10th graders, we can double our student population to make it a viable independent school of 400 students.

The ECA was established in 1996 and boasts an 85% graduation rate, 100% college attendance rate, and 90% CAHSEE pass rate. ECP students improved from an average high school GPA of 1.6 to a college GPA of 2.54 in Cal State and UC transferable classes while they were in ECP. Based on the success of ECP, in 2006 Jefferson High School changed from a year-round three track school to a traditional calendar school with four SLCs.

b. College and Career Readiness:

College and career readiness is the major strength of the ECA. Since 1994, the ECA has provided underachieving young people a credit recovery opportunity at LATTC. All students are required to take 6 UC transferable college units per semester along with a full slate of high school classes. If they pass the college classes, they earn additional high school credits according to the table in LAUSD BUL 1041. We also provide a pathway for gifted and talented students to get an early college experience and perhaps graduate one or two years early. Our main focus is to help the students establish the positive habits necessary to be successful. The entire staff works together, focusing on three major areas: Attendance and tardiness, cooperation with adults, and study habits that ensure successful completion of all classes. Since all students and their parents are required to attend an interview before being accepted into the academy, parent involvement and support are key to student success.

Students who finish their high school graduation requirements early will be seamlessly enrolled as full time LATTC students. They will be free to pursue any pathway they wish, including the myriad skilled trade program offered at Trade Tech.

c. School Calendar/Schedule:

The Early College Academy will adopt our calendar to mirror the LATTC academic calendar, so that our student can take full advantage of each college academic mester. Also, our calendar will be aligned so as to allow students to enroll in the two summer sessions at LATTC, helping to speed up credit recovery and add to the students' college unit total. So in effect, our students can, and will be encouraged to attend school year round.

d. Athletic programs and other extracurricular programs:

Athletics will be made available by partnering with one of the neighboring LATTC feeder schools, either Jefferson or Santee. Football, basketball, soccer, track and field, cross-country, volleyball and tennis are offered to both boys and girls. Cheerleading and flag team are primarily composed of girls, but are open to both sexes. Band is available as a class, but students also practice after school. We have also had some students work out with the college athletic teams, such as swimming, water polo and cross country, being careful to not violate any NCAA eligibility rules.

After school clubs include fitness, soccer, Students Run LA and the Travel Club, which has taken students on 5 separate trips to Europe. We pride ourselves on encouraging students to think big, and to believe that nothing is impossible. Our Europe trips have included many different itineraries, including London, Paris, Amsterdam, Rome, Barcelona, Madrid, Florence, and all points in between.

We have established a relationship with Abraham Friedman Adult School located two blocks from the LATTC campus. Classes are both for credit recovery and enrichment. Because of our small size, we have had a very active field trip program, often using public transportation as the MTA Blue Line stops right in front of our school.

d. Student Discipline:

Another hallmark of our success at the ECA is our approach to student discipline. Many of our students come from chaotic home and neighborhood situations, and we pride ourselves on providing a safe, fair and stable environment where students can focus on improving their academic skills and social behaviors. Our formula is nothing new, but it does require a lot of hard work and follow-through by all staff members. For each tardy and absence from school, the parent is contacted and the reason for the infraction are verified. For each tardy, the student is required to do a half hour of detention after school. For habitual truants, in-house suspensions are employed and another parent conference convened in order to help solve the issues relating to the poor attendance. A contract is signed and the student is given a guidance slip that must be signed by each teacher throughout the day. A clear and consistent system of consequences for inappropriate behavior is explained in the student handbook given to all students at the beginning of their tenure with the ECA.

e. Health mandates:

Because of our students' unique concurrent enrollment status, they are able to access the health services provided by LATTC, which saves us the extra expense of a school nurse. Students younger than 18 need to fill out a parental consent form. Our students usually have more need for mental health services due to chronic family or behavior issues. We will partner with a local feeder school to share the services of a psychiatric social worker. For serious chronic health issues, we will work with the district on a case by case basis.

g. Nutritional needs:

Since we are part of the District, we will continue to use the food services provided by the District. We have been providing nutritional services through the cafeteria at the adjacent Orthopedic Magnet School. There is a possibility that in the future we can arrange to have the students fed through a partnership with the LATTC Culinary Arts Department, which runs a cafeteria on campus during the day.

6. Professional Culture

Professional Culture:

Since its inception, the ECA has been a collaborative program that evolves according to student needs. This pupil-centered focus eliminates the petty bickering and dysfunction prevalent on many large campuses. Since we also need to collaborate often with the staff at LATTC, the collegial spirit is constantly reinforced. For many years, the teachers have had common planning team that is regularly used to meet and strategize best practices and discuss the needs of individual students. All staff subscribes to the theory that if everyone works hard and does their job, everyone's job becomes that much easier. Open and honest communication is encouraged, and a professional demeanor is expected of all staff. Another aspect of the ECA that contributes to a positive professional culture is the tremendous student success we are able to witness. Many of our students continue at LATTC after they graduate, so the staff is able to witness the fruits of their professional collaboration. And since we are such a small staff, and have been physically isolated from the main Jefferson High School campus, we are used to taking leadership roles in order to solve problems or develop new initiatives. New staff members are encouraged to view policies with their fresh eyes and offer suggestions on what can be improved.

Leadership Team Capacity:

Staffing Model:

The Early College Academy at Los Angeles Trade Technical College will have a two-person leadership team consisting of a counselor and a site administrator. Their responsibilities will be divided as follows:

Counselor: programming, counseling, testing, concurrent enrollment

Site Administrator: budget, recruiting, food service, transportation, facilities management, sports, field trips, fund raising

Shared responsibilities: discipline, attendance, supervision, community outreach

The teaching staff will be increased as the student population increases. The 40:1 student/teacher ratio will be decreased through savings in administrative salary costs, Queia funds, grant funding and Title I funds. We hope to add additional teaching positions to reduce the teacher/student ratio to 25:1.

The Early College Program has been operating as a de facto SLC since September 1994, and has served a population of 160 students on average. The leadership team will consist of the current teachers, coordinator, counselor, parents and Trade Tech staff that have made our school one of the best performing SLC's in the LAUSD. The ECP boasts an 85% graduation rate, 100% college attendance rate, and 90%

CAHSEE pass rate. Our students improve from an average high school GPA of 1.6 to a college GPA of 2.54 in Cal State and UC transferable classes while they are in our high school program.

The staffing model has been 4 teachers, an on site coordinator/principal's designee, a full time office technician and a full time security aide. The school leadership has consisted of the on-site coordinator, an off site part time counselor and an off site administrator with myriad other responsibilities. The coordinator has historically handled all administrative functions, including discipline, counseling, recruiting, attendance, supervision, food service, transportation, facilities management, sports, field trips, fund raising, concurrent enrollment, programming, testing, college counselor, liason to Trade Tech and many others. The coordinator has also carried academic rosters, with small classes of leadership and service students, with an occasional core English class created as needed.

Global Outlook through Academic Leadership

Thomas Jefferson High School Educational Complex

Los Angeles Unified School District

2010-2011 Academic Year



1. Executive Summary

Vision, Mission and Philosophy: The Global Outlook through Active Leadership (GOAL) Small Learning Community is the pathway to success. GOAL prepares students for the complex, competitive and diverse world of the 21st century. In a world that is becoming more and more connected, successful people will be those who are culturally aware and can analyze the forces shaping our global community. This Small Learning Community builds these leaders by offering an academic program that encourages our students to explore social, political, environmental, health, and economic issues on a national and international front. Furthermore, GOAL will establish a wide variety of partnerships, including colleges and universities to enhance the educational experience. Creating additional opportunities for success in fields such as politics, law, business, social work, international relations and economics is our goal. The GOAL SLC is the pathway to success.

To achieve these goals our GOAL SLC will offer courses such as African American Studies, Latin American Studies, Women in History, Journalism, Sociology and Psychology. The parallel Green Academy within GOAL will offer courses to support student success. The evaluation for student outcomes will be measured by CST, CAHSEE and grade level Capstone projects.

Community Impact and Involvement: Currently the Green Academy strand is supporting the development of community responsibility among students and bridging the adults and students within the community to participate in clean-ups and greening of the local neighborhood. Students and the Green Academy Advisor have actively engaged local community members as well as Council Person Jan Perry to start and sustain the Green Allies movement to improve the perimeter of the school community.

2. Curriculum and Instruction

a. Curriculum Map and Summary:

GOAL COURSE SEQUENCE (by grade level)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English/ Language Arts	-English 9A/B and Academic Literature A/B	-English 10A/B and Advanced Literature A/B	-American Lit and Contemporary Composition	-Expository Composition -Speech -Literature of the Minorities -Creative Writing -Journalism -Writing Seminar
History/ Social Studies	Geography/ Environmental Studies A/B	Modern World History A/B	United States History A/B	Government and Economics Latin American Studies -Women in History

				-Sociology -Psychology -African American History
Mathematics	Algebra 1 A/B	Geometry A/B	Algebra 2A/B	-Math Analysis and Trigonometry
Science	ICS 1A/1B	Biology A/B	Chemistry A/B	Physics A/B
Foreign Language	Spanish I/French I	Spanish II/French II	Spanish III/French III	
Visual/Performing Arts		Studio Art I/II	Studio Art I/II	-AP Art
Physical Ed	Advanced PE 1A/B	Advanced PE 2A/B		
Applied Technology	Intro to Computers			Applied Computers
Required Electives Health and Life Skills	-AVID 1A/B (replaces Life Skills) -Health -Environmental Studies	-AVID 2 A/B -Health	AVID 3 A/B	AVID: Senior Seminar
Other Electives/ Green Academy	Auto Mechanics I	-International Relations (with a service learning component) -Speech -Auto Mechanics I/II	-Speech and Debate -Advanced Speech -International Relations (with a service learning component) -Decathlon -Auto Mechanics I/II/III	-Leadership -Intro to Computers 1 -Decathlon Advanced Speech -Auto Mechanics I/II/III
CTE Sector: Engineering and Design Industry Pathway: Engineering Design		Design A/B	CAD Design 1A/B	-CAD Design 2A/B -Concurrent Enrollment at Trade-Tech -Beginning Architectural Graphics (CUS transfer, certification) -CADD for Architects (certification and AA)

GOAL COURSE SEQUENCE (ADVANCED)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English/Language Arts	Honors English 9A/B	Honors English 10A/B	AP English Language	AP English Literature
History/Social Studies	Honors Geography A/B	Honors Modern World History A/B	AP or Honors United States History A/B AP Human Geography	AP or Honors Government and Honors Economics AP Human Geography
Mathematics	Geometry A/B	Algebra 2A/B	Math Analysis and Trigonometry	AP Calculus
Science	ICS 1A/1B	Honors Biology A/B	Honors Chemistry A/B	-Honors Physics A/B -AP Biology
Foreign Language	Spanish I/French I	Spanish II/French II	-Spanish III/French III -AP Spanish Language	-AP Spanish Literature -AP Spanish Language
Visual/Performing Arts		Studio Art I/II	Studio Art I/II	-AP Art
Phys Education	Adv PE 1A/B	Adv PE 2A/B		
Applied Technology	Intro to Computers			Applied Computers
Required Electives Health and Life Skills	-Life Skills -Health Environmental Studies	-Life Skills -Health		
Other Electives	Auto Mechanics I	-International Relations (with a service learning component) -Speech -Auto Mechanics I/II	-Speech and Debate -Advanced Speech -International Relations (with a service learning component) -Decathlon -Auto Mechanics I/II/III	Leadership Intro to Computers Decathlon Advanced Speech Latin Am Studies Women in History Sociology Psychology African Ame Hist -Auto Mechanics I/II/III

Many fine arts and other electives are provided by the common classes, including drama, band, and video production. The Library Media Center includes several student computers with printer access, a large permanently mounted screen and projector for presentations, and a large screen TV with a DVD player and soon to be connected to satellite TV service.

b. Track Record of Proposed Curriculum:

The curriculum being implemented is based on specific instructional strategies and curriculum design currently utilized in the New Technology High Schools. The curriculum design of Project Based Learning has been particularly successful at Student Empowerment New Technology High School at Jefferson and also at Global Studies New Technology High School as well as at many nationally recognized New Technology High Schools across the country. The GREEN strand has been effectively implemented at the local Environmental Charter High School.

We will continue with the WASC accreditation process and used State approved standards-based textbooks and materials in the classroom.

The curriculum for the ninth grade wheel is adopted from the Environmental Charter High School that is already standards based. All courses will comply with state content standards and national standards such as College Board and the national standards when applicable.

c. Addressing the Needs of All Students

GOAL's mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in intervention (Tier 1= school-wide preventative services,; Tier 2= strategic interventions; Tier 3= intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk-those not meeting grade level standards and those with learning disabilities. RTI means early diagnosis and the correct interventions. The intensity and type of interventions are based on the student responsiveness to learning, how well or how successful the student is at responding to the instructional support and intervention. Monitoring will be the key to success of this plan. The focus will be on research based-instructional strategies to meet the needs of the student. GOAL will implement RTI to support Students with Disabilities (SWD), English Learners and other identified at-risk students.

d. Accelerated Learning:

GOAL presently offers Honors in the content areas and AP classes in the hub courses.

GOAL wishes to incorporate an Honors policy of requiring that students test at least a Basic level before enrolling in an Honors class.

e. Instructional Strategies:

All courses will incorporate: *1. Project- based learning.* 2 projects per semester 3. Projects can be cross-curricular projects for 2 or three courses. 4 There is one capstone project per grade level to be determined by the senior portfolio committee where students work in small groups to discuss and analyze a problem and present to others how using technology and oral presentation skills while using research to support their findings. Students give each other participation and

presentation/content grades in addition to the teacher and community/expert panel who observe the presentation.

As part of the Leadership Courses students will tutor ninth high school students in academic and GOAL developed curriculum to address the cleaning and greening of the local environment.

The integration of technology-by students and teachers is critical so that use of the technology supports student learning and the transition to the workplace and college.

Teachers will incorporate lessons so that integration of large group, small group, and one-on-one teaching practices occurs on a regular basis within all GOAL courses.

GOAL teachers will implement a series of common themed warm ups in all classes based on CST and CAHSEE release questions to support improved passage on these indicators of student achievement.

Teachers will Incorporate “Choice Boards” based on suggested instructional responses to give students opportunities to respond to literature in a structured format in writing yet gives them options for the response. (From Adolescent Literacy and Differentiated Instruction, 2009)

Teachers in most other content areas can incorporate “Anchor Activities” so that students can work on other portions of a project while other students work in small groups with the teacher. Some of these anchor activities may include—peer revision or edit, revise a piece of the project, write in a journal, work on a long-term project, conduct additional research for your project, write four questions about the writing that you want to ask the teacher.

Teachers in content areas will incorporate teaching students how to write summary notes. This strategy will enable students to write notes in content classes such as the hard sciences. This strategy includes writing the title and author’s name of the article. The student sets a purpose for what the learner wishes to learn about the subject. The learner previews the article and writes down three things they know about the content. The next step the student reads the article and writes a summary about the article. The next piece is to develop a discussion question for the article. The question cannot be a yes/no question and must involve lead to a thoughtful discussion.

3. School Culture and Climate

a. Description of Culture: GOAL will incorporate Advisories where the teachers and administrators work with students on common objectives. This will include but not be limited to reading a selected piece of literature/article across the entire small school. Students will provide feedback to each other and to teachers as to the impact of the selected reading. Students will also look at colleges and other post-secondary options during the advisory course.

GOAL plans to enroll more students into LA Trade Tech College as Juniors and Seniors. This is not to be confused with the existing Jefferson Trade Tech SLC program. These students would

individually take one or more classes at LA Trade Tech while still attending the main Jefferson campus during the day. With block scheduling, many students in their junior and senior years have openings for classes that otherwise would be filled by a service class. Since students can take the DASH to LA Trade Tech in less than 15 minutes GOAL will make it a standard practice of scheduling interested students into college credit classes at Trade Tech. Courses are free while students attend Jefferson. If possible, we will schedule a Trade Tech teacher at Jefferson if 15 or most students are interested in a particular class. We would endeavor to team with another small school to support the college course enrollment. Students are limited to one service class while in twelfth grade.

GOAL focuses on student success through leadership and academic skills.

GOAL will use class and evaluation feedback forms to collect to measure student and teacher student learning experiences and attitudes about school in addition to the standardized state assessments. Surveys will also collect information from teachers about their experiences and attitudes related to their classes. Parents will also be given surveys to assess their attitudes and information about the successful interaction of their children with Jefferson's educational program. *See the appendix for more details.*

b. College and Career Readiness:

GOAL presently provides off-campus internships with local businesses for some seniors.

GOAL utilizes the college center and the College Counselor to prepare students for college and university life. An additional resource is an advisor specifically responsible for monitoring the progress of GOAL seniors during the application process and helping them with their personal statements, resumes, and other necessary materials.

c. School Calendar/Schedule: Provide the proposed school calendar and daily schedule of academic and non-academic strategies. Describe how innovations in the proposed calendar and daily schedule will be utilized and how they will enhance student achievement. Please indicate number of instructional minutes per year. At a minimum schools must have 180 days of instruction and the following number of instructional minutes: Elementary Schools (Grades K -5/6) = 55,100, Middle Schools (Grades 6-8) = 62,160, Senior High Schools (Grades 9-12) = 65,300.

The GOAL school calendar will begin in mid-August with the first semester ending in December and the second semester starting in mid-January and ending in early June. The specific calendar is in the TJHSEC appendix.

d. Athletic/Extracurricular programs

GOAL teachers serve as sponsors of football, track, girls softball, Debate, Decathlon, Digital Imaging Club and Leadership Club.

e. Discipline

An elected position of GOAL SLC Dean of Student Discipline will be elected at the commencement of the approval of the school plan.

GOAL will implement an after school intervention and academic service room M, W & Th 2:30-4:00. All teachers will cover the intervention and academic service room.

There will be a parent compact and a student compact to address areas of instruction and learning.

Students who are Tardy/Unprepared/Disruptive: Teachers will: make a phone call/letter home, set a parent/teacher conference, schedule an in school suspension, refer to Dean for Disciplinary Review.

The following actions are grounds for immediate removal from class: Aggressive behavior (fighting, raised voices mixed with profanity, threats to student or teacher.

Students who skip school intervention and academic service room once will receive: 1 Additional day in the school intervention and academic service room, 2) a call home.

Students who skip the school intervention and academic service room twice or more will have an in-house suspension within the GOAL office.

Positive recognition will Fall/Spring Awards Assembly (academic achievement, attendance, E's in work habits and cooperation, and academic improvement), 10 Week Grade Certificates of Achievement, Student of Month given by each teacher and honored in Bulletin Board and Semester end field trip/celebration for students earning 3.0 or higher GPA or a 1.0 or more grade point improvement from the previous semester.

4. Assessments and School Data

All teachers, counselors, and administrators will use ISIS. PDs will be available to assist staff in using ISIS and the grading system.

e. LAUSD School Report Card: We will continue to use the existing LAUSD reporting system.

f. Research and Evaluation: To ensure we capture, learn, and replicate best practices, applicants must agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance. The small school will allocate its resources with the other small schools at Jefferson to support the more technical areas of evaluation.

YES, we will participate in research approved by LAUSD and its partners.

5. Professional Development Program

a. School Goals and Strategies:

To facilitate the development of Interdisciplinary Instruction and our effective inclusion of Project Based Learning strategies these two components will form an important part of our GOAL's Professional Development Program for 2010-2011 and beyond.

b. Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.

The first goal of GOAL professional development is to create a trusting, friendly, and cohesive environment. GOAL's foremost goal is create a place where teachers look forward to being even though they have to be there. GOAL professional development will rip down the barriers of unfamiliarity and uncertainty with time spent on really acquainting teachers with each other and helping them to embrace the bond of a common purpose: **helping students achieve.** Teachers that trust and respect one another and enjoy one another's company are incredibly powerful force for educating. John Wooden, one of history's greatest teachers, said "Your students will learn more from who you are than from what you tell them." In accordance with this philosophy, one of the best lessons we can teach our students is what a cohesive TEAM looks like. GOAL professional development will dedicate time each week toward cementing a positive camaraderie among teachers.

Teachers will learn how an opening agenda, following a pacing plan, addressing CAHSEE and CST release questions on a daily basis set a positive class tone. Additionally, all of the teachers will participate in the Critical Friends Lesson Study program as currently utilized by New Tech HS @ Jefferson to support professional development. Teachers will also have the option to learn how to use the net-tracker software which is aligned to standards to monitor academic progress based on academic standards and state benchmarks. Teachers will also learn how to utilize electronic portfolios so that students can incorporate these in their studies. Additional professional development will address adolescent literacy and utilize strategies that can be incorporated into content subjects and English Language Arts. Some of the strategies that will be addressed are included within the curricular portion of this plan. The resources for these strategies are listed in the appendix.

c. PD Calendar: Provide a calendar that includes the number of PD hours/days throughout the school year (including any summer PD for returning teachers), and discuss how the school calendar, daily schedule, and staffing plans align with this PD calendar.

Include PD calendar with regular Tuesday PDs.

Given that every Tuesday is a Professional Development day, the following schedule will be implemented in October, 2010 and will be followed whenever possible.

Week One: GOAL –wide specific Professional Development (extended to two hours)

Week Two: Professional Learning Teams by content/grade level

Week Three: GOAL-wide Professional Development

Week Four: Professional Learning Teams by content/grade level

This schedule will be repeated monthly during the school year.

Section Two: Professional Development Committee

There will be a committee of 5 teachers that will plan the Professional Development calendar for the year. The committee is not responsible for conducting all Professional Development during the year.

Section Three: Ideas for GOAL specific Professional Development Sessions

1. An annual Vision Statement Professional Development

The purpose of this PD is to familiarize all GOAL teachers with the GOAL vision statement and to provide teachers with a means to incorporate the vision statement into their curriculum. The goal of this Professional Development is to create an understanding of our SLC within our student population. This Professional Development will include the following:

- a. A breakdown of the Vision statement
- b. A cross curriculum discussion about the meaning and the value of the vision statement as well as ways to integrate the meaning of the vision statement into ALL GOAL classrooms.
- c. A grade level specific product that teachers will scaffold and expect the students to do by the end of the year that represents the vision of GOAL.

2. Professional Learning Team training

The purpose of this Professional Development is to familiarize all teachers with Professional Learning Teams.

- a. Learning Teams will be created using the following process: First, teachers are grouped by content area. If the group contains more than 6 teachers, then the teachers are to be divided by grade level. (If a teacher teaches more than one grade level, then they may choose which grade level they will work on provided that there are no fewer than 3 teachers in each group.)
- b. Professional Learning Teams will function as "department" teams for the purposes of

distributing periodic assessments and other content related materials, they are not to be used as department meetings. Teachers will learn how an opening agenda, following a pacing plan, addressing CAHSEE and CST release questions on a daily basis. Additionally, all of the teachers will participate in the Critical Friends Lesson Study program as currently utilized by New Tech HS @ Jefferson to support professional development. Teachers will also have the option to learn how to use the net-tracker software which is aligned to standards to monitor academic progress based on academic standards and state benchmarks. Teachers will also learn how to utilize electronic portfolios so that students can incorporate these in their studies. Additional professional development will address adolescent literacy and utilize strategies that can be incorporated into content subjects and English Language Arts. Some of the strategies that will be addressed are included within the curricular portion of this plan. The resources for these strategies are listed in the appendix

3. One Book a Year (May be combined with another Professional Development)

All faculty members of GOAL will read the same book each year. This book is to be related to best teaching practices. The GOAL Professional Development committee will use the reciprocal reading process and discussion questions for this book. Monthly discussions will take place related to the book as part of the each monthly GOAL Professional Development.

4. Data Analysis Professional Development

All GOAL faculty members will participate in data analysis training in order to better analyze data and incorporate different instructional strategies to improve practice to specifically address student needs. The LEAD teacher, Literacy and Math Coaches will support the analysis of data and assist in the incorporation of appropriate classroom responses to improve student achievement. An alignment of pacing plans to address content standards will be addressed during these particular sessions.

5. Professional Development Journals

At the beginning of each school year (during the Pupil Free Day) Professional Development Journals (PD Journals) will be distributed to all GOAL teachers. During this Professional Development the following content will take place.

a. PD Journal Goals

All GOAL teachers will continue to grow as professionals regardless of experience. Self-reflection provides all of us with tools we need to improve our teaching practices. The goal of the PD journal is to grow as a professional through self-reflection.

Professional Development sessions are relevant to each classroom and each teacher and writing about what you have learned provides you with a record of what you have done during the year and it allows you to see what was very successful with students and what did

not work.

b. PD Journal Expectations

All GOAL teachers are expected to keep a PD Journal. Each teacher will write a minimum of 4 entries a month reflecting on how they have implemented Professional Development sessions into their classroom practices. An evaluating administrator or the Principal may request any GOAL teacher's PD Journal at any time. PD Journals may be used as part of the annual Stull evaluation. PD Journal etiquette will be reviewed. All PD Journals are public documents. PD Journals are not to be used as avenues of complaint. PD Journal portion of the Memorandum of Understanding will be explained.

6. Professional Culture

Professional Culture:

All GOAL teachers will be expected to attend five annual events, teach intervention and academic support classes as needed, faithfully implement the Advisory Curriculum, and faithfully implement the TJHS Complex and GOAL policies. By accepting as a member of the GOAL faculty, teachers are agreeing to abide by the Memorandum of Understanding. Failure to abide by the MOU will result in a negative evaluation by the GOAL administrator which may be used as grounds for disciplinary action. Additionally, GOAL teachers agree to follow the Memorandum of Understanding for Professional Development.

GOAL MOU for Professional Development

1. All GOAL teachers will keep a Professional Development Journal. In this journal each teacher will demonstrate an understanding of the topics discussed during complex-wide and GOAL specific Professional Development sessions. Teachers must include the ways they have incorporated the materials learned during Professional Development sessions into their teaching practices with specific examples and lesson plans. PD Journals are not to be used as a personal journal or a place to express opinions about the quality of any given Professional Development session. Teachers may use the same journal from year to year provided that they are adding entries.
 - A. An evaluating administrator or the Principal may request any GOAL teacher's PD Journal at any time.
 - B. PD Journals may be used as part of the annual Stull evaluation
2. All GOAL Teachers will incorporate Professional Development into their classroom practices. This may include, but is not limited to lesson plans, student products, classroom visitations by other teachers and/or administrators and PD journals.
3. All GOAL Teachers will participate in monthly peer evaluations.

4. All GOAL Teachers will participate in one off-site professional development and present that information to other GOAL teachers during a GOAL Professional Development. Teachers may choose any off site professional development that they are interested in. This off site PD is to be done at the teacher's own expense. LAUSD and UTLA provide many free or low cost training sessions. In addition, many local organizations such as LA Opera, Skirball Museum, LACMA and the GETTY Museum provide teacher training. University extension courses are allowed as well as continuing education courses to support professional development and growth for GOAL teachers.

The GOAL administrator will team teach a class once per week. The class that will be team taught depends on their credential.

b. Evaluation: Teachers will observe another teacher for 30 minutes each month, concentrating on positive feedback. Observations are meant to increase collegiality among teachers, provide teachers with peer support, and increase teacher efficacy.

All GOAL faculty will be stilled for the 2010-2011 school year. Any teacher who receives a "needs improvement" in any category will be stilled the following school year. New teachers to the GOAL SLC will be stilled for the first two years and every other year thereafter.

c. Feedback: Class and teacher evaluations will be given at the close of the 10 week and 20 week grading periods. Surveys will be utilized in Professional Development sessions to assist in the development of curriculum and best practices.

7. Serving Specialized Populations

a. Specialized Instruction:

A Resource Specialist will provide academic and advisory support to students with IEP's. The Resource specialist will also meet with the classroom teachers to ensure smooth transitions and provide academic support to better meet the needs of students with active IEP's.

The students will have opportunities to visit programs that meet their needs for post high school learning on an on-going basis to make informed decisions about the next steps to choose in their academic and career path. These visits can include visits to local community colleges and also to observe ROP courses that are aligned with the student's interests.

The school will provide extended school year services based on IEP goals and objectives so that the extended school year courses are adjusted to the specifics of the IEP.

The school will continue to implement the Master Plan to address the needs of English Learners and Standard English Learners and to administer the CELDT test to assess students.

The school will implement a month long pre-ninth grade Boot Camp to introduce incoming ninth graders to the expectations of high school, incorporate a pre-Algebra course to ensure a higher

success rate in Algebra IAB and also to utilize AVID strategies in their studies. This will set the students on a positive transition to learn effective strategies that support their learning. This Boot Camp will also introduce the students to the types of problem based projects that they will encounter in GOAL. Students will also participate in community and group projects so that they learn how to interact with peers to work on academic projects. The school along with the other small schools on campus will also implement a mandatory after school intervention for students who have not yet passed the CAHSEE exam. This program will run from 2:30-3:30 Mondays, Wednesdays and Thursdays.

8. Family and Community Engagement Strategy

b. Family and Community Engagement:

GOAL has taken the idea of an educational pipeline literally with the creation of the Green Design Academy. The core Hands-On project for students revolves around cleaning and greening the alleys in the neighborhood, connecting one at a time until there is an actual physical connection between Jefferson High School, Carver Middle School and the feeder elementary schools in the neighborhood. Please see the gorgeous Concept Design Plan in the Appendix that UCLA Landscape Architects created in a course that was designed this summer for Jefferson High School. The Green Academy Advisor Board member, Stephanie Landregan, Director of the Landscape Architecture Program added the course to UCLA's Extension summer catalog. The project has incredible potential to transform the neighborhood and the students involved with the project. The Publication clearly describes the program's goals and shows how students and community can work together to solve real issues.

The Green Design Academy has an impressive Advisory Council whose members guide the program and coordinate meaningful mentorship and internship experiences for students. GOALS's students work with the Urban Land Institute and demonstrate leadership at the annual spring competition where students design a model showing how they would develop a blighted piece of land in South LA and meet economic, environmental and social demands. The Green Design Academy aims to build on the 12th grade experience by offering students field trips and presentations from guest speakers working as developers, designers, architects and engineers throughout the 10th and 11th grades. Already, the Dean of Engineering at Cal State LA arranged for a special presentation from the president of the American Society of Civil Engineers on a recent field trip to the university and a landscape architect working for the Trust for Public Land and an urban planner, both working on the CRA/LA's (Community Redevelopment Agency) green alley projects have presented to students their work in the field.

Parents are an important aspect to the Academy and serve and meet with the teachers and the Advisory Council to make decisions regarding the Academy. GOAL has seen an increase in parental involvement and support with the recent addition of the Academy. More than half of the 70 students' parents attended the inauguration in September and many attend Back to School Night and

Parent-Teacher Conferences. There is a trust that is developing between the parents and the staff as we come together to offer a unique opportunity to students. We look forward to building on that trust and momentum as we work to achieve 100% graduation for the students enrolled in GOAL and the Green Design Academy.

c. Key Community Partnerships: Goal has developed many community partners through the California Partnership Academy, or the Green Academy Grant (SB70)

GOAL Community Partners

Name and title of partnering business, community, or education representative	Name of company or community organization	Contact Information
Starlett Quarles	Urban Land Institute	starquar@yahoo.com 323 547-7748
Stephanie Landregan	UCLA Extension Landscape Architecture Program	SLandreg@unex.ucla.edu 310 825-9418
Jim Pickel and Jim Curtis	MIG	On file...
Marcus Castain	LA Infrastructure Academy	marcus@infrastructureacademy.org 213 687-0781
Beverly LeMay	Museum of Tolerance	blemay@museumoftolerance.com 310 772-7627
Ray Gutierrez	Ambulante Design Studio & Woodbury University	ray_ray116@hotmail.com 323 202-5329
Shomari Davis	International Brotherhood of Electrical Workers (Local 11)	davis@joinlocal11.org 626 243-9718
Mark Olvera	Los Angeles Police Department	mark.olvera@lapd.lacity.org 323 846-6524
Hugo Ortiz	Los Angeles City Councilwoman, Jan Perry, 9 th District	hugo.ortiz@lacity.org 323 846-2651
Tony Zepeda	Los Angeles Mayor, Antonio Villaraigosa Gang Reduction Youth Development	tony.zepeda@lacity.org 213 978-0445
Noemi Soto	Coalition for Responsible Community Development	nsoto@coalitionrcd.org 213 743-6198
Julie Rodriguez	Cesar Chavez Foundation	jrodriguez@cecfmail.org 310 428-0780
David Diaz Ph.D.	CSU Los Angeles Urban Studies Program	Ddiaz5@calstatela.edu 323 343-5329
Michelle Hawley	CSU Los Angeles Director of Community Engagement	mhawley@exchange.calstatela.edu 626 840-7991

John Olszewski	Los Angeles Trade Tech College	olszewjr@lattec.edu 213 763-7153
James Madhere	CSU Los Angeles Outreach and Recruitment	Peedy1018@yahoo.com 626 429-2621
Octavio Pescador Ph.D.	UCLA Center for Community Studies & Paolo Freire Institute	OPescador@college.ucla.edu 323 595-1742
Oscar aka DJ Grizzly	Wood Craft Rangers Carver M.S.	grizz@akwid.com 310 433-2238
Enedina Sanchez	George Washington Carver M.S.	exs5671@lausd.net 323-233-3261
Fran Ramirez	Unite LA-Chamber of Commerce	fbaramirez@aol.com 323 521-1200

9. School Governance

a. School and Advisory Organizational Charts:

GOAL Advisory Council

The GOAL Advisory Council will consist of parents, students, faculty and an administrative representative. The purpose of this council is to oversee the interests and assets of the small learning community. The GOAL Advisory Council will include a minimum of 1 parent, 1 student, 1 administrator, the lead teacher and 1 faculty member.

The GOAL Advisory Council will oversee the following areas:

- Reviews the implementation of SLC programs and events based on desired outcomes and goals
- Examines the allocation of GOAL budgets and makes recommendations as needed should there be a specific programmatic need to support student achievement
- Explores additional partnerships and supports on-going internships for students
- Evaluates and provides recommendations regarding the current use, effectiveness and type of technology in GOAL
- Assess the SLC for areas of growth and improvement and makes recommendations as needed (This could range from offering a second after-school intervention program or classes to support higher scores on SAT, writing compositions for college entrance applications, etc.)
- Interviews potential candidates for open positions
- Recommends candidates for positions
- Supports an outreach program to continue to maintain relationships with current and new partnerships

GOAL Professional Development Committee

The GOAL Professional Development Committee will consist of 5 faculty members (the lead teacher and 4 other teachers). The purpose of this committee is to oversee the Professional Development Calendar and assign tasks as necessary for PD. The chair of the committee will be the lead teacher.

The committee will oversee the following areas:

- Grade level Advisories (including Senior Portfolios)
- Develops and assists with implementation of curriculum
- Trains SLC teachers on how to implement class curriculum and instructional strategies
- Gathers and distributes materials
- Facilitate training of Critical Friends, Focus groups and Project Based Learning
- Works with Lead Teacher to prepare agendas, mini-lessons and materials for grade level professional development
- Works with Lead Teacher to prepare agendas, materials and mini-lessons for content-level professional development

10. School Leadership & Staffing Plans

a. Leadership Team Capacity:

The leadership team members working on the plan included Jeremy McDavid, Assistant Principal, Mindy Kozel, Lead Teacher, social studies teacher, and leadership advisor, Kurt Ballash, science teacher, Randy Sweeney, science teacher, Richard Abeytia, English teacher, Joshua Dorrough, social studies teacher, Cheryl Davis, Special Education teacher, Michael Greer, English teacher, Kelley Budding, Title I Coordinator and Green Academy Advisor.

b. Staffing Model:

Whenever possible, the GOAL SLC will have a 30-1 (or lower) student to teacher ratio.

Teaching Staff

-5 English

-3 Math

-2 Science

-4 Social Studies Teachers

-2 Foreign Language

-1 Computer

-1 Fine Art

-4 Special Education Teachers (each teaching one of the 4 core subjects), 1 RSP

-2 PE Teachers, 1 JROTC

-1 Auto mechanics

-1 Health/Life Skills

GOAL Administrator	GOAL Counselor	GOAL Lead Teacher	GOAL Community Representative	GOAL Office Technician
Mr. McDavid	Ms. Cline	Ms. Kozel	Ms. Cajero	Ms. Hernandez
<ul style="list-style-type: none"> • Accreditation • Articulation • Back to School Night • Open House • Supervision and Evaluation of Clerical and Certificated Staff • Campus Supervision • Parent Conference Night • Help Lead teacher facilitate SLC Faculty Meetings • Other duties as assigned by Principal • Inventory of Materials/ Technology • Co-teach class once per week • GOAL and SLC Advisory Councils 	<ul style="list-style-type: none"> • Master Schedule for small school • Articulation with other small pilot schools and incoming 9th grade students • GATE program • Individual Graduation Plan Meetings with students and parents • Student Enrollment • Student Programming • GOAL SLC Advisory Council • SLC Parent Leadership Trainings • Teams with College Counselor • Campus Supervision • Other Duties as assigned 	<ul style="list-style-type: none"> • Advisory • PA and Bulletin Announcements • Articulation • Back to School Night • Open House • Leadership Club • School Site Council Meetings • GOAL Advisory Council • SLC Lead Teacher Meetings • Chair of GOAL Professional Development Committee • Parent Leadership Meetings for GOAL • Organize Assemblies • Organize Field Trips • Work as an integral pd committee member to support Critical Friends implementation and Focus Groups, and Project-Based Learning in GOAL • Organize teacher observations of mini-lessons and new instructional strategies • Perform observations of a faculty member of GOAL twice per month and provide feedback 	<ul style="list-style-type: none"> • Selects and provides parents with workshops pertaining to academic curriculum, college and alternative career pathways for students • SLC outreach facilitators • Organizes positive phone call campaign for teachers • Supports the Parent Leadership Meetings for GOAL • Communicates with parents to arrange Parent-Teacher conferences • Establishes a strong and positive communication with parents 	<ul style="list-style-type: none"> • Assists with the general office needs • Assists in the maintenance of the cumulative record



GOAL Global Outlook through Active Leadership: Roles and Responsibilities

9th Grade Team

1. Uses advisory class to review student programs to ensure proper class placements by notifying GOAL assistant principal (AP), counselor, lead teacher, or 9th grade team leader of any discrepancies.
2. Uses advisory class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 9th grade team leader.
3. Uses advisory class to keep, maintain, and discuss student portfolios with copy of student records and a sample student work (provided by the 9th grade team leader).
4. Uses advisory period to review with the entire class and in a one-to-one meeting the GOAL freshman year program, requirements, and goals sometime in September, and the sophomore year program, requirements, and goals sometime in June, using student portfolio.
5. Uses advisory class to discuss student attendance issues (absences, truancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher)
6. Uses advisory class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor).
7. Meets monthly during PD Tuesday to address common students' needs: advisory class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc.
8. Selects team leader to work closely with AP, counselor, and/or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 9th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs.
9. Develops and implements project-based learning activities and assessments linked to the strands (Environmental Studies, Leadership, and Green Academy Strand).
10. Plans and implements a system for best practices class observation.
11. Attends meetings and events.

10th Grade Team

1. Uses advisory class to review student programs to ensure proper class placements by notifying GOAL assistant principal (AP), counselor, lead teacher, or 10th grade team leader of any discrepancies.
2. Uses advisory class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 10th grade team leader.
3. Uses advisory class to keep, maintain, and discuss student portfolios with copy of student records and samples of student work (provided by the 10th grade team leader).
4. Uses advisory period to review with the entire class and in a one-to-one meeting the GOAL sophomore year program, requirements, and goals sometime in September, and the junior year program, requirements, and goals sometime in June, using student portfolio.
5. Uses advisory class to discuss student attendance issues (absences, truancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher)
6. Uses advisory class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor).
7. Meets monthly during PD Tuesday to address common students' needs: advisory class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc.
8. Selects team leader to work closely with AP, counselor, and/or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 10th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs.
9. Develops and implements project-based learning activities and/or assessments linked to the strands (Environmental Studies, Leadership, and Green Academy Strand).
10. Plans and implements a system for best practices class observation.
11. Attends meetings and events.

11th Grade Team

1. Uses advisory class to review student programs to ensure proper class placements by notifying GOAL assistant principal (AP), counselor, lead teacher, or 11th grade team leader of discrepancies.
2. Uses advisory class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 11th grade team leader.
3. Uses advisory class to keep, maintain, and discuss student portfolios with copy of student records and samples of student work (provided by the 11th grade team leader).
4. Uses advisory period to review with the entire class and in a one-to-one meeting the GOAL junior year program, requirements, and goals sometime in September, and the senior year program, requirements, and goals sometime in June, using student portfolio.
5. Uses advisory class to discuss student attendance issues (absences, truancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher)
6. Uses advisory class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor).
7. Meets monthly during PD Tuesday to address common students' needs: advisory class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc.
8. Selects team leader to work closely with AP, counselor, or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 11th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs.
9. Develops and implements project-based learning activities and/or assessments linked to the strands (Environmental Studies, Leadership and Green Academy Strand).
10. Plans and implements a system for best practices class observation.
11. Attends meetings and events.

12th Grade Team

1. Uses advisory class to review student programs to ensure proper class placements by notifying GOAL assistant principal (AP), counselor, lead teacher, or 12th grade team leader of any discrepancies.
2. Uses advisory class to distribute and collect documents and forms as requested by AP, counselor, lead teacher, or 12th grade team leader.
3. Uses advisory class to keep, maintain, and discuss student portfolios with copy of student records and samples of student work (provided by the 12th grade team leader).
4. Uses advisory period to review with the entire class and in a one-to-one meeting the GOAL senior year program, requirements, and goals sometime in September, and the college freshman year experience, requirements, and goals sometime in June, using student portfolio.
5. Uses advisory class to discuss student attendance issues (absences, truancies, tardiness, etc.) on a one-to-one basis.(detailed attendance report provided by lead teacher)
6. Uses advisory class to discuss student grade marks as released throughout the school year (copies of student grades provided the counselor).
7. Meets monthly during PD Tuesday to address common students' needs: advisory class prep time, teaching and learning discussions to inform student success, instructional strategies and field trips; use disaggregated student data, examples of student work, etc.
8. Selects team leader to work closely with AP, counselor, or lead teacher to set agendas, keep notes, gather and distribute student portfolios, maintain email connection with 12th grade teachers to identify resource needs, budget priorities, technology needs, and track facility repairs.
9. Assists students with service learning and senior portfolio requirements.
10. Develops and implements project-based learning activities and/or assessments linked to the strands (Environmental Studies, Leadership and Green Academy Strand).
11. Plans and implements a system for best practices class observation.
12. Attends meetings and events.

GOAL Global Outlook through Active Leadership: Roles and Responsibilities

GOAL Counselor

1. Works with grade-level team leaders, lead teacher, and GOAL Assistant Principal (AP) to ensure student programs and appropriate schedules maximize success for all students.
2. Assists with Open House, Back to School, Parent Conferences.
3. Provides copies of students' grades as released throughout the year to GOAL teachers for discussion in advisory class.
4. Newcomers – meets with parent/students upon enrollment, and notify AP and appropriate teachers of new enrollee via email.
5. Ensures timely completeness of all student records (Especially for 9th graders and newcomers: Individualized Education Plan (IEP), Individualized Graduation Plan (IGP) Student Records, etc.)
6. Assists AP as needed.
7. Lunch supervision.
8. Attends meetings and events, including PD Tuesdays, monthly parent leadership team meetings, bi-weekly SLC leads meetings.
9. Coordinates with AP and lead teacher GOAL Advisory Council monthly meetings.

GOAL Lead Teacher

1. Attends Jefferson High School SLC leads and School Site Council meetings; reports via email agendas/notes of these meetings to GOAL faculty/staff.
2. Develops with AP and advisory committee SLC meetings; agendas, reminders emailed to GOAL participants.
3. Develops with AP and advisory committee programs for advisory classes.
4. Coordinates Student Advisory Senate (3 representatives from each grade level) monthly meeting
5. GOAL—The Club Faculty Advisor (weekly meetings)
6. Coordinates with AP and counselor GOAL Advisory Council monthly meetings.
7. Presents and maintains budgets (GOAL and grade level priorities, funding streams)
8. Maintain equipment inventories.
9. Teaches Leadership Class
10. Serves as active member of the Professional Development Team

GOAL Global Outlook through Active Leadership: Roles and Responsibilities

GOAL Advisory Council

The GOAL Advisory Council consists of parents, students, faculty, and administration representatives. The purpose of this committee is to oversee the interests and assets of the small learning community in two general areas: professional development and staff recruitment and performance. The GOAL Advisory Council is subdivided into two committees to better serve its purpose: The Professional Development (PD) committee and the CAE Assessment, Recruitment, and Evaluation Services (CAE CARES) committee.

The Professional Development (PD) committee will oversee the following areas:

- Grade Level Seminar Class
 - Develops and implement curriculum
 - Trains SLC teachers on how to implement class curriculum
 - Gathers and distributes materials
 - Supports
- Professional Development Tuesdays
 - Prepares agenda, materials, and mini-lessons for grade-alike PD
 - Prepares agenda, materials, and mini-lessons for content-alike PD
 - Prepares agenda, materials, and mini-lessons for grade-level seminar class
 - Prepares program and materials for special events, including recognition and other assemblies, Back to School, Parent Conferences, Open House, etc.

The GOAL Assessment, Recruitment, and Evaluation Services committee will oversee the following areas:

- GOAL Assessment (All committee members)
 - Reviews the implementation of SLC programs and events based on desired goals and outcomes
 - Examines the allocation of GOAL budgets and makes recommendations as needed
 - Explores possible partnership opportunities for internships and other student needs
 - Analyzes the effectiveness of purchased technology and supplemental material
 - Assesses SLC areas of growth and improvement and makes recommendations as needed
- Recruitment (selected members: 2 parents, 2 students, 2 teachers, and 1 administrator)
 - Interviews candidates to fill open positions
 - Hires candidates to fill open positions
 - Votes to accept/deny membership nominations
 - Reaches out to community businesses and organizations for possible partnership opportunity
- Evaluation Services (selected members: 2 parents, 2 students, 2 teachers, and 1 administrator)
 - Reviews staff and committee members performance
 - Evaluates staff and committee members areas of growth and improvement and makes recommendations as needed
 - Makes final recommendation for job termination

Membership to the GOAL Advisory Council is nominated by the SLC administrator and accepted or denied by the council's majority in a democratic process. Membership will be as follows:

- Parents (one or more for each grade level)... 1-4 parents
- Students (one or more for each grade level)... 1-4 students
- Administrators (assistant principal/counselor)... 1-2 administrators
- Faculty (one or more for each content)... 1-5 teachers: Language Arts, Mathematics, Science, Social Studies, Electives



Teacher Prep Academy

Thomas Jefferson High School Educational Complex
Los Angeles Unified School District
2010-2011 Academic Year



1. Executive Summary

Jefferson High School has been a Program Improvement school since 1997. Jefferson's API in 2007 was 457, lowest of all LAUSD comprehensive high schools. In 2005 -2006 in the California Standardized Tests, only 7% of Jefferson HS students scored proficient or advanced in ELA, 2% in Math, and 5% in Science and Social Science. 76% of 10th graders failed the Math section of the High School Exit Exam and 60% failed the English section. 39% of students failed Math and English classes in spring 2006, and there were 1,512 suspensions in 2006.

It is under this backdrop of dysfunction that Jefferson began its SLC reform. Teacher Prep Academy and the other small learning communities opened in Spring of 2006 with a traditional calendar, a new bell schedule and nearly one third of the faculty new to the campus. Since that time, the faculty has stabilized; suspensions and student transiency has precipitously dropped; and attendance rates, API scores and CAHSEE pass rate increased. As an SLC, TPA developed both its identity and personalization. By becoming a California Partnership Academy and joining thirteen other groups as an LAUSD Teacher Career Academy, the SLC provided the structural foundation and monetary support for its career pathway programs. TPA built relationships and activities with feeder schools and community organizations. As TPA grew, it became more autonomous. Now, three years later, TPA is nearly ready to become an independent small school.

Yet TPA must maintain a sense of urgency. Despite our significant gains, our test scores and dropout rate remain abysmal respective to other students in California and the District. Our curriculum still lacks rigor and we must create more relationship and relevancy to overcome the academic difficulties of our students. It is with this sense of urgency to improve that TPA submits this proposal.

Vision, Mission and Philosophy

Service-learning is a teaching and learning strategy that integrates instruction and reflection with a service project and provides the foundation to Teacher Prep Academy's philosophy and vision. Often mistaken with community service, service-learning differs from a volunteer program because of the aspect of teaching others. TPA bases its mission statement, "Learning through teaching to create tomorrow's leaders", on studies that show that students retain only 5% of what is presented through lecture, but retain a whopping 90% of what they teach others. It is this aspect of service-learning that makes it effective as a learning strategy and why so many colleges and school districts including LAUSD require service learning.

In "Teach to learn" activities, students create service learning projects that teach and mentor family and community, feeder school classes, pre-school children, and high school peers. While TPA students participate in educational pathway activities and programs, they simultaneously learn core content and receive actual job experiences as they develop teach to learn projects.

TPA's mission and philosophy of learning through teaching includes everyone in the TPA community. The TPA faculty believes in a professional learning community based on collaboration, constructive critique, and peer experts. Parents, students, and community partners are actively engaged in the governance of the small school. Administrators, teachers, and other staff share feedback with each other to enhance learning and high expectations for all stakeholders.

On a typical day, a 9th grade student arrives and takes out a laptop for his first 90 minute block, his math intervention class. He is reviewing specific math skills that are needed for success in his algebra class. In the next classroom, through the open doors, he hears a math teacher introducing a project in Spanish to a primary language geometry class. At 9:00, he grabs his interactive notebook and heads to his nearby English class where he excels and is taking for honors credit. At lunch, he meets his friends in the TPA covered lunch area where they watch a TPA student leadership skit. His 12th grade sister is in the play. He won't see her again until the evening because after lunch she has an internship tutoring students at Carver Middle School. Toward the end of lunch he greets his mentor, an 11th grader who is hurrying to grab something to eat after finishing writing an article for the TPA newsletter. His 11th grade friend checks to see if his mentee is finishing his part of the environmental project for geography and science that will be due tomorrow. Then it is off to his last two classes--ROTC and Child Development, his career pathway class. After school he sometimes stays for tutoring, but today he promised his sister who has an afternoon college class that he would hurry home to take care of his younger siblings.

TPA's **Educational Plan** consists of the following four components:

1. Educational and Social Service Career pathway promoting a college going culture

- CTE courses that integrate arts and work with feeder schools; early teaching contracts and paid summer internships with LAUSD Human Resources; pipeline activities with feeder schools integrating core content standards; Early Childhood program
- College Going Culture activities: 9th grade orientation, WRC program, resume and personal statement writing, career forums, Dress for Success, service learning projects; 12th grade internships

2. Professional Learning Community focused on collaboration and student data

- Collaboration based PLC: Open Door Policy, Critical Friends approach, cross curricular service learning projects, student work driven professional development, teacher expert training, pd logs, articulation with feeder middle schools, new teacher buddy system, twice yearly intensive orientation
- Focus on Data: data team; authentic assessment for project based learning; appropriate formative assessment; multiple year projected student test scores to evaluate pedagogy; use of CPA/TCA data to assess career pathway programs

3. Personalization of High Expectations for all students

- Academic counseling and personalization through weekly seminar period; IGP focus; 9th grade transitional program and 11th grade mentor program
- Building student empowerment through small school student newsletter, small school student leadership club activities, small school alumni association
- Rigorous differentiated program for accelerated students

4. Intervention

- ELA and math shadow intervention classes: data driven, consistent, and collaborative with core content
- ELLs: increase rates of passing CAHSEE, graduation, redesignation, and fulfillment of A-Gs, IGP team, data driven programs
- Special Needs Students: more "50/50" classes and other mainstreaming opportunities, assessing new immigrant arrivals, increasing interactions with general population

TPA firmly believes in **Community Impact and Involvement** and commits to the following:

1. Invigoration of parent/community involvement through frequent activities and communication

- Monthly TPA parent meetings, volunteer work, workshops, and other activities
- Family access to website, parent newsletter, and student planners
- Home visit program by teachers
- Student led Family nights

2. Strong community and business partnerships

- Partnerships with Children's Collective and Career Ladder Office (Teacher Career Academy) including significant monetary and in-kind support of TPA's career pathway.
- Pipeline "teach to learn" activities with feeder schools
- Advisory council members from local community colleges, universities, and community organizations
- TPA is a California Partnership Academy

TPA understands the importance of strong **leadership/governance** both within the small school and school-wide and seeks the following:

1. School-wide:

- Instructional Council that includes small school leads/administrators; meets twice a month
- School Site Council responsible for financial that includes representation from parents, students, small schools, Principal, and UTLA and meets once a month
- Collaborative master schedule building and staffing plan

2. Small School

- Distributive leadership that includes the TPA Administrator, two lead teachers, and shared decision making among the TPA faculty
- Advisory Council with representation from all stakeholders responsible for acting as a board of directors for the small school
- Increasing autonomy of small school from whole school
- Hiring committee for new administrators and staff

Fiscal Plan:

As a small school part of larger internal PSC plan, Teacher Prep Academy depends on the fiscal plan of the Jefferson complex. One of the largest obstacles that TPA faces as it moves to become a pilot school, will be fiscal in nature--how it will staff its small learning community without some of the current funding such as QEIA. During TPA's first three years, TPA has found significant in-kind and monetary support from outside partnerships, grants, and programs. This year's separate outside fiscal resources beyond those of the school as a whole are listed in the chart below.

Agency/grant	TPA 2009-10 Resources
California Partnership Academy Grant	\$69,120 for Career pathway activities
CPA Mentee Grant	\$10,000 for development of TPA for professional development, conferences
Career Ladder Office Teacher Career Academy	\$12,000 for Teacher Career Academy activities

Career Ladder Office EDTRP grant	\$25,000 for college field trips, pipeline activities, summer internships
Children's Collective HS Recruitment Program	In-kind support for salary of Early Childhood Ed counselor plus field trips, and college course with LATTC
Children' Collective Woodcraft Ranger program	Monetary support for Woodcraft Rangers to develop mentor program with TPA and middle school students and to create and publish in-house magazine

2. TPA Curriculum and Instruction

Instructional Program

The overall goal of Teacher Prep Academy is to provide a rigorous and relevant course sequence for all students. TPA students should graduate high school, having completed their A-G requirements, prepared for higher education and post-secondary careers without needing remediation. To meet these objectives, TPA provides a course sequence so that all students have the opportunity to complete their A-G requirements, while supporting the curriculum and courses with the necessary personalization, intervention and enrichment for the students to meet academic success. Refer to school-wide plan for school-wide programs and goals. *See appendix for matrix.*

Sample Yearlong Schedule of a non-accelerated, non-ESL TPA Student

9 th grade	10 th grade	11 th grade	12 th grade
English 9AB	English 10 AB	Am Lit/Cont Comp	Expo Comp/World Lit
Algebra 1	Algebra 2	Geometry	Math Analysis
Geography AB	World History	US History	Princ Am Demo/Econ
Integrated Science AB	Biology AB	Chemistry AB	Physics or internship
Child Development/Health	Introduction to Art	World of Education/Psych	Explorations in Teaching
ELA Intervention	Spanish Sp 1 or Span 1	Span Sp 2 or Span 2	Span 3 or AP Span 1an
Math Intervention	Choice of tech art	Elective	Internship or college course
Physical Education or ROTC	Physical Education or ROTC	elective	Internship or college course
Seminar	Seminar	Seminar	Seminar

Career Pathway Courses in TPA

TPA offers electives at each grade level to help prepare students for careers in education. In *Parent Child Development*, ninth graders students study theories and stages of cognitive and behavioral development in children. Since many TPA students have a strong interest in the arts, the small school encourages using the arts as a medium of learning and the teaching of the arts as an important component of the education career pathway. Besides *Introduction to Art* where tenth graders learn about art therapy and the use of art as an educational tool, TPA encourages music through a class that uses music as a vehicle to teach others. Students learn musical concepts and skills and engage in peer teaching activities. *World of Education/Psychology* introduces 11th grade students to the Education Pathway standards, including learning strategies, learning theories, standards-based curriculum and instructional design. They receive professional training from literacy coaches in Open Court, the LAUSD elementary phonics based literacy program, so they can tutor at elementary schools, benefiting not only the elementary school students but also solidifying reading skills of TPA students.

As seniors, TPA students participate in *Explorations in Teaching/internship* which explores topics of learning theories, teaching strategies, and lesson planning. They continue peer teaching in

partner schools and serve as leaders in the 9th grade intervention program. Second semester, during their work internship at local elementary schools, seniors are assigned to a specific teacher. They assist the teacher by leading small groups, one on one tutoring, evaluating work, and helping prepare lessons. This experience gives students a realistic perspective of the teaching profession, and a chance to apply what they have been learning in their TPA electives.

TPA plans to create an ROP program around Child Development. The academy will partner with a local pre-school. Seniors, who have completed most of their required course work, will leave campus to work at the pre-school center under the supervision of the on-site ROP instructor. To support this program, TPA will work with the Career Ladder Office and the LAUSD ECE program to offer opportunities for students to visit local sites and build internship relationships.

In addition to the career technical electives, TPA partners with Children's Collective to offer a Preschool Education program for interested students. Students can take an afterschool child development course for college credit, participate in field trips and other motivational activities, and engage in internships with local preschool programs. Children's Collective with Woodcraft Rangers works with TPA students to create an after school mentoring program where TPA students mentor Carver Middle School students two days. On the remaining days student work with an editor to produce a glossy magazine, written, designed, and printed by the high school students. While the focus of Teacher Prep Academy remains education pathways, TPA encourages students interested in other social service careers to explore career options through career fairs, mentoring, field trips and career-oriented projects in their core content classes. Career forums and guest classroom speakers open doors to other professions within the social service fields. TPA matches student mentees with psychologists, social workers, nurses, and other social service providers.

TPA Goals and Highlights

- *Grade level Educational Pathway courses for all TPA students integrating the arts and working with feeder schools*
- *Commitment to create Child Development ROP program with local pre-school*
- *Pipeline mentor program with Carver Middle School*
- *Career Fairs, field trips, career-oriented projects to explore other social service careers*

Addressing the Needs of All Students: ELL Program

The TPA small school offer ESL instruction following the district-adopted pacing plan. The focus of the ELL program is to expedite the transition into non ESL ELA classes while providing a solid foundation in both written and spoken English. Students who qualify for ESL 1 and 2 are placed in Teacher Prep Academy to receive their ELA instruction and core content instruction in their primary language. TPA offers CELDT 1 and 2 students all the core content instruction in the primary language so that when the students transition into English language instruction they have met their A through G requirements for their appropriate grade level. TPA provides primary language instruction in algebra, geometry, World History, Child Development, US History, Integrated Science, and Biology.

TPA individualizes the educational path of the English Learner by accessing multiple resources both on-site and through outside partnerships including after school UCLA math tutors for ELL students, CAHSEE writing practice class for PRP students, after school homework assistance classes, and Extended Learning Academy classes to expedite language development in the day classes. Assessment data and individual portfolios assist the staff when creating and evaluating new programs. Core content classes emphasize SDAIE, graphic organizers, and interactive notebooks to

scaffold content. By providing a systematic and consistent language approach, TPA will enable this sub-group of students to graduate with their peers prepared for higher education and post-secondary success.

Sample Yearlong Schedule for an ESL TPA Student

9 th grade	10 th grade	11 th grade	12 th grade
ESL 1AB	ESL 2AB	ESL 3/4	World Lit/Expo Comp
Algebra 1* or geometry*	Geometry* or Alg 2*	Algebra 2 or Math analysis	Math Analysis or calculus
Span Sp 1 or 2	World History*	US History	Government/Economics
Integrated Science 1AB	Biology AB*	Chemistry AB	Physics
Child Development*/Health*	Introduction to Art	World of Education/Psychology	Explorations in Teaching
Math Tutoring AB*	AP Span lang or Span Sp 2	AP Span lang or lit	Am Lit/Cont Comp
ESL 1AB	ESL 2AB	ESL 3/4	English 10AB
Physical Education	Physical Education	Choice of tech art	Internship or college course
Advisory (Life Skills Credit)	Advisory (Life Skills Credit)	Advisory (Life Skills Credit)	Advisory (Life Skills Credit)

*Waiver to Basic (Primary Language)

Goals for ELL program:

- *Increase CAHSEE pass rate of PRP students through intervention programs both during and after school*
- *IGP meetings by counselor, Bilingual Coordinator, Data Team representative, and teachers to expedite language development and transition to mainstream ELA of TPA students in ESL*
- *Increase the graduation rate and number fulfilling A-G requirements of former ESL students*
- *Increase redesignation rate of PRP students in TPA*
- *Evaluation and implementation of new programs for ELLs based on data*

Addressing the Needs of All Students: Students with Disabilities

The small school follows the general guidelines of the whole school when addressing the needs of special education student (see school-wide plan). TPA does not house the SDC classes but does have RSP students. The TPA goal is for RSP students to obtain academic success in their classes through support of the RSP teacher. TPA uses the COST team to qualify other students who need RSP services. Because TPA houses the ESL 1 and 2 population, TPA often has new arrival students who have undiagnosed learning disabilities.

TPA houses the community-based instruction and MRM programs for Jefferson. TPA integrates these students through intervention activities and small school classes, mainstreaming students in electives and PE classes. Designated small school classes with 50% special education and 50% general education students are used as a platform for mainstreaming both socially and educationally. These classes are team-taught by the content teacher and Special Ed teacher. Through these mainstream electives, both populations benefit from social interactions with each other. Education elective students study about special needs while learning to work and study with MRM/CBI students. In addition to the interaction of the mainstream electives, education students lead peer teaching activities in core-content special education classes. For example, science students share their labs with special needs students. TPA includes special needs students in small school enrichment activities, clubs, and trips.

Sample Yearlong Schedule of CBI/MRM TPA Student

9 th grade	10 th grade	11 th grade	12 th grade*
Practical English AB	Applied English AB	Community English AB	Community English AB
Practical Math AB	Consumer Math AB	Practical Math AB	Consumer Math AB
Practical Social Science	Social Sci/Community AB	Social Sci/Consumer AB	Obt. Employment
Practical Science AB	Community Science AB	Practical Science AB	Com Science AB
Life Skills	Health	Com Net Management	Com Net Management
PE or Adaptive PE	PE or Adaptive PE	PE or Adaptive PE	PE or Adaptive PE
Introduction to Art	Design Craft	Drawing	Painting
Elective	Harmony	elective	service
Seminar Period	Seminar Period	Seminar Period	Seminar Period

*CBI/MRM may continue after 12th grade

TPA Goals/Highlight for Special Needs Students

- *Increasing mainstreaming opportunities through 50/50 classes with MRM/CBI students and mainstream students*
- *Assessing newcomer students for possible special needs*
- *Increasing interactions through more joint trips, activities, peer teaching program*

Addressing the Needs of All Students: Accelerated Learning

TPA offers differentiated instruction for the accelerated student. Students can take honors credit for core content classes where teachers provide additional projects and accelerated instruction. These honors courses lead to advanced placement courses offered in the commons portion of the school curriculum. Because many Jefferson students fail to flourish in advanced placement classes, the focus of the TPA honors program is to emphasize skills that will allow high potential students to excel in advanced placement and other college credit classes. In the beginning of each academic year, teachers offering honors credit, provide a course outline and differentiation program to students who opt for honors credit. Throughout the year, teachers of honor students collaborate on inter-disciplinary projects and strategies. They meet with AP teachers to determine necessary study skills to frontload. They use WICR (AVID) as common instructional strategies.

The TPA counselor and the college counselor meet periodically with honors students to discuss their IGP's and how to access additional programs such as summer enrichment, college credit classes, and accelerated tutoring. With the extra classes that the 8 block bell schedule provides, TPA encourages seniors to participate in dual enrollment classes at the local community colleges, in addition to the Early Childhood education college credit classes that TPA hosts on campus through Children's Collective. In the multilingual/cultural world of Southern California, TPA believes that its students' knowledge of other languages is a strength and encourages all of its students to become fully bi-literate. To this end, TPA strongly encourages students to take advanced placement Spanish Language and Literature.

TPA identifies incoming 9th graders through grades, test scores, parent request, and enrollment in middle school honors classes. Upper class students may enroll in honors/AP classes through teacher recommendations and student/parent request. The counselor encourages TPA students to challenge themselves with more rigorous classes as their ELA and math skills improve.

Sample Yearlong Schedule of Honors TPA Student

9 th grade	10 th grade	11 th grade	12 th grade
H English 9AB	H English 10 AB	AP English Language	AP English Lit
Geometry	Algebra 2	Math Analysis	Calculus
H Geography AB	H World History	AP US History	AP Government
H Biology AB	H Chemistry AB	H Physics AB	AP Biology
Child Development/	Introduction to Art	World of Education/	Explorations in Teaching
Spanish Sp 1 or Span 1	Spanish Sp 2 or Span 2	Span 3 or AP Span lang	AP Span lit
Choice of Tech art	Choice of elective	Elective	Internship or college course
Physical Education	Physical Education	elective	Internship or college course
Seminar	Seminar	Seminar	Seminar

TPA Goals/Highlight for the Accelerated Student

- *Accelerated course sequence in math and science*
- *Periodic meetings of honors teachers to collaborate on projects and to frontload skills needed for AP program*
- *Focus on bi-literacy: enrolling all qualified student in AP Spanish classes*
- *Continuous assessment of students to enroll in accelerated programs and classes*

Instructional Strategies

TPA students reinforce the value of using teaching as a tool for their own learning in their content area classes. Research shows that students learn least by lecture and most by teaching others. Content area teachers use strategies for students to pair-share, lead group discussions, and give presentations. For example, in a collaboration of geography and science classes, students visited the Angeles National Forest, presented lessons on natural habitat to primary school students, and later planted a native plant garden.

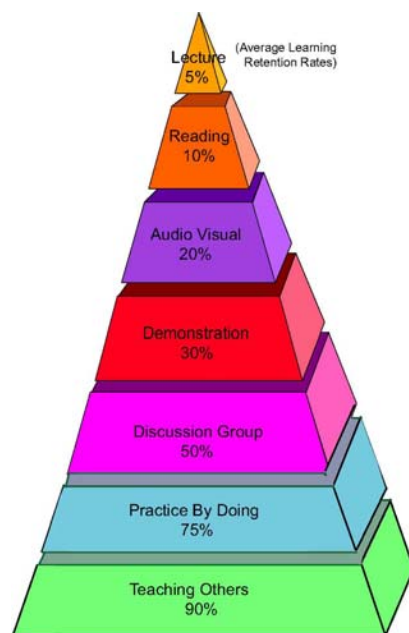
During professional development, school-wide and small school specific instructional strategies are selected based on student needs, data and collected work samples. (See section 5 for specific strategies.)

Interdisciplinary project based service learning forms the focal point of curriculum. One example is the TPA College-going Culture Service Learning Project. This project will involve 9th grade Life Skills, ESL, Explorations in Teaching, and World of Education. Since the Jefferson community contains 74.6% adults who do not have a high school diploma and less than 5% who have graduated from college, TPA needs to establish a sustainable college-going culture which will progressively build on each year's work at the high school and expand into the feeding middle/elementary schools and surrounding community. Elements of the project include:

- a. initially researching the problem and brainstorming solutions
- b. creating a physical environment that supports college awareness
- c. increasing exposure to colleges through shadowing current attendees,
- d. holding an alumni college forum,
- e. update school website with a focus on getting students to graduate and prepare for college.
- f. presenting information to high school students, feeder school students and parents,
- g. remaking the school's college informational film to be current and more student-friendly
- h. public presentation of work at School Community Fair
- i. culminating event displaying work and development of project.

Learning Pyramid

National Training Laboratories, Bethel, Maine



Research supporting Peer Teaching as an intervention and instructional strategy

In the Coca-Cola Valued Youth program, at-risk secondary students serve as elementary school tutors. Since the program's inception in 1984 less than 2% of participants have dropped out of school. Also, improvement in grades, achievement test scores, attendance, discipline action, self-concept, and attitudes toward school has been found in VYP students.

TPA Goals and Highlights

- *Service-learning is a learning and teaching strategy that integrates instructional standards and self-reflection. In inter-disciplinary projects, TPA students learn by teaching others, including fellow classmates, other classes, younger students in feeder schools, and family members.*

3. TPA School Culture and Climate

Teacher Prep Academy's mission "learning through teaching to create tomorrow's leader" uses the idea of service-learning as a focus for both the pedagogy and personalization of the small school. TPA's students are expected to make positive connections and relationships with others within the small school and throughout the surrounding community through peer teaching, mentoring, and leadership activities. Zoo trips with elementary students, Chemistry, Physics, and Conflict Resolution presentations, tutoring and internships inspire and energize TPA students demonstrated by their nearly perfect attendance on Teach to Learn days.

Within the hallways of the TPA floor, teachers keep their doors open to discourage the culture of isolated classrooms and to encourage the sense of collaboration and connection between the separate disciplines and classes. Teachers and community are welcome to visit and share new ideas. Through this culture of open learning environment, all stakeholders are held accountable to high expectations.

A key component of the Teacher Prep Academy personalization plan is the seminar period (advisory) to develop academic skills, reflect on academic progress, collaborate with teachers for additional support and projects, and receive guidance and direction in their choice of career paths. The seminar period also allows for the development of interpersonal relationships between staff and students. Staff and faculty strengthen commitment to the academic and personal success of the student, provide ongoing encouragement and needed interventions.

Through seminar periods, the staff and faculty of the Teacher Prep Academy provide immediate, short-term and responsive interventions. Student's academic, social and emotional growth is closely monitored to assure a successful four (4) year matriculation. Parents, students and staff members regularly review the students' individual learning plan to provide guidance and direction in the selection of classes, service learning projects and internships. Also, imbedded in the process is the

review of overall academic progress, attendance patterns and assessment analysis. Every staff member of the Teacher Prep Academy is responsible for the success and graduation of every student.

TPA recognizes transitional issues of incoming 9th graders and eases those transitions through specific motivational and counseling activities. TPA identifies new freshmen with a history of failure and/or poor attendance in middle school. These students are targeted for intervention. A parent conference is immediately set up to determine how the school can best assist these students. They are teamed with older students in the education classes to act as mentors. TPA identifies these students to the advisor of the students' seminar period. In addition, 5 and 10 week grades and attendance records are used to identify other students who are experiencing academic difficulties. Parent conferences are initiated immediately.

TPA uses Jefferson teachers, paraprofessionals, community partners, college students, administrators, and other school personnel for the eleventh grade mentor program. Students and mentors are identified and matched based on interests and needs of each student. Students follow their mentors for Shadow Day, followed by Educator for a Day when students can participate in some of the mentor's work tasks. The students reverse their roles and become mentors to 8th grade students when TPA and Carver Middle School participate in joint college field trips.

TPA focuses on motivational activities built into our intervention programs. Off-campus team building activities allow students and staff to build connections with each other. Ropes courses, motivational speakers, and cultural awareness programs increase students' confidence and reduce behavior problems. Activities such as field trips to colleges and universities, science field studies, cross-school zoo trips, Pathways to Success self-esteem workshops for at-risk students, and UCLA academic tutoring excite Academy students about school and learning.

A student designed and written newsletter celebrates TPA through photos, stories, artwork and commentary. Students are enrolled in a graphic arts class, and through that class, students design and print their own paper. Seniors who spearhead the newsletter reach out to younger TPA members through the newsletter content. To include the ESL students, part of the paper is dedicated to Spanish content.

Students participate in the TPA Student leadership club. They sponsor lunchtime activities in the dedicated TPA outdoor area; they advocate for student political causes; they assist and organize assemblies, awards, and other TPA events. After graduation, our alumni continue assisting in activities as classroom speakers, chaperones, newsletters, and mentors for our students.

Sample TPA Seminar Topics for First Semester

Month	Topic: 9th grade	Topic: 10th grade	Topic: 11th grade	Topic: 12th grade
1	Jefferson HS Tour 9 th Grade TPA assembly TPA's Career pathway HS/A-G Requirements	New school year, planners IGPs Student responsibilities Managing Stress	Career interest Planning for future Credit check	Overview of 12th grade Important dates & deadlines Mentoring 9 th graders
2	Setting ground rules Importance of attendance Study skills Dress for Success assem	Study skills Learning styles Teach to Learn Dress for Success Assembl	Test scores PSAT/ CAHSEE Resume writing Dress for Success Assem	Post HS Planning (Booklet) Online College Application FAFSA/Scholarships Dress for Success Assembly
3	Time management Guidance and 4 year plan	healthy relationships personal/ family issues	Meet your Mentor Role models	Senior year Portfolio Personal Data Sheet

	Careers in Social Service	CAHSEE	Service Learning project	Letter of Recommendation
4	Test taking skills and strategies Intervention activity Career forum	Mentoring others Academic honesty/ Ethics Critical thinking skills Career forum	Job shadowing ITRP applications Career forum	Job interviews WRC program Career forum
5	Self esteem Pipeline activity Text Reading Skills	Time management PSAT/ CAHSEE Student led conferences	Future plans GPA College fairs/visits	Senior activities Stress management WRC program

TPA Highlights:

- *Teach to Learn pipeline activities with feeder schools*
- *Open Door Policy to encourage high expectations and accountability to learning environment for all*
- *Weekly advisory period focusing on college and career readiness*
- *9th grade transitional program*
- *11th grade mentor program*
- *Motivational small school activities*
- *Student empowerment through student newsletter, leadership club, and alumni association*

Pipeline Activities

The small schools at Jefferson HS articulate with the feeder school to develop a K-13 pipeline. Carver MS has electives aligned to the four themes of the small schools where students can be introduced to the multiple pathways at the high school. Pipeline activities involving Jefferson students interacting with younger students provide a learning and articulation forum for both ages. Below are examples of service-learning pipeline activities with TPA, Carver MS, and Harmony ES.

Joint college field trip

Who: Carver 8th grade, TPA 11th grade

Objective: Jefferson and Carver will tour Santa Monica CC and UCLA together to encourage a college going culture. 11th graders and 8th graders would be paired.

Environmental Field research

Who: Carver Physical Science class, TPA chemistry class

Objective: Chemistry students lead Carver students on a hike in Debs Park and teach them how to collect soil, air, and water data.

Science Museum programs

Who: Carver 6th or 8th grade class, Jefferson education class

Objective: Carver and Jefferson students participate in California Science Center hands-on program where they work in teams.

Model Rocket/Mousetrap Car Engineering Day

Who: Carver science class, Jefferson physics class

Objective: Middle school students build rockets and mousetrap cars with the guidance of the physics students at Carver. When rockets are built, Carver students walk over to Jefferson to launch their rockets and tour the high school.

Woodcraft ranger/Children's Collective program

Who: After school mentor program at Jefferson

Objective: HS students work with Woodcraft Rangers to mentor Carver students

Mobile Zoo

Who: Jefferson science class, Harmony primary grade level class

Objective: Using animals provided by John Zavalney and the San Pedro Science Center, Jefferson ELL students present both PowerPoints and the live animal to K-3 students at Harmony.

CSI Day

Who: Chemistry class, Harmony 4th grade class

Objective: Chemistry students focus on 4th grade science standards (compounds, chemical reactions) to help 4th graders solve a mystery using forensics.

California African American Museum

Who: Carver 6th grade social studies class, TPA US History class

Objective: History students lead lessons provided by CAAM; both tour America I Am exhibit together

College and Career Readiness

During Jefferson's reconfiguration process, LAUSD's Office of School Redesign suggested "teaching" as an SLC focus due to high parental interest and LAUSD's guarantee of teaching contracts to qualified education academy graduates. The school chose the education pathway as one of the SLC themes because "by preparing students for professional or learning support positions in education", CTE pathway fosters a college going culture and allows for integration of academic standards. Jefferson's Teacher Prep Academy students pursue educational careers with an emphasis on hard to staff teaching areas: bilingual, math, science, and special education.

TPA graduates qualify for scholarships from LAUSD's Department of Human Resources, its industry partner. Human Resources help students find paraprofessional jobs in local schools. Prior internship experiences in partner schools makes finding teaching assistant employment easier. Qualified TPA graduates may sign an early contract with LAUSD allowing them to jump to the front of the LAUSD hiring line after completing their college studies.

The Career Ladder Office provides TPA students with paid work experience teaching Special Education students during the summer. One day a week they receive training, and the other four days they work at local elementary schools, helping to teach young students. In spring semester, TPA seniors intern at local partner schools. The Academy assigns each student to a classroom to assist the teacher by leading small group centers, individual tutoring, evaluating work, and preparing lessons. Students work at the schools for two days a week. Every other week they meet as a group with their TPA internship advisor who works closely with both the interns and their assigned teachers. Interns keep a log of experiences, responsibilities, and accomplishments.

Educating students and family members about academic goals is of paramount concern to TPA. Parent meetings teach families about A-G and HS graduation requirements. In addition, the counselor meets with parents individually to discuss graduation plans. Understanding A-G requirements is also a critical component of the seminar period curriculum.

Success of these career pathway programs depends on building a college going culture. TPA focuses on career and college culture through dress for success days, career forums, and service learning projects emphasizing career and post secondary pathways. A 9th grade orientation program reviews job opportunities and the skills needed to attain employment. Seniors participate in Work Readiness Certificate program with mock interview and resume writing. 10th and 11th graders develop personal statements in their English and career elective classes. TPA students explore other social service careers by developing projects on local social issues and develop an understanding of socio-economic issues and how to outreach to others in their community.

TPA Highlights

- *Early teaching contracts with LAUSD Human Resources*
- *Paid summer internships working in local middle schools*
- *Senior internships as part of 12th grade education course*
- *Focus on IGPs in seminars and parent meetings*
- *College Going Culture activities: 9th grade orientation, WRC program, resume and personal statement writing, career forums, Dress for Success, service learning projects*

School Calendar/Schedule

TPA uses Jefferson's 4 x 8 block schedule of 90 minute per class. Periods 1 through 4 and periods 5 through 8 each meet on alternating days. Since the overwhelming proportion of students are scoring Basic or Below in their standardized tests, most need a double block of math and ELA. The 8 periods allow for TPA students to fit education electives and intervention classes in their schedule. The block nature allows for more efficient use of time. Students have time to work with partner schools with minimal impact to other classes. By programming the senior education elective during period 4 or 8, students leave school to work internships. The 8 period nature of the schedule increases flexibility of programming, allowing TPA to limit CTE and core content classes to academy students without unduly impacting the rest of the school.

Since many seniors have met their credit requirements in earlier grades with the extra two classes, in senior year, TPA students can enroll in community college courses or internships. ELL students focus their senior year on English courses, having met their A-G requirements prior to twelfth grade. Fewer students dropout since they complete their requirements in four years without needing to extend their education for a fifth year due to the extra opportunities for classes available.

In addition to the 8 period day, TPA will bank minimum days to have a professional development day each Tuesday. This schedule offers greater consistency for both students and staff allowing for more effective professional development. On Tuesdays, each of the four classes will meet for 60 minutes to allow for early dismissal and to implement a 40 minute seminar period with an additional 6 minutes for passing.

TPA staff anticipates a new school calendar discussed in the school-wide plan, ending first semester at winter break. Both the calendar and adjusted bell schedule increase consistency and allow for greater overall stability and planning needed to build our small schools.

See School-wide appendices for new calendar and adjusted bell schedule.

Extracurricular

Athletics, band, drill team, JROTC, specialty clubs, organizations, and student leadership activities will be available to all students. TPA teachers host the Environmental Club, school magazine, and Gay Straight Alliance, which are all open to any Jefferson student.

TPA encourages extra-curricular activities through the TPA Student Leadership club and through an after-school self-esteem intervention program for at-risk students. WE ARE, intervention programs, emphasize team building and conflict resolution. 12th graders in education classes are trained to be leaders. Camping trips, field trips, and numerous TPA sponsored events help make school a positive place for students. Students in the TPA Leadership club organize activities for the academy including a 9th grade welcome assembly, parent meetings, recruitment presentations, soccer tournaments, camping trips, and Holiday Door Decorating Contests. Events such as Award assemblies and celebrations honoring student accomplishments and progress also inspire and motivate our students.

Discipline

TPA uses Jefferson's Assertive Discipline Policy for out of class discipline issues. Although the school has a school-wide dean, as TPA to an autonomous small school, most classroom discipline issues are increasingly handled within TPA. While TPA uses its administrator for larger or persistent infractions, TPA implements other means including positive reinforcements and rewards to encourage good comportment. TPA teachers volunteer to provide "alternative settings" where

teachers can send students to work if they are disturbing the education of others. In addition, TPA teachers share supervision of a detention room after school.

Each weekly TPA meeting devotes time for student issues. During that time, teachers can discuss discipline problems and collaborate on joint solutions. At that time, TPA may refer students to COST, a comprehensive student services council which determines further actions.

TPA is very excited about the school's trial Home Visit program. TPA teachers plan future bimonthly Home Visit days when teachers visit homes in pairs. They bring copies of report cards and information on school and community resources available to help students.

Health Mandates/Nutrition: *See school-wide plan.*

TPA Highlights

- *Increased consistency with adjusted bell schedule and new calendar*
- *Student leadership club promoting personalization activities*
- *Detention room, "Alternative Setting" program, positive incentives*
- *Weekly meeting to collaborate on solutions to student issues, use of COST team*
- *Home Visit program*

4. TPA Assessments and School Data

Educational Goals and Metrics

TPA reform depends on the creation of a school-wide data team to develop effective uses of available data. The data team uses existing data to establish focus areas for instruction and intervention. The use of data leads to adjusted instructional practices according to the areas of student needs. In addition, the team uses data to track success of specific TPA programs. TPA compares the number of students in the mentoring program and in the education electives that apply to post-secondary institutions with those who are not participating in those programs. Surveys measure success in the internship program through changes in attitudes towards careers in education. Participation rates in personalization activities and events help TPA determine their success.

To determine which professional development and intervention strategies have been successful, the metrics should show an improvement in the needs identified and addressed. For example, a focus on writing strategies should reflect in increasing pass rate of the writing portion of the CAHSEE. Math and ELA intervention specifically targets the student needs, which is determined by examining data. TPA regularly adjusts intervention models based on improvement in specific target goals. *See school-wide plan for accountability matrix.*

Student Assessment Plan

To monitor the progress of student performance in areas of academics and behavior the school utilizes Periodic Assessments from the Los Angeles Unified School District.

Assessment	Frequency	Grades Assessed	Rationale
Per. Assessment	3 times a year	9 th , 10 th , 11 th	Summative assessment with results available in 48 hours
Content Area Unit Assessments	Varies: at least every 20 days	9 th , 10 th , 11 th , 12 th	Formative assessments that provide ongoing assessment of student learning and effectiveness of instructional practices.
California Standards Test	Once a year	9, 10 th , 11 th , 12 th	Summative assessment that evaluates annual progress towards schoolwide benchmarks in content areas.

Classroom Behavior Assessment Form	Four times a year	9 th , 10 th , 11 th , 12 th	Assesses the teachers' perception of student classroom behavior to assist in the implementation and management of a positive behavior and progressive discipline support plan.
Response to Intervention Assessment	Once every four weeks	9 th , 10 th , 11 th , 12 th	Determines the degree to which a student responds to intervention attempts.

As TPA moves towards greater use of project-based learning, more emphasis will be placed on authentic assessment. Visual and oral presentations, application of learning concepts to teaching situations, reflection on culminating projects, peer evaluations, student-led conferences are examples of authentic assessments that TPA teachers implement.

The Data Team analysis of formative and summative assessments will be reviewed and shared in the following meetings:

1. Instructional Council Meeting- Administration and Lead Teachers, plus interested teachers meet to evaluate overall school progress based on the My Data program that is being used by LAUSD. Assessments such as previous CST, Periodic Assessments, and Unit Assessments monitor the progress of overall academic growth across all small schools. The examination of student data determines the focus of professional development.
2. Small School Meetings- Teachers and administrators meet to discuss positive professional development based on a Response to Intervention (RTI) approach to scaffolding student learning to reach benchmarks in student academic achievement. Thematic RTI small school Programs to address students in the categories of Far Below Basic and Below Basic based on CST results will provide intensive intervention to raise student academic skills in reading, writing, and math.
3. Content Area Meetings- Teachers and administrators across all four schools meet to discuss research-based approaches to instruction to address specific instructional practices in direct and strategic instruction models (i.e. best practices in activating schema or prior knowledge, modeling, guided instruction, collaborative learning, etc.) The research-based approaches focus on areas of student need based on a collection of data from CST results, Periodic Assessment results, Formative in-class assessments, and Summative Unit Assessment results.
4. Learning Teams- School-wide Teams organized by specific subject areas will focus on a specific student need based on student performance on California High School Exit Exam results, CST results, and Periodic Assessment results. These teams will develop specific lessons to present curriculum to students, focusing on a student need.

Pre-programming: CST scores, grades, and pre-tests determine placement of incoming 9th graders, including honors, math and ELL levels, and types of math and ELA intervention classes. These assessments are used to identify students who need immediate and intensive intervention programs.

A TPA focus is to build its formative assessment program so that it does not rely on summative tests as a method of determining specific instructional strategies. Summative assessments, such as CSTs and 3 times/year periodic assessments, will predominantly be used to evaluate the success of specific instructional programs and curriculum, while authentic assessments and teacher designed evaluations and projects will be used to determine individual re-teaching strategies.

A second focus of TPA is to determine alternative methods for analyzing data for formative purposes of students who have not yet progressed beyond the lowest benchmarks. Many of TPA's recent immigrants, for example, are scoring FBB in standardized tests but may be making progress. The needs of the lowest scoring students may necessitate alternative methods of evaluation.

TPA intends to work with the District to use projected test results as a means of program evaluation. TPA would use a student's scores for the last three years to project the fourth year results. The small school would measure success based on the number of students who excel beyond the projected score.

Operational Goals and Metrics

TPA will use Jefferson HS operational goals and metrics until becoming an independent small school (see school-wide plan). For specific TPA programs, each year TPA submits an annual report analyzing the use of California Partnership Academy funds. CPAs track progress of our students through graduation rates, test scores, credits received, GPA, post-secondary choices and attendance. Our Teacher Career Academy program through the Career Ladder Office also measures success of their program through post-secondary choices and graduation rates.

TPA Goals/Highlights

- *Data team to collect and analyze data, develop methods to effectively use data, and evaluate TPA programs and activities*
- *Greater emphasis on authentic assessment for project based learning*
- *Implementation of better formative assessment methods including alternative methods for lowest scoring students*
- *Use of multiple year projected student test scores to evaluate pedagogy*
- *Use of data from California Partnership Academy and Teacher Career Academy to assess multiple pathway programs and activities*

5. TPA Professional Development Program

Professional Development

TPA uses professional learning community protocols to create both its professional development and project based learning models. A Critical Friends approach replaces core content as the basis for the professional learning community. Teachers in multiple disciplines examine data and student work to determine common needs and projects. The group chooses strategies to improve student deficits. Teachers apply the project theme to their subject area and determine how to implement strategies within their content area. They develop learning objectives and a work plan.

Projects chosen have an interdisciplinary theme and use peer teaching as an application of student learning. The PLC develops a common rubric to evaluate students' accomplishments of learning objectives. Teachers meet on a regular basis to review work and data. They bring samples of high, medium, and low proficiency to analyze.

To assist with the process, teachers keep a PD log to annotate successes. The log provides a holistic evaluation that is shared in small school meetings. Teachers focus on how the new strategies differentiate and/or accommodate for the EL and Special education populations.

In keeping with the TPA mission of peers teaching others, teachers become experts in new learning strategies. Expertise comes from sources including District professional development opportunities, on-line training, and other outside entities. TPA focuses on common strategies that

can be used through multiple disciplines including but not limited to Thinking Maps, Interactive notebooks, SDAIE strategies (Modification/Differentiation for EL and Special education population), Inquiry learning, Direct Interactive Instruction, Writing Instructional Objectives, Reciprocal Teaching, Academic Scaffolding, Classroom Management, Developmental Assets, Standards Based Lesson Design, and Using technology in the classroom

TPA dedicates California Partnership Academy funding to train teachers in these new strategies. The teachers share their expertise with the rest of the learning community. In addition to teacher experts, the PLC depends on an Open Door Policy. Teachers and the TPA administrator share ideas on an on-going basis, visiting rooms and offering positive constructive feedback.

TPA supports cross school articulation and professional development. Feeder school will be included in teacher observations with visitations of Jefferson to feeder schools and vice versa, in order to create a community of teachers helping teachers. Teachers are provided coverage to observe and work with the feeder schools. During meetings with representatives from each school, teachers analyze student data to build common learning goals and strategies. Examples of strategies to be shared include writing instructional objectives to set goals, developing standard based lesson plans and rubrics, and using Thinking Maps as formative assessments.

Teacher Orientation

TPA orients teachers on common ritual and routines, TPA mission of peer teaching, project based learning model and professional learning community approaches. Prior to opening day, TPA dedicates its pupil free day to developing its long term goals. In addition, during winter break, TPA dedicates resources as a California Partnership Academy to orient members of the Professional Learning Community. This planning session allows TPA to evaluate current learning practices. TPA uses a buddy system for new teachers when they join TPA. Throughout the year, the entire small school meets after school on a weekly basis. Part of the meeting is always dedicated to addressing specific teacher concerns and student issues, while another part is dedicated to celebration.

Program Evaluation

The analysis of student work and student data determines whether the learning objective has been met and what further intervention or future strategies will be implemented. Teacher retention is increased by weekly support and the buddy system. Success of the PLC is evidenced by the implementation of new strategies, the willingness to visit classes, lead workshops, and share ideas.

TPA Goals and Highlights

- *Professional Learning Community based on Critical Friends multidiscipline approach and cross curricular project based learning*
- *Use of student work and data to determine professional development needs and to develop common rubrics*
- *Training of teacher “experts” who share expertise with TPA*
- *Professional development log to annotate successes and focus on differentiation*
- *Articulation with feeder middle schools*
- *Buddy system for new teachers*
- *Twice yearly intensive orientation to focus on project building and common rituals and routines*
- *Evaluation of PLC based on student data and positive change of professional culture*

6. TPA Professional Culture

Professional Culture

The professional culture depends on the small school vision that all students can achieve. High expectations for students, staff and community create the foundation of TPA culture. Communication is the key for teacher collaboration which is enhanced by weekly emails, newsletter, website and meetings. An open door policy ensures that teachers are aware of each other's instructional practices, creating more transparency and accountability. Through this visible commitment to constructive critique, colleagues learn to visit each other and dialog their pedagogical successes. Common rituals and routines such as dispatches and structured reflection as well as small school activities encourage accountability and high expectations for all.

Collaboration is an integral part of professional development through teacher developed assessment and rubrics, and through analyzing student work. Teachers become experts in instructional practices which allow them to lead and mentor other teachers during professional development. Teachers visit other classrooms and provide feedback to each other on an ongoing basis. Many TPA teachers participate in professional development teams. For example, the ESL teachers participate in the ESL Learning Team that completes two cycles of the Learning Team model, addressing the greatest area of need that is common in all ESL classrooms. In addition, they participate in a writing training throughout the school year provided by a partnership between LAUSD's Local District 5 and the Los Angeles Writing Project (CSULA). In this program, called "Writing like a Reader: A Focus on Analytical Writing for English Learners," the teachers participate in a longitudinal study of three students in each class and their development of writing skills over a seven month period.

TPA Leadership involves collaboration. Teachers share the facilitation during the weekly TPA meetings. During each meeting, time is dedicated to celebration, student issues, instructional strategies, and specific small school needs. The two elected co-lead teachers meet with lead teachers from other small schools twice a month where they share feedback. Lead teachers also act as a liaison between the school-wide administration and small school faculty.

Evaluation

The TPA administrator focuses on specific rituals routines and instructional strategies in short classroom visits. The visits are performed daily for brief time periods. Minimal daily visitations are five minutes in five classrooms. The administrator provides faculty with frequent and immediate feedback. Feedback is two fold; initial feedback will be via a quick class observation check list. Secondly both the administrator and faculty member may choose to meet and discuss the results of observation. The TPA administrator and lead teachers meet frequently to collaborate on small school plans and meetings.

Feedback

An annual survey designed by teachers and the TPA administrator is administered to all TPA teachers. The survey focuses on useful feedback regarding collaboration, communication, and support. After reviewing the survey results, the administrator meets with the small school to discuss how to enhance collaboration, communication and support between teachers and between teachers and the administrator. The professional development uses a Critical Friends model to look at student work and data. This model allows teachers and the administrator to offer feedback to each other in a nonthreatening and positive format.

TPA Goals and Highlights:

- *High expectations for all stakeholders*
- *Communication enhanced by weekly electronic updates, newsletters, website and weekly staff meetings*
- *Open Door Policy and common rituals and routines to create more transparency, accountability, and collaboration*
- *Collaboration based on Critical Friends analysis of student work and data; classroom visitations by peer teachers; constructive critique; and celebration of TPA successes*
- *“5 by 5’s”: frequent short classroom observations by administrator focused on one area*
- *Administrator Survey completed by TPA teachers to enhance constructive feedback between teachers and administrator (see appendix)*

7. Serving Specialized Populations

TPA houses the MRM/CBI program, RSP, and ESL and Waiver to Basic programs. GATE students are part of TPA and are enrolled in the TPA accelerated learning path, following guidelines for Schools for Advanced Studies. Monitoring and implementation of special education process will follow District and school-wide guidelines and procedures. See school-wide plan for more details on compliance issues of special education and ELL students. Refer to Curriculum and Instruction: Meeting the Needs of All Students for how TPA meets instructional/curricular/least restrictive environment needs of special needs, GATE, and ELL populations within the small school.

TPA addresses needs of at-risk students through COST referrals, seminar periods, TPA intervention and mentoring programs, and school-wide programs such as Impact and Beyond the Bell. Refer to TPA School Culture and Climate for specifics. A school-wide student club, Gay Straight Alliance, led by a TPA teacher, helps to address issues of sexual identity.

8. TPA Family and Community Engagement Strategy

Identification

The idea of a Teacher Prep Academy is to assist the community in healing its own socio-economic wounds. TPA’s administrator and many of TPA’s content teachers are graduates of Jefferson or one of its neighboring inner-city high schools. Because former students best understand the unique challenges of education in an inner city school, and because many of these students are bilingual, they are often the best suited teachers to help current students realize their own potential. Educational careers serve as stepping stones into the middle class, and create opportunities for TPA graduates to serve and strengthen their own communities.

Family and Community Engagement

Teacher Prep Academy recognizes the importance of parent and student involvement in creating a successful, sustainable academy. TPA holds monthly parent meetings and workshops, and involves parents in service-learning activities. A TPA parent group meets regularly to support the small school through volunteer work in classrooms, workshops, extra-curricular activities, and governance meetings. All TPA events and meetings are open to parents; in addition, parents elect their leaders to represent the parents’ voice in the TPA governance body and advisory council.

On-going communication between the school and home is a critical component of the TPA vision. Websites, email, student planners, parent newsletters, phone calls and home visits are all vehicles utilized by TPA to enhance communication.

Through Family Nights, students teach younger family members about art, science, literacy and

cultural activities. Concurrently held parent meetings offer parents an insight in their children's service-learning efforts, while increasing attendance and parental involvement. Parents receive training in a variety of topics, opportunities to provide feedback, and a voice in decision-making. TPA also encourages parents to be involved in school-wide workshops provided by Title I. Parent volunteers assist the small school by calling other parents to attend TPA community events.

Because TPA houses the majority of ESL students, TPA parents are heavily involved in the ELAC governance body. The parents of English Learners have become a valuable resource in their active participation in school events, as well as partners in moving the ELL program forward. The parents of TPA students have taken the lead in being involved in TPA parent workshops and meetings. Parent leaders have been identified and are recruiting other parents to be part of their children's education and school government opportunities. The English Learner Advisory Council (ELAC) is knowledgeable of the budgets they advise, and have a clear idea of how these supplemental funds can be used to enhance the English Learners' charge toward proficiency in English. Examples of ELAC recommendations that have come to fruition include the support of the CAHSEE writing practice class for English Learners, the assignment of electronic translators for the ESL Intro, 1A, and 1B students, and the addition of four bilingual teacher assistant positions to support classroom instruction in the ESL classes, as well as in the core content classes that are highly impacted by English Learners.

Key Community Partnerships

Children's Collective, a community pre-school provider, works with the small learning community through a First Five grant to encourage students to enter preschool education and care. Through their program with TPA, students take college courses, engage in internships, and participate in field trips and activities at universities and local preschool programs. Children's Collective contributes significant in-kind support in the form of an Early College Counselor and other financial support through their grant program. In addition, TPA has an MOU with Children's Collective to develop a peer mentoring program with Carver Middle School.

Elementary and middle school partners provide an audience for internships and peer-teaching and tutoring activities. The elementary school literacy coaches train TPA student tutors. Carver's and Harmony's Title I and Bilingual coordinators coordinate student presentations and serve on the TPA advisory council.

TPA is a California Partnership Academy and receives significant financial support each year to fund its career pathway in education (this year TPA received over 79,000 dollars of support). In addition, TPA is a teaching career academy of the Career Ladder Office and is the beneficiary of financial and in-kind support for its educational pathways. Besides a \$12,000 budget, TPA received an additional \$25,000 for summer internships and pipeline activities.

TPA advisory council consists of school and district administrators, lead teachers, college and university liaisons, feeder school representatives, parent and community members, students, and support organizations (see attachment). The Council meets monthly to help TPA access District and outside resources, strengthen TPA's mentor program, and bolster parent and community support. Council members advise the Academy on how to establish a clear pathway so that students can best achieve their professional objectives, complete a Bachelor degree, and ultimately attain their teaching credential. They bolster TPA with community college classes, intervention programs, curricula and programming advice, and matching funds. Council members also assist us to build wider ties with our community. The advisory council liaisons with other local schools to build the pre-K through 13 pipeline. Through the advisory council, partnerships with feeder schools and other educational institutions, industry partners, district resources, parents, and community groups

are cultivated and maintained. Besides TPA teachers, parents, and students, the following list of outside partners:

Name	Position	Partner organization
Fran Ramirez,	Process Coach	UNITE-LA
Gwenda Cuesta	EDTRP Advisor	Career Ladder Office, LAUSD
Jamie Garner	Program Coordinator	UCLA Community Based Learning Program
Jennifer Morales	Categorical Programs Coordinator	Harmony ES
Jaime Gomez	Assistant Principal SCS	LA Academy MS
John Hafeli	Counselor	Carver MS
Octavio Pescador, Ph.D.,	Professor	UCLA
La Shaun Lawson,	Program Facilitator, JEST	Children's Collective
Cynthia Cordova	Program Advisor	Local District 5, LAUSD
John Zavalney,	Science Expert	San Pedro Math Science Tech Center, LAUSD
Fariba Farzan-Schmitt	Special Programs Director	Liberal Studies Program CSU, Northridge

See appendix for letter of support.

TPA Goals and Highlights

- *Invigoration of parent involvement through monthly TPA and ELAC meetings, volunteer work in TPA activities, workshops, representation in governance body*
- *Improvement of communication with home through access to website, parent newsletter, and student planners*
- *Home visit program by teachers to engage community and teacher collaboration*
- *Family nights where students lead activities for younger family members*
- *Partnerships with Children's Collective and Career Ladder Office (Teacher Career Academy) including significant monetary and in-kind support of TPA's career pathway.*
- *Pipeline "teach to learn" activities with feeder schools*
- *Advisory council members from local community colleges, universities, and community organizations*
- *TPA is a California Partnership Academy*

9. School Governance

School and Advisory Organizational Charts

Organization Plan: Jefferson High School's principal oversees the 5 small learning communities including TPA and is responsible for the evaluation and supervision of all staff members both assigned to the small schools and at large.

The Instructional Council made up of administrators, Lead Teachers, the Principal, and the Title I Coordinator meet two times a month. These meetings have published agendas and minutes that are made public as soon as possible after each meeting. Members of the Council share ideas, collaborate on the educational direction of the school as a whole, and coordinate the master schedule. *See School-wide plan for organizational charts of Jefferson.*

Dispute Resolution Process: The Dispute Resolution Process for Jefferson High School has been agreed to by all staff and community members. It includes the following:

- Possible areas of disagreement among staff or small learning communities/small schools will be brought to the Instructional Council as a first step in ameliorating any possible problems. Topics of concern should be, first, addressed to a designated small learning community lead teacher. It is the responsibility of the Instructional Council members to make every effort to clarify the possible dispute and attempt to resolve issues at this level.

- If the issues are not resolved between the Instructional Council Members, the next step in the process requires that those in dispute will formally present the issues, jointly, to the School Site Council. Each side in the dispute will submit to the School site Council, in writing, their own recommendations for resolution/solution.
- The School Site Council will identify one of its non-school members to join the Principal and one Chapter Chair to consider all sides of the dispute and determine a binding resolution that is made with the good of the entire campus and all students in mind.
- Should the decision have a basis for appeal, the dispute will move for final resolution to the Local District Superintendent. It is the expectation that all disputes will be kept within the school site.
- Should the dispute involve issues of student or staff safety, the final decision on the matter will be made by the Principal
- Should the dispute fall under specific areas of the LAUSD/UTLA contract; the dispute process will follow the identified grievance process.

Staffing: TPA shall be treated the same as a separate school for purposes of staffing, transfers, staff reductions/displacements and filling of openings. Once the initial faculty is identified, assignments to classes, etc. shall be made in compliance with Article IX. (UTLA Contract, Article VIII, Section 4.0, Page 27).

Advisory Council: The establishment of a TPA advisory council that includes parents, students, community partners, and staff members ensures that curricular goals are communicated (see Family and Community Engagement for more details). It also provides an appropriate forum for on-going dialogue that ensures the success of the Teacher Prep Academy. The Council meets to discuss the business and concerns of the academy. This council establishes an interview process for new faculty applicants, reviews and submits for approval the appropriate and applicable budgets and makes student programming decisions as well as having input into the development of the master schedule.

Leadership in the Teacher Prep Academy is individual, collective, distributive and active. The administrator assigned to the Teacher Prep Academy takes responsibility for daily school leadership tasks, for resource allocation, and for maintaining liaison with the Jefferson site principal and district-level administrators. The administrator, in collaboration with the staff and faculty, develops and implements a strong teacher support system and discipline policy. The administrator, in conjunction with the Lead Teacher/s, works with coaches, district providers and others to ensure excellence in instruction and to facilitate support of all teachers in the academy. The administrator is responsible for monitoring the instructional program and on-going teacher evaluation. The administrator works with the Lead Teachers on student activities, professional development, and intervention programs.

TPA Goals and Highlights

- *Instructional Council that meets twice a month*
- *Distributive leadership that includes the TPA Administrator, two lead teachers, and shared decision making among the TPA faculty*
- *Advisory Council with representation from all stakeholders responsible for acting as a board of directors for the SLC*

10. School Leadership & Staffing Plans

Leadership Team Capacity

Naomi White - TPA Co-lead Teacher, science teacher and CPA grant coordinator, Susan Ferguson - TPA Co-lead Teacher, social studies teacher, Geography Learning Team Facilitator; Jose G. Avila - Assistant Principal in charge of TPA. Ms. White and Ms. Ferguson wrote the initial SLC plan and CPA grant for TPA. Mr. Avila has been the administrator in charge of TPA for the past two years, ELA Administrator, Title 1 Coordinator and math teacher since 1996.

Staffing Model

Jefferson High School bases governance and staffing on needs of students, treating each SLC/small school as much as possible as an autonomous school, and on developing its multiple pathways. Teacher initiated transfers between small schools will only be considered at the end of an academic school year in June as part of the regular staffing procedures that each small school will have to follow. As much as possible, each small school/SLC is treated as an autonomous school in regards to staffing.

Governance

Master schedule and staffing allotments are made by Instructional Council consisting of representatives from each small school and the Principal. Each small school and the Principal has one vote. The Instructional Council determines staffing recommendations that affect the whole school including school-wide course offerings, small school allotments, and room allocations. Disputes involving school-wide programming are resolved by the Instructional Council. Any recommendation involving funding is sent to the SSC for final vote.

TPA has a Master Schedule committee consisting of the TPA Administrator, Lead Teacher, and Counselor, with input from the TPA faculty. Decisions that affect the whole school are brought to the Instructional Council for a vote.

Staffing

Staffing for Thomas Jefferson High School is based initially on norm day projections, supplemented with additional available funding including PHBAO, QEIA, and Title I. As much as possible, TPA hires staff as a separate school except where efficiency of staffing encourages pooling resources. *See letter of support and current staff in appendix.*

Each small school is allotted an equal number of class periods for nonschool-wide offerings. Each small school determines the number and type of each class offered to best meet the needs of their students and pathways. For these classes each small school is a separate school. Students may not enroll in other small school classes without a passport. An equal number of passports are issued to each small school by the Instructional Council. Passports are considered last resort solutions; moreover the small school administrator may choose to deny passport if it is determined the passport is issued inappropriately, such as discipline reasons or if the class is overenrolled.

Some electives, physical education, health, ROP courses, foreign language, ESL, and AP courses are offered school-wide. The Instructional Council will determine the types and quantity of these school-wide offerings, although every effort will be made to limit these classes. Each small school will be allotted an equal number of overall spaces in the school-wide offerings. In some cases, the Instructional Council may choose to allocate more spaces in certain courses and fewer in other courses for certain small schools to meet pathway needs.

Each small school is allocated one clerk, one assistant principal, one counselor, one community representative. The following positions are shared between the small schools: Principal, Librarian, Health services, most classified (security, clerical, custodial, cafeteria)

Dependent on funding, the Instructional Council recommends the number and types of out of classroom resources with final vote by the SSC. These may include social work, psychology, Dropout Prevention, college counselor, attendance, Title 1, Bilingual, and Bridge Coordinator services. Whenever possible, these resources are allocated directly to the small schools to determine resource allotment and could include additional periods for lead teachers, academic coaching, and student intervention.

School Leadership

When hiring a new Jefferson Principal, a committee of parents, students, Lead Teachers, Administrators, and a representative from the District will interview applicants. The committee's recommendation may be vetoed by LAUSD. If vetoed, the decision is returned to the Principal Hiring Committee for additional interviews and recommendations.

Leadership Team beyond Principal

TPA has a TPA Administrator and up to two Lead Teachers. TPA administrator should have an Administrative Credential and a small school leadership vision as the SLC transforms into an autonomous small school. The Administrator must have the ability to work in collaborative fashion with TPA staff, family and community as the small school develops its Professional Learning Community. He/she should have a strong background in ELL theory to work with the CELDT 1 and 2 students in TPA. As Administrator of an educational pathway small school, he/she should have a thorough background in current educational theory, service learning, assessment, learning styles, peer teaching, and project based learning.

The TPA Lead Teachers must have strong organizational skills and should experience with peer teaching service learning. Lead teachers should understand Professional Learning Communities and multiple methods for measuring student growth. They should be able to assist fellow teachers with the educational program but not to evaluate them. Familiar with learning theories and instructional strategies, they should provide coaching and work with the Administrator to ensure the staff has adequate resources to teach. The Lead Teachers should know how to actively seek and build partnerships with local schools and community program.

When hiring a new TPA Administrator, a committee of one parent, one student, Lead Teacher, and up to two other TPA staff members interview applicants. The committee's recommendation is sent to the Jefferson Principal. The Principal may veto the decision and initiate an interview with other candidates. TPA Lead Teachers (up to two) are elected by the TPA faculty members on an annual basis. *See school-wide appendix V: Small School Leaders' Roles and Responsibilities*

Recruitment of Teaching Staff

TPA has staff hiring committee consisting of two parents, two students, one teacher preferably of the same content area, Lead Teacher, and one administrator. The Hiring Committee will interview applicants to new teaching positions. In the event of a quick decision needed or in the event of a lack of ability to convene the committee, the TPA Administrator, with input from the Lead Teacher and Jefferson Principal, may choose to hire new teachers.

TPA Goals and Highlights

- *Increasing autonomy as a small school*
- *Collaborative master schedule building and staffing plan*
- *Hiring committee for new administrators and staff*

TPA Matrix

	1	2	3	4	5	6	7	8
Talebi	conference	Intro to Art	Intro to Art	Intro to Art	conference	Drawing	Intro Art	Desig Craft
Jeffers	Eng 9	ESL 3	Eng 9	conference	conference	ESL 3	H Eng 9	Ch Deve
Cabrera	Acad Lit 10	conference	H Eng 10	Exp Teach	Eng 10	conference	Eng 10	Eng 10
Martinez C	Expo Comp	AP Eng Lit	ELS 4	Conf	ELS 3	Am Lit	Expo comp	Am Lit
Sandoval	conference	Eng 9	ESS Eng	Am Lit	Aca Lit 3	conference	ESS Eng	Acad Lit 3
Casas	Span 1	Span 1	ESL 1A/Intr	conference	Span 1	Span 1	ESL 1A/intr	conference
Gutierrez	Sp spe 1	ESL 3/4	ESL 2A	conference	Sp Spe 1	ESL 3/4	ESL 2A	conference
Prado	ESL 4	ESL 2B	ESL 1B	conference	ESL 4	ESL 2B	ESL 1B	conference
Ortega	Algebra 2	Algebra 2	Algebra 2	conference	Geometr sp	Geometry	Algebra 1	Algebra 1
Perea	Geometry	Alg 1 sp	Math tut	Alg 1 sp	Alg 1	conference	geometry	Math tut sp
Artica	(Alg GI)	Math tut	conference	Math tut	Math coach	Math Coach	Math coach	Math coach
White	Lead	Lead	Lead	Lead	Chemistry H Chem	physics	conference	Chemistry H Chem
Clark	Biology	conference	Biology CAE	Biology CAE	conference	Biology H Biology	Biology	Biology
DiMonaco	Biology Sp	ICS 1A	conference	ICS 1A sp	ICS 1A sp	ICS 1	ICS 1	Conference
Gomez	Ch Dev sp	conference	Ch Dev	W History	W History H W Hist	W History	W history	W Hist Sp
Ferguson	conference	Geography	US History H US histo	Geography	W. of Ed	conference	W of Ed	Exp Teach
Villanueva	US History	US history	AP US Hist	conference	Government	Government	conference	US Hist Sp
Salas	conf	Health Per Main	C res,C Eng P Eng,AEng	Prac scien Comm sci	conf	Prac math Cons math	PSS,Ss Com Ss cons	Design Craft
Devane	conf	Pra math	App eng Comm en	Prac sci Comm. sci	computer	Meal Prep	Ss H cons	conf
Oduma	Obt Em	Cons math	Com. Eng Prac Eng	conf	Ob E, Lskill	Drawing	Ss H com	conf
Parvin	Dev Read	conf	resource	resource	resource	conf	resource	resource

Appendix: **TEACHER SLC SURVEY**

	Disagree Completely	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree Completely
1. I understand the vision and goals for implementing small learning communities at this school .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I understand the vision and goals for my SLC .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school provides time on a regular basis for the sharing of information, ideas, and instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Improve systems and processes at the school level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Improve systems and processes at the department level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Identify areas for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Faculty/staff members talk with each other about their situations and the specific challenges they face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers share, observe, & discuss each others' teaching methods & philosophies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Teachers not only work together to develop shared understanding of students, curriculum & instructional policy, but also produce materials & activities that improve instruction, curriculum, & assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Small learning community team members meet regularly for planning, curriculum and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. There is sufficient time for teachers to support students' academic and personal needs and to help them plan for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Professional development for the SLC initiative is designed by teachers and is specific for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Small learning community topics are a regular feature of school-wide professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. There is a clear process for referring a student for academic intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Small learning communities at this school have an educational philosophy that is shared by students, staff, families and community partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Small learning communities have unique academic identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Small learning communities have distinct physical boundaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Small learning communities make decisions regarding curriculum, instruction and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Small learning communities make decisions regarding budget, personnel and facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Small learning communities make decisions related to the master schedule and student programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Small learning communities make decisions related to student conduct and issues of community safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Small learning communities have administrators or teacher-directors who lead a cohesive faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The school's master schedule supports small learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Admission to small learning communities is open and inclusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Small learning communities include heterogeneous groupings of students and are not tracked by student ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Small learning communities provide information and outreach about their programs to <i>high</i> school students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Small learning communities provide and outreach about their programs to <i>middle school</i> students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Most staff at this school are committed to the principle that "all children can learn."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The vision and goals for implementing small learning communities are well understood by staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. All staff members have a say in school decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The results of major school decisions are communicated to all staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. The architectural design and/or use of space at this school support the implementation of small learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. This school encourages partnerships with employers, postsecondary institutions and other necessary to implement small learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Community partners, employers and businesses are involved in the development of small learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Parents are considered key collaborators and contributing members to the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix

STUDENT SURVEY

Tell us how much you agree with the following statements?

	Disagree Completely	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree Completely
1. I can talk openly with my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can talk openly with the school principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students and teachers in my classes respect each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students in my classes help each other to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teachers give me extra help when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teachers discuss my progress with me on regular bases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teachers work with me individually during class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teachers ask me to connect what I'm learning with the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At the beginning of each period, my teachers explain which standards I am expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teachers really care about what they are teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teachers emphasize higher level thinking and problem solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teachers always listen to students' ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I use technology and resources other than textbooks to do class assignments and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I work in small groups of students on classroom assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am excited about learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am engaged and learning in classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My teachers let students show what they learned in different way (e.g., projects, portfolios, presentations...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My classes set high expectations for my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My teachers expect the best from every student at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I know the standards and objectives of my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My teachers provide students with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

opportunities to apply and practice what is learned.					
22. My education in my classes is preparing me for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The work the teachers have me do is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My teachers relate schoolwork to events in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My teachers relate schoolwork to my personal interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. If I'm having trouble learning something, my teachers usually find another way to help me understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My teachers tell me how I can improve to meet the course content standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My parent(s) are engaged in my learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I talk to my teachers or a counselor regularly about my high school educational plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I have an adult at this school that I can go to for help with school and for personal support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. My school is a safe place for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I am satisfied with my education experiences at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I have the support I need at home to complete my homework and do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. This school year, were you assigned to a teacher, counselor or other staff member to help you plan your education after you graduate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Teachers provide instructional support for students to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. This school year, were you enrolled in an Advisory program where you met with a teacher or other school staff member for a non-academic period every day or every week to check on academic progress and plan for life beyond high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. If asked, students on our SLC would recommend our SLC to other students of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix:

ASSISTANT PRINCIPAL STAFF SURVEY

Tell us how much you agree with the following statements?

	Rarely	Sometimes	Usually	Always	Don't Know or not Applicable
1. My assistant principal communicates regularly with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am given the opportunity to provide input to activities and projects led by my assistant principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My assistant principal is good at identifying and overcoming barriers to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My assistant principal leads us in evaluating operations and activities for which he/she is responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My assistant principal uses information about student performance to improve programs/instruction and operations/activities for which he/she is responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My assistant principal is knowledgeable of laws and policies that govern the school and school system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My assistant principal is good at identifying and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My assistant principal finds new ways to do things better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My assistant principal contributes positively to the operation of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My assistant principal delegates leadership to teachers and others in his/her areas of responsibility and helps us achieve success in these activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My assistant principal believes in celebrating academic improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My assistant principal maintains open, two-way communication with school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My assistant principal sets high standards for staff and student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My assistant principal actively seeks resources for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My assistant principal communicates information clearly and succinctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My assistant principal actively leads us in developing and implementing appropriate policies and procedures in his/her areas of responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My assistant principal takes an active role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

in improving curriculum and instruction.					
18. My assistant principal works to make the school a place for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My assistant principal promotes the importance of measuring student progress systematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My assistant principal performs duties in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My assistant principal makes faculty and staff a part of the decision making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My assistant principal communicates the importance of focusing on the needs of students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My assistant principal actively promotes the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My assistant principal promotes and supports innovations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My assistant principal uses information gained from a variety of sources to lead us in making changes in programs and services for which he/she is responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My assistant principal manages well those funds for which he/she is responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My assistant principal promotes the use of technology in all aspects of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My assistant principal is a positive person who maintains his/her composure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. My assistant principal monitors programs and services for which he/she is responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. My assistant principal establishes routines and procedures in his/her areas of responsibility that contribute to learning and teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. My assistant principal creates opportunities for faculty, staff, parents, and others to share ideas, suggestions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. My assistant principal seeks to provide me with professional growth opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. My assistant principal provides assistance to me in utilizing technology in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. My assistant principal evaluates my teaching in accordance with established procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. My assistant principal works to make this school a safe and secure place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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STEVEN D. BRANDICK
DIRECTOR

December 9, 2009

To Whom It May Concern:

The Jefferson Teacher Preparation Academy (TPA) established a partnership with the Career Ladder Office in 2006. Over 400 Jefferson students participate annually in programs supported technically and monetarily by the Career Ladder Office. This includes:

- Early Teaching Contracts with LAUSD accepted by graduates
- Early Experience trips to tutor at special education centers annually
- Early Experience trips to conduct science field experiments annually
- University Outreach field trips to local colleges annually
- Paid summer internships to tutor at local Elementary and Middle Schools
- \$3000 annual Scholarship for post-secondary studies in teaching along with an additional \$45,000 in financial aid opportunities.
- \$12,000 annual funding to support Teaching Career Academy activities such as academic classes focused on aspects of teaching, careers in education presentations, and academic advisement

Although these programs are focused on developing interest in the teaching profession, they serve to motivate students to complete their high school education and begin their post-secondary studies. The Jefferson TPA is important to the success of students and needs your support. For our part, the Career Ladder Office stands ready to support the Jefferson TPA in every way that we can.

Sincerely,

Steve Brandick

Los Angeles Unified School District
Teacher Prep Academy

A Small Learning Community of Thomas Jefferson High School
1319 East Forty-First Street Los Angeles, California 90011
(323)521-1200 Fax (323) 231-4755

Ramon Cortines
Superintendent of Schools
Michael Taft
Principal
Jose Avila
Assistant Principal


December 1, 2009

Dear Committee:

We, the Certificated Staff of Teacher Prep Academy at Thomas Jefferson High School, wholeheartedly support our Small Learning Community and Jefferson High School's Public School Choice proposal. We choose to participate in TPA because we believe that the Educational Career Pathway is extremely valuable in both motivating students and producing quality educators. We believe that Teacher Prep Academy will help our students achieve academic success and offer them post-secondary opportunities. We commit to work with our colleagues in TPA, parents, students, and community partners. We often meet outside of the classroom to plan activities and curriculum and we commit to continue to put aside time after school for collaboration.

Sincerely,


Naomi White
Lead Teacher


Susan Ferguson
Lead Teacher


Jaime Gomez
Social Studies Teacher


Gabriel Perez Waisman
Mathematics Teacher


Melinda Salas
Special Education Teacher


Rafael Villanueva
Social Studies Teacher


Maria Cabrera
English Teacher


Hector Sandoval
English Teacher


Lenchen Devane
Special Education Teacher

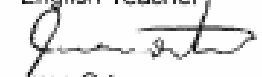



Brian Artica
Mathematics Coach



Clarence Williams
Graphic Arts Teacher


Cesar Martinez Cruz
English Teacher



Latisha Jeffers
English Teacher


Juan Ortega
Mathematics Teacher


Nayla DiMonaco
Science Teacher


Fredrick Clark
Science Teacher


Oduma Palata
Special Education Teacher


Salma Parvin
Resource Teacher


Mariela Prado
ESL teacher



Darren Warren
ROTC teacher



Linda St John
Physical Ed Teacher


Tamila Talebi
Art Teacher


Eduardo Casas
Spanish Teacher


Maria Perez
Health Teacher


Edgar Gutierrez
Spanish and ESL Teacher


James Cline
Counselor


Jose Avila
Assistant Principal