

*Los Angeles Unified School District
Local District 8*

GARDENA HIGH SCHOOL



Revised Public School Choice Plan

Submitted by: Gardena High School

1. EXECUTIVE SUMMARY

1a. Assurances

Gardena High School is a public high school operating under the management, agreements, and regulations of the Los Angeles Unified School District (LAUSD). Gardena High School provides the following assurances:

- *Business Status:* Gardena High School is a non-profit LAUSD school.
- *Student Enrollment:* The school has attendance boundaries set by LAUSD, reaching from the City of Gardena, Los Angeles, Harbor Gateway, Wilmington, and Carson.
- *Student Composition:* Gardena High School's student population will continue to reflect the diversity of the City of Gardena and the surrounding area.
- *Special Education:* We will continue to enroll all students and adhere to the conditions and requirements of the Modified Consent Decree; all policies, procedures, and laws delineated in the California Education Code, federal legislation, and LAUSD mandates will continue to provide the least restrictive environment and equal access for all Students with Disabilities (SWDs).
- *Fiscal Solvency:* LAUSD funding policies and procedures will continue to be implemented at Gardena High School.

1b. Student Population

Gardena High School is a comprehensive high school serving grades 9 through 12 in the initial stages of converting from small learning communities to five small schools. The student population reflects the ethnic diversity of the surrounding Gardena community. Currently, the school's population is 59% Hispanic, 33% African-American, 3% Asian, and 2% Filipino. American Indian, Pacific Islander, and White students each represent 1% of the total population. Additionally, 16% of the students are English Language Learners (ELLs), 62% are economically disadvantaged, 6% are Gifted and Talented (GATE), and 10% are Students with Disabilities (SWDs). Gardena High School's transiency rate is 36%.

1c. Vision, Mission, and Philosophy

Gardena High School recognizes the value of each student. The school encourages individual creativity and the development of the skills needed to become productive members of a technologically evolving society. Equally important is the development of moral awareness and an understanding and appreciation for social and cultural diversity.

Gardena High School encourages students to understand and appreciate a diverse culture, develop moral awareness, and learn to become effective communicators, critical thinkers, problem solvers, and technologically literate citizens of the 21st century. Gardena High School students learn to focus and apply these skills to prepare for college and real-life situations.

In September 2010, Gardena High School will fully implement the 9th Grade Green House Academy with separate and new leadership. This academy, located in its own area on the east side of the campus, will provide the community of new freshmen a supportive and effective year of transition from middle to senior high school and small learning communities. To support this culture change, there will be a mandatory uniform policy for this academy. The goal is to create a culture in which students expect the best from themselves academically and socially as they strive to be effective communicators, collaborative workers, critical thinkers, community contributors, and life-long learners.

Gardena's complex of small learning communities for grades 10 to 12 will provide the intellectual, social, and emotional development that continues the work done in the 9th Grade Green House Academy to create college-prepared and career-ready students. Each small learning community has its own vision, mission, and philosophy and will deliver a rigorous, standards-based curriculum with specialized electives, Career and Technical Education (CTE) courses and career pathways appropriate to the theme of each school. The Global Leadership Academy (GLA) will prepare students for further study and a career in international business; ACCER (Architecture, Construction, Computer Engineering, and Robotics) will prepare students for further study and careers in architecture, construction, computer engineering, and robotics; AME (Arts, Media, and Entertainment) will provide students with meaningful experiences to prepare them for further study and a career in the arts; SHAPS (Sports, Health, and Public Services) will prepare students for further study and a career in sports, health, and public service professions.

Keila Herrera-Jones, a typical junior at Gardena High School, begins her school day by entering the student cafeteria at 7:15 am to eat her breakfast and meet her friends. By 7:25 am, she walks over to the library, using a computer to take her most recent test on Accelerated Reader to improve her reading comprehension and earn points for her American Literature class. When the bell rings at 7:40 am, Keila rushes to her period 1 class, Business Management. This specialized elective is laying the groundwork for her senior year internship at the Nikkei Credit Union, a Global Leadership Academy (GLA) international business partner. Since the school has changed to an 8-period block schedule, Keila has room in her schedule for this elective *and* a CAHSEE prep course to help her pass the math section on her second attempt this year. Her class schedule is completed with American Literature/Contemporary Composition, United States History, Algebra 2, Chemistry, Japanese 2, and Accounting. At 9:45 am, the bell rings for nutrition and Keila meets her friends at the tables near the GLA office. Since the GLA classes are clustered near the office, Keila has more time to eat and socialize with her friends without having to walk across campus. At the end of nutrition, Keila walks to her Chemistry class, where she works in a collaborative group to investigate the properties of gases. The extra time in the block schedule makes it easier to work in groups and understand the complexities of chemistry. After period 2, Keila enters her American Literature/Contemporary Composition class and updates the teacher on her progress in Accelerated Reader. Ms. Clark, who has known Keila and her sisters from previous English language arts classes, has been the main contributor to Keila's improvement in reading and writing through her consistent use of effective teaching strategies and rigorous curriculum. After American Lit, Keila returns to the student cafeteria for her lunch. During this time, she and her friends return to the GLA office to turn in their trip slips for the AVID visit to Loyola Marymount University scheduled for Friday. The last period of the day is Japanese 2. Keila knows that becoming fluent in this language will help her when she interns at Nikkei Credit Union next year. After school, Keila meets with the choir teacher to rehearse for the Gardena's Got Talent contest, held each month in the auditorium.

1d. Education Plan

A rigorous, articulated curriculum and the consistent use of effective teaching strategies is the core of Gardena High School's educational plan. In the five small learning communities, teachers will be highly trained and supported through instructional coaching, LAUSD Instructional Guides, designed lessons, and appropriate professional development to deliver standards-based content and utilize teaching strategies designed to address the needs of all students, including ELLs, SELs, SWDs, and GATE. This curriculum features rigorous, standards-based content embedded with research-based strategies that support all elements of the student population. The personalization evident in each small learning community will feature a core team of adults who counsel, monitor, and support all students as they earn a diploma, college prepared and career ready.

Staff will use academic and behavioral data for current students and new freshmen (provided by feeder schools) to create a master schedule that gives students access to A-G requirements, specialized electives, and during-the-day interventions. The bell schedule, designed to accommodate eight courses on a block schedule, will give students more instructional time, more opportunities for intervention and enrichment, and a weekly advisory period. This model for small schools on an eight-period block schedule has been successful at schools like Jefferson High with similar student demographics.

The thematic small learning community model allows teachers to select materials and strategies that best support the students they teach. In both core classes and specialized electives, small learning community themes create a more personalized experience for each student. In the freshman Green House, English, math, science, foreign language, life skills, advisory, and health classes will focus students on their successful transition to high school and incorporate direct support in time management, study skills, and goal-setting. In the Global Leadership Academy, international business themes embedded in English, social studies, foreign language, and technology classes prepare students for future internships, careers, and college. ACCER core and elective classes provide project-based learning experiences with embedded concepts of architecture, construction, computer engineering, and robotics. Arts, media and entertainment themes are woven into the curriculum for students in the AME small school. SHAPS will support students interested in sports, health, and public service careers by incorporating these themes in their courses.

The research-based strategies all teachers use include advanced graphic organizers, collaborative and communal learning environments, instructional conversations, and academic language development. These strategies support the learning of all students, especially ELLs and SELs. Culturally Relevant and Responsive Education (CRRE) permeates the core curriculum in English, math, science, and social studies, utilizing pedagogy that engages African-American, Hispanic, and other ethnic groups.

Teachers will regularly assess and provide differentiation and intervention to students during core instructional time. They will learn how to assess and provide differentiation in a series of trainings as a part of Local District 8's Response to Instruction and Intervention (Rtl²) Cohort 2, beginning in Fall 2010.

The education plan also establishes a supportive and nurturing environment in each small learning community. Gardena High School will provide training for all teachers and staff which demands that all members of the school community participate in positive behavioral and academic support for students. Every Tuesday, teachers will work in Professional Learning Communities to reflect on their instructional practice, create interdisciplinary lessons, assess student work, and make instructional decisions based on data.

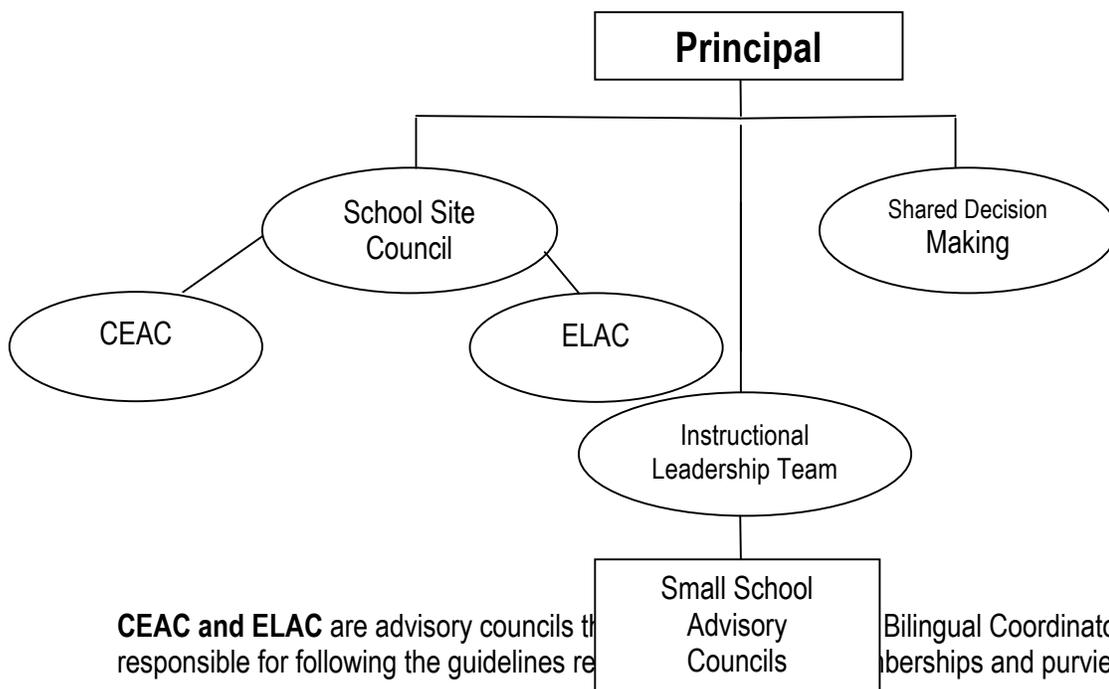
1e. Community Impact and Involvement

The Gardena Public School Choice team sought community, parent, and student input through night meetings as well as through special focus group meetings held after school. Parent, student, and community turnout increased at each meeting, with a total of 366 people attending the final community meeting. At these meetings, the consensus among parents, community members, students, teachers, and administrators was to create a plan that supported a comprehensive, rigorous school which offered a world-class education, with a wide array of services and activities for all students while remaining a community school.

Gardena community involvement is an integral part of the educational plan for the new Gardena High School. Each small learning community has a theme that is connected to business and/or service industries. Business and community members will be active participants on the advisory boards of each of the small learning communities, helping to establish for students a connection between the real world and their classes. Business and community members will not only collaborate with teachers, parents, and administrators to help identify skills that are necessary to succeed in the business world and in college, but will also provide field-based activities requiring active exploration of a chosen career. Business leaders will speak at Career Days and in classes to provide students outside access to adults with expertise and experience relevant to their chosen career pathway. Students will be given the opportunity to interview, observe and work alongside adults during visits to work sites. In addition, local businesses and community agencies will provide mentorships and internships for students during their junior and senior years.

1f. Leadership and Governance

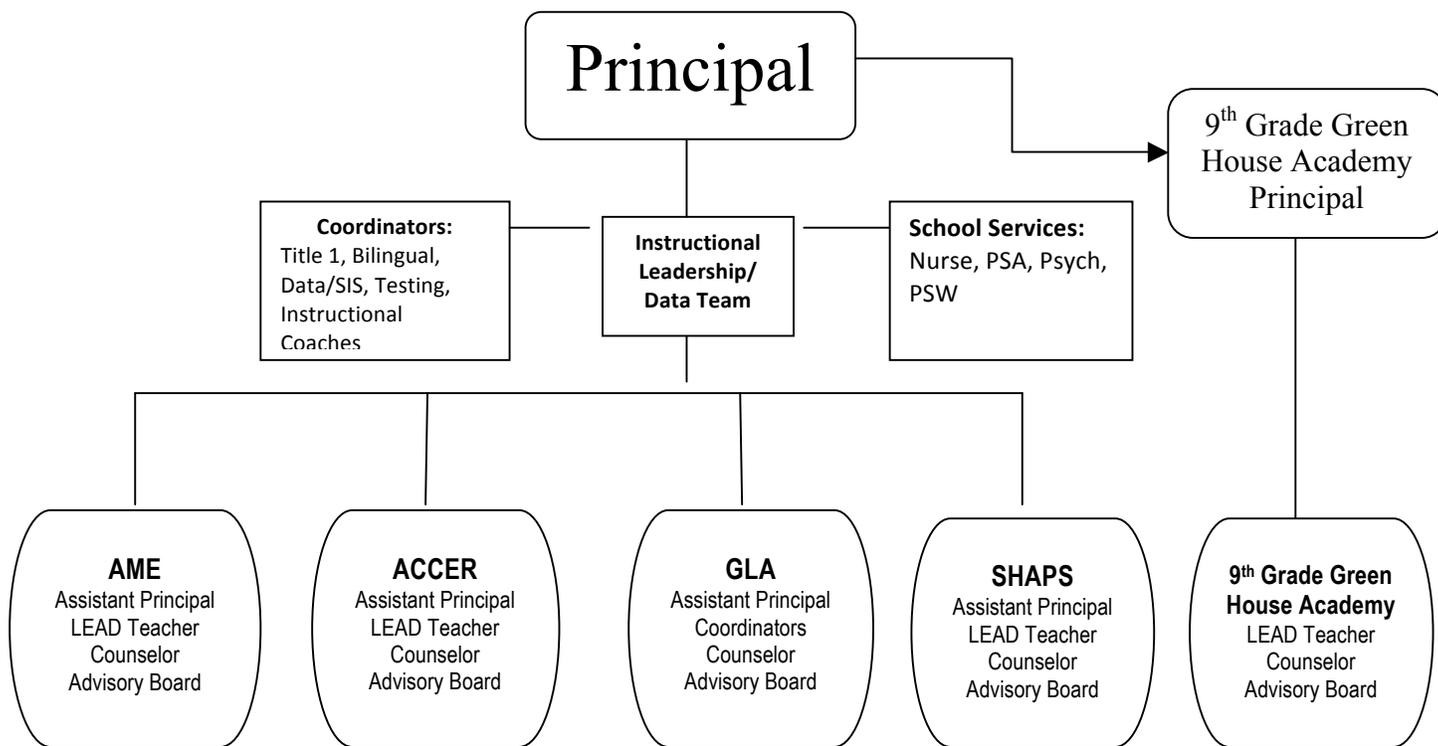
Gardena School Leadership



School Site Council (SSC) has the decision-making responsibility for coordinating all resources to improve student achievement. The 12 members represent the wide spectrum of stakeholders (6 members representing parents, students and the community and 6 members representing teachers, classified staff and administrators). This council is also responsible for overseeing all categorical funds.

Shared Decision-Making Council (SDMC) adheres to the mandates of the LAUSD/UTLA Collective Bargaining Agreement. SDMC is comprised of 16 representative members (teachers, UTLA representative, parents, students, classified staff, and the principal). This council has purview over student discipline, professional development, bell schedules, school equipment and technology, and several general fund budgets, including the Instructional Materials Account (IMA), textbooks/materials, and the School-Determined Needs Account.

Gardena High School Organizational Chart



Leadership Team who participated in the writing of the plan:

Green House: Francisco Talavera, Raymond Endow, Ericka Dudek

ACCER: David Gelman, Charles De Cuir, Ron Williams

AME: Barbara Honda, Wendolyn Yen, Jacquie Augustus

GLA: Lakisha Clark, Rudy Beltran, Maria Camarero, Judith Myers, Shirley Warren

SHAPS: Debbie Wallace, Michael Hamilton, Sheilah Sanders

Local District 8: Ellen Pomella, Dr. Felicia Clark, Barbara Newton, Wade Hayashida, Dr. Dona Stevens

LASDI: Fonna Bishop

New Commitments from Gardena High School

1. Fully implement small learning communities to become autonomous small schools by 2014.
2. Creation of the 9th Grade Green House Academy and summer bridge program to support incoming 9th-grade students. (Summer 2010)
3. Creation of the Global Leadership Academy incorporating the current Foreign Language Magnet and Southern California International Business Academy (SCIBA) with emphasis on language development in the world of business. (September 2010)
4. Implement AVID strategies and four specific access strategies across the curriculum in all small learning communities. (September 2010)
5. Implement a new 8x2 bell schedule to provide access to intervention, enrichment and credit recovery. (September 2010)
6. Teacher professional development on effective instructional strategies during the summer of 2010.
7. Establish small learning community advisory boards with community partners, students, parents, and teachers as members. (September 2010)
8. Professional development will be every Tuesday using Professional Learning Community protocols. (September 2010)
9. Implement an advisory period every Tuesday to increase personalization within all small learning communities. (September 2010)
10. Implementation of a new school calendar in August 2011. Mid-August to mid-December and January to the end of May.

1g. Fiscal Plan

Gardena High School fiscally operates in accordance with California Education Code 64001. LAUSD assures Gardena High School has developed a *Single Plan for Student Achievement (SPSA)*. The SPSA is aligned with the goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation and effectiveness of the instructional program is based on the analysis of verifiable student data and annual updates reflect the appropriate modification to the program and the realignment of funds to address identified student needs.

2. CURRICULUM AND INSTRUCTION

2a. Curriculum Map and Summary

Gardena High School will guide and support every student as he or she completes coursework leading to a high school diploma, providing equal access to A-G requirements for all students. Gardena High School's small learning communities have a common goal: to graduate all students on time, college prepared and career ready.

All small learning communities will provide a rigorous standards-based curriculum, utilizing researched and proven-effective pedagogy to engage and ensure that all students master the essential skills and content knowledge:

- Highly qualified teachers will provide effective first teaching of core content, differentiating and supplying timely intervention to support all learners.
- Teachers will work in content departments and small learning communities to implement designed lessons, pacing plans, and common assessments to improve student achievement.
- Students will complete A-G course requirements so that their post-secondary options will include admission to four-year colleges.
- Specialized electives based on the themes of the small learning communities will provide engaging and meaningful experiences for all students.

All students will take four years of English, three years of mathematics, two years of science, three years of social studies, two (or more) years of physical education, two years of a foreign language, one year of a performing or fine art elective, a semester of life skills, a semester of health, and one year in a career technical art. Each small learning community will continue to develop thematic electives and Career Technical Education (CTE) courses to allow students in-depth experience in their chosen career pathway. (See small learning community plans for specifics.)

Small School	Goal	Instructional Focus and Differentiated Strategies	Specialized Electives and CTE Pathway Courses
The 9th Grade Green House Academy	To provide an effective freshman transition year for all students	Interactive notebooks and Cornell Note-taking, Sustained Silent Reading, AVID strategies (Philosophical Chairs, Socratic Seminar), graphic organizers, tiered assignments, project-based lessons, Accelerated Reader	Advisory, Life Skills, Health, Inter Coordinated Science, Foreign Language
Global Leadership Academy (Formerly Foreign Language Magnet and Southern California International Business Academy [SCIBA])	To prepare students for further study and a career in International Business	Technology integrated into every course; oral communication, creative and critical thinking, written communications, leadership; tutoring and mentoring; internships	French, Spanish, Korean, Japanese, Virtual Business, Bus English, Business Mgt, Accounting, Sales, Global International Trade, Entrepreneurship, Computers, Career Planning, and Tourism
ACCER (Architecture, Construction, Computer Engineering, and Robotics)	To prepare students for further study and a career in architecture,	Content vocabulary instruction, project-based learning, mentoring,	Intro to Computers, Computer Tech, Digital Imaging, ROP classes,

	construction, computer engineering, and robotics	modeling, hands-on activity-based lessons	internships, robotics
AME (Arts, Media, and Entertainment)	To provide students meaningful experiences to prepare them for further study and a career in the arts: Fine Arts, Music, Theatre, Technical Theatre, and Media Arts	Interdisciplinary, "Humanitas" approach to core and elective classes; project-based learning; SDAIE and SIOP strategies; direct vocabulary instruction; "hands-on" learn-by-doing; AVID strategies	Band, Instrumental Music, Drama, Play Production, Dance, Ballet Folklorico, Stage Design, Filmmaking, Digital Imagining and Production, Drawing, Painting, Ceramics, Journalism
SHAPS (Sports, Health, and Public Services)	To prepare students for further study and a career in sports, health, and public service professions	Collaborative work, debate, simulations, graphic organizers, Cornell notes, reciprocal teaching, SDAIE techniques	JROTC, Intro to Psychology, Hospital Occupations, Youth and Law, Government, Teaching Young Children, PE, Physiology

The LAUSD Instructional Guides and designed lessons for English, History/Social Science, Mathematics, and Science will be the core curriculum for all small learning communities. Starting in the 9th Grade Green House Academy, teachers will build on the skills and content knowledge students have acquired in middle school, continuing to utilize the articulated curriculum and effective teaching strategies used in feeder schools to engage all students, especially English Language Learners (ELLs), Standard English Learners (SELs), and Students with Disabilities (SWDs). Graphic organizers, instructional conversations, academic vocabulary, and cooperative learning are the main strategies identified by LAUSD to address the needs of students. These strategies assist teachers in providing differentiated instruction to address the needs of all learners, those at risk and those who require enrichment. Accelerated Reader will be in place Fall 2010 to support Green House freshmen and those at risk in other small learning communities to improve reading comprehension. Culturally Relevant and Responsive Education (CRRE) is embedded within LAUSD Instructional Guides and lessons. In addition, each small school will use thematic interdisciplinary lessons and units tied to their areas of interest, featuring pedagogy that recognizes student learning modalities and the cultural and linguistic needs of the students.

Teachers will regularly assess and provide differentiation and intervention to students during core instructional time. They will learn how to assess and provide differentiation in a series of trainings as a part of Local District 8's Response to Instruction and Intervention (Rtl²) Cohort 2, beginning in Fall 2010.

The master schedule will provide adequate placement of required classes and electives so that students will have equal access to them. In addition, electives specifically relating to the themes of the small learning communities will create new and exciting learning experiences to engage students. In order to maximize instructional time and provide enrichment and intervention opportunities, the school will implement a block schedule that provides eight alternating classes each semester. The new bell schedule will provide time for enrichment classes, specialized electives, credit recovery, and intervention, including mandated Tier 3 intervention courses to close the achievement gap and bring students to standards mastery. Courses such as ESL I, 2, and 3/High Point, Math Tutorial Lab, Developmental Reading, Strategic Literacy/Read 180, English Language Skills, Essential Standards in Math, and Essential Standards in English will continue to support at-risk students.

2b. Track Record of Proposed Curriculum

The LAUSD Instructional Guides and designed lessons have been implemented in secondary schools for over five years. These guides and lessons supply a rigorous, standards-based curriculum with research-based strategies to address the needs of all learners, specifically ELLs, SELs, and SWDs. This curriculum continues the work done in the feeder middle schools.

In addition to these guides and lessons, all classrooms will use District and state-adopted textbooks and instructional materials. All LAUSD Instructional Guides and designed lessons are available online at lausd.net and are supported by professional development modules posted online as well as professional development opportunities posted on The Learning Zone. On-going professional development provided by Central, Local District 8, and instructional coaches will continue to support teachers and administrators in the effective implementation of this curriculum.

The students will directly benefit from the implementation of the Professional Learning Community (PLC) model. Professional development provided by UCLA's Center X will support teachers in becoming "Critical Friends" to help each other develop into more effective teachers. Center X will also train teachers in the protocols and goals of lesson study to guide teachers in crafting lessons to improve student achievement. PLC time will be used to review data from Periodic Assessments in order to modify instruction. The PLC model will be used on Professional Development Tuesdays by small learning communities and content group. These types of professional supports will ensure adherence to effective curriculum and pedagogy.

The school will receive its next WASC visit in Fall 2010. The school is currently accredited and the College Board number is 051020. With the exception of intervention classes, the core and elective courses are approved by the UCOP (University of California, Office of the President).

2c. Addressing the Needs of All Students

Key to addressing the needs of all students is the consistent belief that all students can learn. Beginning in the 9th Grade Green House Academy, this guiding vision is the foundation for teachers, counselors, and administrators to initiate and nurture the incoming freshman class. Personalization in the small learning communities begins with the academic and personal support students and parents will receive in the "one-stop-shopping" support offices located in each of the small learning communities. These offices will house the small school principal/assistant principal, counselor, lead teacher and clerical support so that students and parents will have their needs met by a consistent team. (See small learning community plans for specifics.)

Another important instructional strategy designed to build accountability for academic mastery and self-confidence in all students is the portfolio process, currently accessible through the College Bound Dreams project. Students develop a portfolio and engage in strategic planning as they examine their current academic behaviors, grades, attendance, interests, extracurricular activities, and create long- and short-term goals. Parents are involved during student-led parent conferences, scheduled twice a year during mandated parent conference time.

Counseling Support: All academic and behavioral supports at Gardena High School will address the needs of ELLs, SELs, SWDs, students of poverty, and the gifted. Counseling support will ensure that students are placed in the most appropriate and beneficial academic environment. Subsequently,

counselors will monitor students as they advance through their course sequence and career pathways, guiding them to intervention and enrichment along the way. Not only will counselors monitor students' progress, but advisory teachers will add another layer of support and guidance to promote student success. Advisory curriculum will help students develop into successful learners and productive citizens. It will initially focus on small school policies and protocols, with an emphasis on developing study and test-taking skills. Advisory will also support project-based learning and positive behavior. The school will engage parental support through regular parent conferences and parent contact that will include parents as key players in their child's progress toward a high school diploma with college and career readiness.

English Language Development (ELD) Program: Gardena High offers English Language Learners ELD instruction that recognizes the language modalities (reading, writing, speaking, and listening) evidenced in the High Point curriculum taught in ESL 1, 2, and 3. ESL teachers create a comprehensive academic support plan to help students reclassify, moving them up at least one ELD level per year through careful and targeted instruction, regular assessment, and the maintenance of the student portfolio designed to monitor student progress. In all small learning communities, ELLs will be clustered in sheltered classes where teachers will use Specially Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP) to support their learning. These strategies will enable students in Preparing for Reclassification Program (PRPs) to progress at a faster pace. (Further specifics are provided on pages 30-33 of the original Public School Choice proposal.)

Standard English Learners (SELs): Many of Gardena High's students are SELs who require specialized strategies to improve their academic achievement. In addition to the four access strategies (collaborative and communal learning environments, instructional conversations, academic language development, and advanced graphic organizers), these students benefit from teachers making cultural connections that tie the course content to students' lives and experiences. Teachers in all subject areas will also incorporate contrastive analysis, helping students see the similarities and differences between standard and non-standard language. Contrastive analysis promotes the acquisition of academic language, helping students become proficient readers, writers, and speakers of academic English.

Special Education: Approximately 10% of Gardena High School's students have Individualized Education Plans (IEPs). Support is given to these students in the Least Restrictive Environment through effective co-teaching in core classes for resource students and special day core classes for those students whose IEPs require intervention through this model. Within two years, the learning center model will be expanded and every small learning community will house and staff its own dedicated learning center. Co-teaching in core classes enables students to get immediate help through the use of small group and individual instruction as well the opportunity for students to receive re-teaching opportunities within the core classroom setting. Learning centers also provide this extra time and individual instruction some students need to master difficult content and concepts. Special day classes are small and staffed by highly qualified teachers and assistants. With the exception of the Community Based Instruction (CBI) students who are on an alternative curriculum, all students with disabilities will receive instruction in the core curriculum and be held to the same standards as all Gardena students. (Further specifics are provided on pages 33 -36 of the original Public School Choice proposal.)

Academic Intervention: Special courses and programs, like Strategic Literacy/Read 180, ESL 1-3/High Point, English Language Skills, Math Tutorial Lab, Carnegie Math, Accelerated Reader, SDC, EH, learning centers, advisory, and life skills will help at-risk students master the skills they need to succeed. Gardena will be a member of Cohort 2 for Local District 8's *Response to Instruction and Intervention (RtI²)* in Fall

2010. School leadership and teachers will receive training on good first instruction, methods to identify students who need intervention, and appropriate intervention strategies to utilize during core instructional time. The school will also continue to provide during-the-day intervention classes, tutoring, and after-school programs to support struggling students.

Students will also be supported through AVID, honors, and Advanced Placement courses designed to challenge and motivate not only the gifted and high-achieving students, but also students who can succeed with more structure and support as they become better prepared for a post-secondary education.

Behavioral Intervention: In terms of behavioral supports, teachers will explicitly teach proper, respectful behavior in every class to set clear expectations for all learners. Gardena High's leadership has been part of the Local District 8 Safe and Civil Schools program and will bring full implementation to the school. The curriculum for Advisory will incorporate protocols and procedures spelled out in Safe and Civil Schools. By integrating both academic and behavioral instruction and engaging parents as partners, teachers will create a more supportive and positive environment for their students.

2d. Accelerated Learning

Just as differentiated instruction meets the needs of students at risk, it also addresses the needs of gifted and talented students (GATE). Teachers will use differentiation strategies to serve GATE students in honors and Advanced Placement classes to provide an enriched, deep academic experience. The content curriculum will be compacted so that learning experiences are developmentally appropriate to the needs, interests, and abilities of GATE students.

All GATE students will receive a minimum of 200 minutes per week in honors and Advanced Placement courses, taught by highly qualified teachers. Staff will complete the mandated annual training requirement to ensure they support and improve educational opportunities for GATE students. Each small learning community will continue to identify additional gifted students and provide appropriate services.

Teachers will use instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. Teachers will be trained and knowledgeable regarding the social and emotional development of GATE students and will incorporate techniques to support affective learning in their classrooms. Counselors and other support persons will provide guidance and counseling to address the social and emotional needs of GATE students.

Parent involvement opportunities will include regularly scheduled trainings and support meetings to explain the curriculum, career paths, and performance expectations for their children. Since all 9th-grade students will take the PSAT, the results will be used to recruit and support students in accelerated learning opportunities.

Concurrent enrollment at Los Angeles Harbor College and/or El Camino College will help students accrue college credits. Students from all small learning communities will have the opportunity to enroll in classes from the Los Angeles Virtual Academy (LAVA) and other distance-learning providers.

2e. Instructional Strategies

Instructional strategies utilized in the small learning communities will reflect the key instructional strategies that support learning for SELs, ELLs, SWDs, and all other students. The teachers of Gardena High School will continue to use graphic organizers, cooperative learning, academic vocabulary development, and instructional conversations as their primary strategies to engage learners. In each small learning community and content area, the following instructional strategies will be implemented:

- Teachers will create a collaborative and affirming learning environment, guiding students to support each other in learning activities and providing opportunities for students to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve.
- Instruction will be student-centered and feature higher order thinking and learning, weaving together students' prior knowledge with pertinent background information on new materials to build deeper understanding of text.
- Students will be encouraged to co-construct knowledge through interactive discussion, connected turns and comments that build upon previous ones.
- Students will engage in the writing process on a daily basis, utilizing journals for ungraded writing activities like pre-writes, quick writes, Cornell notes, and responsive writing.
- Students will create a Personal Thesaurus to support oral and written language development of an academic vocabulary in the context of communicating ideas.
- Teachers will encourage and support student use of appropriate academic vocabulary.
- Students will demonstrate progressive contextual understanding of concepts through accountable talk and oral presentations.
- The use of advanced graphic organizers will help students bring order and meaning to concepts in order to facilitate strategic learning, using them to construct knowledge and synthesize important information as it is crafted into written work and oral presentations.
- Project-based learning opportunities and interdisciplinary lessons utilizing these effective teaching strategies will be evident in all small learning communities.

In addition to these strategies, teachers will make cultural connections, tying course content to students' lives to increase motivation, engagement, and learning. Teachers will guide students in the creation of portfolios of authentic student work products and assignments. Teachers will continue to use contrastive analysis to promote the acquisition of academic language and help students become proficient readers, writers, and speakers of Standard American and academic English.

Teachers will use these strategies and others to help build content mastery and habits of mind. Professional development will support the use of these strategies, as will the on-going work of instructional coaches. The school will continue to conduct Panther Walks, regular classroom visits by the Instructional Leadership Team, to gauge the level of student engagement and academic rigor. Peer and administrative classroom observations and targeted feedback will continue to focus teachers on best instructional practice. The findings from these observations will be the basis for continued professional development to improve instruction.

8. Family and Community Engagement

8a. Identification

The city of Gardena is a full-service city of 5.9 square miles with an ethnically mixed population of just under 60,000 people. School-age children comprise 23% of the community. Gardena is a family-oriented city with a

high quality of life. The median household income is \$49,508. Seventy-eight percent of the students at Gardena High School live in Gardena, 11% live in Los Angeles, 5% live in Carson, and 3% live in Wilmington.

The City of Gardena is known for its rich cultural diversity representing 31.8% Hispanic, 26.9% African American, 12.2% White Non Hispanic, 11.6% Japanese, 6.2% Korean, 3.3% Filipino, 2.4% Vietnamese, 1.6% Chinese, 1.3% American Indian and less than 1% are classified as others. Gardena residents speak a variety of languages: 51.9% of the households speak English only, 26.9% speak Spanish, and 18.9% speak Asian and Pacific Island languages at home.

8b. Family and Community Engagement

At Gardena High School there is the belief that a strong partnership between parent, community, and school is vital to the success of both student and school. Therefore, Gardena High School follows the seven keys to successful school, family and community partnerships by Joyce Epstein: Parenting, Communicating, Volunteering, Parent Involvement, Learning at Home, Decision Making, and Collaborating with the Community (see attachment). As part of creating these successful partnerships, Gardena High School provides a variety of avenues for communication between parents, students and the school such as the school newsletter, Panther Press, Paw Prints, email, progress reports, classroom visits, home visits, parent conferences, production activities, athletic events, website, school marquee and Connect-Ed messages home.

GHS has a comprehensive system for communicating with parents and community members and regards them as partners in planning, making decisions, developing the expected school wide learning results and providing opportunities for students to apply learning both at home and in the community. Parents participate as decision makers in school leadership teams, such as the School Site Council, Compensatory Education Advisory Committee, English Language Advisory Committee, Small Learning Community Advisory, Western Association of Schools and Colleges Focus Groups, Safe Schools Committee, Booster Clubs and the Parent Teacher Association.

In addition, parents have various opportunities to engage in their child's education such as attending Back-To-School-Night, Open House, Freshman Orientation, Financial Aid Seminars and meetings regarding college information, content standards, and CAHSEE information. Parents are also given opportunities to volunteer both in and out of the classroom. These opportunities include monitoring of school activities, plays, field trips, and sporting events; tutoring; supporting school offices and the library; organizing book fairs; making phone calls; assisting the bookroom; and helping register students for the PSAT (Preliminary Scholastic Aptitude Test). The Parent Center, staffed by a Community Representative, provides the organization and support for these activities.

Because parental involvement and community support are so critical to ensuring student success, each small learning community will host the following:

1. Orientation sessions for new students and their families at the beginning of each school year when parents and students will be provided with a Parent Involvement Policy and Parent/Student Compact (See attachment);
2. Small learning community informational meetings in the spring for incoming 9th graders from each feeder school;
3. Parent education nights throughout the school year to discuss such diverse topics as graduation and A-G, school policies and programs, standards-based instruction and required skills, student testing program and preparation, expectations for student achievement, educational and

intervention resources, interpreting assessment data, higher educational guidance, and financial planning for college;

4. Family health trainings to help parents support good health, good habits, and good attendance in their children;
5. College Nights to help parents and students set academic goals and learn about college entrance requirements, exams, applications and financial aid;
6. Parent trainings on adolescent development and at-home academic and social support; and
7. A yearly community engagement meeting and partnership fair that feature ways community members can become involved with students such as serving as role models and mentors.

The Parent Institute for Quality Education (PIQE) in partnership with the Gardena High School Title 1 Program will continue to provide parents a series of workshops to stress how important they are to their child's future. These 90-minute sessions (a planning session, six content sessions, one forum, and a graduation ceremony) focus on parents' understanding of the adolescent and how to motivate their growing child to succeed at school, and plan for college. This program includes the participation of the parents' children in some sessions. Students whose parents successfully complete the program and graduate are guaranteed an application review within the California State University system. Gardena High School currently offers a morning and afternoon session with over 90 parents participating. The goal of the school is to outreach to more parents that are representative of the student body.

8c. Key Community Partnerships

Gardena is a city rich in resources. The Chamber of Commerce provides services to its business community in a "unique" hometown atmosphere. Gardena strives to attract high-quality "wealth producing" businesses that want to grow and be successful, and who want to form partnerships with the city to create jobs, provide services to the residents, and improve the quality of life. Gardena has earned the prestigious designation of "All-America City," and its ethnic diversity is a quality of which everyone is proud. Community commitment can be seen throughout the city as businesses join with volunteer groups in supporting civic projects and programs. Gardena High School is an active member of the Chamber of Commerce, attending monthly business networking meetings to encourage support and recruit members to serve on an advisory boards and create partnerships with its small learning communities. Gardena High School capitalizes on the work of the Chamber of Commerce and other community group resources to enable all students to achieve the academic standards and the expected school-wide learning results (ESLRs).

A strong commitment from the Gardena High School Alumni Association and the community are vital in determining and maintaining the vision of the school. Each small learning community will develop an advisory board with the goal of creating a well-rounded educational experience for all students as well as the staff. The advisory board will be made up of teachers within the small school community, students, parents, alumni and community partners. These community partners will belong to the Gardena High School Advisory Board as well as the small learning community of choice. Resources and real-world connections through such opportunities as student internships, mentoring, tutoring, project-based learning and job shadowing will provide a well-rounded educational experience.

Students have access to the Healthy Start Program sponsored by the 21st Century Beyond the Bell organization. Healthy Start coordinates, with the assistance of community-based organizations, resources and services that support students in their efforts to remain in school despite obstacles that make school attendance difficult. Students are given the opportunity to benefit from resources that will help them deal with the psychological and physiological issues that affect their education. The funds from this grant

support additional services to students and the community by providing access to the following resources: Health clinic, psychological services, pregnancy case management, alcohol and drug prevention programs, and anger management (see attachment for coordinated services and letters of support).

Another example of community involvement is Gardena High’s partnership with International Trade Education Program (ITEP). ITEP Inc. has contracted with the Los Angeles Unified School District and will be supporting the start-up of the Global Leadership Academy at Gardena High School. ITEP will introduce high school students to careers in international business through community partnerships. ITEP will provide the Global Leadership Academy (GLA) the support to offer a variety of activities including teamwork/leadership building field trips such as TopSail, speaker series with industry leaders, curriculum enrichment activities such as the International Economic Summit and internship programs through businesses and partnerships. These partnerships will be developed based on the needs of GLA. ITEP will then search for resources and board members within the community to help meet those needs. ITEP is uniquely qualified to do this as they have already established boards at seven successful academies. Business leaders are recruited through boards to help improve student academic performance, to show students the value of education, and to demonstrate to students that the community cares about them. This will become the model for all small schools at Gardena High School. The board members and business leaders will be active participants in a learning academy’s program. They will provide nine program components: Industry Orientation, Career Exploration, Business Skills and Operations, Academics Matter, Industry in Action Speaker Series, Interventions for Struggling Students, Work Experience Community Service Job Shadow and Internships, Awards and Recognition, and Evaluation.

Gardena High School will strive to expand their partnerships with businesses and service organizations. The following groups have pledged their support and resources:

Name	Title	Organization
Dan Medina	Mayor Pro Tem	City of Gardena
Dr. Gail Garrett	Principal	Peary Middle School
Jane Tokubo	Healthy Start Coordinator	186 th Street School
Tom Willoghby	Director of Student Programs	Rotary Club
Audrie Echnoz	Executive Director	Gardena-Carson YMCA
John Delino	Director of Programs	Gardena Boys & Girls Club
SLO Moevae	Community Relations Officer Senior Lead Officer	Los Angeles Harbor Police
Chief Ed Medrano	Chief of Police, Community Safety	Gardena Police Department
Jerry O’Day	Technical Advisor	Local District 8, LAUSD
Dr. Raquel Soto	Medical Physician	Harbor UCLA Medical Center
Colleen Mooney	Executive Director	South Bay Center for Counseling
Ron Rubine	Diversity Advisor	LAUSD Human Relations
Dr. Sukivu Hutchinson	Human Relations Advisor	LA County Human Relations
Ray Padilla	Substance Abuse Counselor	Asian American Drug Abuse Prevention
Will Furgeson	Executive Director	Advancement Academy
Kenneth Lewis	Business Partnership Coordinator	El Camino College
Gentry Akins	Gardena Alumnus	Gardena High School Alumni

Galo Galvan	Chivas Marketing Manager	Club Deportivo Chivas USA
Kimberly Blum	Director, Finance Park	Junior Achievement
Maria Sanchez	Employment Supervisor	Gardena One Stop Employment
Robert Chatman	Business Customer Division	Southern California Edison
Shannon Lawrence	Partnership Specialist	US Dept of Commerce
Bonnie Bair	Chief Operations Officer	International Trade Education Program, Inc.
Hilda Burke	Costume Designer	Long Beach City Ballet
Cindy Bradly	Director	San Pedro City Ballet Dance Company
Thomas Heck	Program Director	Thomas Heck PACE Program
Lawrence/Betty	Owners	Hill Street Studios
Eiko Moriyama	Alumni Association	Gene Autry Museum
Mr. Diz	Consultant	Fashion Institute for Design and Merchandizing