

1. EXECUTIVE SUMMARY

The faculty and administration of James A. Garfield High School, in consultation with parents, students, and community partners, proudly submit this proposal. It is a commitment to radically reform student achievement at Garfield by using four inter-related strategies: (1) literacy and numeracy courses that will prepare at-risk 9th and 10th grade^{rs} to successfully build their skills and then complete their requirements for college, (2) a multi-tiered system of instructional strategies that, by actively engaging students in their own learning and by providing them with the support they need, trains them to construct knowledge and to become active learners, (3) a professional development routine that provides teachers with the time and structure they need to constantly analyze their students' work and to build an extensive storehouse of effective lesson plans, and (4) a cooperating team of small learning communities, each of which will provide its select set of students with personalized instruction and support. The backbone that supports and coordinates these four strategies is a new "intervention friendly" schedule, which, by building extra classes and meeting time into the regular school day, allows students to take more classes and provides teachers with generous amounts of professional development time.

- a. Assurances: The three formal assurances required in connection with this proposal can be found in Appendix 1.a, Assurances.
- b. Student Population: Garfield High School expects its student population to drop from 4,500 in 2009-10 to approximately 3,000 in 2010-11. This drop is due to the opening of a new school, the Esteban Torres Learning Center, which is being built to relieve overcrowding at Garfield and to allow it to move from a three-track, year-round schedule to a traditional one-track schedule.

The characteristics of the student population have remained constant over the past decade. Over 99% of the students are Hispanic and approximately 90% come from families whose home language is Spanish. Many of the students have been "reclassified" as having fluent English by the time they arrive at Garfield though 30% are classified as having "limited English proficiency." Ninety percent (90%) of the students qualify for the federal free and reduced lunch program.

Most students have below grade-level literacy and numeracy skills when they matriculate to Garfield. Approximately 20% of the incoming students have grade level proficiency in English language arts and approximately 15% in mathematics. Approximately 48% are 3 or more years below grade-level in English language arts, approximately 58% in mathematics. The four-year graduation rate at Garfield is 77.7% (based on the NCES definition).

The faculty and staff on whose behalf this proposal is being submitted have years of experience with the students at Garfield and at similar schools. They are committed to building on their students' existing skills and assets to provide them with the benefits of a rigorous high school education.

- c. Vision, Mission and Philosophy: This proposal is based on the vision of a Garfield High School that consists of 6 distinct, but cooperating small schools all dedicated to preserving the essential identity of one of East Los Angeles's flagship high schools and to provide their students with the personalized education they need to build their academic and personal skills to the level necessary to be successful in college and in the ambitious careers they choose for themselves.

The mission of the school is to provide ALL students with the personalized instruction and guidance they need to steadily build and maximize the academic, social, and emotional skills that they will need to be successful in high school, in college, and in life.

The philosophy underlying this proposal is that the best way to educate a student is by providing each one of them with the courses, instruction, and support that are fitted to his individual learning needs. This will enable each student to build his skills, to maximize his potential, and to realize his career ambitions.

A Day In The Life of 2 Students

Ninth graders, Rosalia and Maria Vasquez, are identical twins; but how different can two siblings be! Rosalia is a doer, a social butterfly, who is constantly outside and who knows everyone in town. Maria, by contrast, is quiet and a bit of loner. She prefers to sit at home reading about the Mayas, the Aztecs, and the Incas. Their differences are reflected in their daily lives at Garfield High School. Rosalia chose to enroll in the Performing Arts Academy, Maria in the University Preparedness Program. Their schedules are very different because of their different skills and personalities.

The ever-active Rosalia is not as strong a reader as her sister; so, she begins her day with an English course called Read 180. To meet the needs of the students, the class size is limited to 21 students and utilizes materials and computer programs purchased from Scholastic, Inc. The decision to put Rosalia in this class was made during the Summer Bridge Program. After getting to know Rosalia and her academic record and after analyzing the results of the Gates-McGinity reading assessment, her counselor, Mr. Rios, recommended this class to Rosalia and her parents. They agreed. The parents also agreed with Ms. Moreno's recommendation for Maria. She begins her day in Honors English. Both classes begin with the same warm-up, a CST prep question in English.

For second period, Rosalia goes to her Algebra Skills class. This class is designed to prepare her for Algebra 1A in the second quarter. If she starts to fall behind, she will be immediately referred to a special 6th period class for extra support. Maria's second period is also math; but she is enrolled in Geometry A for the first quarter. Like her sister, Maria will be provided with 6th period support if she should need it—though her parents feel this is less likely.

After second period, both students rush to get their lunches and carry them to their separate SLC centers. (Each SLC has its own.) Rosalia's and her SLC friends practice for the upcoming folklorico show. Maria goes to the UPP office and talks to Ms. McAdoo who will be her history teacher next year. They share a passion for the history of the great pre-Columbian empires. Ms. McAdoo lends Maria a copy of Bernal Diaz's *The Conquest of New Spain*. Maria notices a copy of the Spanish original. She helps Ms. McAdoo as they read through the passage where Bernal Diaz describes the first time he saw Tenochtitlan.

After lunch, both Rosalia and Maria report to the Spanish for Spanish Speakers' course; eventually, they will both take both the Advanced Placement exams in Spanish Language. Both girls take Spanish on Mondays and Wednesdays. On Tuesdays and Thursdays, they take PE after lunch. The classes alternate on Friday. There is a special schedule on Fridays so that all students can meet in their SLC advisory groups.

During their last period of the day, both girls take a new course entitled Introduction to Science. This will prepare them for Biology in the second half of the year and for Chemistry and Physics in future years. Each girl takes the course with her SLC science teacher, Maria with Ms. Buenaventura, Rosalia with Mr. Vicks.

For a detailed discussion of individual curricular paths that are available to Rosalia and Maria, and all other Garfield students, see Appendix 1.b, Sample Curricular Paths.

- d. Education Plan: The education plan that forms the foundation of this PSC proposal consists of four inter-related strategies, all of which are designed to provide each student with a personalized education.

The first strategy is to provide each student with a curricular path that is tailored to his needs and interests. For the many students who matriculate to Garfield with below grade level skills, the curricular path will include skills acceleration course in the freshman and sophomore years that will allow them to strengthen their literacy and numeracy skills. In the past, many students have experienced high failure rates in their early years, and have subsequently dropped out of school. Thanks to the new “intervention-friendly” schedule, which allows each student to take and complete up to 17 courses in a regular school-year—as opposed to the traditional 12—at-risk students can build their literacy and numeracy skills in their early years and still complete their A through G requirements before they graduate. They will then be much more likely to be successful in the early years and to stay in school. Students who do not need such support will use the extra classes for enrichment. The curricular map—in Appendix 2.a.i—shows the different curricular paths that will be available to students in the initial years of this proposal. These options will evolve and mature over time. For a detailed discussion of individual curricular paths, see Appendix 1.b, Sample Curricular Paths.

The second strategy embodied in this education plan is a three-tiered system of instructional strategies and supports. The first tier calls for all teachers in all classes to utilize instructional methods that will allow all students to actively participate in their own learning. They will learn to interact with their textbooks and to turn what they read and talk about into charts and tables and graphs and reports that give them constant practice in “constructing knowledge.” They will be taught academic vocabulary and will practice using it. They will work in groups so that they can develop the abilities to work with others in a productive manner. The second tier of instructional support consists of differentiated classes. Some students will be given the opportunity to build on their literacy and numeracy skills and to improve them. Accelerated students will take honors courses. Students who are still learning English will take ESL courses. The third tier consists of special supports that can be provided to students who are falling behind in their studies. Such students will receive extra support until they master the concepts that they are having trouble with. This three-tiered system of instruction support is based on a nationally prominent method called Response to Intervention (“RTI²” for short); it is more completely described in Appendix 2.e, “RTI Instructional Support Plan.”

The third strategy that will be employed is a professional development system that provides teachers with the time and structure they need to analyze the performance of their students and to use this knowledge to constantly develop and refine their instruction and thus to improve student learning. The new “intervention-friendly” schedule that Garfield will adopt in 2010-11 includes time during the regular school week for all teachers of “core” subjects—English (including ESL), mathematics, history, and science—to meet in course-alike teams two times a week for 90 minutes each time. The teachers will use this time to work together as “professional learning communities” (“PLCs” for short), using the nationally renowned lesson cycle developed by Richard DuFour and his colleagues. This powerful methodology, which is based on in depth analysis of student work and the methodical and coordinated development of common lessons and assessments that target the specific learning needs of the students in the classes, is more fully described in Appendix 5.c, Professional Development Plan. Faculty members will also meet on most Tuesdays to discuss their students and to coordinate the SLC activities.

The fourth strategy consists of a method of dividing a large comprehensive high school into a series of six cooperating small learning communities (later 6 small schools). By allowing the over 150 plus teachers and other staff members to divide themselves into small interdisciplinary SLCs, each based on a distinct educational theme and philosophy, and by allowing each student to pick the group of teachers and the educational theme he prefers, this strategy establishes the conditions under which personalized, student-centered instruction can thrive. First of all, each student and each teacher becomes a member of a small learning community consisting of approximately 35 teachers and 500 students. Instead of feeling like they are working at a conveyor built that brings new faces whizzing by them in an endless loop, each teacher will work with a limited number of students over the course of four years. This will allow the teachers and the students—and their families—to get to know each other better. They will be united by the selection of the educational theme and program of the specific small learning community. Research has shown that such small schools work better. Every teacher knows every student and his parents and *vice versa*. Just as important as individual learning communities is the fact that, at Garfield, they are cooperating communities. It is important that each “SLC” (later small schools) be distinct and have its own classrooms, its own faculty, its own students, its own API, etc., but it is just as important, the supporters of this proposal feel, that the identity of James A. Garfield High School, THE flagship high school of East Los Angeles, maintain its identity. This is a proposition to with the six learning communities—and the associated magnet school—are absolutely dedicated. Each SLC will develop its own personality and program, but they will share the campus, support common sports teams and common extracurricular activities and retain their identity as “Bulldogs.” By 2014, Garfield may be called the Garfield Learning Center.

- e. Community Impact and Involvement: The persons supporting this proposal chose Garfield because they care deeply about the school and its students. All recognize the need for greater community involvement. The plan to bring this about is set forth in Appendix 8.b, Parent and Community Involvement Plan. The following is a brief summary.

Strengthen existing community groups. Existing groups that bring together staff, parents, students and other community members will be strengthened and managed to more effectively concentrate on the task of improving student achievement. These groups include the Title 1 and English Learner advisory councils (CEAC and ELAC), the School Site Council, (SSC) and the Shared Decision Making Council (SDMC). In order to strengthen themselves, the groups will recruit more members and encourage greater involvement from all of the stakeholders. For example, the Title 1 and English Learner advisory councils will actively involve students, staff, and community members as well as parents and faculty. The efficacy of these groups will be improved by focusing more precisely on student learning. Toward this end, training will be provided to the council members on the school’s instructional goals, the methods that are being used to meet them, and the way finances are being allocated to support student learning. To promote a deeper understanding of education at Garfield, parents and community members will be invited to visit classrooms and to talk with faculty members. Surveys will be conducted to determine what each constituent group feels and wants.

Coordinated Expectations. Ms Kathleen Mooney, of Families in Schools, has made the point that, although parents, community members, and school employees all agree that they want students to be successful, they often do not do a very good job of coordinating their efforts. With this in mind, Ms. Mooney recommends that schools work with parents and community members—and it is prudent to add the students themselves—so that everyone is pulling in the same direction. With this in mind, this proposal includes a plan for these constituencies to work together to assist students to work and behave in a manner that will result in academic success. Together, they will determine the answer to such important questions as, How much work should teachers assign?

How should they grade? How should parents support good attendance and monitor student homework? How can community members provide motivation to students? Exactly what type of work habits does a child need to have to be successful and to prepare for college?

SLC Advisory Groups. Each of the six small learning communities that are signatories to this proposal will establish an advisory group of parents, community members, and students. Each group will work to improve communication and to coordinate their actions so as to optimize student learning. When they mature into separate small schools, each school will have its own School Site Council, its own bilingual and Title 1 committees, and its own shared decision council.

A Welcoming Campus. Garfield will use categorical funds to continue its Parent Center and to fund its parent liaisons. The Parent Center welcomes parents on a daily basis helping them to solve problems relating to their children, providing parents with training in English, computers, and promoting an understanding of how the educational system works. All persons in the school will receive training and support in providing a welcoming and helpful environment to all.

- f. Leadership/Governance: The school will be organized into six cooperating SLCs and the existing Computer Science magnet. Each SLC will have its own dedicated administrator—though each administrator will perform some central functions for Garfield. The SLC Coordinating Committee, which already exists, will coordinate the activities of the SLCs. Until the SLCs develop a sufficient degree of autonomy (estimated at 2 to 3 years), it is anticipated that the school will maintain an overall principal. Finances allowing, it would also be desirable, during this interim period, to maintain a Special Education administrator and perhaps an independent Head Counselor. The SLCs will also share the services of certain out-of-classroom personnel, including a Title 1 coordinator, an English Learner Coordinator, a central dean, attendance counselors, a school nurse, a school psychologist, and an athletic director. The SLCs will all have access to central sports teams and other extracurricular groups. The SLCs will also share a central schedule and will utilize the same intervention program for the next 2 or 3 years. From this starting place, the SLCs will evolve toward greater and greater independence. (See Appendix 9.a, Organization Charts.) The school will continue to govern itself through its School Site Council and SLC Coordinating Committee. The School Site Council is looking at ways to change its by-laws so that each of the cooperating SLCs has equal representation on the council. Central Title 1 and English Learner councils (CEAC and ELAC) will be maintained until the cooperating SLCs become separate small schools. Each SLC will form its own parent, student, and partner committees during the 2010-11 school year.
- g. Fiscal Plan: Garfield is directing all of its categorical monies, including its QEIA funds, to provide the classroom personnel, materials, and training to support the intervention-friendly curriculum and schedule. A categorical budget plan designed to support this proposal is outlined in Appendix 12.b Finances.

2. CURRICULUM AND INSTRUCTION

- a. Curriculum Map and Summary: The Curricular Map has been specifically designed to provide at risk students with extensive instructional support, especially in English and mathematics in the 9th and 10th grades. Extensive meeting time for teachers of Core classes has also been built into this schedule. This will enable course-alike teams to meet twice a week in 90 minutes sessions to analyze and improve their instruction strategies, using the Richard DuFour’s powerful Professional Learning Community (PLC) methodology. See Appendix 2.a.i for details about Curricular Map, Appendix 5.c, Professional Development Plan for details about the PLC cycle.

The curriculum is built around the three tiers of the Response to Intervention to ensure that students’ needs are being addressed in the most effective manner possible. The revamped curriculum will be instituted by the following Small Learning Communities (SLCs) and magnet.

- College and Career Readiness Academy¹
- Global Studies Academy
- Green Architecture Design Academy (GADA)
- Humanitas Academy of Media Arts
- Teacher Career and Performing Arts Academy
- University Preparatory Program
- The Computer Science Magnet

Each of these learning communities will offer the core A through G requirements and elective courses that reflect their specific areas of interest. In addition they will:

- Adopt the new “intervention-friendly schedule,”
- Use an advisory period to monitor the learning of their students and to help the student manage their own learning.
- Offer courses that provide meaningful intervention through a combination of remediation and grade level work, with more time per day to cover topics.
- Further personalize the educational experience for all students through the SLCs structure. This will help promote strong academic relationships between teachers, students, and their families

For a more detailed explanation of the SLCs, see Appendix 2.a.ii, Small Learning Communities.

Garfield’s governance plan is designed to coordinate and support the operations and academic interactions among the cooperating members, providing the technical expertise (e.g., special education compliance, college and career counseling, library services, bilingual programs) and economies of scale that are available to larger institutions. In turn, the SLCs and the magnet school are charged with providing personalization, customization of the academic program and unique learning opportunities for all students. Garfield High School will also be home to the graduating

¹ College and Career Readiness Academy, formerly the 9th Grade Academy, will submit a Bulletin 1600 SLC application pending approval of this proposal.

class of 2011 so its members are able to receive diplomas from a school accredited by the Western Association of Schools and Colleges (WASC).

In addition to the curriculum offered by Garfield High School, by a three-tiered intervention plan based on the nationally renowned Response to Intervention methodology. (See Appendix 2.4.1, RTI² Instructional Support Plan.) The SLCs will monitor the academic progress of their students through grades, common assessments and advisory classes. The SLCs will modify and further personalize their curriculum to meet the needs of their students.

Access to Performing, Fine, and Media Arts: Access to instruction in music, dance, theatre, visual arts and media arts will be provided through the cooperative practice of “passporting.” That is, all students will have access to these courses regardless of SLC membership. Garfield will also use passporting to ensure that students have access to World Languages, Applied Technology courses, arts electives, and physical education. SLC’s will also be able to have SLC electives with curriculum designed exclusively for their students.

Library Media: Garfield High School’s library will continue to support all students. It houses over 37,000 volumes supplemented by video and audio libraries, internet access, online research databases, and subscriptions to over 50 magazines to help students with various learning styles and modalities access their curriculum and supplementary material. The Library-Leadership Team (LLT) will be the forum for all stakeholders to engage in sustained and action-oriented discussions in the context of continued improvement in library services, resources, and technology.

See Appendix 2.a.iii Library for detailed information about the services that will be offered by the Garfield High School Library.

b. Track Record of Proposed Curriculum:

Standards-based, Research-based, Effectiveness: All components of the curriculum have been approved by the State of California and/or the Los Angeles Unified School District and are deemed to have met the requirements for standards- based and researched- based curricula.

Garfield High School is WASC accredited and has obtained UCOP approval for its A through G courses.

Garfield College Board Number: College Board number is 051635.

c. Addressing the Needs of All Students:

Meeting the Needs of Students Requiring Additional Support: Garfield High School and its cooperating members will provide English as a Second Language (ESL) classes for students who need intensive support in acquiring English language skill. Students will be able to passport (take the class in another SLC) if their own SLC does not have the appropriate ESL classes. Students who are English Language Learners (ELL) and Standard English Learners (SEL) will be supported with Specially Designed Academic Instruction in English (SDAIE) strategies and scaffolding in the general education classrooms. Garfield High School will also make sure that students are tested annually for reclassification. In the 2008 to 2009 school year, 30% of the Garfield student body was classified as English Learners and 43% were reclassified as fluent (Garfield HS School Overview 2008-2009).

Students with disabilities will continue to take classes and receive a free, appropriate public education (FAPE) in their least restrictive environment (LRE) as delineated by their Individual Education Plans (IEPs) by being able to passport. Through the cooperating SLCs, Garfield will offer a full range of Special Day (Specific Learning Disabilities or SLD), Mentally Retarded-Moderate (MRM), Community-Based Instruction (CBI), and Resource Specialist Program (RSP) classes. Students with disabilities will receive a free, appropriate public education in classes in conformity with their IEPs. In all settings, teachers and other adult staff will use SDAIE and scaffolding as well as other strategies. Resource teachers and aides will continue to support RSP students in their general education English and math classes. The RSP teachers will continue to support their students, through the learning center, and through small group and individual monitoring. Special Day and Resource teachers will monitor students' progress in all classes to ensure that they are benefiting from the educational experience. Ten percent of the Garfield student body has been classified as Special Education (Garfield HS School Overview 2008-2009).

Gifted students will continue to have opportunities for enrichment and Advanced Placement classes. The GATE coordinator will continue to ensure that the gifted and talented students will have honors, AP, and other classes to provide challenging learning opportunities. A little over 8% of the student body is classified as gifted and talented (Garfield HS School Overview 2008-2009).

Levels of Growth Expected from These Strategies: All students are expected to grow to meet their individual learning goals as documented in their Individual Learning Plans (general education) or Individual Education Plans (special education). Garfield expects an increase in timely, successful completion of coursework and graduation as detailed in the Achievement Accountability Matrix in Appendix 4.a.

d. Accelerated Learning:

As of 2009, 8.4% of the Garfield High School population was identified as gifted with 8.4% of Hispanic students identified as gifted and 9.1% of the African-American students. Garfield High School had 29 Advanced Placement (AP) classes in 12 subject areas in Fall 2009. There are also 67 honors classes. Garfield High School will continue the gifted program, AP classes, and honors classes through the SLCs. Students will be able to passport in order to access the full range of Advanced Placement (AP) and Honors courses.

Strategies and Services to Meet the Needs of Accelerated Students: Garfield's Head Counselor will supervise the Honors and AP courses to ensure that students have access to High School will continue to have a GATE and AP Coordinator to coordinate these programs. The courses for accelerated learning programs will be distributed among the SLCs. In the general education classrooms, teachers use differentiation such as supplemental assignments, multi-media, and inquiry beyond the general assignment. The three-tiered RTI² approach combined with the modified 4 by 4 schedule will have the flexibility to meet the needs of variously talents of the students.

Identifying Students for Accelerated Learning Activities: Garfield High School and its cooperating members will actively seek out the students for accelerated learning. To promote the identification of students for accelerated learning activities, Garfield will (1) conduct professional development to promote understanding of the programs including identification of students and differentiation of instruction for gifted students; (2) ask teachers to suggest students for identification as gifted; (3) use the LAUSD GATE program for identifying students who have interest or talent in the areas of visual arts, vocal music, dance, and theatre; (4) assist parents and students with preparing

paperwork for auditions and designation and conduct orientation meetings to familiarize them with the process; and (5) develop a process for parents to request evaluation for GATE.

Determining the Quality of the Strategies: Garfield High School and the cooperating SLCs will use action research methodologies in conjunction with data from multiple assessments, peer review, and the Professional Learning Communities to evaluate the efficacy and quality of strategies used. Student feedback and AP test scores will also be factored into the evaluations of the Honors and Advanced Placement offerings.

Increasing the Numbers of Minorities and Students with Disabilities in GATE and Advanced Placement: Garfield High School has already met the GATE and Advanced Placement goals for minorities. Garfield High School will undertake an aggressive program to increase the number of students with disabilities in GATE and Advanced Placement and will develop a system of supports for students with disabilities who are participants in GATE and Advanced Placement classes.

e. Instructional Strategies:

Instructional Strategies and Their Basis in Research: Garfield will use the following research-based instructional strategies. Many are already in use, but they will be organized to ensure that students get the maximum benefit from each and all. The research bases are described in Appendix 2.e.

- *Response to Intervention or RTI²* is a three-tiered approach to structuring learning and intervention in order to ascertain and deliver the appropriate levels of intervention. It will be used as the framework to organize all of the following interventions (Strangeman).
- *Professional Learning Communities (PLCs)* are a powerful means of focusing teaching efforts and are the basis for Garfield's approach to ensuring that the core courses meet the needs of the students. PLCs enable continuous improvement by giving teachers an environment to develop and share knowledge, sustain the hard work of change, and transform school culture. Core course PLCs will meet twice weekly to develop and refine curriculum (DeFour, et al.).
- *Universal Design for Learning or UDL* provides equal access to learning as well as equal access to information. UDL will be used to plan lessons, to ensure that information is available in multiple formats and media, to provide multiple pathways for students' actions and expressions, and provide multiple ways to engage students' interest and active participation in their own learning (Council for Exceptional Children).
- *Task Analysis* is the practice of understanding all of the component skills and knowledge required for learning a new skill or concept. We Teachers will use task analysis to help refine lessons and understand why some students do not respond to instruction as presented. Task analysis will also help us to develop lessons that support UDL.
- *Specially Designed Academic Instruction in English or SDAIE:* helps both English language learners (ELs) and standard English learners (SELs) gain mastery of English, particularly academic English. The curriculum remains rigorous and standards based.
- *Small group and individual monitoring* is personalization and coaching in the academic environment. Teachers help students develop self-management, personal organization, and self-monitoring skills as well as providing academic tutoring. We have used this successfully

in the Resource Student Program (RSP), Special Day Program (SDP), and general education settings.

- *Connecting spontaneous and scientific concepts* is based on the work of Lev Vygotsky. Vygotsky wrote that students have spontaneous concepts based on their experience, culture, and independent learning about the world around them. Scientific concepts are the knowledge and skills gained through the formal education process. In order to optimize learning students must be able to connect their spontaneous knowledge with the scientific learning they are acquiring at school. This process of connecting is particularly important for students who must reconcile their understanding of their home culture with the academic world of school.
- *Socratic seminars* help students to develop their independent thinking skills through dialogue and questioning. This method is especially important for students who need to build confidence in their ideas and practice using academic language and the vocabularies of the various academic disciplines.
- AVID (Achievement Via Individual Determination) is a program that teaches academic skills including Socratic seminar dialogue, study skills, and critical thinking in an environment that is oriented toward succeeding in college. It is designed for students who had believed that college was academically out of reach. AVID provides another level of personalization. See Appendix 3.b for details and statistics.
- *Developing intrinsic motivation* is essential for sustained success because students are no longer depending on external rewards to motivate them to learn and achieve.

Culturally Relevant Instruction: Culturally relevant instruction is not limited to presenting material from students' cultures. Culturally relevant instruction includes connecting students' culture or prior knowledge to the new learning then developing an understanding based on the two bodies of knowledge. Formal education (scientific knowledge) does not simply displace existing or spontaneous knowledge. Instead, the new concepts must be integrated into the thinking of the student (Vygotsky, 146-209). SDAIE, task analysis, UDL, and the individual or small group monitoring help build the cultural connections between prior knowledge and necessary for acquiring school-based concepts and skills.

Accommodations and Modifications are based on the needs of the student. Accommodation will be provided to students based on their academic needs. Modifications will be made for special education students in the curriculum when accommodations do not provide enough support to have students reach grade level curriculum. We will accommodate and modify learning in compliance with IEPs and Individual Learning Plans (ILPs) for general education students.

3. SCHOOL CULTURE AND CLIMATE

Garfield High School will continue to adhere to Article IX- Hours, Duties and Work Year, Article XXIV- Student Discipline and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

- a. Description of Culture:

Envisioned Culture: Garfield High School's culture will continue to develop and evolve from the framework currently being established that centers on respect for all persons, an appreciation for the diversity of all stakeholders, and ardent work towards the ultimate goal of high academic achievement and quantifiable success for all students. All member SLC's will emphasize critical thinking, creative problem solving and continued development of a rigorous academic program of deep learning supported by parents, students and teachers alike. All of the aforementioned parties will be responsible and accountable for the education of all Garfield High School students across all of the member SLCs.

Promoting a Positive Academic, Behavioral and Social Environment: The cooperating members will promote a positive academic, behavioral and social environment through their classes and other programs that emphasize and recognize student achievement, teamwork, cooperation and respect for one another. The personalization what will be made possible by the reduced size of the SLC's will foster a more positive academic, behavioral and social climate for each student. Smaller school size will provide the opportunity for teachers and staff to know each and every one of the students in their SLC's and by extension will help them to be more in tune to the unique needs of their students. By having an increased awareness of each of their students, instructors will be able to differentiate instructional, motivational and supportive strategies on a more personalized level. Research has shown that personalization is a vital contributor to students' perception of a positive environment and resulting success (Breunlin).

Establishing a Common Language Promoting Integrity, Ethics and Character: Garfield High School and the cooperating members will work collectively towards promoting integrity, ethics and character through the increased personalization afforded by the continuing evolution of the member SLCs. Each member SLC will be tasked with weaving the aforementioned qualities into their school culture, curriculum, activities and comportment of their SLC members. Those desired behaviors will be modeled by all stakeholders on all levels. The desired behaviors will be the standards aspired to each instructional day and will be integrated into the daily practices of everyone on campus. Everyone on campus, from community volunteers, clerical, administrative team, parents and teachers alike, will work toward the common goal of establishing high expectations and holding each other accountable for bringing those expectations to fruition.

b. College and Career Readiness:

Exposure to College and Career Strategies: Garfield High School will continue to assist students with understanding college admissions requirements, applying for financial aid, coordinating community scholarship programs, taking the SAT, ACT, or other entrance examinations, and obtaining fee waivers. The counseling team will undertake an outreach program to all of the SLCs and their students so that students are aware of the services and opportunities for college and career that are available through the school.

The Small Learning Communities will develop programs for introducing students to career and college experiences unique to their areas of specialization. The programs will include guest speakers, field trips to local colleges or workplaces, and building an alumni network to mentor students.

Students who are in the GEAR-UP program will continue to receive the support of that group including tutoring, monitoring of academic progress, field trips to colleges, and guest speakers. GEAR-UP, Gaining Early Awareness and Readiness for Undergraduate Programs, is a federally funded program dedicated to increasing the number of low-income students who are prepared and sponsored to enter post-secondary education. Garfield High School students receive GEAR-UP services through a partnership with California State University Los Angeles.

An important component of exposing students to the broad array of choices regarding college and university options deals with the parental component. All member SLC's will increase the frequency, and enhance the quality of "College Readiness" seminars, meetings and institutes for parents. Well informed, supportive parents are the backbone of any successful movement towards significantly increasing the number of college attendees and ultimately, college graduates a successful high school produces.

Most importantly, we will provide a strong academic environment to make achievement possible.

Supporting Success in College and Career: Part of academic success is positive motivation and good learning skills. The learning skills include the ability to organize information, practicing effective strategies for learning, and maximizing the use of time through goal-setting, prioritizing, and time management. In order to build these skills, the SLCs will use the AVID program or teach AVID-like skills in the appropriate classes. See Appendix 3.b regarding Garfield's AVID program.

GEAR-UP will continue to support the students who are enrolled in that program with tutoring, academic monitoring, field trips, and guest speakers. GEAR-UP provides additional personalization and positive motivation for the students in its cohorts.

Students with disabilities will continue to receive District Office of Transition Services (DOTS) support to help them move from high school to college and/or career. DOTS and the Special Education Unit will help Special Education students to access services including the Disabled Students Services Programs at the community colleges and California State Department of Rehabilitation. Each special education student's college and career goals are a part of his or her Individual Transition Plan (ITP) that is developed with his or her IEP team. Garfield's Special Education administrator will monitor and coordinate these activities.

Multiple A-G Pathways: The member SLCs will provide multiple A-G pathways through courses that provide rigorous, standards-based instruction along with their own specialized courses. In addition to the courses offered by the member SLCs, students will be provided the opportunity and strongly encouraged to take a variety college-level course offerings at one of our partner facilities such as East Los Angeles College or other affiliated, post-secondary institutions.

A significant change in the amount and frequency of course offerings is crucial to the unique needs of the students who will be attending the member SLCs. To that end, the newly ratified block schedule will not only provide increased opportunities for credit recovery and supportive interventions, it will also allow opportunities for rapid advancement and enrichment. The latter will provide opportunities for students to enroll in more AP course offerings and other college level course options.

c. School Calendar/Schedule:

Garfield High School will use an intervention-friendly school calendar and schedule in the 2010 to 2011 school year. It is projected that Garfield High School will return to a traditional calendar after over 15 years on a three-track year round calendar.

Garfield High School will use a modified 4 by 4 schedule (four quarters of four classes) that includes three classes that meet daily each quarter and two classes that meet on alternating days over one semester. Class periods will be approximately 90 minutes long.

See Appendix 3.c for School Calendar and Daily Schedule of Academic and Non-Academic Strategies.

Innovations in the School Calendar and Daily Schedule: The return to a traditional school calendar will put Garfield on the same calendar as most schools. Students will have approximately nine months in school with one to two week breaks for the winter and spring holidays. The traditional calendar will allow students to continue learning through a longer period of time thus being able to build momentum and continuity in their learning. The traditional calendar will eliminate the need for cross-tracking in order to take classes that are only offered on one track. Extracurricular activities such as athletics, Speech and Debate, and Academic Decathlon will not suffer from the discontinuity of the three-track system and being “out of sync” with their competition calendars.

The modified 4 by 4 schedule provides a number of advantages for students and faculty. Students and teachers are able to focus on a maximum of four classes per day instead of six. The class periods are 90 minutes in length allowing the teacher time to engage in differentiated instruction and use the instructional strategies described above. The benefits of the block schedule have been documented and supported by research (Chaika; Gullatt; and Lewis, et al.).

The modified 4 by 4 schedule allows students to complete 17 classes within the regular school year as compared to 12 classes using our current calendar. This allows students who need remediation time to obtain help as well as complete required classes. Students who need credit recovery will have additional opportunities during the school year without summer school. The additional classes each semester will provide students with more opportunities to take elective and enrichment classes. Research shows that both remedial and Honor students have increased test scores when on the modified 4 by 4 schedule (Gullatt and Lewis, et al.).

Teachers will benefit from the daily 90-minute preparation period with core-course teachers teaching only three core classes. Professional development can be presented during the school day. The impact of professional development trainings should be reduced by the built-in time for professional development. During the current school year and in the past, teachers attended department professional development trainings during the school day requiring them to miss class. The 4 by 4 schedule improves personalization because teachers will have about 80 students per day instead of the 130 on our current schedule.

The modified 4 by 4 schedule will provide an additional important benefit to students. This schedule begins at 8:00 am instead of our current 7:20 start time. The later start of school is in better in tune with adolescent sleep schedules so tardiness to period 1 should be greatly reduced (Jenni).

- d. **Athletic Programs and Other Extracurricular Programs:** Garfield High School will continue to offer athletic programs and other extracurricular programs to meet the needs of students in all of the cooperating members of Garfield High School. The modified 4 by 4 schedule that will be instituted in the next school year will facilitate participation in the extracurricular activities. The return to a traditional calendar will obviate the need for cross-tracking or forgoing participation due to track scheduling issues. See Appendix 3.d for a list of the athletic and extracurricular programs.
- e. **Student Discipline:** The Garfield High School discipline policy is aligned with the Board-approved District Discipline Foundation Policy. Garfield uses a three-tiered school-wide positive behavior support strategy as recommended by the District's policy. As a part of tier 1 of the universal strategy, all students receive school-wide, culturally relevant support. For the at-risk students in the selected second tier, classroom and small group strategies help these students become responsible for their behavior. Finally for the high-risk students, Deans, counselors, teachers, and parents coordinate individual interventions.

As a result of our efforts to be proactive, we have dramatically reduced the number of suspensions from 390 suspensions (including 70 special education students) in the period July to December 2008 to 99 suspensions (including 6 special education students) in the period July to December 2009.

Garfield will use the following strategies to promote student discipline: (1) The Deans will work closely with the SLCs and students to develop a discipline culture conducive to individual responsibility and respect for all. (2) The Positive Behavioral Support Committee (PBSC) will develop discipline policies, provide teacher and SLC support, and analyze discipline data. (3) Garfield will fully implement the School-Wide Information System (SWIS) and other technology to collect data and aid discipline-related decision-making. (4) Garfield will institute innovative programs for managing detention and suspensions such as the Deans' Mandatory After-School Training is an important part of our safety and discipline planning. Teachers will receive professional development trainings on behavior issues, classroom management, policy and procedures, and the use of discipline-related technology such as SWIS. See Appendix 3.e for the Garfield High School Discipline Plan.

- f. **Health Mandates:** Garfield High School will maintain the health/nurse's office for use by all of the Small Learning Communities. Healthy Start, Impact, and the school's social worker will be available to all students. The school psychologist will be available by appointment according to IEP requirements of students. In order to improve access to preventive health care, Garfield High School is currently in negotiations for an on-campus health clinic with Bienvenidos
- g. **Nutritional Needs:** Garfield High School will continue to use LAUSD food services and cafeteria.

4. ASSESSMENTS AND SCHOOL DATA

- a. **Educational Goals and Metrics:**

Garfield High School will use all available data to ensure that the rigorous, standards-based instruction is effective and to make adjustments when necessary. Garfield's goal is improvement in all areas of measurement. Because multiple measures ensure greater accuracy, the SLCs, pilot school, and magnet school will incorporate observation data, work samples, and comparison of

teacher observations as well as developing their own common assessments to monitor whether students are gaining mastery of target standards through the instructional program. The strategies and actions of the instructional program put forth in the Achievement Accountability Matrix are organized according to the three tiers of Response to Intervention: (1) classroom instructional modifications; (2) differentiated classes; and (3) extraordinary support.

See Appendix 4.a for Accountability Matrix.

Using The Metrics to Monitor School-wide Progress: Garfield will use its Accountability Matrix to measure school-wide progress. Each SLC will have an API by which to measure its progress and response to student needs. Garfield and the SLCs will work with the Data Team to use the metrics to make meaningful data-driven evaluations and refinements of curriculum and teaching practices.

b. Student Assessment Plan:

Garfield High School will continue to administer all state required examinations including the CAHSEE, CELDT, AP, EAP, PSAT, CA Physical Fitness Test, and the California Standards Tests and their variants STS, CMA, and CAPA, and the District's periodic assessments. Garfield and the SLCs will continue to use diagnostic tests to assist in placing students in appropriate level classes and as required by Special Education law.

The SLCs, pilot school, and magnet school are developing common assessments in order to more carefully monitor progress toward reaching proficiency and beyond in state standards. The common assessments will allow teachers and SLCs to analyze and remediate any learning or teaching problems at earlier opportunities than in the past. Both the LAUSD periodic assessments and SLC common assessments will be used until the validity and reliability of the common assessments is established.

Common formative assessments in the core areas will be developed by the course-alike professional learning communities as described in Garfield's Professional Development plan. To ensure that the assessments are standards-based, PLC facilitators will attend trainings that adhere to the educational research model of Richard DuFour. The results of this process will lead to the creation two standards-based, rigorous formative assessments for each unit in the core areas.

If students attain mastery of the material, as evidenced by the first common assessment, then the second common assessment would not be used. However, if the first assessment demonstrates that students do not master the material, then re-teaching using a different instructional approach would take place and, subsequently, the second assessment will be used to measure mastery of the material. This proactive approach to assessment and learning is based on the Response to Intervention strategies suggested by Mike Mattos.

See Appendix 4.b for Table of Assessments.

c. Data Team and Instructional Team:

With the help of LAUSD, an API profile will be developed for each SLC. This will guarantee that each SLC, each teacher, is responding to the same proficiency goals as the school and the District as a whole. The goals set forth in the Accountability Matrix (Appendix 4.a), provide the framework for analyzing the data of the school and of each SLC. The Garfield data coordinator will provide to each SLC and to each teacher a detailed account of how his or her SLC, his or her classes, and each of his or her students performed with respect to the metrics set forth in the Accountability Matrix. Each Professional Learning Community—which will meet twice a week in 90 minute sessions—will consider this data along with that provided by the common assessments and teacher analysis of student work to determine whether goals are being met and to make specific plans for improvement in student learning.

Categorical funds will be used to support the data coordinator. The data coordinator will facilitate the school's data committee, which will include a representative from each SLC. Other members will include the Title 1 and English Learner coordinators, the Special Education Administrator, and others as necessary.

- d. Data Systems: Garfield will collect and analyze data from a wide variety of sources, including (but not limited to): CDE website, LAUSD central sources (printed reports, My Data, DSS, ISIS, Welligent, SWIS, MCD from the Special Education website), and local sources such as common assessment data for both District and school designed assessments, data from SIS (grades, attendance, CELDT scores, CST scores, etc.), and information from teachers, counselors, etc.
- e. LAUSD School Report Card: Garfield High School will continue to track all of the information presented in the LAUSD School Report Cards. During the 2010 through 2011 school year, Garfield High School and the Small Learning Communities will develop their own survey mechanisms to supplement the information in the LAUSD system.
- f. Research and Evaluation: Garfield High School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations to ensure we capture, learn, and replicate best practices. In addition, Garfield High School and the Small Learning Communities will undertake to develop and share data about instruction obtained through its own research projects.
- g. Operational Goals and Metrics: Garfield will use the operational goals and metrics described in Appendix 4.g, Table of Operational Goals to measure its overall operational progress over the next five years.
 - a. Garfield High School will continue to use NCLB accountabilities to measure progress.
 - b. Garfield High School will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. Garfield High School will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

5. PROFESSIONAL DEVELOPMENT PROGRAM

Garfield High School will continue to adhere to Article IX- Hours, Duties and Work Year, Article IX-B- Professional Development and Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements.

a. Professional Development:

Our goal for professional development is to incorporate best practices in service of the education of our students. By using Professional Learning Communities (PLCs) as the mainstays of the professional development program, the focus is almost exclusively on the academic progress of the students.

The Core course teachers will be able to meet twice a week for 90 minutes each time in course alike PLCs during common planning time that is built into the new school calendar and daily schedule. The PLCs will follow a eight-step cycle for developing curriculum and lessons. Each cycle begins with identifying the target standard and creating and refining common assessments. Lessons will be designed by backward planning from the assessments. After teachers develop and present the lessons, the PLCs will analyze the assessments and student proficiency against the target standards. Teachers can compare their relative success with the lesson and that of their students. The PLC planning will have macro or course-level planning cycles and micro or lesson-level planning cycles.

Weekly meetings will be devoted primarily to SLC business as well as meeting time for non-Core course teachers. Some of the weekly sessions will be used for District required meetings and general school matters. Extra-hours meetings will be used to prepare for new school years and terms, to enable SLC development, and to do deep work in the PLCs.

Garfield will use QEIA and other funding to engage a pedagogical partner or partners to assist the school in training faculty and staff for the transition to the new curriculum and schedule, the use of the longer class periods, and effective PLC development.

b. Teacher Orientation: The induction program for new teachers will comply with the BTSA requirements. In addition, new teachers will learn about personalization, teaching within an intervention-friendly schedule, and the school calendar. An SLC-based mentor will be assigned to each new teacher. In the case of teachers in Special Education or ESL, those new teachers will have resource persons from their specialized programs as well as their SLC mentor. Each SLC will determine the number of hours of SLC-specific orientation to be required. The Garfield High School leadership team with the SLC leads will develop the orientation plan for strategies.

As soon as this plan is approved, current teachers will begin professional development sessions on teaching and lesson planning within the new intervention-friendly schedule and calendar. Professional Development time will be allocated for designing the courses that will be specific to each of the SLCs, magnet school, and pilot school. The number of hours/days of basic PD for orientation (e.g. teaching in a block schedule, using the instructional strategies) will be determined by the number of hours of PD already scheduled by the school-wide decision-making groups. SLCs will be able to allocate additional time to the implementation issues.

c. PD Calendar: During the 2010 to 2011 school year, faculty will meet twice a week for 90 minutes each time for core course alike professional development. Faculty will meet every Tuesday for SLC and general professional development sessions.

See Appendix 5.c for Professional Development Plan.

d. Program Evaluation: The Professional Development Program will be evaluated by both qualitative and quantitative measures. Qualitative evaluations will include teacher feedback

through comments, surveys, and session evaluations. Quantitative measures will include a comparison of the Professional Development Program against performance targets and results achieved in assessments related to specific standards and/or lessons.

6. PROFESSIONAL CULTURE

Garfield High School will continue to adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

- a. Professional Culture: Faculty and staff will be centrally involved in the development of a professional culture of collaboration. The foundation for this culture is the SLC structure in which teachers are active participants in the governance and academic programs of their SLCs. Furthermore, the PLCs will promote an environment dedicated to developing and applying shared knowledge and sustaining work toward change with clarity and collaboration in culture and responsibility. In short, the professional culture will be student achievement centered.
- b. Evaluation: School administrators will closely monitor classes and instructions and will continue to use the Stull evaluations for formal evaluations. Administrators will meet frequently with teachers, especially new teachers and others in need of support. In order to help staff develop their professional skills, the SLCs and PLCs will use observation, peer review, and consultation. Instructional coaches will assist teachers who are having challenges in helping students achieve.
- c. Feedback: Garfield High School and cooperating SLCs will use student, parent, and staff focus groups to provide avenues for feedback. These forms of feedback will be correlated with test and other achievement data to determine how to modify or improve educational programs. The feedback data will be compared with program results and assessment metrics to inform teaching practices.

7. SERVING SPECIALIZED POPULATIONS

- a. Specialized Instruction:

In order to best serve the needs of the Special Education students, Garfield High School will have a Special Education Department comprised with a Special Education Administrator, Special Education Teachers, Special Education Counselor, Special Educational Paraprofessionals, Special Education Clerk and Special Education Assistant Supervisor. Each participating member of the Special Education Department will be required to ensure that all students are receiving all of the appropriate services stipulated in their Individual Education Plans and that all related documentation is compliant with the Federal, State, and District mandates.

As described in the RTI², tiered levels of curriculum, instruction and intervention; all students will receive instruction and intervention that is a direct match to their needs. CST scores, periodic assessments, grades, teacher recommendations, IEP documents, academic assessments, and Decision-Making RTI² Teams, will all share as pertinent indicators for instructional placement and service. The District Policies and Procedures Manual (PP&M), regarding the delivery of Special Education Services will be explicitly followed as outlined in the PP&M Manual, the positional papers, all bulletins, reference guides, and memos. Garfield will offer fully developed Programs for (1) Resource Students, (2) Special Day Class Students, (3) Developmentally Delayed/Mentally Retarded/Autistic, and all other eligibilities as identified as

home school students. Students will be fully included whenever supports and services within the collaborative co-teaching model is deemed a successful placement. Research-based, district authorized curriculum and intervention programs will be implemented as stipulated in the accountability matrix. (To obtain further details please refer to the Special Education Proposal).

In order to ensure that the needs of gifted and talented are met, Garfield High School will maintain a GATE coordinator until the SLCs are able to manage their own identification and monitoring programs. Garfield and the cooperating SLCs will use the protocols described in section 2.d.

Homeless students will continue to receive services coordinated through the Pupil Services and Attendance (PSA) counselors and LAUSD's Homeless Education Unit. PSA counselors arrange for students who have uncertain housing, a temporary address or no permanent physical address to receive assistance with transportation, school supplies, tutoring and other services once a Student Residency Questionnaire (SRQ) is completed. The increased personalization through the SLCs will help provide more services to students who are homeless or otherwise need additional support.

In order to assure that special education remains in compliance with all of the terms and conditions of the MCD, Garfield will have a Special Education Department that provides services and support to all special education students and Small Learning Communities. The Special Education Department staff will be responsible for ensuring that Garfield High School meets its MCD goals, complies with the accommodations and modifications of each student's IEP, and assist teachers with academic and behavioral support for their students. Garfield has an experienced, credentialed Special Education Administrator who oversees all of the Special Education Policies and Procedures, which are reflected in the recent District Validation Review of November 2009 which Garfield passed with an average score above 90%. Garfield was highly praised and recognized as the only school in Local District 5 to meet MCD Outcome Nine. The administrator will continue to supervise all special education teachers, coordinate service coverage schedules, monitor the effectiveness of the Learning Center, chair IEP Meetings, maintain compliant time-lines for IEPs, academic and psychological assessments, and all other Special Education Documents. To support the department a Special Education Clerk position will be in place to schedule IEPs, obtain parent signatures on documents, facilitate teacher communication, and assist with all other Special Education activities. Garfield will utilize the expert services of Support Unit East as a resource for the maintenance of Best Practices and will review the MCD data and progress reports on a quarterly basis. In order to continue progress towards meeting all MCD outcomes, the Special Education Department will continue a series of professional development sessions for special education teachers (both RSP and SDP) to convey information regarding compliance issues and effective teaching strategies to ensure that students are learning and meeting their IEP goals.

Garfield High School will continue to provide a free, appropriate public education in the least restrictive environment to all students with disabilities including those with moderate to severe disabilities and students with disabilities ages 18 – 22. The educational program will continue with the guidance of LAUSD's Special Education personnel. For those students unable to benefit from a full inclusion model, the next level of Least Restrictive Environment (LRE) is the instructional model referred to as Special Day Program (SDP). These classes typically are normed at 15 students with 1 teacher and 1 paraprofessional, providing a low student to teacher ratio. Standard-based core instruction with scaffolding, accommodations and services

are layered in as needed, much like the resource program. Core instructional standard-based materials are utilized and enhanced with supplemental materials matched to students' present level of performance as described by their IEP. Students with more moderate to severe disabilities are placed in a SDP and are taught to an alternative curriculum. The array of disabilities could include students with autism, multiple disabilities (MD), other health impaired (OHI), and/or Mentally Retarded (MR). Community-Based Instruction focuses on functional skills, community awareness, post-secondary skills and transitional skills. All students have elective classes scheduled in general education classes.

Garfield will continue to offer extended school year services to eligible students with disabilities. The extended school year will offer classes in academic skill maintenance in English/Language Arts and Mathematics. Garfield's Special Education Administrator will follow Local District Five Support Unit East guidelines for all eligible students. In addition, special education students may enroll in general education classes, community college programs, or occupational center courses of study during the vacation period as well as the regular school year. Resource students will participate with their general education peers in summer programs that are available. All ESY Special Day Programs (MR, AUT, LD, ED) will be available one time per school year.

The Curricular Map (Appendix 2.a.i) and the RTI² Instructional Support Plan (Appendix 2.e.i) were designed to provide differentiated instruction for all students, including English Language Learners (ELLs) and Standard English Learners (SELs) in a culturally relevant manner.

Identifying English Language Learners and Standard English Learners: Garfield High School will use the annual administration of the California English Language Development Test (CELDT), the administration of the initial CELDT for new and out of state enrollees, and prior identification by feeder schools to identify ELL students. Teachers and the SLCs will also refer ELL and SEL students for additional services. Garfield High School's English Language Learner Program Office will ensure that the umbrella school, the cooperating SLCs, and the Magnet school are in compliance with all applicable district, state, and federal policies and laws. Garfield will provide professional development sessions on identifying ELL and SEL issues, instructional programs, and classroom accommodations and modifications.

Instructional Programs for English Language Learners and Standard English Learners: Student placement will be determined by parent recommendations using the CELDT scores as parameters to ensure that students develop the English language skills necessary to succeed in the mainstream English program. Students with "beginning" level skills will be placed in English as the Second Language (ESL) 1AB course. Students who score at the intermediate level will be placed in the ESL 2AB course. Finally, students who score Early Advanced or Advanced will be placed in ESL 3 or ESL4, respectively. Those students who score above the Advanced level on the CELDT or who have met all of the ESL coursework requirements but have not "reclassified" (as fluent English speakers) will be placed in Sheltered courses that utilize Specially Designed Academic Instruction in English (SDAIE) and will also be enrolled in English Language Skills courses. For students that require more intensive instructional support in ensuring the acquisition of English skills necessary to reclassify, the Language Appraisal Team will conduct meetings to assess student needs and determine what accommodations and modifications are necessary for the students. In addition to periodically monitoring the academic progress of ELLs, the EL Program Coordinator will monitor the academic progress of students identified as SEL and English Only students and ensure that qualifying students receive additional supports and targeted interventions through the Learning Center. All students will be provided the necessary

interventions that will ensure they are meeting English standards as prescribed by the state framework. It is extremely important that the strategies needed to meet the needs of the ELLs be an integral part of our plan.

b. Meeting the Needs of Students in At-Risk Situations:

Garfield will be in a position to better handle at-risk situations because of the personalization to be provided by the SLCs beginning with a student to counselor ratio of 300 to 1. Teachers will be responsible for approximately 80 students instead of 130 students. As a result, SLC teachers will be able to work closely with their counselor and administrator to bring appropriate services to students in at-risk situations. There will also be the experience and expertise from Garfield personnel such as the nurse, deans, school psychologist, and attendance and graduation counselors. See Appendix 2.a for the Counseling Plan in the Curricular Map.

Garfield will assist students in at-risk situations through its community partners, health office, teachers, and referral network. Garfield High School's on campus social worker and school psychologist will help students in at-risk situations. On-campus services include Healthy Start, Impact, and the on-campus social worker, school psychologist and nurse.

8. FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

- a. Identification: Garfield High School and the cooperating members will continue to serve the East Los Angeles community primarily in the zip codes 90022 and 90063 and parts of 90023 and 91754 as well as students who apply under the Zone of Choice program.

Garfield High School is a three-track year round high school that will convert to a traditional calendar for the 2010 to 2011 school year. In 2008 to 2009, the student body of 4,683 was 99.3% Hispanic. Thirty percent of the student body was classified as English Learner (EL). According to U.S. Census Data from 2000, over 85% of the Garfield attendance area speaks a language other than English.

Families who have lived in East Los Angeles for generations and relatively recent immigrants populate the area creating a complex mixture of older and newer Latino cultures. Many members of the faculty are Garfield alumni and the first in their families to attend college. Some of that group still resides in the area and all maintain strong ties to the community. Garfield's faculty understands the strengths, needs, and uniqueness of the community.

See Appendix 8.a for a list of important community resources.

- b. Family and Community Engagement:

Family and community engagement are critical to the success of any school. Current research shows that parent involvement is the key motivating factor for Mexican-American students and ultimately contributes to their success (Plunkett, et al.; and Viramontez and Patricio). Thus, Garfield will work closely with parents, community, and students to develop coordinated expectations to guide students through high school and leverage all efforts toward greater student success. (See Mooney.)

Garfield will strengthen the existing community groups that bring together faculty, staff, parents, community, and students in order to more effectively concentrate on the task of improving student achievement. The community groups include the Shared Decision Making

Council (SDMC), School Site Council (SSC), Title 1 advisory council, and the English Learner advisory council. To strengthen these groups, Garfield will recruit more members, encourage greater interaction between the different stakeholder groups, provide training on the school's and District's goals and how financial and other resources further those goals, and invite the community and parents to visit classrooms and discuss educational issues with teachers.

As a part of the move toward personalization through the SLCs, Each of the six cooperating SLCs will establish advisory councils composed of parents, community members, and students. The advisory councils will work with the SLCs to improve communications and coordinate actions that will optimize learning opportunities for students.

Garfield High School will use its categorical funds to continue its parent center and parent liaisons that have been vital to keeping communications flowing between the school and parents. The Parent Center welcomes parents on a daily basis to classes, feedback sessions, and programs of general interest on topics ranging from dealing with teenagers to English classes to understanding how the educational system works.

c. Key Community Partnerships:

In addition to parents, the school identifies three classes of community partners:

- a. Pedagogical partners: External entities that aid the school in the developing its instructional policies and practices. Garfield anticipates contracting with various entities to assist the school in learning how to use its new schedule, to teach in 90 minute periods, to effectively use twice a week course-like PLC time built into the weekly schedule of Core teachers, and effectively learn and use instructional techniques for actively engaging students in their own learning (set forth in the Instructional Support Plan). Candidates for such support have been identified, but will not be contracted until this proposal is approved. Currently, the school has pedagogical partners including East Los Angeles Community College, GEAR-UP, and California State University of California.
- b. Community support partners: Community organizations that extend the school's ability to provide assistance to students and families. Garfield's community support partners include Bienvenidos which will open a health clinic on campus, Inner City Struggle, and the Physics and Astronomy Department of California State University Los Angeles.
- c. Business Partners: Businesses that help support SLC themes and students. Such support includes monetary contributions, the provision of paid internships for students. Our business partners include UPS.

See Appendix 8.c for a list of Key Community Partnerships.

9. SCHOOL GOVERNANCE

Garfield High School will continue to adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements and continue to follow the Education Code regarding the formation and operation of the School Site Council.

a. School and Advisory Organizational Charts:

Currently, Garfield High School’s governance is based upon the central power of the principal and eight Assistant Principals. At present, Garfield High School operates on a School–Based Management model utilizing a Shared Decision-Making Council and a School Site Council. The principal and other administrators act with the advice of these councils.

During the 2010-11 school year, Garfield High School will be organized into 6 small learning communities, each with its own administrator, counselors, clerks, SLC center, and faculty.² All of the SLCs are dedicated to developing into distinct small schools over the course of the next five years; however, they are equally dedicated to the proposition that they will cooperate and coordinate their activities in such a way as to maintain the overall identity of Garfield High School, with a single set of sports teams, one band, etc. During the first year and for the next two or three years after that (depending on rate at which the SLCs develop into small schools), Garfield will maintain a central principal and head counselor and such central entities as the School Site Council, English Learner Advisor Committee (ELAC), Compensatory Education Advisory Council (CEAC), and Shared Decision Making Council (SDMC). At the end of five years—or sooner—the school is expected to have fully evolved into a group of cooperating small schools each its own councils, principal, state school code, API, etc. At that time, there will be no central principal or head counselor. The cooperating small schools—for they will still be committed to the idea of one Garfield Learning Center—will coordinate their activities using a formal coordinating council and perhaps have the principals rotate the position of “Learning Center spokesperson” on an annual basis. The attached organization charts—one for year 1, another for year 5—give an idea of how starting and ending points of this evolutionary process. (See Appendix 9.a, School Organization Charts.)

During the second semester of the present school year (2009-10) and the summer, each of the cooperating SLCs will develop their own advisory and support councils consisting of teachers, non-credentialed staff, parents and students. The powers and functions of the councils are to be defined by the individual SLCs to support the unique instructional and management needs of each of these personalized entities. A major goal is to have the organization of each of the cooperating SLCs become a true reflection of its uniqueness. This will enable each SLC to be more responsive to the particular needs of its students, parents, and community partners. These advisory and governance councils will be designed from their inception to support the SLC they arise from rather than being based on conventional models where “one size fits all.” It is anticipated that Garfield’s central School Site Council will amend its by-laws to provide for equal representation by each SLC, until such time as the SLCs become separate small schools.

See Appendix 9.a for School and Advisory Organizational Charts.

10. SCHOOL LEADERSHIP & STAFFING PLANS

Garfield High School will continue to adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. In addition, Garfield High School will continue to adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

² The Computer Science magnet will remain at Garfield in its current status. With only 208 students, it does not qualify as a “small learning community” as defined by the LAUSD; it is not anticipated that it will become one.

- a. Leadership Team Capacity: See Appendix 10.a for a list of team members and their resumes.
- b. Staffing Model: See ATTACHMENT 10.F, FACULTY AND STAFF. Garfield High School is going to have vastly different staffing needs than in previous years due to the change to a traditional calendar and the new bell schedule. Garfield students are going to spend a quarter of their time in English and nearly that in Math. The new focus on these two subject areas is going to require more English and Math teachers. Core subject teachers are also going to have a quarter of the school day planning which will require slightly more funding be directed to staffing to maintain current teacher to student ratios. Teachers will be divided into SLCs and will maintain pure classes in the core content areas to allow for the personalization of each SLC. Some extra staffing is needed to keep class sizes below target ratios and obtain an acceptable level of purity.
- c. Compensation: James A. Garfield High School will use the District's salary schedule.
- d. School Leadership: During the transition period and probably through the first year of operation under this plan, Garfield will retain its current principal. The principal will be expected to retain a view of overall operations of the cooperating SLCs, coordinate academic and operational activities among the cooperating SLCs, and represent the school as a whole. See Appendix 10.d for Job Description for the Principal and Resume.
- e. Leadership Team beyond the Principal: The leadership team will include the Head Counselor, Special Education Administrator, and the Administrators heading the SLCs. Job descriptions of the leadership team are included in Appendix 10.d.
- f. Recruitment of Teaching Staff: During the transition period and the first year of operation the current Garfield staff listed in Appendix 10.f will be the instructional staff.

The SLCs will develop their own hiring committees to interview staff members as needed. The hiring decisions will be made at the SLC level to ensure that new staff members are aligned with the educational goals, philosophies, and interests of the SLCs. Garfield will ensure that the SLCs are in compliance with District employment policies and applicable employment laws.

See Appendix 10.f, Faculty and Staff

11. OPERATIONS (This section may be updated by the Workforce Stability Taskforce)

- a. Internal Applicants: As an internal applicant, Garfield High School is a group of teachers from within LAUSD and supported by Local District 5. We will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining agreements.
- b. External Applicants: Not relevant to an internal applicant
- c. Master Service Agreements: As an internal applicant, Garfield High School is a group of teachers from within LAUSD and supported by Local District 5. We will continue to use all existing LAUSD operational services and therefore do not require a Master Services Agreement.
- d. School Operations Experience: See Appendix 11.c for School Operations Personnel including Payroll, Plant Operations, and Security.
- e. Operations Start-up Plan: An internal applicant, Garfield High School is a group of teachers from within LAUSD and supported by Local District 5. We will work with School Management Services

regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

- f. Operations Plan: As an internal applicant, Garfield High School is a group of teachers from within LAUSD and is supported by Local District 5. We will continue to utilize LAUSD operational services.

12. FINANCES

- a. Funding: As an internal applicant, Garfield High School will receive funding via LAUSD's transparent budgeting process (based on student ADA). In addition, the school will use its categorical program monies to implement its instructional programs. The main categorical programs are the following:

Title I (~\$450 per student * 0.9 * 3000)	\$ 1,215,000
ELD (~\$380 per student * 0.3 * 3000)	\$ 342,000
QEIA (\$1,000 per student * 0.75 * 4460)	\$ 3,345,000

It is assumed that the school will receive approximately the same amounts from each source throughout the 5 year term of the proposal. However, it is important to note that continued funding from QEIA (Quality Education Investment Act) is contingent on the school meeting specific performance goals. It is also possible that Garfield will receive additional stimulus funding though this is dependent on future decisions to be made by federal, state, and district policy makers.

- b. Budget Narrative: See Appendix 12.b, Financial Plan. In order to ensure alignment with the school's mission, vision, and Single Plan under the restructuring plan, Garfield High School will rely on student ADA funding and on categorical program monies. These supplemental funds will come from the Title I and English Language Development (ELD) programs, and the Quality Education Investment Act (QEIA) allocations.

- 1) Key Assumptions: This PSC proposal is made on the following key financial assumptions:

- It is expected that the school population will decrease slightly over the next 5 years, but the allocation rates will stay the same.
- The QEIA allotment will only continue if the school meets its QEIA goals (shown on last page of this document). If it does not, it will lose an important funding source that it is using to fund key strategies in its education plan.
- The implementation of the Response to Intervention (RTI²) model is based on the assumption that the school will have the money to provide a series of intervention classes with reduced class sizes and special purchased instructional materials and computers. One example of this strategy is the series English classes designed by Scholastic Incorporated. This series consists of System 44 for students who need to develop phonetic awareness, Read 180 for students who need to develop reading fluency, and English 1 and 2 Intensive for ninth and tenth graders reading at a level that correspond to Basic on the CST English exams. All of these courses are designed for a class size of approximately 21 students and

take for granted special books and 8 computers in each class. It is hoped that in the future the new English 1 and 2 Intensive courses—both state approved to satisfy the B literature requirement—will be fully supported by LAUSD as Read 180 already is.

- 2) Alignment with school goals: APPENDIX 12.b, FINANCES shows the specific resources that are needed for Garfield to successfully implement the educational strategies set forth in this proposal. This is shown in section of that appendix, called the Resource Matrix. Another section, entitled “Funding Sources,” shows which of the financial allotments Garfield will use to fund each and every strategy. Given the financial allocations Garfield currently receives—identified above—it has the means to successfully implement its educational plan.
- 3) Plans for Funding Raising: In addition to ADA and its categorical program allocations, Garfield High School expects to establish business partnerships through each of its small learning communities. The specific strategic resources that will be purchased are shown in APPENDIX 12.B, FINANCES.

c. Financial Controls:

To ensure fiscal and legal compliance, Garfield High School will incorporate established guidelines outlined by local, district, and state mandates. The school will seek recommendations from and offer monthly reports to its advisory councils—English Language Advisory Council (ELAC), Compensatory Education Advisory Council (CEAC)—during the budget development phase and throughout the school year as a way to involve its stakeholders and bring transparency to the process. The District’s Financial Reporting Database (FRDB) will primarily be used as a budget-managing tool. Garfield’s School Site Council (SSC) will take into account suggestions made by the advisory groups and all other stakeholders when making final fiscal decisions that will align to the school’s Single Plan for Student Achievement. The school principal will, ultimately, monitor the use of school resources and will report back to the School Site Council.

Administrators and categorical program coordinators, in conjunction with ELAC, CEAC, and SSC will collaborate with the District’s Federal and State Education Programs Coordinator to ensure that Budget Adjustment Requests, Single Plan Updates, and Equipment Inventories are properly executed and in compliance with the State’s Categorical Program Monitoring (CPM). Finally, the annual Budget and Justifications will be aligned to the school’s Single Plan and in compliance with the educational code

13. FACILITIES

- a. As an internal applicant, Garfield High School is a group of teachers from within LAUSD and supported by Local District 5. Garfield High School plans to continue to utilize facilities per LAUSD policies.