LOS ANGELES UNIFIED SCHOOL DISTRICT

THOMAS JEFFERSON HIGH SCHOOL
EDUCATIONAL COMPLEX

2010-2011
S C H O O L   Y E A R

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1. Executive Summary

a. Assurances:

The staff at Thomas Jefferson High School Educational Complex (referred to as Jefferson in this proposal) is current employees of the Los Angeles Unified School District and will continue to uphold and follow all LAUSD, state and federal guidelines and policies as they apply to the school site, to staff, to parents, to the community and to students. *See Appendix A: Assurances.*

b. School Population and Data:

Jefferson is located in South Los Angeles, a few miles from Los Angeles' downtown business district. Once the heart of the Southern Californian African American community, the decline of the area's manufacturing base left Jefferson's neighborhood stymied in poverty and gang-related crime. The 2000 Census shows most of the residents are blue-collar and semi-skilled workers. The current predominantly Latino families are recent arrivals, many speaking little to no English. Jefferson students experience significant learning challenges with low levels of parent education, and an annual school transience close to 40%.

Forty-four percent of the students are English Learners and 11% of Jefferson's 1900 students receive Special Education services. Only 12% of Jefferson's students reach the proficient or above mark, over 60% are below basic or far below basic in English and over 90% in mathematics. Since Jefferson implemented Small Learning Communities (SLCs) and moved to a traditional calendar, the API improved 64 points in three years (with a 59 point growth in 2008) and the drop out rate decreased from 58% to 48%. The CAHSEE pass rate has risen to 44% for first time 10th graders with nearly 80% of all seniors now meeting this graduation requirement. Jefferson met all six QEIA goals with a perfect score and met nine out of 18 AYP criteria, where previously only three were met. *See Appendix B: School Overview Report.* This plan is designed to continue this growth in student achievement by transforming the SLCs into independent small schools by 2012.

c. Vision, Mission and Philosophy:

Jefferson's small schools' visions talk about building a community by developing our students' creative voices in a positive, structured and personalized environment and providing students the opportunity to explore the worlds of business, computer technology, creative arts, global leadership, green ecology, education, and college readiness. Each small school's mission follows different pathways to reach the overall mission of fostering an environment of inquiry and learning that promotes personalization and life-long success and prepares all graduates for post-secondary educational and career options. Each small school's philosophy, approached in different ways, is that with support Jefferson's students will meet all graduation requirements and exhibit the essential 21st Century skills.

Jefferson currently has five functioning small learning communities (SLCs) that will develop into five small schools by 2012. Four of the schools: Academy of Business and Communication

(ABC), Creative Arts and Expression (CAE), Global Outlook through Active Leadership (GOAL), and Teacher Prep Academy (TPA) will house approximately 480 students each and follow a similar structural plan. The fifth, Early College Program (ECP), is located on the campus of Los Angeles Trade Technical College and serves up to 160 students. Though Jefferson is proud of the progress of the SLCs in terms of personalization, identity, teacher collaboration, and increased parent involvement, it realizes it must do more to improve student academic achievement. After reviewing the research on effective school models and data with similar populations, Jefferson selected the small school model as the delivery system. To this end, each SLC at Jefferson wrote a separate focus school plan *(see small school plans)* while working together on this school-wide proposal. Each plan was broadened from its original SLC proposal to include career and technology pathways to provide access and opportunities for college enrollment and career options.

Luis Lopez, a typical Jefferson student, will arrive on at 7:20 a.m. and report to his first class. During this 90 minute class he will engage in writing, inquiry, collaboration and reading. The rigorous curriculum is scaffolded with the use of SDAIE and AVID techniques, interactive notebooks, and graphic organizers. Passing to his nearby second period class, he will actively participate in a project in a small group setting. Lunch will be supplied via the Café LA model allowing our student to choose his own lunch items. He can sit in a modern cafeteria or outside on many tables in one of the small school outdoor areas where the small school leadership students lead music, skits, and team building games. After lunch, he will return to lessons for two more 90 minutes class blocks. He may continue the earlier project theme now in a different discipline or leave the small school area in order to passport to an elective such as graphic arts, dance, or film or to attend a science lab. When the bell rings as 2:18 p.m. Luis can choose to go home, stay for athletics or after school clubs, receive tutoring in the library or use the library as a study hall, catch the bus to Trade Tech for college classes or internship at a museum, school or business, or go to work. *See sample student schedule in small school plans*

d. Education Plan:

Research indicates that student academic success is determined by the way in which teachers and students work on problems as the lesson unfolds (Stigler, J.W. & Hiebert, J. 2004). In particular, successful students are those who have ample opportunities to engage in higher-level thinking that reinforces concepts and understanding (TIMSS 1995). Research also indicates that project-based learning approaches engage students in sustained, cooperative investigation and facilitate the transfer and sharing of knowledge. This approach accesses higher-level thinking skills (Bransfors & Stein, 1993) while also reducing classroom management and discipline problems. In addition, an analyses of student achievement data, observations of classroom instruction, and other needs assessment activities have shown that there is a need for more scaffolding and differentiation of instruction that provides multiple approaches to content, process and product through student-centered pedagogical techniques and strategies (Marzano, et. al., 2001; Tomlinson, 2001).

Therefore, Jefferson's small schools will provide consistent access for all students to standards-based curricula that embody high expectations for academic achievement, as well as differentiated instruction that takes into account different learning styles, socio-cultural influences including second language learners and possible learning disabilities so that students

receive individualized, personalized pedagogy that addresses student interests, goals, learning styles, socio-cultural influences, and possible learning disabilities.

The plan will address the following three components of restructuring:

- <u>Academic Rigor</u> – Develop a more consistent approach to standards-based instruction based upon high expectations for student learning and universal access to rigorous core content for all students, including students of poverty (Payne, R. K., 2003), students with disabilities (SWD), gifted (GATE), English Learner (EL) and Standard English Learner (SEL) students through SDAIE and WICR (AVID) strategies, Interactive Notebooks, and Thinking Maps.

- <u>Curricular Relevance</u> – Adapt curriculum and instruction to make it culturally relevant and linguistically responsive to the needs of every student through project-based learning across the curriculum with interdisciplinary projects tied to the small schools' themes.

- <u>Relationships/Personalized Pedagogy</u> – Implement a weekly Seminar class period (commonly known as Advisory) for all students organized around the 40 Developmental Assets, character building, project assistance, and a college-going culture.

Listed below is the process that will be followed to implement the above components.

Curriculum and Structure
- Build career pathways by expanding career technical electives and career exploration via student internships, job shadowing, guest speakers, field trips, mock interviews, etc.
- Implement weekly Seminars (advisory periods) that promote a college going culture.
- Develop a consistent curricula and approach for Response to Intervention (RtI) based on first best teaching practices in the academic core and shadow ELA and Mathematics courses.
- Use online classes for students who do not have direct access to courses within their small school.
- Maximize instruction by infusing more stability and consistency through a new calendar and bell schedule.

Instructional Strategies
- Target five research-based instructional strategies (e.g., SDAIE, WICR, Project-based Learning, Thinking Maps, and Interactive Notebooks) to be enacted school-wide.
- Use more interdisciplinary lessons.
- Emphasize ELA proficiency in pedagogy; infuse more practice in oral and written language, ELD/SDAIE techniques and culturally relevant materials.
- Implement interdisciplinary projects, project-based learning, portfolios, and authentic assessment that incorporate learning strategies for scaffolding, differentiation, and culturally relevant pedagogy.

Professional development
- Eliminate minimum days and utilize the time for consistent professional development every Tuesday.
- Organize teacher collaboration on a hybrid that combines Professional Learning Communities (PLCs) with small school teaming through a process called "Cycles of Inquiry".
- Use Pearson Learning Team protocols and seven step cycle lesson design process.
- Focus administrative monitoring and support to ensure teachers actively collaborate in instructional planning and processes.

Focus on Data

The literature on comprehensive school reform references the need for schools to become data-driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results (Schmoker 1996; Reeves, 2002 and 2004; Johnson 1996). Jefferson is committed to "data-driven" accountability, which transforms analyses of data from reports into concrete actions for continuous program improvement. Data analysis will include the high stakes metrics which form the basis of state and school accountability, student work compared to standards-based rubrics, and regular classroom observations of instructional delivery and student behaviors/work around the five key research-based instructional strategies to be infused school-wide through the small schools (SDAIE, AVID, Project-Based Learning, Thinking Maps, and Interactive Notebooks). In this way, the schools will build a sustainable system for accountability which is objective and data-driven, but one which incorporates both growth <u>and</u> attainment measures to ascertain effectiveness. Jefferson is committed to conducting a rigorous, data-driven evaluation which yields concrete plans for research-based strategies to impact student achievement in a positive manner.

- Implement a school-based Data Team responsible for analyzing student achievement and performance data and making data user friendly.
- Provide more time for teachers to analyze student work and creating more rubrics and criteria charts for evaluating student progress using PLC protocols
- Provide professional development on using data to guide and modify instruction, particularly differentiation and scaffolding.
- Allow students who improve at least one proficiency level on standardized tests to receive higher letter grades in the appropriate content area.

e. Community Impact and Involvement:

In its 90 years of existence, Jefferson's community has under gone many transitions: from a multiracial community to a predominately African American one to the current immigrant Latinos. Each change reflected a change in the economy with many businesses closing and families relocating. Jefferson's community faces many hardships and the stability that the school represents is the anchor that allows them to hold on to the hope of a better life for themselves and their children.

In order to address the needs of the community, Jefferson will reach beyond the walls of the classroom via the Pipeline program with its feeder schools, especially Harmony ES and Carver Middle School, home visit program, parent outreach through classes and weekly Parent in Action meetings, small school parent advisories and family night.

f. Leadership/Governance:

At New Tech HS, Jefferson's new principal demonstrated his leadership skills and commitment to small schools. Over a three year period, Michael Taft worked with his faculty to build a strong foundation and innovative strategies for the highly successful autonomous small school located on the Jefferson campus. Mr. Taft is mentoring and collaborating with the current lead teachers and assistant principals in redesigning the SLCs into new small schools communities of learning, collaboration, and personalization.

The School Site Council (SSC), with advisement from the Instructional Council, CEAC and ELAC, will serve as the governing body for the Jefferson Complex. The SSC has the combined responsibilities of both the state and UTLA contract leadership council with staff and student representatives from every small school. Each small school will create a Leadership Council for professional development, budget recommendations, data review and needs assessment, and staff selection.

g. Fiscal Plan:

The SSC will coordinate all school budgets to ensure support for the transition of SLCs to small schools, professional development, curriculum and assessment development, class size reduction, and support services for Jefferson's students and parents. Budgets will be reviewed and all stakeholders will have opportunities for input in order to ensure equal access for all. Once each SLC becomes a small school and sets up its own Budget Committee as part of its Leadership Council, the decisions made here will be reviewed and approved by the SSC if they affect the whole school site, otherwise decisions will stay within each small school.

New commitments for Thomas Jefferson High School Educational Complex:

- Transform Small Learning Communities to autonomous small schools by 2012.
- Implement a new calendar with school beginning mid-August and ending early June.
- Reallocate time previously used for minimum days for Professional Development time every Tuesday.
- Implement project-based learning in each small school.
- Establish Seminar classes (Advisories).
- Implement five effective and focused instructional strategies to establish a common academic language.
- Require every certificated staff member to be involved in a Professional Learning Community.
- Establish a new College and Career Center.
- Conduct parent outreach through monthly home visits through the small schools.
- Establish a new governance model to empower and develop capacity in the small schools.
- Require that all hiring be done by committee composed of all stakeholders.

2. Curriculum and Instruction

a. Curriculum Map and Summary

Every small school at Jefferson will be organized to ensure that students are enrolled in the A-G sequence of courses which establish eligibility for public, four-year postsecondary institutions in California. At a minimum, all students would 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 and one year in a career technical art. *Refer to appendix C: Core Class Requirements.* At the same time, each small school at Jefferson has a thematic orientation and unique educational philosophy that guides *how* students experience core academic instruction, as well as a set of specialized electives and Career Technical Education (CTE) courses that are unique to each small school. *See small school plans for specifics.* These are summarized on the next page:

Small School	Thematic Orientation/Philosophy	Differentiated Instructional Techniques	Electives and CTE Pathway Courses
ABC Academy of Business and Communication	21st Century skills of application, evaluation, hypothesis, imagination, prediction and speculation	Instructional use of technology, multimedia communication tools, project-based learning, and performance based assessment	Information Processing, Computer Science, Computer Tech Repair, Computer Network Management, Business Communication, Accounting, Journalism, Business Management
CAE Creative Arts and Expression	presentations and performance organized around a creative art discipline:: visual arts, music, theatre arts, and film	Infusion of visual and performing arts into curricula; presentations and performances Use of AVID techniques	Drawing, Painting, Ceramics, Art History, AP Studio Art, Graphic Design, Harmony, Instruments, Guitar, Music Tech, Advanced Band, Creative Writing, Play Production, Film, Stage Design, TV/Film Acting
GOAL Global Outlook through Active Leadership	social and global issues through involvement in community support and leadership opportunities	Project-based learning, environmental awareness, engineering and design pathway, service learning,	Landscape, Computer Assisted Drafting, Urban Land Institute, Leadership, World Leaders, Women in History
ECP Early College Program at Los Angeles Trade Technical College	credit recovery and acceleration; flexibility in mastering content standards and course-taking in a postsecondary educational environment	Individualized learning plans, graphic organizers, focus on Homework and Practice, Reinforcing Effort and Providing Recognition, and Summarizing/Note-taking	Array of classes required for juniors and seniors for graduation and credit recovery; entry level college courses towards an Associate of Arts degree; and/or a specific certificate in a career program
TPA Teacher Preparatory Academy	Service-learning through integrating instructional standards and self-reflection by teaching others	Interdisciplinary service-learning projects, interactive notebooks, graphic organizers, peer mentoring, pair-share, inquiry learning	Parent Child Development, Introduction to Art, World of Education, Psychology, Explorations in Teaching/Internship

Incoming 9th graders and later enrollees and their parents select a small school based on their career and academic interests. Grades, test scores, and teacher recommendations guide placement in honors, AP and intervention classes. Throughout the student's time at Jefferson, small school counselors adjust placement based on assessment results and class performance.

Teachers will design a rigorous instructional program that is student-centered and differentiated for at-risk students, as well as accelerated learners. All curricula are standards-based and meet the requirements for CSU/UC eligibility. Moreover, the curricula will be supplemented by *'thematic teaching'* through the individual small schools. As a result of the Response to Intervention mandate, schools will embed curricular relevancy through school-wide use of project-based learning organized around each small school's theme. This will connect academic learning to real life experiences. In addition, the curriculum will ensure that teachers apply the research-based instructional techniques that encompass a focus on "multiple intelligence", "brain compatible" classrooms, multiple learning modalities, higher order thinking skills, and questioning strategies. *See **section 2, section c, Addressing Needs of All Students**, for more details.*

b. Track Record of Proposed Curriculum

The school will follow the A-G requirements and course titles and objectives as delineated in the LAUSD instructional guidelines and course sequences, using District and state adopted textbooks and instructional materials. Jefferson's College Board number is 051815 and has met WASC accreditation. *See Appendix D: Complex-wide Summary of Curriculum.*

c. Addressing the Needs of All Students

Jefferson is committed to offering all students opportunities to excel in academic, cultural, and social development in order to become successful, productive members of their school and community. Recognizing the special needs of students from poverty (74.7% eligible for NSLP), English Learners (43.6%), Standard English Learners (9%), as well as Students with Disabilities (11%) and GATE (3%) students, the small schools will focus on redesigning the curricular and instructional program.. The text below briefly summarizes specific programmatic approaches for these student subgroups with more detailed information included in *Section 7 on Serving Specialized Populations.*

Special Education Program: The Special Education program consists of Special Day Classes (SDC), Community Based Instruction (MRM/CBI) and Resource Support Program (RSP). *Refer to the TPA plan, section 7 for instructional strategies and programs for MRM/CBI. See also section 7, Serving Specialized Populations for more details.*

To meet mandates of least restrictive environment, non-RSP special education students spend 40% of their day in mainstream classes. The resource program serves students of special needs with support in a small group setting (Learning Center), collaborative, consultative, or a combination designed to meet student individual needs. The classroom teachers and special educators also plan together and work collaboratively to implement the child's Individualized Education Plan (IEP) that reflects their needs within the school setting. Most of the students' time is spent in the general education environment for both core academic subjects and electives. As part of the inclusion model, special education instructional assistants also provide support for the students.

English Language Development (ELD) Program: Jefferson offers English Language Learners (ELLs) a comprehensive academic program to build English language proficiency and academic content knowledge. ELD instruction recognizes the language modalities (speaking, listening, reading, and writing) and provides EL students with intensive ELD courses through a sheltered course-environment infused with scaffolding and SDAIE strategies to ensure continued development of their academic English proficiency and second language literacy. The District's adopted program *High Point* targets students at ELD levels 1-3 (Beginning, Early Intermediate, and Intermediate) using the latest research to engage and accelerate second language learning. Teachers individualize instruction and emphasize oral language development. The listening, speaking, reading and writing activities meet the district benchmarks by moving the students up one ELD level per semester. Teachers of High Point have received extensive and mandated annual follow-up trainings in the program and use of its assessment benchmarks to accelerate ELs through the ELD levels. *See TPA school plan for sample ELL student schedule.*

Three programs support EL language development after school: a CAHSEE writing practice class, an Extended Learning Academy for the students who have participated in the ESL program for less than a year and a half, and after school tutoring to receive clarification and assistance with homework assignments.

Academic Intervention Programs: Jefferson is committed to providing all students with universal access to a rigorous, standards-based instructional program. Students with moderate to severe learning gaps will have academic intervention in English/language arts and/or mathematics.   These classes will be taught by an instructor other than the one who teaches the core, grade level content course and will focus on building specific skills that these students are lacking. Academic Reading focuses on reading comprehension, critical thinking, vocabulary expansion, word-recognition, and test-taking skills. Math tutoring uses the computer-based program, Aleks (Assessment and Learning in Knowledge Spaces) which provides student-paced instruction in both English and Spanish. Juniors and seniors who have not passed the CAHSEE will take their regular English and/or mathematics class as well as the Essential Standards Skills classes in the subject area they need, either math or English.

English language arts, EL, and mathematics remedial courses are also available in the After School Academy sponsored by the UCLA After School program, in the library after school with UCLA tutors, during summer school and at Jefferson Community Adult School.

d. Accelerated Learning

Advanced Placement/Honors: To provide differentiated instruction for the accelerated student, Jefferson offers Honors and Advanced Placement (AP) courses for the students who score Proficient or Advanced on the CSTs and have a GPA of 2.7 and higher or by student request and/or teacher recommendation. All eligible students take honors core content classes where teachers provide additional projects and accelerated instruction in each small school. These honors courses build skills to increase the number of AP qualified students. Currently, Jefferson provides seven AP courses encompassing the following content areas: English Language and English Literature, American History, Calculus, Spanish Language, Spanish Literature, and AP Studio Art. Classes not available on site are available online via the Los Angeles Virtual Academy with computer access and mentoring provided by each small school. *See small school plans for accelerated student schedules.*

Gifted and Talented Education (GATE): Jefferson's Honors and AP classes have attracted a significant number of identified GATE students who require differentiated curricula with a greater depth and complexity. The school identifies and recommends students for District assessment who are functioning at least two years above grade level, and those who have attained a prescribed combination of academic subject marks and/or scores in specified subject areas. Training and support will be provided for teachers and counselors to identify under-represented students for GATE. Identified students receive at least 200 minutes of weekly instruction in their identified gifted area(s) through honors and AP courses and the arts. These students are monitored and evaluated annually to measure their progress and to ascertain that their special needs are met. GATE teachers participate in mandatory annual GATE trainings to develop strategies to strengthen higher order thinking skills, provide academic rigor, nurture creative and critical thinking abilities, and assist in social/emotional development.

Concurrent College Enrollment: ECP is one of Jefferson's small schools and is located off-site on the campus of Los Angeles Trade Technical College (LATTC); ECP provides a vehicle for accelerated learning. Any Jefferson student who is performing at or above grade level and has earned sufficient credits will have the opportunity to take college level courses through ECP or other concurrent enrollment programs.

e. Instructional Strategies

The majority of Jefferson students need additional support and scaffolding to be successful in the core academic program. To meet their needs, five key research-based instructional strategies form the basis of instructional delivery across content areas and small schools:

- **Specially Designed Academic Instruction in English (SDAIE)** focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments

- **W**riting **I**nquiry **C**ollaboration **R**eading are learning strategies adopted by the college preparatory program Advancement Via Individual Determination (AVID). *See CAE Small School Plan.*

- **Interactive Notebook** is a note-taking method and learning strategy where notebooks become interactive learning tools.

- **Project-based learning (PBL)** is an approach that emphasizes learning activities that are long-term, student-centered, and involve problem solving, decision-making, investigative skills, and reflection.

- **Thinking Maps** are used in collaborative groups to scaffold instruction for students to visually master rigorous content.

While the specific curricular use of these strategies will differ from small school to small school based on their thematic orientation, all students at Jefferson will receive an instructional program that incorporates the regular use of these strategies. All small schools at Jefferson will institute a Seminar Class (Advisory) every Tuesday. *Refer to **section 3. School Culture** for details.*

3. School Culture and Climate

Jefferson will 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. Jefferson will also follow LAUSD promotion and grading policies.

a. Description of Culture:

In 2006, Jefferson High School divided into small learning communities. Over the last three years, each SLC created its own distinct visions, activities, career paths, staff, and contiguous space. *Refer to small school plans for specifics.*

Now as Jefferson moves to the autonomy of small schools, the school must address both the needs of the individual small school culture and the school-wide culture of Jefferson through common instructional practices and high expectations. To help cement both the small school and school-wide culture, Jefferson will institute a seminar period taught by all certificated staff, including counselors and administrators and out of classroom personnel. With all participating, it will lower seminar size, increase personalization, and create a common instructional bond for all students and certificated staff. Jefferson selected to title this class Seminar to support a college-going and career-ready culture.

Each small school may vary its approach to the seminar class; however, the curriculum in all small schools will address the student's academic, social, and college and career needs. It will enhance the school climate by allowing all students time to work on project-based learning projects, college and career readiness, and extra-curricular activities that will improve the physical, behavioral and social environment of the school. *Refer to Appendix E: Suggested Seminar Topics.*

b. College and Career Readiness:

Jefferson has a certified Advancement Via Individual Determination (AVID) program that is in its fifth year of operation and is designed to help underachieving students prepare for and succeed in colleges and universities. Jefferson envisions that all teachers will be trained in the WICR learning strategies that AVID uses as part of the seminar class curriculum.

Each small school has its own focus and Career and Technical Education (CTE) pathways. ABC's pathway is business and computer technology. CAE has four strands in the creative arts: drama, music, film and visual arts. TPA and GOAL are California Partnership Academies and prepare students for pathways within the Education, Child Development, and Family Services industry sector (TPA) or the Engineering and Design Sector (GOAL). ECP has a credit recovery focus, but also provides early graduation with concurrent college enrollment leading to transferable credits to four year institutions or towards job training. *Refer to small school plans for more details.*

Each small school will offer A-G classes and "passport" students for AP classes and special electives. In addition, LAVA or online classes will be offered. Counselors, administrators, and teachers meet with seniors regularly. They will ensure that the Individual Graduation Plan is updated and all necessary classes completed in a timely manner so that every senior will leave Jefferson with clear goals and appropriate prerequisites for their post-secondary objectives. *Refer to **section 2, Curriculum and Instruction**, for more details.*

The College and Career Center under the direction of the College and Career Coordinator will be the hub for all college and career information, financial aid (FAFSA) and online applications. Nearby colleges and universities, including community colleges and trade schools, Cal State Universities, UCLA and the University of Southern California, will regularly visit the center and offer counseling, mentoring, and recruitment outreach. *See Appendix F: College and Career Coordinator Roles and Responsibilities*

c. **School Calendar/Schedule**:

Jefferson proposes a calendar to maximize use of instructional time and add more consistency by starting the school year in mid-August. Second semester will start immediately after winter break and end in early June. This calendar aligns with college bridge programs and business internships and apprenticeships. This will also allow teachers additional opportunities to access professional growth during the summer months. This allows for more time for English Learners to prepare for the CELDT test in October and finishes a semester before the three week winter break. *Refer to Appendix G: Proposed Calendar.*

Jefferson currently operates on a 4 x 8 bell schedule of 90 minutes per class. Students will attend one set of classes on Mondays and Thursdays (Green Days-periods 1 through 4) and the other set of classes on Wednesdays and Fridays (Gold Days-periods 5 through 8) following the regular bell schedule from 7:30 a.m. to 2:18 p.m. Every Tuesday will be the shortened Professional Development (PD) schedule with students attending periods 1-4 and period 5-8 on alternating weeks for a 56 minute period and a 40 minute seminar class. *See sample student schedules in small school plans.*

Some advantages of this bell schedule are:
- Ninety minute classes are conducive to project-based learning.
- More intervention classes are available during the school day for at-risk students.
- Time is set aside during the work day for teachers for professional development.
- Students can earn 20 additional credits per year, allowing seniors to enroll in college classes, participate in internships, take on-line classes, and earn CTE certificates.
- EL students can finish their high school requirements in four years instead of five.
- SWD have greater access to CTE courses and strands.

This bell schedule provides for the minimum 65,300 minutes of instruction per year. *See Appendix H: Proposed Bell Schedule.*

d. **Athletic programs and other extracurricular programs:**

High school athletics and extracurricular activities are one vital means of developing personal and social skills that students will use for the rest of their lives. Athletics will be shared by all students in all small schools. Sports, such as football, basketball, soccer, track and field, cross country, volleyball and tennis, are offered to both boys and girls. Activities, such as cheerleading and flag team are also open to both genders. The Marching Band and the Drum Line will be expanded to include a jazz ensemble and rock band. Coaches have recognized the need for academic intervention and will require their players to participate in a 30- minute study hall before practice.

Annual student surveys determine the array of clubs offered, such as Low-rider Biker, Small School leadership groups, Rootdown LA, Environment Club, Scrapbooking, and Gay Straight Alliance. All clubs and activities will be sponsored by Jefferson staff members and/or the UCLA After School Program. *Refer to appendix I: UCLA After School Programs.* The Leadership class and Junior and Senior Class cabinets will continue to sponsor school-wide events such as after

school dances, proms, sports rallies, Friday lunch time music and activities, bowling nights, movie nights, and other activities.

Each year the alumni association, community groups, and feeder schools join Jefferson in celebrating its anniversary with a community fair of art displays, performances and informational booths and food on a Saturday in late May or early June.

Each small school's student leadership group will plan its own activities specifically geared toward its theme. TPA has family nights where students lead activities for younger family members. CAE will have a showcase featuring student performances, art exhibits, film presentations, theatre skits and graphic designs. ABC will provide training for parents in computer technology and business tips. GOAL will teach parents and the community about Green technology and design and support recycling programs and how leadership skills help the community. ECP will introduce parents to the Trade Tech campus and college awareness. Camping trips, field trips to colleges and universities and to museums and businesses, internships at businesses and museums, welcome assemblies, small school leadership clubs, intramural soccer and basketball tournaments, door decorating contests, and assemblies honoring student accomplishments and progress will inspire and motivate our students to remain in school and involved in their lives as participants and not just observers.

e. Student Discipline:

Jefferson created an Assertive Discipline Policy based on a school-site needs assessment, the District Discipline Foundation Policy, and the Safe and Civil Schools Program. This policy was adopted by all SLCs and is enforced school-wide. All students will receive a copy of the Assertive Discipline Policy, Code of Conduct, Attendance Policy and the Student/Parent/Staff Compact. *See Appendix J and K: School Home Compact and School Discipline Policy.* Monthly truancy sweeps coordinated with the Los Angeles Police Department and Pupil Services help curtail excessive tardiness to school. Warnings are issued to first offenders and tickets are issued to repeat offenders. Each small school will handle its own discipline via a whole child approach. Serious cases will be handled by each small school administrator with support from personnel in the Student Services Center (SSC) and school police. Behavioral contracts will be part of the discipline process and are signed by the student, parent, and counselor or administrator. (*See Appendix L: Behavioral Contract.)* Consequences are clearly defined in the contract. Intervention services will include IMPACT, referrals to mental health and other agencies and personal counseling and workshops offered by SSC personnel. Home visits, both by teachers and other school staff, provide personalization and outreach to at-risk students. *See **section 7. Special Education Section and section 8. Family and Community Engagement** for more details.*

Jefferson will continue as a member of the community Safe Schools Collaborative. The Community Safety coordinator will represent Jefferson at monthly meetings and share safety issues and neighborhood information with the SSC and Instructional Council. This coordinator will also handle expulsions, transfers in and out of Jefferson, severe discipline situations and all safety issues affecting the Jefferson Complex.

f. Health mandates:

Jefferson will follow District guidelines to meet the health mandates of students with 504 plans and IEPs. A full-time nurse and school psychologist will be available to meet the health needs of students. Two psychiatric social workers (PSW) will work with the Coordination of Services Team (COST), comprised of the Pupil Services Advisor, PSW, Drop out Prevention Advisor, counselors, assistant principals, community reps, nurse and school psychologist, to review extreme at-risk students and make recommendations for further evaluation via a Student Study Team or referral to local or District agencies for assistance. The PSWs will also mentor student groups and conduct individual counseling for at-risk students referred by the small schools.

g. Nutritional needs:

Jefferson's cafeteria was refurbished last year into the new Café LA model. Its seating capacity is 350 students and it can serve 1600 students within 20 minutes. The Jefferson Complex will continue to use the food services provided by the District.

Vending machines selling healthy snacks and drinks that adhere to the District's food and beverage guidelines are located in different areas around the campus which students can access before school, after school, and throughout the day.

Other means of meeting nutritional needs are through the health class curriculum, Fitness Gram through physical education classes, and Rootdown LA's healthy eating program where students learn to prepare fresh in-season produce in attractive and tasteful ways.

4. Assessments and School Data

a. Educational Goals and Metrics

See Appendix M and N: Accountability Matrix and QEIA Goals.

b. Student Assessment Plan

Assessment	Frequency	Grades Assessed	Rationale
Periodic Assessment	Three times a year for core content	9th, 10th, 11th	Summative assessment with results available in 48 hours.
Content Area Unit Assessments	Varies by content area. At least once every twenty days.	9th, 10th, 11th, 12th	Formative assessments that provide ongoing assessment of student learning and effectiveness of instructional practices.
CELDT	Once yearly for large group and as new students enroll	9th, 10th, 11th, 12th	Summative assessment that measures growth of English language development.
CAHSEE	Five times a year for 12th, 3 times for 11th, once for 10th graders	10th, 11th, 12th	Summative assessment that evaluates 7th grade math and 9th grade ELA for proficiency.

California Standards Test	Once a year	9, 10th, 11th, 12th	Summative assessment that evaluates annual progress towards school-wide benchmarks in core content areas.
Classroom Behavior Assessment Form	Four times a year	9th, 10th, 11th, 12th	Assesses the teachers' perception of student classroom behavior to assist in the implementation and management of a positive behavior and progressive discipline support plan.
Response to Intervention Assessment	Once every four weeks	9th, 10th, 11th, 12th	Determines the degree to which a student responds to intervention attempts.

All teachers will align formative and summative assessments to California state standards using the blueprints from the CST, CAHSEE, and CELDT to guide instructional pacing and delivery. In addition, Jefferson will continue to use the Secondary Periodic Assessments as a formative measure of student progress in English/Language Arts, Mathematics, Science, and History/Social Studies. Teachers use item analysis to pinpoint key standards where students are struggling to achieve standards mastery. In addition, the High Point assessments provide excellent data on master of the ELD standards. Teachers will augment formative assessments with standards-based rubrics for content areas. These assessments will provide a more frequent measure of student progress that can be used for targeted re-teaching and spiraling of key standards. The Cycle of Inquiry, the Professional Learning Communities model for teacher collaboration and professional development, will include structured analysis of student work using Pearson Learning Team protocols. Project-based Learning will require the development of performance-based assessments that measure mastery of the standards.

Assessment data gleamed will highlight areas in need of improvement, as well as strengths. When areas of weakness are identified, professional development will be used to help guide deeper instruction of the students. Curriculum will be adjusted as needed.

Following training, all Jefferson teachers will be expected to use *My Data* to drive and inform instruction. Teachers will be knowledgeable of a student's past performance (data profile) so that there will be differentiation and personalization of instruction. The data will be key to adult-to-student interactions in the weekly Seminars as well. Seminar staff will be expected to compile and track their students' attendance rates, CST scores, credit completion, CAHSEE passage, behavioral incidents, progress on IEP goals, and progress report cards.

c. Data Team and Instructional Team

Jefferson's Instructional Council, comprised of the principal, small school administrators, lead teachers, and coordinators, will serve as both the Instructional Team and Data Team for the school. This Council will oversee the implementation of curricula, delivery of instruction, and assessments, and review data. The Data Team, a subcommittee of Council members, will scaffold data for different stakeholder groups (e.g., teachers, counselors, parents, students, etc.) in user-friendly formats and visuals, such as tables and graphs, to guide and modify instruction and decision-making. The Instructional Council will meet on a bi-weekly basis to review both formative and summative indicators of achievement, and then plan and coordinate the dissemination of data to Professional Learning Communities (PLCs) organized by small school,

to Learning Teams, to the School Site Council, CEAC and ELAC, and to other interested stakeholders engaged in helping support and monitor school improvement.

d. Data Systems

Jefferson will continue to share data with LAUSD that fulfills the requirements of the Modified Consent Decree. Jefferson will utilize the Integrated Student Information System (ISIS) to track student records and identity services. Jefferson will use LAUSD Modified Consent Decree indicators to measure the progress of students with disabilities.

e. LAUSD School Report Card
Jefferson will continue to track and provide the information presented in the LAUSD School Report Card.

f. Research and Evaluation

Jefferson agrees to participate in research and/or evaluation projects with LAUSD, higher education institutions and/or research organizations and understands that this may involve surveys or interviews with teachers and parents to learn about the factors associated with student performance. Jefferson welcomes outside review of the school's performance and achievement metrics, as well as other indicators of progress that may be used to assist with continuous program improvement.

Operational Goals and Metrics

See Appendix L and M: Accountability Matrix and QEIA Goals.

5. Professional Development Program

The effective delivery of instruction must be supported by professional development that is collaborative, is sustained and intensive, and is supported by modeling and coaching (Darling-Hammond, 1997). Jefferson advocates building teacher capacity in specific research-based strategies for differentiated instruction accounting for learning styles, socio-cultural influences and possible learning disabilities (US Dept. of Education, 1999). Jefferson will structure its professional development around its small schools, interweaving thematic projects with a professional learning community approach to include a school-wide focus on specific strategies and project based learning.

Based on assessment data, the majority of Jefferson students need scaffolding and access support to be successful with rigorous grade level instruction tied to content standards. As such, Jefferson has come to consensus on key research-based instructional strategies that will be the priority for professional development: Specially Designed Academic Instruction in English (SDAIE), Advancement Via Individual Determination (AVID), Project-based learning (PBL), Thinking Maps, and Interactive Notebooks. *See **Section 2 on Curriculum and Instruction** for a detailed description of these strategies.*

a. School Goals and Strategies for Professional Development

Jefferson will set aside one Tuesday each month for Pearson Learning Teams to build content area strength in lesson design and share common practices across small school boundaries.

Professional Learning Community Model

Jefferson proposes a PLC model organized by small schools based on both successes and failures of the current professional development program. The Pearson Learning Teams have been highly successful in developing rigorous lessons within individual content areas, while the PD structure scattered among SLCs, departments, and school-wide forum was ineffective in promoting a consistent, focused instructional approach. Using the protocols set forth in the Pearson Learning Team model, each small school will implement a "Cycle of Inquiry" thereby adhering to three key principles of PLCs: student-centered; collaborative and public; and professionally accountable and reflective (DuFour, 2004).

Cycles of Inquiry, based on the school's success with Pearson Learning Teams will provide the instructional glue for teacher collaboration. The following chart is a summary of the cycles.

Cycle	Focus	Meeting By
One: Data	Review student data and needs. Agree on instructional strategies to meet specific need and overall thematic project.	Each small school led by members of Data Team and PLC facilitator
Two: Training	Train teachers on agreed upon instructional strategies such as thinking maps	Small school led by designated and trained teacher "experts"
Three: Lesson Planning	Develop learning objectives and rubrics that meet student need. Determine specific strategies that will integrate with thematic project.	Small school content area groups and/or grade alike groups
Four: Reflection	Discuss student work using rubrics, determine reteaching needs and strategies	Each small school using Pearson protocols led by PLC facilitator

Each cycle will consist of the selection of a data-driven focus linked to student needs. Common pedagogical techniques across content areas would be chosen using formative assessment data, student work, and peer/administrative observations. Pearson LT protocols will allow multi-discipline groups to ensure that the PD is structured, purposeful, and instructionally focused.
See small school plans for professional development specifics. See Appendix O: Pearson Protocols..

b. New Teacher Orientation and Support

To orient new teachers to common "rituals and routines" which are part of each small school, Jefferson will provide two days before the start of each academic year for teacher orientation, data analysis, and professional development overview. This PD will include the following:

- Integrate curriculum, small school vision and how to integrate the vision into ALL classrooms.
- Develop specific culminating *products* incorporating their small school's vision through Project Based Learning.
- Learn Professional Learning Community and Pearson Learning Team protocols.
- Discuss their small school's common protocols, expectations, and policies.
- Train on the use and analysis of assessment data

An assigned PLC mentor will work with new teachers on the above items throughout the year.

c. Professional Development Calendar

To enable in-depth teacher collaboration and on-going professional development through PLCs, Jefferson will utilize time from minimum days to provide a consistent PD schedule every Tuesday. These meetings will follow a Cycle of Inquiry that looks at student data, develops strategies, reexamines student data and determines re-teaching methods. In addition, monthly Pearson Learning Team meetings will be integrated into the calendar to address content area lesson designs. *See Appendix P: Professional Development Calendar.*

d. Program Evaluation of Professional Development

Analysis of student work will form the basis of evaluating the effectiveness of professional development to the classroom. Each PLC will examine multiple sources of data (common formative assessments, classroom observations, and structured analysis of student work) to determine how the implementation of common research-based instructional strategies has impacted student achievement.

Through the Cycle of Inquiry, each PLC will reflect and take inventory on the progress made with the given need or objective and to determine the next steps on a weekly basis. Annually the Data Team will review and prepare data to measure the impact of PD on student achievement and share this information with the PLCs/small schools to modify future PDs.

6. Professional Culture
Jefferson will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

a. Professional Culture:

Each small school's philosophy, approached in different ways, is that with support Jefferson's students will meet all graduation requirements and exhibit the essential 21st Century skills. High expectations and collaboration for students, staff and community are the foundations of Jefferson's culture which is demonstrated in various ways within each small school. TPA supports an 'Open Door" policy where classroom doors are open for teachers to drop in and view lessons in progress, for students to see learning in action, and for everyone to understand that open communication is important in building trust and establishing a supportive atmosphere. CAE teachers will collaborate in grade alike and content area teams to provide students with a rigorous and standards based curriculum infused with various art forms. GOAL teachers will observe each other monthly to share best practices. Common rituals and routines such as dispatches, structured reflection, Cornell Note Taking, Socratic seminars, as well as SLC-wide activities encourage accountability and high expectations for all. Each small school will use email, newsletters, their own website and a minimum of biweekly meetings to maintain open communication and support collaboration.

Each small school will create a Leadership Council for professional development, budget recommendations, data review and needs assessment, and staff selection. It will also have a

hiring committee composed of two teachers, two parents, one student and the administrator. The Council will assign a "buddy" staff member for the first year to mentor any new member.

PD Tuesdays will provide teachers opportunities to learn new strategies and to showcase and share best practices. PD will also be the forum for general discussions regarding all aspects of the small school. With training, teachers will facilitate the PLCs. Lead teachers act as a liaison between the small school administration and its faculty, taking the first steps towards administrative roles. Each small school Leadership Council will give serving members the opportunity to develop leadership capacity.

b. Evaluation:

All small schools will involve teacher-to-teacher interaction through visits and positive feedback, yet handle evaluation in different ways. TPA has an open door policy to ensure that teachers are aware of each other's instructional practices, thus creating more transparency and accountability. Through this visible commitment to constructive critique, colleagues learn to visit each other and dialog their pedagogical successes. GOAL will have teachers observe another teacher for 30 minutes each month, concentrating on positive feedback. These observations are not meant to be evaluative but are meant to increase collegiality among teachers, provide teachers with peer support, and increase teacher efficacy. CAE will have the administrator and peers evaluate each other via a committee and will utilize a Teacher Portfolio with the following items: periodic assessments, CST scores, CAHSEE scores, student grades, attendance rates, student surveys, teacher-chosen examples of culminating projects and lesson plans, and notes from both formal and informal observations, as indicators of success. All small schools will have their administrator focus on specific rituals, routines and instructional strategies in short classroom visits. The administrator then provides the small school faculty with frequent and immediate feedback. Designated teachers will be evaluated using the California Teaching Standards (Stull evaluation). When it is evident that a teacher is struggling, she or he will have access to support consisting of peer observation and feedback via a mentor teacher or be directed to LAUSD and UTLA workshops and seminars on various aspects of classroom success.

c. Feedback:

Professional development will use Pearson protocols/model to look at student work and data, allowing teachers and the administrator to offer feedback in a non-threatening and positive format. Jefferson's Data Team will disaggregate the test scores by small school and then by teacher to be used by the administrator, teacher and/or committee to map the progress of student achievement for each small school and teacher. This will be used to modify PD, as needed.

Every teacher will maintain a PD Journal that will annotate successes and struggles and provide a holistic evaluation of professional development. Teachers will share journal entries within their PLC to determine how instructional strategies are benefiting specific student subgroups (e.g., English Learners, Standard English Learners, and Students with Disabilities). The journal entries will help teachers develop an understanding and incorporation of the professional development topics with specific examples and lesson plans. The journal will also document classroom visitations, conference and workshop participation, and promote personal reflection and self-assessment. Through the journal, teachers and administrators share ideas on an on-

going basis and offer positive constructive feedback in relation to the implementation of professional development priorities. Administrative monitoring and support will ensure teachers actively engage in professional development commitment.

Small schools will use a variety of feedback methods that will include portfolio review committees, student satisfaction surveys, data review, and administrator surveys. CAE Teachers will create a portfolio of their student work to present to the Portfolio Review Committee. Struggling teachers will be provided mentoring support. TPA will use an annual survey, designed by and administered to its students, teachers and administrator, to enhance discussion of collaboration and support. *Refer to small school plans for more details and sample surveys.*

7. Serving Specialized Populations

a.   **Specialized Instruction**:

Jefferson's mechanism for serving specialized populations of students is based upon Response to Intervention (RtI). This term means the provision of systemic, phased-in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk. RtI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RtI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. The text below focuses on the processes in place at Jefferson to ensure RtI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students. *See Appendix Q: Modified Consent Decree and Special Education referral process.*

Goals:
- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff.
- Integrate school Mental Health professionals into the coordination of instructional services for SWD (students with disabilities), EL, SEL, and other at-risk students.
- Emphasize pedagogy tied to the development of academic English language proficiency in all courses; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.
- Redesign the school master schedule to prioritize a) academic intervention in ELA and math b) targeted instructional support for EL, SEL, SWD, and other at-risk students.

b. Ensuring the Least Restrictive Environment

Special Education law requires that public entities provide equal access for students regardless of any disability. Jefferson's SWD will participate in the strand classes of their small school with the general education teacher and Special Education teacher collaborating together for the best teaching strategies for SWD. Regular students will be assigned as mentors for students to ensure successful participation and learning. SWD will participate in weekly Seminar classes based on their interest, rather than their disability.

Because SWD are enrolled in all small schools, Jefferson will develop a Structured Learning Center designed to help students who have been unsuccessful within the regular small school setting. They will continue to receive individualized instruction within the unique focus of their small school. The Structured Learning Center will include the Bridge Coordinator (who ensures that all SWD, IEP, MCD requirements are met using the Welligent program), Resource Teachers, teaching assistants, and itinerant service providers, such as the School Psychologist, Speech and Language Teacher, and Audiologist. Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and an instructional aide(s) provide the delivery of services in the Structured Learning Center.

The Structured Learning Center will be divided into two sections to serve individuals with academic difficulties.

- *Structured Learning Center-Academic (SLC-A)*: Assists students with low average to average cognition who need intensive or direct support in developing appropriate academic and vocational skills. Students may be placed here for one period based on similar academic and vocational needs.
- *Structured Learning Center-Behavioral (SLC-B)*: Geared to provide instruction for students with emotional and behavioral issues. These services focus on assisting the student's social and emotional growth. Classroom instruction helps students gain greater independence and improve behavior patterns while working on academic goals as needed. Components of the program may focus on behavior management techniques as outlined on the student's IEP, DIS Counseling, small student/staff ratio and a variety of strategies geared to help improve students' social and emotional status. Outside community agencies will also be utilized, including mental health and counseling agencies.

c. Extended Year Services for SWD

Jefferson will ensure that all SWD have access to extended year services and that all Special Education teachers will include provisions for services in all IEPs. Services, obtained through grants, will include sheltered vocational experiences during the month of June before the extended year school officially starts in July.

d. Meeting the Needs of EL and SEL Students

Nearly half (43.6%) of Jefferson's students are classified as English Learners (EL). Much of the remaining student population could be classified as Standard English Learners (SEL) insofar as these students demonstrate difficulty in *academic* English language proficiency as demonstrated

by State summative assessments (e.g., CST and CAHSEE). Jefferson will require the collaboration of teachers, parents, and support staff in a multi-tiered approach to address the issues facing this diverse group of learners.

Teachers in one small school will continue to offer ESL instruction following the district-adopted pacing plan using the *High Point* text. Students who qualify for ESL 1 and 2 are placed here to receive their ELA instruction in English with support in their primary language. The small school offers these students all core content instruction in the primary language so when the students transition into full English language instruction they have met their A-G requirements for their appropriate grade level. When the students are ready to transition to sheltered instruction, they are offered the opportunity to choose a different school and career pathway. Other small schools will continue to offer sheltered support in all core classes and additional support through English Language Skills (ELS), an intervention class, to the core English class for 9th and 10th graders.

Jefferson will implement a *school-wide* infusion of research-based instructional strategies in all areas of the curriculum including use of SDAIE, AVID, Project-based learning, Thinking Maps, and Interactive Notebooks. These pedagogical techniques have demonstrated effectiveness in promoting achievement among both EL and SEL students precisely because they systematically scaffold instruction to allow students to access and master rigorous, standards-based content. Moreover, these strategies are complementary in their deliberate approach to "chunking" instructional delivery so that there is direct instruction with explicit teacher modeling, academic vocabulary frontloading, graphic organizers to help students organize and categorize learning, structured guided practice that facilitates oral language production and student interactions, collaborative learning environments, and time for students to practice skills independently.

Each small school will ensure consistent application of these strategies across the curriculum so that ALL students benefit from this approach. While each school will adapt the pedagogical techniques within the context of thematic teaching, all teachers will be accountable for demonstrating transfer of these strategies from professional development into daily classroom instruction. Moreover, the emphasis on data-driven collaboration and professional development (see Sections 4 and 5) will ensure that the progress of EL and SEL students is carefully monitored using multiple measures including CELDT, CST, CAHSEE, Secondary Periodic Assessments, self-developed criteria charts and rubrics for written work, and structured analysis of student work using protocols for analysis, synthesis, and debriefing.

e. Meeting the Needs of Other At-Risk Students

A concerted effort has been and will continue to be made by Jefferson to provide a range of resources for students who are struggling academically or who are at risk. Academic interventions include:

- Classes scheduled within the school day, which include *"double-block"* classes for English and mathematics. These classes provide real time for scaffolding and additional academic support. *See section 2.Curriculum and Instruction section for more detail*.
- UCLA Pathways and Unite LA after school programs, which provide intervention classes and academic tutoring after school in the library. After school classes begin at 2:30 p.m. and conclude at 4:30 p.m.

- CAHSEE preparation classes for students who need further assistance.
- Individual appointments with their small school teachers for extra support.
- Adult School classes for students starting at 3:30 p.m. until 5:30 p.m. four days a week and on Saturdays, all located on campus. These classes are both for credit recovery and enrichment.

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

Drop-out Prevention
Jefferson will implement the following strategies to address the high dropout.
- Set up weekly motivational student support groups, called *Graduation Groups,* lasting 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise.
- Hold *Diploma Plus* workshops informing potential non-grads of diploma and GED options in adult school and support them in this transition via a parent meeting to share educational options and enlist parental support.
- Enroll students in the ECP to recover credits through concurrent enrollment at LA Trade Tech, where a student can earn up to 110 credits in 1 year. Students and parents apply and interview for admission. Psychiatric Social Workers, Attendance Counselor, and the diploma Project Counselor visit classrooms to provide additional support. All Students are offered workshops addressing goals, credit recovery, mental health, college readiness and career awareness.
- Visit homes of missing students to address the reasons why they dropped out and help them re-enroll in school or an alternative setting.

See Appendix R: Dropout Prevention Program.

Mental Health Services
Psychiatric Social Workers (PSWs) at Jefferson work under the mission and guidance of School Mental Health. These professionals provide students and community with support and guidance by providing prevention, early intervention, and treatment services. These services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. PSWs also foster resiliency by helping students develop the capacity to spring back successfully in the face of adversity, and to develop social and academic competence. *See Appendix S: Mental Health Services*

8. Family and Community Engagement Strategy

a. Identification:

Every year, Jefferson High School celebrates over 90 years in the local community with a *Family Celebration of Community Fair.* Over 1000 people gather to celebrate student and community

achievements in the Arts, Athletics and Academics. Despite the community having one of the richest historical traditions in LA from jazz to business enterprises, today it struggles with widespread poverty and crime. The 2000 Census shows most of the residents in the surrounding neighborhood as blue-collar and semi-skilled workers where 78% of adults are without a high school diploma with half of them leaving school in the 9th grade. The predominantly Latino families are recent arrivals, many speaking little to no English. Eighty-five percent of the students qualify for free or reduced lunch. Violent crime is exacerbated by 65 highly active gangs in the vicinity.

Because of these statistics, local resources like Cal State Los Angeles, Cal State Dominguez Hills, UCLA, USC, and East LA College offer outreach programs. Trade Tech Community College houses Jefferson's Early College Program. Universities such as UCLA and CSULA send college and graduate students to serve as mentors and tutors and to provide additional social work and counseling services. Local museums host educational experiences for Jefferson and its pipeline school. Multiple organizations assist the school and community through grants such as the UCLA After School program.

b. Family and Community Engagement:

Jefferson will use six keys of family and community engagement outlined in Joyce Epstein's Keys to Successful School, Family and Community (Epstein, 2002): parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The **Parenting** component will be supported by two programs provided by the psychiatric social workers: weekly teen parent classes and a Parent Project class for families to learn parenting skills. Each small school will also have a community representative to assist in coordinating services between the school and families. The personalization provided by the small school size will allow the community representative to connect school services to specific families.

Communication will be the key to bring about improved results for all of the other keys of Parental Involvement. The school will use Connect-Ed, the marquee, monthly mailers, and bulletin boards to communicate regularly with families. A monthly newsletter will highlight important dates and events for the whole school. Each small school will host regular parent nights to engage parents and foster improved communication between the school and community. Jefferson commits to home visits by teachers and other school personnel. A monthly "home visit" day will provide the support for teachers to visit homes of their students, opening critical communication channels between the home and school. *See Appendix T: Home Visit Check List.*

Volunteering will be spearheaded by Parents in Action, a dedicated group of 15-20 parents and community members who meet for 2 hours every Wednesday to improve parent leadership. Members of this formal PTO who serve on the PSC plan committee and on other decision-making bodies within the school, will form the leadership of the small school parent actions. Parent in Action leaders will help small school parent committees host staff/parent luncheons to break down barriers, observe in teachers' classrooms, fundraise, volunteer in small school activities, and participate at press conferences, at sports events and District meetings.

Because so many parents have not earned a high school diploma, it is important for the school to build routines and programs that will involve families with their children's **learning at home**. The counselors and other support staff along with teachers and college volunteers will host an IGP fair. By focusing on IGPs and a college going culture, resources, as such UCLA Pathways, Unite LA programs, Adult School, psychiatric social workers, counselors, attendance and diploma project advisors and the college and career coordinator will help families support their children in graduating from high school on time. For example, the college and career coordinator will hold evening meetings throughout the year and will be available for families daily until 4:30 p.m. and many Saturdays. The community safety coordinator will act as a liaison with the community on safety and discipline. The Title I coordinator will offer a one day workshop for one Saturday a month from October through April using the 'Transitions to High School" notebook that gives parents a practical roadmap to high school graduation and careers and college. The bilingual coordinator will offer individualized and group counseling to students and parents working their way through the District's Master Plan for English Learners.

Jefferson commits to including parents and community in the school's **decision-making** bodies. CEAC and ELAC voting members are all parents. Half of the School Site Council (SSC), responsible for all budgetary decisions and the Single Plan, will be community members including four parents and four students. The SSC will meet monthly and respond to CEAC and ELAC recommendations that will be made earlier in the month. Along with the SSC, each small school will have its own advisory council that includes parents and community members. *See Appendix U: Parent Involvement Policy.*

c. Key Community Partnerships:

 The 6th Key according to Joyce Epstein is **collaborating** with the community. In addition to the relationships with local colleges mentioned earlier, Jefferson High School will work hard to create positive relationships with other resources in the community. For example, the school is an active member of the monthly Jefferson-Santee Safe Passages meeting held at the local LAPD Newton Station. The Safe Passages meeting brings together a variety of organizations working to minimize crime in the neighborhood and make the streets safe for students and families.

Small school collaborations are often more effective because the small school nature allows for more personalization in targeting services and greater accountability in leadership, opening doors for outside groups. Jefferson will strengthen its collaboration with community by building partnerships through its small schools. For example, Children's Collective works with a small school to provide an Early Childhood Education counselor, college courses, internships in local pre-schools, and university field trips. Though any Jefferson student can participate in these programs, this small school provides "go-to" people (lead teachers, counselor, and administrator) and a base of students who want the Children's Collective services. Because of the success of the relationship, Children's Collective will fund a Jefferson student magazine.

As Jefferson converts to autonomous small schools, each school will continue to develop its community partnerships. Currently, service-learning projects, a focus of GOAL and TPA, include GOAL's Cesar Chavez March, LAURA Festival and Green Alleys Project and TPA's Day of Peace and pipeline activities with local feeder schools. GOAL's students work with the Urban Land Institute to design land planning model for a section of South LA. Presenters from

the American Society of Engineers, Trust for Public Land, and Community Redevelopment Agency donate their time for GOAL's Green Design Academy. CAE works with the Museum of Contemporary Art. ABC students qualify for internships with the Academy of Business Leaders. Both TPA and GOAL are California Partnership Academies and receive significant monetary support (over $120,000 this year). In addition, TPA is an LAUSD Teaching Career Academy and receives both monetary and in-kind support for its teaching activities and internships. The CPAs and TCA are strengthened by having designated facilitators. *Please refer to the Small School Plans for specifics about partnerships.*

9. School Governance

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

School and Advisory Organizational Charts:
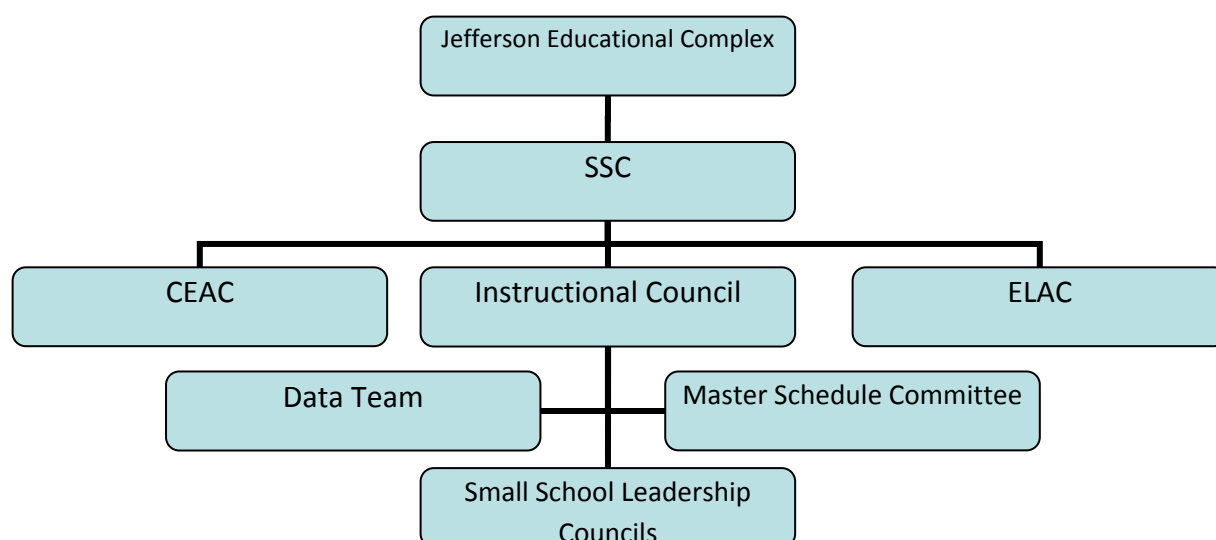
CEAC and **ELAC**: follows government guidelines regarding operation, memberships and purview; meets monthly; lead by Title I and Bilingual Coordinators respectively
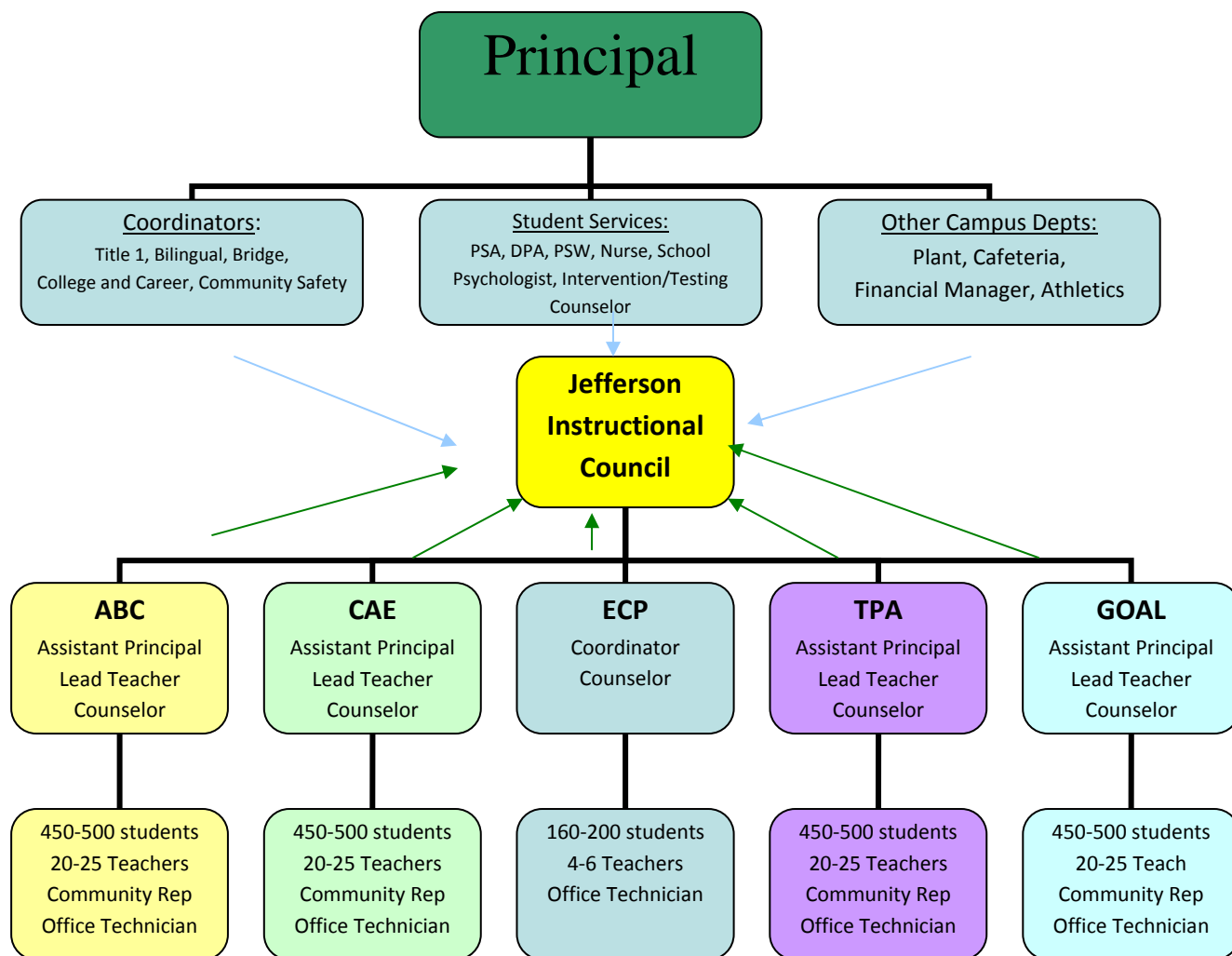
School Site Council (SSC): decision-making body in the areas of professional development, budgets, safety and discipline, calendar, bell schedules, activities and use of school equipment; meets monthly; includes principal, small school teacher representatives, faculty at-large, students, parents, and classified personnel

Instructional Council: advises SSC on staffing, budget expenditures, professional development, curriculum, and instructional strategies; meets twice per month; includes lead teachers, administrators, and coordinators

- **Master Schedule Subcommittee:** coordinates development of the master schedule; meets as needed; includes representatives from each small school

- **Data Team Subcommittee:** reviews data to guide instruction and PD; meets monthly; includes representatives from each small school

Small School Leadership Council: governs small schools; includes small school administrator, lead teacher(s), advisory councils--*See small school plans for specifics.*

Below is Jefferson's supervisory chart. School-wide personnel will be under the administrative responsibilities of the Principal, while day to day decisions affecting the classroom and teacher evaluations will be handled within the small schools by the Small School Administrator. The ECP small school will follow a different model due to their small size and off-campus location. The administrative staff will also meet regularly to discuss whole school issues and to share items and concerns from their small schools.

Principal

Coordinators:
Title 1, Bilingual, Bridge, College and Career, Community Safety

Student Services:
PSA, DPA, PSW, Nurse, School Psychologist, Intervention/Testing Counselor

Other Campus Depts:
Plant, Cafeteria, Financial Manager, Athletics

Jefferson Instructional Council

ABC	CAE	ECP	TPA	GOAL
Assistant Principal Lead Teacher Counselor	Assistant Principal Lead Teacher Counselor	Coordinator Counselor	Assistant Principal Lead Teacher Counselor	Assistant Principal Lead Teacher Counselor
450-500 students 20-25 Teachers Community Rep Office Technician	450-500 students 20-25 Teachers Community Rep Office Technician	160-200 students 4-6 Teachers Office Technician	450-500 students 20-25 Teachers Community Rep Office Technician	450-500 students 20-25 Teach Community Rep Office Technician

10. School Leadership & Staffing Plans

Jefferson will adhere to Article IX - Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in the LAUSD/UTLA Collective Bargaining Agreement. In addition, Jefferson will adhere to Article X - Duties, Responsibilities and Hours as described in the LAUSD/AALA Collective Bargaining Agreement.

a. Leadership Team Capacity:

- Michael Taft – current principal, former principal and director for SEA New Tech High School located on Jefferson's campus; Kelley Budding – Title I coordinator, Green Academy coordinator, Biology Learning Team facilitator; Thomas Welch – Bilingual coordinator, ELL Learning Team facilitator, intervention teacher, SSC Chair; Elizabeth Gidon, Bridge coordinator for SWD; Francis Ramirez – Unite LA process coach; Gloria Johnson, parent, leader *Parents in Action;*
- Michael Dean – Early College Program coordinator at Trade Tech, advisory teacher; Ana Parra, counselor;
- Jeremiah Lockwood- ABC lead teacher, Student Leadership Committee, Geography Learning Team member; Laura Alvarado, assistant principal for ABC;
- Mindy Kozel - GOAL lead teacher, social studies teacher, Leadership teacher/advisor; Jeremy McDavid, assistant principal for GOAL;
- Jose Guzman - CAE lead teacher, math teacher, Jefferson alumnus; Nicolle Fefferman – UTLA chapter chair, social studies teacher, Geography Learning Team member; Elke Allwelt Miyahara – assistant principal for CAE;
- Naomi White - TPA co-lead teacher, science teacher and CPA grant coordinator, Susan Ferguson - TPA co-lead teacher, social studies teacher, TCA facilitator, Geography Learning Team facilitator; Jose G. Avila - assistant principal for TPA.

The above leadership team has worked at Jefferson for at least two years with experience and practical knowledge in their respective fields. These individuals have many years working with at-risk students and inner schools. They are actively involved in leading their SLCs and designing their new small school into communities of learning, collaboration, and personalization. They currently attend bimonthly Lead Teacher meetings, run PD for their SLC, meet with SLC members on a regular basis, teach AP or Honors classes, participate in Learning Teams using the Pearson model, and lead by doing what needs to be done.

The following contributed to PSC plans:
ABC: Christian Dean, English; Edward Montan, Special Education; Anthony Pagan, computer technology
CAE: Shira Dillon, English, Film, AVID; Trisha Lutero Farris, English, AVID; Aissa Riley, AVID, Social Studies; Xinwei Dowling, English; Jill Norton, Special Education; Miguel Echeverria, Special Education; Laurie Fidler, Art; Marino Parada, counselor
GOAL: Joshua Dorrough, Social Studies; RJ Abeytia, English, Decathlon, AVID; Alvin Sweeney, Science; Kurt Ballash, Science; Cheryl Davis, Special Education
TPA: Maria Cabrera, English; Brian Artica, Math Coach; Tamila Talebi, Art; Edgar Gutierrez, ESL; Jaime Gomez, social studies; Rigoberto Duran, parent volunteer

Jefferson High School also received writing assistance and coaching from: Sherrie Quash, LASDI; Fonna Bishop, LASDI; and Michael Butler, Public Works.

b. Staffing Model:

As the small schools move from SLCs to autonomous schools with separate location codes and funding, Jefferson seeks a staffing model to increase autonomy while efficiently using school-wide facilities and programs. Each small school will have an administrator, a counselor, an office technician, and a community representative. The faculty will be divided among the small schools; their number dependent on District norms and supplemented by additional funding sources. QEIA funding will allow Jefferson to significantly reduce classroom and counselor ratios with an aim of 30:1 and 300:1.

To address the large quantity and types of special needs of our students, Jefferson will depend on multiple support services and providers that will be shared by the small schools. A Bridge coordinator will be responsible for all Special Education services including IEPs, providing for interpreters and translators, and placement of special education assistants. A full-time nurse and school psychologist will be available to meet the health needs of all students. Two psychiatric social workers (PSW) will work with COST to refer for additional services, mentor student groups, and conduct individual counseling. A pupil services advisor (PSA), and a Dropout Prevention Advisor (DPA) will work on improving attendance and addressing the high drop out rate. The Community Safety coordinator will handle severe discipline situations and all safety issues affecting Jefferson. The Title I and Bilingual coordinators will supervise their respective programs; ensure student achievement through intervention, enrichment, and family and community engagement. The Library Media Teacher will coordinate library services, including information technology, annual orientation for all students and the Accelerated Reading program. The college and career coordinator will operate a College and Career Center to provide services to students and families as they plan for college and careers. The Intervention/Testing counselor coordinates school-wide testing and intervention programs. *See Appendix V: Proposed Staffing List*

c. Compensation: Jefferson will utilize the District's salary schedule for all employees.

d. School Leadership:

Mr. Michael Taft is a first-year principal for Jefferson, but was the principal/director for the highly successful New Technology High School located on Jefferson's campus since its inception in 2006. He observed schools throughout the United States developing expertise in small school models, project-based learning with technical assistance, personalization, instructional rigor, and working with small faculties and still providing many enrichment opportunities for students. Under his collaborative leadership, New Tech grew from 200 students and 8 teachers to a current enrollment of 400 students with 22 teachers. Their API rose from 638 to 712 points in three years. All 2009 AYP criteria were met. The first time CAHSEE past rate rose from 66% to 78% and all New Tech's Seniors passed by June 2009. The CST Algebra 1 proficiency rate started at 11% and is now 32.9%, after Mr. Taft initiated another class taught by a trained intervention teacher who communicated with the core Algebra teacher. New Tech

students are from the local Jefferson community with the small backgrounds and are not bussed in from any outside area.

Mr. Taft's primary role will be to oversee the basic operations of Jefferson as a complex manager and to spearhead the transition from SLCs with a comprehensive high school background to separate autonomous small schools with their own identity, curriculum, educational and career strands, pedagogical approach, and student outcomes. His background and leadership skills will ensure that Jefferson successfully completes this transition by 2012.

If need arises to hire a new principal, a committee of parents, students, small school Lead Teachers and administrators, and a representative from the District will interview applicants. *See Appendix W: Principal's Job Description.*

e. Leadership Team beyond the Principal:

Each small school will have its own leadership team consisting of the administrator, lead teacher and members of its advisory committee made up of the counselor, teachers, parents and students. *See Appendix X: Small School Leaders' Roles and Responsibilities.*

School-wide policies and decisions will involve the governance bodies discussed in *section 9, School Governance*.

Jefferson values its students as another important leadership group. Jefferson will have a school-wide student leadership class (ASB) with elected representatives from each small school who will plan and host activities and oversee the Student Body Budget for all students in the Jefferson Complex. Student representatives will be elected to serve on the SSC. Each small school will also have a student leadership group which will participate on the hiring and advisory committees. *See small school plans for details.*

All hiring for small school administers will be done through a committee process. Committee members will consist of an administrator, two parents, one student, lead teacher(s), and one other staff member appropriate to the position being filled. Lead teachers (up to two) will be elected by the appropriate small school faculty members on an annual basis. Coordinator positions will be selected following the LAUSD Collective Bargaining Agreements. All other positions that service the Jefferson Complex will be selected through the committee process with representation from all small schools.

f. Recruitment of Teaching Staff:

All small schools will have their own hiring committee composed of two teachers, two parents, one student and the administrator. This committee will be responsible for interviewing and hiring both certificated and classified staff. A "buddy" staff member will be assigned to all new staff to assist with transition into the new school and to act as a coach and support person when needed.

Each school will look for committed individuals who have the energy and interest to actively support their theme or focus. Experience and qualifications are important, but collaboration and the willingness to participate fully in its activities are of primary value. Vacancies or newly created positions will be filled this semester, once the final version of this plan is approved.

Available positions will be posted on the District and Jefferson's websites and fliers will be sent to secondary schools. Staff choosing not to remain at Jefferson will be given support through references, referrals and recommendations to new assignments. *See Appendix Y: Teaching Staff Roles and Responsibilities.*

11. Operations

a. **Internal Applicants:** Jefferson will continue to use all existing LAUSD operational services provided at the school site and follow all Collective Bargaining Agreements.

b. **External Applicants:** Not applicable.

c. **Master Service Agreements:** Jefferson agrees to participate in discussions regarding the viability of master service agreements.

d. **School Operations Experience**: Jefferson will use LAUSD positions and individuals responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).

e. **Operations Start-up Plan**: Jefferson will work with School Management Services during the months of June and July to ensure a successful school opening with a new year long calendar and bell schedule.

f. **Operations Plan**: LAUSD will provide a menu of services for Jefferson. *See Operations Service Menu at LAUSD website.*

12. Finances

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

b. Budget Narrative: Monies will be spent to support and refine the SLCs into small schools and to provide a variety of services for students and parents via our Student Services Center. Jefferson's mission is to build a community by developing students' creative voices in a positive, structured and personalized environment. Jefferson's vision is to prepare all graduates for post-secondary educational and career options in the worlds of business, creative arts, global leadership, and education by fostering an environment of inquiry and learning that promotes personalization and life-long success. To this extent our monies are placed into staff to meet these goals through smaller class size for greater learning, to provide fully staffed small school offices for greater personalization, and to provide needed support service providers to students and parents in a community that lacks many of these services. *See Appendix Z: Budget*

Jefferson currently has the UCLA Pathways to Success grant; TPA and GOAL are California Partnership Academies. GOAL and ABC are supported by the Bank of the West and Merrill

Lynch. Unite LA provides support for the Jefferson Complex. The goal is for each small school to receive additional support through partnerships and grant programs. Leadership Councils will seek additional funding through grants and partnerships. *Refer to letters of support in each small school plan. See Appendix AA: Partners' letters of support.*

c. Financial Controls: Jefferson will follow LAUSD guidelines on all matters of fiscal soundness and legal compliance. Financial monitoring will be done by District personnel as well as periodic checks by Jefferson's Principal, Financial Manager, and the School Site Council.

13. Facilities

LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce. *See Appendix BB: School Map showing the location of the SLCs/small schools on Jefferson's campus.*
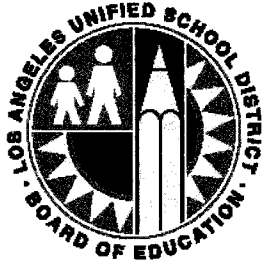
Los Angeles Unified School District

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

Ramón C. Cortines
Superintendent of Schools

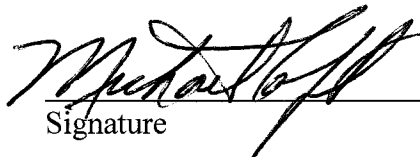*Roberto A. Martinez*
Interim Superintendent, Local District 5

Michael Taft
Principal, Thomas Jefferson High School

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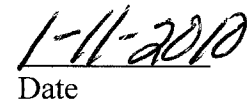## PUBLIC SCHOOL CHOICE APPLICATION
ASSURANCES

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

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

_____   _____   _____
Michael Taft   Signature   Date

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

JEFFERSON SH
1319 E 41ST ST
LOS ANGELES 90011

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

Program Improvement Status: Year 5   Year Entered PI: 1997-1998

SCHOOL OVERVIEW 2008-2009

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

API

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

COURSE & CAREER READY

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

STUDENT WITH DISABILITIES(SWD) - CST

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

GIFTED

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

GRADUATION RATE

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

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

CST TRENDS

English Language Arts

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

Mathematics

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

SAFE SCHOOLS

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

CALIFORNIA STANDARDS TEST

CALIFORNIA STANDARDS TESTS (CST) (2008-09)						CHANGE IN PROF/ADV			CHANGE IN BB/FBB		
	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	2008	2009	Chg	2008	2009	Chg
ELA Gr 9	712	1.8%	11.9%	29.5%	31.9%	24.9%	14.4%	13.8%	-0.6%	56.7%	56.8%	0.1%
ELA Gr 10	444	2.5%	10.6%	29.3%	27.0%	30.6%	11.7%	13.1%	1.4%	60.4%	57.6%	-2.8%
ELA Gr 11	338	1.2%	8.6%	26.6%	26.9%	36.7%	9.2%	9.8%	0.6%	70.3%	63.6%	-6.7%
Algebra I	819	0.1%	1.1%	7.8%	46.6%	44.3%	0.8%	1.2%	0.4%	87.5%	90.9%	3.4%
Geometry	295	0.0%	0.3%	8.5%	48.8%	42.4%	1.0%	0.3%	-0.7%	91.1%	91.2%	0.1%
Algebra II	360	0.0%	0.3%	8.1%	29.7%	61.9%	1.8%	0.3%	-1.5%	91.1%	91.6%	0.5%
HS Math	10	0.0%	0.0%	30.0%	30.0%	40.0%	3.7%	0.0%		85.2%	70.0%	
World History	679	0.9%	5.4%	16.8%	18.0%	58.9%	3.6%	6.3%	2.7%	81.5%	76.9%	-4.6%
US History	338	0.3%	5.6%	17.8%	25.4%	50.9%	7.2%	5.9%	-1.3%	75.6%	76.3%	0.7%
Life Science	440	0.9%	4.5%	21.8%	25.9%	46.8%	6.5%	5.5%	-1.0%	73.9%	72.7%	-1.2%
Biology	644	0.2%	4.0%	19.3%	30.3%	46.3%	5.7%	4.2%	-1.5%	67.6%	76.6%	9.0%
Chemistry	177	0.6%	2.3%	23.2%	24.3%	49.7%	5.2%	2.8%	-2.4%	76.8%	74.0%	-2.8%
Earth Science	13	0.0%	0.0%	0.0%	7.7%	92.3%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Int Science	612	0.2%	1.6%	22.5%	28.6%	47.1%	1.6%	1.8%	0.2%	78.1%	75.7%	-2.4%

PARENT AND COMMUNITY ENGAGEMENT

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

ENGLISH LEARNERS (EL)

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

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

The Proposed Standard-based, Research-based Curriculum	WASC accredited Evidence
English 9/10 AB Each uses *Language of Literature* from McDougal Littell and other selected prose, drama materials; each is a college-preparatory course that builds steadily a solid foundation of reading, writing, listening and speaking. The study of literature and writing provides the English Language Learners (ELL) with a context enriched with creative activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction, and mythology. Discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. They write to develop and expand their own ideas and to examine the work and ideas of published authors and artists. During the school year, students take 3 district mandate periodic assessments: Persuasion, Literary Analysis and Exposition. Reflection and evaluation of individual work is a cornerstone for developing the capacity to think, read, listen, speak, and write critically.	-Standard-based instruction -Student-centered activities -SDAIE/Scaffolding -Graphic Organizers -Portfolio showing growth - Student work -Data on the required district and state training for teachers -Periodic Assessments data -Rubrics for writing -Other test scores
American Literature and Composition This challenging college preparation course uses *Language of Literature* from McDougal Littell and a series of prose, poetry and drama texts; it strives to enable juniors to trace American history as it is marked by important cultural and sociological changes. As they explore those changes through the voices and narratives of a variety of significant authors, they will "hear" them speak of revolution, love, war, equality, social justice and personal changes; they will become more skilled readers of texts written in a variety of periods, genres, disciplines, and rhetorical contexts. They will pay careful attention as they do close reading, develop new insights into American society and identify the universal significance of each work. They will be expected to learn key literary terms, and imitate writing styles from narrative, descriptive, argumentative, literary analysis to expository. In doing so, they will become more skilled readers, and effective writers while communicating with the authors, teachers and their peers.	- Standard-based Instruction -Student-centered activities -SDAIE/Scaffolding -Graphic Organizer -Essay Portfolio to show growth and other work -Rubrics for writing -Information on required district and state training for teachers -Implementation of the administration of the periodic assessments, and data -Other test scores
World Literature and Contemporary Composition This college preparation course adopted the district *Expository Composition* Textbook, and is to provide seniors with practice in the four domains of written discourse (sensory/descriptive, imaginative/narrative, practical/informative/technical, and analytical/ expository /persuasive) and in exploring ideas and themes from literature and other sources. This course includes writing for personal, vocational, and academic purposes and reading for information, enjoyment, and inspiration. This course meets the requirement for graduation and fulfills the a-g requirement.	- Standard-based instruction -Student-centered activities -Graphic Organizer -Essay Portfolio to show growth and other work -Rubrics for writing -Data on the required district and state training for teachers -Periodic assessments data -Test scores
AP English Literature The course is College Board approved equivalent of an introductory college-level survey class. It is designed rigorously for students who demonstrate a special interest in and commitment to the study of literature and go to universities. Students are immersed in novels, plays, poems, and short stories from various periods. Students are engaged in the careful reading of literary works. They write daily using a variety of multimedia and interactive activities, interpretive writing assignments, and Socratic discussions. They	-Standard-based instruction -Student-centered Standard-based activities -Scaffolding/Graphic Organizer -Rigorous discussions -Multimedia activities -Rubrics for oral presentation -Rubrics for writing

develop critical standards for the appreciation of any literary work. To achieve these goals, students consider and explore the structure, meaning, and value of each work and its relationship to contemporary experience as well as to the time in which it was written. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare to take the AP examination to earn college-level credits. Students are required to do summer reading.	-Portfolio and other work -Test result
AVID/English Honors AVID is a study skill 4 year elective program that assists the core curriculum. English Honors is a rigorous college-preparatory course that builds a solid foundation of reading, writing, listening and speaking. The study of literature and writing provides students with a range of creative activities. Students explore big ideas and essential questions through the close reading of poetry, drama, fiction, non-fiction, and mythology. Socratic discussions provide opportunities and the necessity for investigating the tensions and friction among different perspectives and interpretations. Students write to develop and expand their own ideas and to examine the work and ideas of published authors. They develop the capability to reflect, evaluate, think, read, listen, speak, and write critically based on each individual work read.	- Standard-based instruction -Student-centered activities -Differentiated methods -SDAIE/Scaffolding -Graphic Organizer and other student work -Essay Portfolio to show growth -Data on the required district and state training for teachers -Periodic assessments data -Rubrics for writing and oral presentation -Test Scores
Algebra I Algebra 1 continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulative to calculators and application software, should be used regularly for instruction and assessment.	-Master schedule -LAUSD pacing guides for Algebra I, Algebra 2 and Geometry -Standard-based instruction -Student-centered activities. -Student work -Periodic assessments data -Test Scores
Algebra II In Algebra II class, students extend the fundamental concepts and skills of elementary algebra to a higher level, and, while they are introduced with new concepts, they learn to draw upon the same basic themes studied previously. Algebra II also offers students the opportunity to apply algebraic skills and reasoning to the related mathematical areas of trigonometry, data analysis, probability, and discrete mathematics, and better prepares sophomores for the California High School Exit Exam (CAHSEE).	-Standard-based instruction -Student-centered activities. -Student work -Test scores
Geometry This course relates elements of plane, solid, and coordinate geometry. Students relate figures such as angles, parallel and perpendicular lines, circles, triangles, quadrilaterals and other polygons. Right triangle trigonometry and properties of three-dimensional solids are investigated. Inductive and deductive reasoning is stressed and explored through direct proof. An emphasis on integrating geometric concepts with algebraic skills will be reinforced throughout the year. The depth, scope, and pace greatly exceed that of Geometry. Students apply learned skills via real-world applications and approach problem solving both logically and creatively.	-Student work -Extended Bell Academy class rosters -CAHSEE class roster -Summer School rosters -Team teaching with Special Education teachers -Differentiated teaching -Test scores -CAHSEE scores
Introductory Spanish This course introduces students to the sound system and basic vocabulary of	-Standard-based instruction -Student-centered activities

the language. Students will begin developing basic proficiency in the language utilizing listening, speaking, reading and writing skills. Upon completion of the course students will be able to speak and understand basic Spanish. Exploration of Spanish speaking countries will be used to develop cultural awareness and enhance language learning opportunities. Students will be using textbooks along with music, DVDs and technology to further engage their use of the Spanish language. The enriched curriculum also includes guest speakers and regalia.	
<u>Spanish II and III/Native Speakers</u> It is a course designed for students who already have basic skills in the Spanish language. Students will continue to enhance their proficiency through the use of listening, speaking, reading and writing. Students will be required to communicate exclusively in Spanish with emphasis placed on speaking skills for non-native speakers and reading and writing skills for native speakers. Exploration of the various cultures of the Spanish speaking world will further develop the students' appreciation for the countries where Spanish is spoken. Students will be using textbooks along with music, DVDs and technology to further engage their use of the Spanish language. They will conduct peer tutoring dialogue and oral presentation based on the various cultural imbedded hands-on activities.	-Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -Test scores
<u>AP Spanish Language</u> The course is College Board Approved and is intended to prepare the Jefferson school advanced students for the AP examination. It is equivalent to a third-year college Spanish language class. Students are expected to use Spanish consistently in group work, discussions, and other activities in class. They are expected to have a large Spanish vocabulary, verb forms, and grammar structures necessary to communicate fluently and spontaneously in speaking and writing. Students read additional pieces in addition to those in the textbook. Informal writing exercises will occur in almost every class. They include short letters, summaries of readings and reactions to texts (written, audio, visual, etc.). Students have ample opportunity to speak in class both formally and informally. Class participation grades are based in large part on the students' making of PowerPoint Presentation, magazines and poetry book designs. The course also boasts high percentage passing rage in the AP Spanish tests since 2006.	-Standard-based instruction -Student-centered activities -Student work -Rubrics for grading -High percentage pass rate in AP Spanish since 2006
<u>AP Spanish Literature</u> This is an AP Board approved course designed for students who are proficient in the Spanish language. They will be reading Hispanic Literature based on the A. P. curriculum. All of the works included on the official AP Spanish Literature reading list are included in the selected text used and taught. Each student will be able to analyze, discuss and interpret a poem, a play or a narrative through speech, tone, genre, style, characters, and themes. The literary text is taught, not as an end in itself, but as a cultural and historical construct from which they can gather many aspects of Hispanic studies—from simple customs to basic values through collective critical inquiry of the class. The course is conducted entirely in Spanish and students will use Spanish in their discussions or interactions in class, and prepare for the AP exam to earn college credit.	-Standard-based instruction -Student-centered activities -Student work -High percentage pass rate in AP Spanish since 2006
<u>Biology</u> In this college preparation course, study will focus on the central concepts of continuity, cell, development, energy transfer, evolution, interdependence,	-State adopted Textbooks -Periodic Assessment data -Standard-based instruction

and regulation. A major emphasis will be on developing these central concepts using scientific inquiry and understandings about scientific inquiry. Many levels of biological organization are explored through standard-based instruction/discussion, small group, cooperative learning and hands-on laboratory experiences. Scientific vocabulary, historical philosophies, methods, societal, ethical and environmental effects of scientific progress are also addressed.	-Student-centered activities -Student work -Rubrics for grading -Test scores
Physics This college preparation curriculum is aligned to content standards. It uses benchmark assessments, inquiry-based investigation and reflective learning. It strives for the development of scientific literacy among students. Within the Dimensions of Scientific Literacy, students will understand important aspects about the world in which they live, and make rational choices within a social, technological, and environmental context. The teacher aligns various lessons with the pacing plans and District-adopted textbooks to enable students to understand the nature of science and scientific knowledge, to understand and accurately apply appropriate science concepts, principles, laws and theories in interacting with society and the environment, to use processes of science in solving problems, making decisions, to understand and appreciate the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment, to develop numerous manipulative skills associated with science and technology, to interact with the various aspects of society and the environment in ways that are consistent with the values that underlie science, to develop a unique view of technology, society and the environment as a result of science education, and continue to extend this interest and attitude throughout life.	-Content area pacing plan and lessons -State-adopted Textbooks -Periodic Assessment data -Student work -Student-centered activities -Rubrics for grading
Social Science Curriculum The social science course sequence requires geography for 9th graders for improving performance on the CST tests; world history for 10th, US History for 11th and economics, and government for 12th for fulfilling the A-G requirements. The content area uses the District-adopted texts, assessment and instructional guides The content area makes use of a variety of techniques to deliver instruction, focusing on graphic organizers and vocabulary strategies. The central objective is to learn how the history of the world has shaped modern society. Students will expand their awareness and comprehension of the cultural elements and geographic themes, the historical challenges, outcomes, and trends that designed society's development. Also, students will learn how cultures and societies both overlap and differ to demonstrate the diversity of our world. In many ways, students will understand how the arrangement and structure of a society's government, economics, and cultural patterns compose world history.	-Master Schedule -LAUSD pacing guide for 10th grade World History -District World History periodic assessment data -Pacing plan and lessons -Standard-based instruction -Student-centered activities -Rubrics for grading -Student work

Appendix E: Suggested Seminar Topics, Jefferson

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

Appendix F: Role of the College and Career Coordinator

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

1. Publicizing and providing information about career and college readiness, mentorship and student support programs for 9th through 12th grade students.

2. Assisting students and their parents in identifying college prep programs, career internships, scholarships, and colleges and universities that meet the particular career and academic needs of each student.

3. Screening college and scholarship information and applications.

4. Offering workshops and meetings on postsecondary options, college admission and financial aid for students in grades 9-12.

5. Serving as a resource to Small School staff, feeder middle schools and neighborhood elementary schools.

6. Assisting students with the completion of college applications and financial aid forms.

7. Providing guidance lessons and curriculum for seminars (advisory period).

8. Establishing and promoting a supportive relationship with representatives of various colleges and universities.

9. Informing students and parents about predatory practices of some proprietary schools and fraudulent scholarship services.

10. Coordinating school site and/or Local District College and Career Fairs.

11. Coordinating administration and registration of AP, PSAT, and SAT/ACT

12. Providing PSAT test results interpretation to staffs, students and parents/guardians.

13. Promoting and helping to organize through the Small Schools, career and college activities such as *Cash for College*, College Month, and career forums.

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

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

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

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

(green)	=	Periods 1 - 4
(yellow)	=	Periods 5 - 8
(purple)	=	Admissions Day
(pink)	=	Pupil Free Day
(blue)	=	Unassigned Day
(orange)	=	Holiday

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

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

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

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

CST window : May 9-19, 2011

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

<u>Green Day</u>

Monday, Thursdays

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

Total minutes = 378

<u>Gold Day</u>

Wednesdays, Fridays

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

Total minutes = 378

Alternating Tuesdays

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

Total minutes = 288

Alternating Tuesdays

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

Total minutes = 288

UCLA After School Program

Appendix I: UCLA After School Program

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

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

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

Thomas Jefferson High School

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

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

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

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

Academic Support:

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

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

UCLA After School Program

4REAL H.O.P Institute:

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

After School Leadership "Take Action"

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

Leadership Institute

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

Conditioning

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

Cheer

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

Mural Design

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

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

UCLA After School Program

Extended Learning Classes

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

Bike Club

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

Intramural Sports

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

Senior Reward Program:

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

UCLA Summer Youth Program:

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

Contact Information

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

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

Appendix J: School Home Compact

Thomas Jefferson High School Educational Complex

Student/Parent/School Staff Compact

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

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

Student's signature _____ Date _____

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

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

Parent's signature _____ Date _____

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

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

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

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

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

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

Conduct Standards for Classrooms

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

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

Consequences:

1st offense – Teacher Warning

2nd offense – Teacher Classroom Detention (Missed detention moves it to the next level)

3rd offense – Teacher Classroom Detention and parent contacted

4th offense – Student referred to SLC Counselor

5th offense – Student signs contract with Counselor

6th offense – Student referred to Dean's office

7th offense – Student referred to Administration

Severe student misconduct will be immediately referred to Administration. Offenses would include fighting, drug or alcohol use, weapons, etc.

Procedures for Detentions

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

Unexcused Tardies and Unexcused Absences:

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

1st offense – 1st warning by teacher and documented by teacher in the school's attendance
    program. Student clears at Attendance

2nd offense – 2nd warning by teacher and documented in the school's attendance
    program. Student clears at attendance. *Administration provides for Tell- a-Parent computerized phone call home.*

3rd offense – Detention referral by teacher. Student to write a reflection in detention

4th offense – One day suspension and parent conference set-up by Deans. Parents warned
    of what the consequences are for the continued behavior

5th offense - If a student is assigned five (5) or more detentions per semester they are
    to receive a *PSA Counselor Ticket or a Campus Police Ticket*,
    whichever is most appropriate. (Student would have a choice between
    this or attending an **intervention** program provided in collaboration with
    "Pathways to Success;" and /or the EduCare Programs.)

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

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

School Wide Student Discipline Offenses
Resulting In Disciplinary Action Cass II – *Severe With Immediate Referral*

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

Use of Law Enforcement

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

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

BEHAVIORAL CONTRACT

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

_____ Arriving late to class(es) and/or excessive absences from school

_____ Not being prepared with the necessary materials, such as textbook, pens, pencils, paper, PE clothing

_____ Lacking respect for school personnel

_____ Wearing inappropriate attire to school

_____ Refusing to participate in academic learning

_____ Possessing electronic equipment at school

_____ Loitering on or around campus, leaving classes without permission

_____ Destroying, defacing, or damaging school property

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

_____

_____

_____

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

Mentor s: Counselor: Mr. Parada

PSA: Mr. Martinez   PSW: Mr. Tuazon

Dean: Mr. Escandon   SLC Administrator: Ms. Miyahara

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

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

_____   _____
Parent's Signature   Date   Student's Signature
Date

_____   _____
Dean's Signature   Date   AP's Signature   Date

Los Angeles Unified School District
THOMAS JEFFERSON HIGH SCHOOL

CONTRATO DE COMPORTAMIENTO

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

_____ Llega tarde y falta mucho a clase o la escuela

_____ No llega preparado con los materiales necesarios (no libro, pluma, lápiz, papel, o no viste para clase de educación

   física)

_____ Falta el respeto por personas de la escuela

_____ Viste inapropiadamente/ropa inadecuada

_____ Uso inapropiado de lenguaje (blasfemias) a los adultos y a sus compañeros

_____ Rehúsa participar en la instrucción academia

_____ Fuera de clases o la escuela sin permiso

_____ Destruyendo, desfigurando, o perjudicando la escuela

Como resultado del comportamiento, _____ hará lo siguiente:

_____

_____

_____

_____

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

Mentor: Consejero: Mr. Parada

 PSA: Mr. Martinez   PWS: Mr. Tuazon

Decano: Mr. Ecandon   SLC administrador: Ms. Miyahara

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

Entendemos y aceptamos las consecuencias que mencionan en este contracto.

_____   _____
      firma del padre   fecha   firma del estudiante   fecha

_____   _____
     firma del decano/a   fecha   firma del subdirector/a   fecha

Thomas Jefferson High School Educational Complex

High Academic Achievement Action Plan

Appendix M: Accountability Matrix

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: <u>2008</u> <u>2009</u> <u>Change</u> District 34% 38% +4% Grade 9 – 14.4% 13.8% -0.6% Grade 10 – 11.7% 13.1% +1.4% Grade 11 – 9.2% 9.8% +0.6%	10%	• English learners, including (RFEPS) • Standard English learners • Students with Disabilities	Engage all teachers and instructional paraprofessionals in professional development that will target SDAIE methodology and student-focused instructional strategies. Create a Master Schedule that provides grade level teachers within each SS a common conference period to be used for instructional planning by grade levels, in vertical teams and in a cross-curricular manner. During the common conference period, teachers will make instructional decisions based on review of student assessment data, i.e., adapting lesson plans and incorporating instructional strategies, such as AVID, SDAIE, Differentiated Learning, Conceptual Understanding, ESQR, and Accelerated Reader. Reduce class size to implement instructional strategies, including the use of an extra period for Math Tutoring in grade 9 for all SSs, that focus on individual student academic needs through personalization of instruction and providing timely feedback on student learning and assessments. Utilize the Learning Center and use Aleks, Algebra Readiness and/or other programs as intervention tools.	QEIA, Title I, Bilingual, Special Education	Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics Language Arts: • 20% of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment by 5% Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued) % Proficient/Advanced CST Math by grade:		• English learners, including (RFEPS)	Create small school master schedules that provide grade level teachers within each SS a common conference period to be used for instructional planning by grade levels, in vertical teams and in a cross-	QEIA, Title I, Bilingual, Special Education	Grades 9 and 10: • Increase the % of students scoring proficient or above on the periodic assessments by 2%	Principal Administrators Instructional	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

High Academic Achievement Action Plan

Accountabilities				LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
	2008	2009	Change		• Standard English learners • Students with Disabilities	curricular manner. During the common conference period, teachers will make instructional decisions based on review of student assessment data, i.e., adapting lesson plans and incorporating instructional strategies, such as AVID, SDAIE, Differentiated Learning, Conceptual Understanding, ESQR, and Accelerated Reader. Reduce class size to implement instructional strategies, including the use of an extra period for Math Tutoring in grade 9 for all SSs, that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Utilize the Learning Center and use Aleks, Algebra Readiness and/or other programs as intervention tools.		Grade 11: • Increase the % of students "ready for college" on the Early Assessment Program (EAP) of Readiness for College English by 2% Grade 9-12: • Increase the number of students on-track in terms of credits earned by 5%	Council Small School Leadership Councils	
District	35%	37%	+2%							
Algebra 1 –	0.8%	1.2%	+0.4%							
Geometry –	1.0%	0.3%	-0.7%							
Algebra 2 –	1.8%	0.3%	-1.5%							
HS Math –	3.7%	0.0%	-3.7%							

% Proficient/Advanced CST Science and Social Science:				10%	• English learners, including (RFEPS) • Standard English learners • Students with Disabilities	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Engage all teachers and instructional paraprofessionals in professional development that will target "Blueprint" Standards data, CST release questions and periodic assessment questions to focus lessons aligned with the District's science plan. Provide all students access to the various	QEIA, Title I, Bilingual, Special Education	• See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
	2008	2009	Change							
Biology	5.7%	4.2%	-1.5%							
Chemistry	5.2%	2.8%	-2.4%							
Integ. Sci1	1.6%	1.8%	+0.2%							
Life Sci	6.5%	5.5%	-1%							
World Hist.	3.6%	6.3%	+2.7%							
U.S. Hist.	7.2%	5.9%	-1.3%							
% Proficient/Advanced CST History / Social Science by grade:										
Social Science										
	2008	2009	Change							

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World History
 	
           2008   2009   Change
Grade 10   3.6%   6.3%   +2.7%
 	
U.S. History
 	
           2008   2009   Change
Grade 11   7.2%   5.9%   -1.3%
			science courses and instruction needed to master the concepts and skills tested in the CST and to provide additional support for the math component of CAHSEE. Implementation a tutorial class to support underperforming students not making adequate progress in History/Social Studies classes. Assign 80% of at-risk students to a tutorial class that takes place during the school day.
			Train teachers in using explicit rubrics, quality formative and summative assessments, concept lessons, and written and oral feedback.
			Implementation a tutorial class to support underperforming students not making adequate progress in History/Social Studies classes. Assign 80% of at-risk students to a tutorial class that takes place during the school day.				

Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 07-08 08-09 Change ELA 70.3% 63.6% -6.7% MATH 91.1% 91.2% +0.1%	-10	• English learners, including (RFEPS) • Standard English learners • Students with Disabilities	Train teachers in using explicit rubrics, quality formative and summative assessments, concept lessons, and written and oral feedback. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments.	QEIA, Title I, Bilingual, Special Education	• See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing

Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.
 	
        07-08   08-09   Change
        3.1%   2.6%   -0.4%
 	
Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.
	3.4%	All students	Provide training and support for teachers and counselors to identify under-represented students for GATE.	QEIA, GATE	• Number of state identified Gifted students	Principal
						
						Administrators
						
						Instructional Council
						
						Small School Leadership
							8/2010 and ongoing

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<table><tr><td></td><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>African Americans</td><td>2.5%</td><td>1.2%</td><td>-1.4%</td></tr><tr><td>Hispanics</td><td>3.2%</td><td>2.8%</td><td>-0.4%</td></tr></table>	4.8% 3.2%					Councils Advisory Councils	
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities Prof/Adv CST ELA Subgroups: <table><tr><td></td><td>07-08</td><td>08-09</td><td>Change</td></tr><tr><td>African American</td><td>8.6%</td><td>5.6%</td><td>-3.0%</td></tr><tr><td>Hispanic</td><td>12.8%</td><td>13.4%</td><td>-0.6%</td></tr><tr><td>English Learners</td><td>1.5%</td><td>2.2%</td><td>+0.7%</td></tr><tr><td>Sts. w/ Disabilities</td><td>2.2%</td><td>2.1%</td><td>-0.1%</td></tr></table>	10%	• English learners, including (RFEPS) • African-American • Hispanic • Standard English learners • Students with Disabilities	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.Program students into intervention classes during the day so they have a double block of ELA and mathematics, which will be taught by different teachers in collaboration.	QEIA, Title I, Special Education	• See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Accelerate the performance of Standard English Learners (SEL)	10%	Standard English learners	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.Program students into intervention classes during the day so they have a double block of ELA and mathematics, which will be taught by different teachers in collaboration. Implementation a tutorial class to support underperforming students not making adequate progress in core classes. Assign 80% of at-risk students to a tutorial class that takes place during the school day.	QEIA, Title I	• See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English		English learners, including	Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and	QEIA, Bilingual	• CELDT • ELSSA Data	Principal Administrators	8/2010 and ongoing

January 5, 2010

Los Angeles Unified School District
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07-08 08-09 Change 28.7% 46.1% +17.5% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	7%	(RFEPS)	curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.			Instructional Council Small School Leadership Councils Advisory Councils	
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 07-08 08-09 Change 23.1% 32.4% +9.3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	Met target Should be no negative growth	English learners, including (RFEPS)	Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.	QEIA, Title I, Bilingual, Special Education	• See monitoring indicators for AMAO 1	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST 07-08 08-09 Change ELA 13.1 11.8 -1.3% Math 13.1 11.8 -1.3%	2%	English learners, including (RFEPS)	Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA,	QEIA, Title I, Bilingual, Special Education	• See monitoring indicators for AMAO 1	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing

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			ESL and mathematics classes.				
Increase EL reclassification rates at the elementary, middle, and high school levels 07-08 08-09 Change HS 4.0% 9.0% +5.0%	3%	English learners, including (RFEPS)	Meet with students personally to discuss their test scores, grades and ESL standing which motivates many to take the CELDT seriously and thus receive a better score and meet redesignation status. Provide opportunities for ELA and ESL teachers to collaborate around student assessment data, portfolios, and curriculum-embedded assessments to provide a coordinated transition for students between the two content areas. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.	QEIA, Title I, Bilingual, Special Education	• EL monitoring rosters, and where possible EL students not moving or reclassifying • RFEP Monitoring Rosters	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 07-08 08-09 Change ELA 2.2% 2.1% -0.1% MATH 0.0% 0.0% 0.0%	3% ELA 3% Math	Students with Disabilities	Establish the dual focused Learning Center with students programmed or referred as per their IEP, teacher recommendation. Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Require enrollment in after school UCLA tutoring program or Beyond the Bell ELA, ESL and mathematics classes.	QEIA, Special Education	• See monitoring indicators for CST	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Graduation rate will increase 06-07 07-08 Change 43.1% 48.6% +5.5%	5%	All students	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Meet with juniors and seniors on a quarterly basis to review credits and needed classes. Change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with extra credits can be concurrently enrolled in high school and a community college.	QEIA, Title I, Bilingual, Special Education	• Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic) • Decrease rate of drop-outs • Increase the percentage of 9th to 10th grade students accumulating 55 credits • 4-year longitudinal graduation rate (9th grade to graduation)	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Increase percent of 10th graders passing both parts of CAHSEE on the first attempt 07-08 08-09 Change 34.0% 44.5% +10.4%	6%	All 10th grade students	Reduce class size to implement instructional strategies that focus on individual student academic needs through personalization of instruction and timely feedback on student learning and assessments. Program students, who scored below basic and far below basic on the CST in math and/or English sections into intervention classes during the day so they have a double block of ELA and mathematics, which will be taught by different teachers in collaboration. Have teachers team teach CAHSEE materials as dispatches so students receive a full range of test preparation and vocabulary and writing exposure.	QEIA, Title I, Bilingual, Special Education	• Increased participation in CAHSEE preparation	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Dropout rate will decrease. 06-07 07-08 Change 58.0% 47.3% -10.7%	6%	All students	Reduce class size to implement instructional strategies that focus on individual student academic needs	QEIA, Title I, Bilingual, Special Education	Monitor students at risk: • 85% of students are in attendance for 96% or more of the time	Principal Administrators	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			through personalization of instruction and providing timely feedback on student learning and assessments. Meet with juniors and seniors on a quarterly basis to review credits and needed classes. Change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with extra credits can be concurrently enrolled in high school and a community college. Continue with monthly home visits for at risk students with four or more fails their report card during each grading period. Find alternative placement for students who cannot return to a regular high school setting.		• Increase in pass rates in English and/or math courses • Increase in number of students receiving an E or S in Work Habits or Cooperation • Increase attendance rates for both students and teachers to 96%.	Instructional Council Small School Leadership Councils Advisory Councils	

Thomas Jefferson High School Educational Complex

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway. 07-08 08-09 Change 53.3% TBD% +__%	80%	All students meeting senior and graduation requirements	Meet with all students every semester to review credits and needed classes. Change programs as needed to make sure students are successful in their chosen strand or pathway. Encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with extra credits can be concurrently enrolled in high school and a community college.	QEIA, Title I, Bilingual, Special Education	A-G enrollment and passing rates ● Decrease the number of students receiving Fails in A-G courses by 10%. ● Increase the percent of students earning C's or higher in A-G courses.	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing

Increase the enrollment in Advanced Placement course
 	
07-08   08-09   Change
1.2%   TBD%   + TBD%
 	
Increase pass rates on AP tests
 	
07-08   08-09   Change
76.9%   TBD%   +TBD%
	5%
	
	5%
		All students	Increase enrollment in honors classes as training for AP courses. Teachers of honors classes will receive extra training and work collaboratively across their SS to ensure students are prepared to take AP courses in their junior and senior year. Enroll and mentor students in online AP classes if they are not available at the school site. All AP teachers will work collaboratively across SSs in a learning team model to ensure students succeed in the AP tests.
			Students will also be referred to after school tutoring offered by UCLA Pathways program.
				QEIA, Title I, Bilingual, Special Education	Advanced Placement courses –
					● Increase Advanced Placement offerings at all high schools.
					● Increase the number of tests administered by 10%
					● Increase the number of subject matter tests administered by:
					  ● At least 2 (if the school administers less than 15 subject matter tests)
					  ● At least 1 (if the school administers less than 20 subject matter tests)
						Principal
						
						Administrators
						
						Instructional Council
						
						Small School Leadership Councils
						
						Advisory Councils
							8/2010 and ongoing

Increase students preparedness for College Career Readiness		All students meeting senior requirements	Meet with juniors and seniors on a quarterly basis to review credits and needed classes. Change programs as needed and encourage students to make up classes during the day, in the evenings via adult school, on line through LAVA, or at the local community college. Those with	QEIA, Title I, Bilingual, Special Education	Middle Schools ● Students passing core classes with C or better	Principal Administrators Instructional Council	8/2010 and ongoing

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Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
			extra credits can be concurrently enrolled in high school and a community college. Ensure that the college/career advisor for each SS meets with all seniors and tracks their progress and refers them to all necessary programs that will assist students in entering colleges.			Small School Leadership Councils Advisory Councils	

Thomas Jefferson High School Educational Complex

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • there are opportunities for parent involvement • they feel welcome at this school • there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).	At least 50% of parents respond "Strongly agree" or "agree"		Continue to provide various programs, such as weekly teen parent classes, Parent Project class for families to learn parenting skills, parent nights, monthly small school parent councils, Wednesday *Parents in Action* Meetings, Saturday classes, etc. are available to parents. Each small school will also have a community representative to assist in coordinating services between the school and families. The personalization provided by the small school size will allow the community representative to connect school services to specific families. The ConnectEd phone system will be used on a regular basis to inform parents of important events at the school. A year-long calendar is distributed via meetings, offices and students to inform parents of school activities, grading periods and changes in the schedule.	QEIA, Title I, Bilingual, Special Education	• **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate** – Every secondary school should be at 80% in 2009-10. • **Parent home involvement** should be at 80% for secondary schools in 2009-10. **School involvement** should be at 50% for secondary schools in 2009-10. • **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 80% for secondary schools in 2009-10.	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 50% of students respond "strongly agree" or agree		Continue membership in the community School Safety Collaborative, which is a neighborhood group that reviews crime and trends in the local community. Provide more after school clubs and activities so many students stay on campus after school, which is safer than other areas of the community.	QEIA, Title I, Bilingual, Special Education	● Increased and improved parent partnerships and welcoming environments ● Increased external partnerships to support instructional incentives and parent participation support ● Increased clear and accurate, updated communication regarding school policy and procedures, between school and home ● Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Principal Administrators Instructional Council Small School Leadership Councils Advisory Councils	8/2010 and ongoing
Decrease the number of suspensions 06-07 07-08 08-09 Change NA 9.2% 8.1% -1.0%	Already less than the asked for 25%. Will aim or 10% or less.		Provide alternatives to suspensions such as immediate parent contact, campus beatification, detention, in-house suspension, and community service.	QEIA, Title I, Bilingual, Special Education	● Decrease non-mandatory suspension rates at all schools by 25%. ● Increase the number of preventive school-wide discipline plans that are effectively implemented ● Team Implementation Checklist ● Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing
Increase attendance of staff and students 07-08 08-09 Change Students: 87.5% 89.6% +2.1% Staff: 91.2% 92.1% +0.9%	96% 96%		Provide further incentives for improved attendance such as monthly recognition through announcements, certificates, and prizes.	QEIA, donation account, fund raising	● Increase attendance incentives/rewards systems ● School-wide recognition ● Increase attendance incentives/rewards systems ● School-wide recognition	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing

Thomas Jefferson High School Educational Complex

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years			Continue to implement SPSA and QIEA goals and benchmarks	QEIA, Title I, Bilingual, Special Education	• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing
Decrease in the number of Title 1 Schools In PI status			Continue to implement SPSA and QIEA goals and benchmarks	QEIA, Title I, Bilingual, Special Education	• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing
Increase in the number of QEIA schools meeting annual targets			Continue to implement SPSA and QIEA goals and benchmarks	QEIA	• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.	Principal Administrators Instructional Council Small School Leadership Councils	8/2010 and ongoing

January 5, 2010

QEIA Alternative Application Goal Summary Sheet 2008

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

QEIA Alternative Application Goal Summary Sheet 2008

School: JEFFERSON HIGH SCHOOL

District: Los Angeles Unified School District   **County:** LOS ANGELES

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

The Seven Steps

As a workgroup:

STEP 1: Identify and clarify specific and common student needs to work on together.

STEP 2: Formulate a clear objective for each common need and identify related student work to be analyzed.

STEP 3: Identify and adopt a promising instructional focus to address each common need.

STEP 4: Plan and complete necessary preparation to try the instructional focus in the classroom.

STEP 5: Deliver Instruction: Make consistent and genuine efforts to try the group's instructional focus in the classroom.

STEP 6: Analyze student work to (a) see if the objective is being met, (b) better understand the need, and (c) evaluate instruction.

STEP 7: Reassess: Continue and repeat cycle or move on to another area of need.

Appendix P: Professional Development Calendar 2010-11, Jefferson

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<u>Step 4: IEP Review process:</u>

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

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

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

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

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

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

Appendix R: Drop-out Prevention Program, Jefferson

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

Tier 1

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

Tier 2

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

Tier 3

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

Tier 4

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

Tier 5

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

The sessions for the *Graduation Groups* include:

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

Appendix S: **Mental Health Services**

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

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

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

Health and Human Services Subcommittee

Tier II – Limited/Intensive Services
- Conflict Resolution
- Coordination of Service Team
- Parent Education
- Student Success Team

Tier III – Intensive Services
- Individual Therapy
- Group Therapy
    - Anger Management
    - Grief and Loss
    - Social Skills
    - CBITs
- Family Therapy
- Home visits
- Crisis Interventions
    - Suicide/Homicidal Ideation
- Teen Parenting

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

1. Let the family know you came to drop-off the student's report card and would like to speak about their child's progress.

2. If the family is not there, you may leave packet with a relative <u>only</u>. If the family moved, gather new address/telephone number.

3. Spanish-speaking families may be referred to the *Reporte de Calificaciones* sheet as necessary.

4. **Be positive**. First, review all the student strengths in the report card – anything you can find. Remember, students who are failing are in trouble in school and probably at home, and the parent has likely heard the bad news. Negativity does not create dialogue.

5. Let them know you have ideas about how student can improve but you'd like to hear if they have any ideas first.

6. Listen.

7. Review how student may improve:
    - √   Do you want your child to graduate and why?
    - √   Student needs to raise grades and I have some ideas how.
    - √   Is there a designated homework time and area?
    - √   Parent doesn't read English? They can check homework and initial on the corner every day.
    - √   There is tutoring available after school, encourage parent to take and verify that student is attending.
    - √   Student needs to come to class on time, remain quiet, complete work, etc
    - √   Some teachers allow work to be made-up but student needs to ask teacher – encourage parents to meet with counselor and teacher about make-up work.

8. *You may encounter a family who needs immediate assistance due to a crisis. You're not alone! Call Laura Baca at (323) 521-1221 for help.*

Appendix U: Parent Involvement Policy: Thomas Jefferson High School
Title I program

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

Policy Involvement

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

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved (20 USC 6318[c][1])

    - Letters regarding No Child Left Behind Testing data released in late August is shared in the Program Improvement Letter mailed immediately, in accordance with district policy.

    - At the First Title I Meeting in November, all required information is shared. This is the "Annual Title I Meeting." Questions are answered and a brief quiz reviewing important points is completed with the whole group.

2. Offer a flexible number of meetings (20 USC 6318[c][2])

    - The school tries its best to meet the schedule of parents by offering the following opportunities for parents to be involved.
        - CEAC meetings are held the 1st Wednesday of the month from 5-6:30PM
        - ELAC meetings are held the 3rd Wednesday of the month from 5-6:30PM
        - Parents in Action classes meet every Wednesday from 9-10:30AM
        - Classes on Graduation Requirements and College are held on Saturdays and after school as well as during school hours.
        - Parenting classes are offered on Mondays from 5-8:00PM in 10 week cycles.
        - The College Center offers assistance from 7:30-4:30PM daily with additional opportunities on several evenings and weekends.
        - Other meetings are held during the times when most parents can attend. Other meetings include events held by SLCs and the counseling offices.
        - There is a need to have a calendar of the year planned out in the summer so that parents can plan ahead. The Title I office is working on coordinating this resource to be avail able for the 2009-2010 school year.

3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and Title I parental involvement policy* (20 USC 6318[c][3])

    - Mail survey of the "Keys to Parental Involvement" to all parents with the registration packet at the beginning of school.

    - Mail the current policy to the whole school in January for review.

    - CEAC committee to take suggestions at February Meeting.

- CEAC committee to accommodate suggestions and share policy at March Meeting to submit recommendations for review by School Site Council in April.

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

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

5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet (20 USC 6318[c][4][B])
    - The PARENT NOTEBOOK classes are offered throughout the year, Individualized Graduation Plan meetings held annually with the counselors, Special Events Nights (Passport to Success) where the information is shared, Small Learning Community Event Nights, College Nights, etc.
    - CAHSEE and CST Parent Training offered January – February

6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children (20 USC 6318[c][4][C])
    - CEAC and ELAC meetings held consistently, "Madres En Acción/Parents In Action" meetings held consistently on a weekly basis, SLC parent meetings held at various times throughout the year, individual parent conferences can be arranged with teachers and counselors on an as-needed basis for all parents.

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

Shared Responsibilities for High Student Academic Achievement

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

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

Building Capacity for Involvement

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

1. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 USC 6318[e][1])
   - CAHSEE and CST Parent Training classes offered January – February
   - Offer trainings in individual subjects – Algebra for example
   - The PARENT NOTEBOOK classes offered throughout the year
   - Special Event Nights – Passport to Success
   - Purchase software parents can use at home to academically assist their students
   - Individualized Graduation Plans meetings held annually with counselor

2. Provide materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318[e][2])
   - The PARENT NOTEBOOK and the Parent Project Classes
   - Special SLC Parent Meetings and Events with materials and trainings
   - Individualized attention according to parents' and students' needs.

3. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 USC 6318[e][3])
   - Increase the opportunities parents and teachers positively interact throughout the year, allowing teachers to value the contributions of parents, and parents to personally partner with individual teachers to improve the academic achievement of their student.

4. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 USC 6318[e][4])

   - Create opportunities for parental involvement through the use of newsletters, meetings, and automated calls home in supported programs such as: the College Center, Special Education, School Volunteer Program, and Community programs including those of the county, city, and other non-profit agencies.

5. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 USC 6318[e][5])

   - Parent Directory: A Who's Who School Guide available to parents. Make that information more readily available in more offices. All correspondence pertaining to parents   is provided in their home language as indicated in the SIS system.

6. Provide support for parental involvement activities requested by parents. (20 USC 6318[e][14])

   - All accommodations are made when possible to support activities requested by parents within reason, provided the activity supports student achievement.

Accessibility

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

Proposed Staff List 2010-2011 for Jefferson Educational Complex

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

Proposed Staff List 2010-2011 for Jefferson Educational Complex

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

Proposed Staff List 2010-2011 for Jefferson Educational Complex

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

Proposed Staff List 2010-2011 for Jefferson Educational Complex

ABC – Academy of Business and Communications
CAE – Creative Arts and Expression
ECP – Early College Program at Los Angeles Trade Technical College
GOAL – Global Outlook through Active Leadership
TPA – Teacher Preparation Academy
SSC – Student Services Center
CCC- College and Career Center

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

Appendix W

THOMAS JEFFERSON HIGH SCHOOL EDUCATIONAL COMPLEX

JOB DESCRIPTION FOR PRINCIPAL/COMPLEX MANAGER

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

B. Responsible to
Local District Superintendent or designee and small school administrators and stakeholders

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

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

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

Appendix X: Small School Leaders' Roles and Responsibilities

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

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

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

Counselor

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

Appendix Y: Teaching Staff Roles and Responsibilities

1. Provide rigorous, thematic, standards-based instruction.

2. Participate in Small School activities, including inter-disciplinary lessons, common rituals and routines, and small school meetings and events.

3. Design lessons and strategies that scaffold and differentiate for all students including accelerated learners and special needs populations such as ELLs, SELs, and SWDs.

4. Collaborate with the Professional Learning Community by attending professional development, examining student data and work, implementing common learning strategies, and reflecting on instructional practices.

5. Promote a structured, caring, healthy classroom environment conducive to learning.

6. Treat students equitably, recognizing and accounting for individual differences.

7. Use multiple methods for measuring student growth and understanding, and explain student performance to parents.

8. Demonstrate mastery over the subject area taught.

9. Complete attendance, grades, and other paperwork in a timely manner.

10. Fulfill other contractual duties as needed.

CERTIFICATED			Teachers	Admin	Counselors	
Numbers Based on Norms			62	2	4	
Positions needed to Fund			16 (15.5)	1	2	
Certificated Positions to Fund and their Cost						
Position			Cost			
16 Teachers		85,346	1,365,536		QEIA	
1 Teacher Advisor (admin)			121,669		ADD to QEIA	
2 Counselors		84,068	168,136		S046	
Beyond the Bell Counselor			106,485		S046	
Math Coach			95,525		V094	
Literacy Coach			95,525		0A56	
New Teacher Support			85,346		V094	
PSA			107,108		S046	
2 PSW		107,108	214,216		S046	
Dean			District		District	
Diploma Project Advisor			107,108		V094	
Bridge Coordinator			85,346		V094	
Title I Coordinator			95,844		S046	
Bilingual Coordinator			95,844		S536	
Career Advisor 1/2 time		included in .5 tchr			incl	
1 Teacher Assistant			12,405		S536	
Nurse 2 days (to supplement Dist 3 days)			34,922		S046	
TOTAL			2,791,015			
CLASSIFIED			Office Tech			
Numbers Based on Norms			7	includes SAA & SIS		9
Needed to Fund			3	2 Office Techs and 1 clerk		
Classified Positions to Fund and their Cost						

Position	Person	Current Funding Source	Cost	2009-10	
Office Tech	Joanna Mares	QEIA	48,583	QEIA	
Office Tech	Maria Quintero	S536	48,583	S536	
Office Tech	Paula Smith Bull	S046	46,908	S046	
Office Tech	Christina Hernandez	S046	46,908	QEIA	
Additional office tech			48,583	Norm	
Additional office tech			48,583	Norm	
Additional clerk			43,261	QEIA	
Clerk	Vanessa Walker	QEIA	43,261	QEIA	
Clerk	Kathleen Malone	S046	43,261	QEIA	
7 Student Aides		QEIA	48,000	QEIA	
Ed Aide II	Petra Alfaro	S046	8,778	V094	
5 Campus Aides		11673	192,200	11673 ?	
6 Campus Aides		QEIA	190,632	QEIA	
2 Community Reps		S046	21,793	E046	
2 Community Reps		S536	21,793	S536	
2 questions: 12139 & 2805 Office techs?				Dist	
TOTAL			901,127		

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

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

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

January 6, 2020

To Whom It May Concern:

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

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

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

Sincerely,

Pamela B. Schachter
Assistant Director

January 5, 2010

To Whom it May Concern,

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

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

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

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

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

we will continue to help Jefferson evaluate. This will include leveraging UNITE-LA's team of over 20 professionals that have built considerable expertise on school turnarounds and instructional excellence. UNITE-LA is now recognized as among the strongest high school reform and support intermediaries in the U.S.
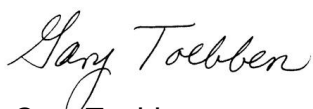
HIRE LA's Youth – HIRE LA's Youth and the Office of Mayor Antonio Villaraigosa, in partnership with LA Youth at Work, an initiative of the Los Angeles Area Chamber of Commerce, will continue to provide Jefferson High School students with the job preparation and resources they need to obtain and retain entry-level employment. L.A. Youth at Work will continue to offer both Job Skills Workshops, Work Readiness Certification Sessions, and access to employment opportunities through the campaign.

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

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

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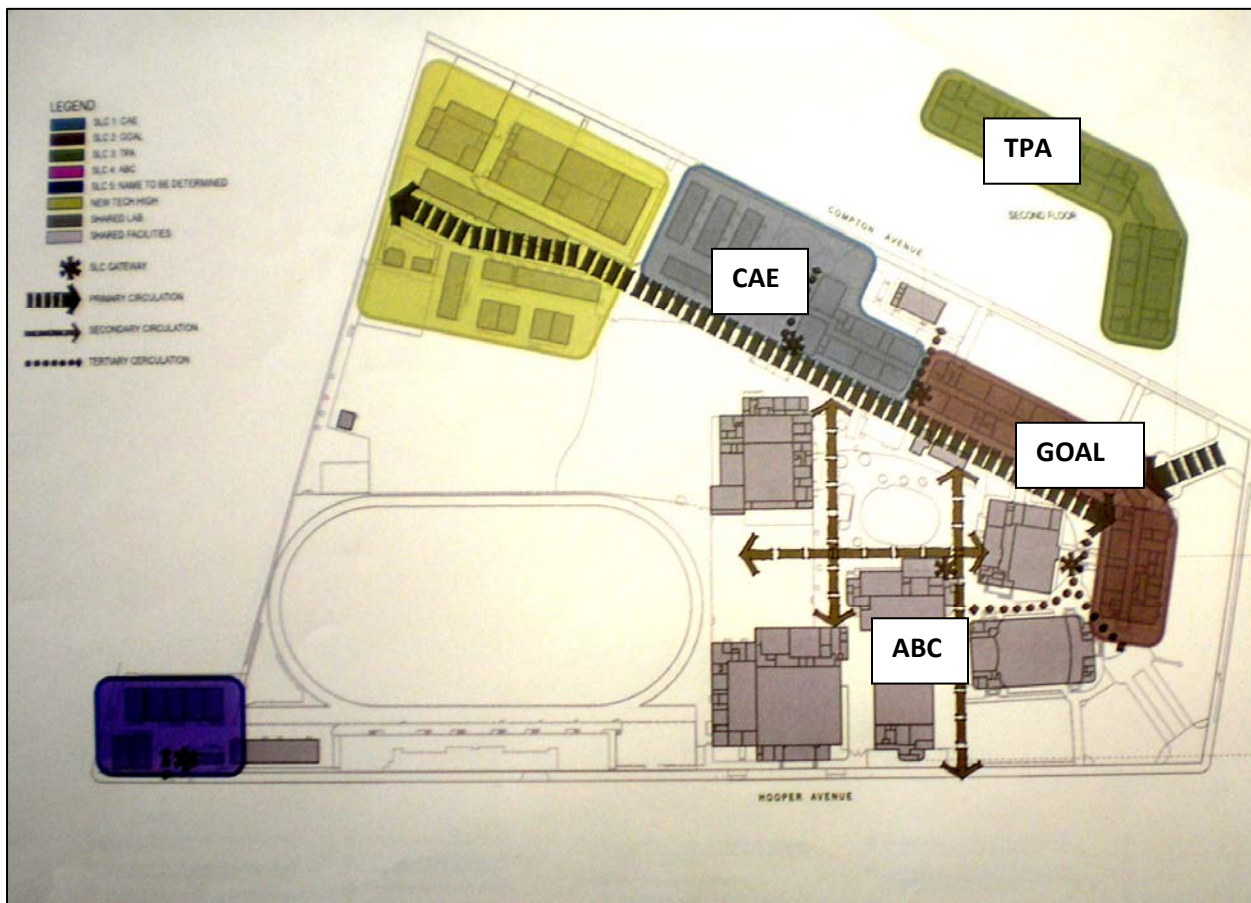
Sincerely,

Gary Toebben
President & CEO
Los Angeles Area Chamber of Commerce

David Rattray
President
UNITE-LA

Appendix BB: School Map

Academy of Business and Communication

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

2. Curriculum and Instruction

a. Curriculum Map and Summary

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

See appendix Sample Yearlong Student Schedule

Evidence of SLC Theme Evident in Instructional Strategies

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

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

c. Addressing the Needs of All Students

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

d. Accelerated Learning

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

Instructional Strategies: Assessments

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

Instructional Strategies: Extended Day

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

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

ABC Course Sequences 4/29/09

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

CTE Course Sequence: ABC 4/29/09

Course	Bubble #	Prerequisites/Description
Info Processing	849	½ year All 9th (pair with life skills) 10th in communication strand who have not passed alg 1
Exp Computer Science	363	10th in communication strand who have passed alg 1 11th in communication strand who have passed alg 1
Comp Tech	828	Any 10th/11th in communication strand or Any student who pass Com Net Management this year
Com Net Mng	361	Any student who passed Comp Tech
Bus Comm	321	10th, 11th, 12th in business strand
Accounting	351	10th in business strand who have not passed algebra 1 11th, 12th in Business strand
Journalism	826	JC course any 10th-12th graders in business strand
Bus Mangmt	364	12th grade only

Technology Pathway Outline

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

www.cde.ca.gov (2009)

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

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

National Research Center for Career and Technical Education (2009)

CTE Standards

1.0 Academics

2.0 Communications

3.0 Career Planning and Management

4.0 Technology

5.0 Problem Solving and Critical Thinking

6.0 Health and Safety

7.0 Responsibility and Flexibility

8.0 Ethics and Legal Responsibilities

9.0 Leadership and Teamwork

10.0 Technical Knowledge and Skills

11.0 Demonstration and Application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Computer Hardware, Electrical, and Networking Engineering Pathway

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

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

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

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

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

B4.3 Understand the ethical issues in computer engineering.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B6.8 Design and document data systems networks.

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

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

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

B7.3 Upgrade and patch operating systems as necessary.

B7.4 Define and configure firewalls.

B7.5 Detect and remove virus and worm threats.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. School Culture and Climate

PERSONALIZATION:

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

-COMPONENTS:

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

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

- There will be less than 500 students who belong to the SLC. Students and teachers will be familiar with each other on a personal level. Teachers will have almost every SLC student in their classroom at some point in time.

- New teachers will be interviewed and hiring decisions made by the SLC Administrator and a panel of ABC teachers in order to guarantee congenial working relationships, a collaborative effort, and a positive social situation.

- Interaction between teacher and students will be actively encouraged. The atmosphere will be that staff will be open to student suggestion and will include them in decision making wherever possible. Staff will receive in-service training on this issue and it will be part of their employee handbook

- Each SLC employee will be receive a copy of the employee handbook at their hiring. They will receive ongoing trainings on "a healthy SLC atmosphere."

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

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

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

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

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

  The Jefferson "WE ARE" program for incoming freshmen would be continued. Freshmen advisories would attend as a group. Three days would be spent off campus doing team building and dispensing information about their education to the freshmen. Lessons on **"Social Responsibility"** and the need to act responsibly with the interest of the larger community in mind would also be provided.

- Tenth grade advisory focuses on educating students on issues teenagers face. These are the "sex, drugs, and rock-n-roll" days. Outside speakers would be invited to the sessions to give out information. Lessons on **"Social Responsibility"** and the need to act responsibly with the interest of the larger community in mind would also be provided.

- The eleventh grade advisory is devoted to college preparation and developing a graduation portfolio. Lessons on **"Social Responsibility"** and the need to act responsibly with the interest of the larger community in mind would also be provided.

- The twelfth grade is similar to the eleventh; students write and revise college essays, prepare for the SAT's and discuss post-graduation plans and expectations. Lessons on **"Social Responsibility"** and the need to act responsibly with the interest of the larger community in mind would also be provided.

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

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

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

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

- Student Centered Teaching: Teachers will receive professional development training in teaching methods that will shift the focus of activity from the teacher to the learners. These methods will include active learning in which students solve problems, formulate and answer questions of their own, discuss, explain, or brainstorm during class, and participate in cooperative learning. Teachers will be looking to develop these skills in their students:

> -Creativity and Intellectual Curiosity: the ability to develop, implement, and communicate new ideas to others.
> -Critical Thinking and Systems Thinking: exercising sound reasoning in understanding and making complex choices; understanding the interconnections among systems.
> -Communication Skills: understanding, managing, and creating effective oral, written, and multimedia communications in a variety of forms and contexts would be employed.
> -Problem Identification, Formulation, and Solution: ability to gather necessary information, frame, analyze, and solve problems.

- Differentiated Instruction: Teachers will also receive professional development in differentiating their classroom teaching. Not all students are alike, and based on this belief teachers will offer students multiple options for taking in information and making sense of ideas. The curriculum will be adjusted to the learners as opposed to expecting the students to modify themselves for the curriculum. Classroom teaching will be a blend of whole-class, group, and individual instruction.

> -Blooms Taxonomy: will be used by ABC teachers in their classrooms in order to foster higher thinking skills

> -Garner's Multiple Intelligences: ABC teachers will utilize Gardner's theories to present material in the classrooms so as to allow for multiple learning styles.

(See more in Professional Development)

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

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

- Students will stay in the tutoring program until they are able to bring their classroom grade up to passing

- Tutoring will take place Mondays through Thursdays for one hour after school.

- Use will be made of the LAUSD designed "My Data" program that will provide academic data on the students on an individual basis.

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

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

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

SCHOOL CLIMATE:

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

-COMPONENTS:

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

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

- Great efforts have been made to modernize restrooms, clean and paint classrooms, and make hallways attractive as well as functional. New modern fencing is all around the school.

- A new modern cafeteria just opened up this semester with new seating to handle 300 students at a time; and a cafeteria line system that serves 2,000 students lunch in less than 20 minutes.

- Smaller Learning Community individualized eating areas have been designated around the campus with seating, shade covers, and flags in the colors of the SLC.

- The school gymnasiums have also been refurbished with new floors and new spectator seating.

- Whereas graffiti used to remain up for many days at the school, it now is covered almost immediately.

- On campus repairs are done in a timely manner by the school custodial staff.

- The noise level in most areas of the campus is low and conducive to instruction and other activities.

- Contiguous space for ABC classrooms will be provided for so that the students can claim that area as their own campus area.

- Classrooms will be clean and orderly; and conducive to learning.

- **Description of Culture:** The school culture will reflect norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

- **Academically:**

  - Data, both formative and summative, will be used to set academic goals for all students, and plan safety nets for students requiring additional academic assistance. This occurs on a regular basis throughout the year through the counselor's office as well as the Advisories.

  - The atmosphere will be one of intervention and assistance for the students who need it. It will also be an atmosphere of rewards for work well done. Recognition will be given at student assemblies, SLC publications, SLC bulletin boards, etc.

- **College Career Readiness:**

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

> **Partnerships** with outside resources have been developed, and more will be developed in the future for on-campus speakers, business plan writers, job interview trainers.
> **Internships** will be developed where ABC students can be placed for career guiding work experiences.
> **Site visits** will be planned to the local colleges for all ABC students. An orientation to the campus program will be provided for all such trips.
> **College admission workshops** will be started in the junior year of Advisories so as to assist the students with their applications and their questions.

- The educational program of the ABC Smaller Learning Community will be standards-based, and will meet all A-G college requirements.

- The promotion students will be based on units earned.

- To support this focus, the academy will use a variety of instructional materials and student assessments aligned to the state content standards.

- The academy will administer all federal, state, district, and college admission tests and assessments that will insure the success of ABC graduates.

School Calendar/Schedule:

- The ABC/Jefferson Calendar will be a traditional schedule going from fall to end of spring with the recognized holidays off. The number of days for instruction will be the required 180 days. The number of instructional minutes will be 65,300 as required for a senior high school.

- The proposed Class Schedule is included below. This alternating schedule will allow the SLC to offer eight (8) classes and one advisory to the students per semester. The classes will be 90 minutes in length, and will alternate days. Advisories would be on Tuesdays.

- This proposed schedule will give the SLC the opportunity to offer many more electives than a 6 period class schedule will, as well as providing for an advisory period.

See School-wide Appendix F: Bell Schedule

Extracurricular Programs and Athletics:

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

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

- **School Dances, SLC excursions, senior activities** will all be organized through a student leadership committee.

- The school will continue to participate in the city high school athletic leagues as a common area activity for Thomas Jefferson High School.

- ABC will conduct **intramural play** in soccer, basketball, and volleyball for those kids who are not able to qualify for a varsity sport. Intramural play will allow for camaraderie to develop and the community to feel closer together.

- **Clubs** will be formed in the SLC based on student interest. Teachers will be asked to sponsor at least one club each school year in order to provide for a varied high school experience for the students. This will also allow the students to get to know the teachers better, as well as the other way around.

ABC LEADERSHIP CLUB

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

Student Discipline:

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

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

A) Provide for the teaching of school rules, as well as social emotional skills;

B) Provide for teacher training on the use of effective classroom management;

C) Provide for parent/caregiver collaboration for discipline problems;

E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, SLC detentions.

D) Provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to an education, and the rights of teachers to teach them; provide for prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate.

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

- Conduct Standards for Classrooms:

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

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

- Consequences:

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

4. Assessments and School Data

a. Educational Goals and Metrics

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

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

B) Academic Rigor and Standards-Based Instruction

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

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

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

5. Professional Development Program

a. School Goals and Strategies for Professional Development

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

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

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

b. Teacher Orientation and Support

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

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

7. Serving Specialized Populations

Special Education:

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

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

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

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

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

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

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

c. INCLUSION AND RESOURCES PROGRAM:

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

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

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

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

d. SPECIAL DAY CLASSES (SDC):

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

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

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

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

e. COMMUNITY BASED INSTRUCTION (CBI):

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

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

f. ADMINISTRATION

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

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

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

9. School Governance

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

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

Roles and Responsibilities

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

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

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

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

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

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

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

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

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

10. School Leadership & Staffing Plans

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

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

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

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

Please read the following examples.

- An English teacher has a regular schedule, plus Business Law and Communication.

- A Special Education math teacher has SDC classes, plus Accounting.

- Another Special Education English teacher has SDC classes, plus Business Administration.

- Computer teacher has to cover Info Processing, which is required, plus our ambitious technology CTE—Hardware Repair, A-Plus Certification, IT Networking, and web design—therefore, we require an additional computer teacher.

- We will add a Finance course, and a Marketing course, in order to build our CTE pathways, which requires another math and English teacher.

Outside classroom personnel:

- An SLC requires an administrator in order to take care of logistics, operations, and serious discipline issues

- An SLC requires a counselor to create an A through G and CTE program for each student.

- An SLC requires a classified employee to monitor the hallways and bathrooms.

- An SLC will need special education teachers for all core classes and an RSP for students with IEPs in the general population.

- Translation can be provided by bilingual staff member

October 15, 2009

To Whom It May Concern:

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

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

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

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

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

Sincerely,

Jane Margolis, Ed.D

Senior Research Associate

School for the Creative Arts and Expression

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

Table of Content

1. Executive Summary

a. Assurances:

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

b. School Population and Data:

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

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

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

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

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

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

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

c. Vision, Mission and Philosophy:

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

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

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

CAE Mission	CAE Philosophy
CAE strives to develop students' inner creative voices and abilities so that they will increase their self-confidence, succeed, and contribute positively to society.	CAE believes that the incorporation of visual, performing, and media arts in all content areas reduces behavioral problems, reduces school violence, increases test scores, and increases student participation in positive extracurricular activities.

CAE Vision
All students are valued members of a creative, trusting, caring, and intellectual learning community. Focusing on the creative energy and leadership skills within each student, we create an environment that inspires and motivates students to express themselves in a positive manner. Through authentic class and CAE-wide yearly projects, students demonstrate their artistic abilities, who they are, and what they believe. Students are able to complete at least three years of visual and/or performing arts, their graduation requirements, and select from viable post-secondary options from the world of work to colleges and universities.

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

d. Education Plan:

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

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

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

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

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

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

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

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

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

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

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

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

CAE Highlights and Commitments:

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

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

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

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

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

e. **Community Impact and Involvement**:

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

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

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

f. Leadership/Governance:

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

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

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

g. Fiscal Plan:

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

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

2. Curriculum and Instruction

a. Curriculum Map and Summary:

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

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

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

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

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

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

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

b. Track Record of Proposed Curriculum:

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

c. Addressing the Needs of All Students:

The following local criteria will be used in determining eligibility:

Local criteria used in determining eligibility	Review Classroom Performance
- Diagnostic assessments - Early Reading/Literacy Assessments - Subject matter Assessments - Assessment Portfolios - Curriculum Based Measures - Formative Assessments - Reading Inventory - Standardized, CST Tests - Other Valid, Reliable Assessments	- Participation, class work, homework - Report Card Grades - Student Performances/Demonstrations - Student Records - Teacher input regarding student needs
Intervention Strategies to enhance student performance	**Other options including additional class time (extended courses)**
- Differentiated instructional methods - Modified student performance products - Progress monitoring - Student Support Services - Parental Involvement - Guidance - Counseling - Study skills - Pair/Share (gifted) - Socratic Inquiry (gifted) - Attendance improvement - Health/Wellness - Referral for community agency support as eligible - Limited English Proficiency (LEP)/English Language Learner (ELL) services	- Co-teaching (blended classrooms) - Individualized Instruction - Small Group Instruction - Computer Assisted Instruction - Educationally Related Support Services - Before-school, after-school or summer programs (parental approval) - Alternative Education Placement - Counseling Program - Homework Club - The Need for Lesson Modifications and Accommodations - Review the task of IEP expectation when it comes to lesson modifications and accommodations.

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

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

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

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

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

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

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

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

d. Accelerated Learning:

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

Through refocusing teachers' attention away from teaching, but towards learning, the accelerated students ranging from ESLs, ELDs to students with special needs will develop their potential. Through the pace of the courses such as AVID courses as an examples of the accelerated with assignments and expectations closely aligned to college preparation courses, these students will likely build their confidence to become more involved. Through the specific strategies and services and differentiated curricula, they will experience greater depth and complexity in a discipline. Since **Accelerated Learning** approaches learning based on what is known about how the brain works, about attention and motivation, and about different learning styles, it gets youngsters to use the analytical and creative sides of their brain in a relaxed but alert atmosphere specifically designed to foster learning. The following ways will increase the number of minority students enrolled in these **Accelerated Learning** classes:
- Make sure that the learning objectives are clear and easy to read and understand
- Provide written individual instructional guides if needed to insure that students stay focused and on task
- Provide clear expectations for Instructional assistants or resource staff to guide students through the lesson

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

e. Instructional Strategies:

A main component that we want to implement SLC wide is the use of AVID strategies in all classes. AVID (Advancement Via Individual Determination) is a nationwide program for students "in the middle" to help them succeed in four year colleges and universities. AVID teaches skills such as note taking, questioning, time management, self –monitoring, and collaborative work skills to help students be successful in their honors and Advance placement courses. Success in high school courses will help them be successful in their four year university endeavors. Currently, AVID serves more than160 students at Jefferson in all grades and SLCs. Out of the seven elective teachers, four are CAE teachers who have been trained in teaching the AVID course. Using the AVID methodology of WICR-writing, inquiry, collaboration, and reading- we plan to have a consistent cross curricular instructional teaching. We plan to have all teachers in CAE trained at Summer Institute or at local LACOE training.

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

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

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

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

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

3. School Culture and Climate

a. Description of Culture:

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

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

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

b. College and Career Readiness:

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

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

c. School Calendar/Schedule:

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

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

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

d. Extracurricular Activities:

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

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

e. Student Discipline:

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

f. Health mandates:

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

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

4. Assessment and Data

a. Educational Goals and Metrics:

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

b. Student Assessment Plan:

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

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

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

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

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

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

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

c. Data Team and Instructional Team:

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

d. Data System:

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

e. LAUSD School Report Card:

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

f. Research and Evaluation:

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

g. Operational Goals and Metrics:

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

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

5. Professional Development

a. Professional Development:

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

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

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

b. Teacher Orientation:

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

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

c. Program Evaluation:

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

6. Professional Culture

a. Professional Culture:

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

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

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

b. Evaluation:

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

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

c. Feedback:

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

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

7. Serving Specialized Populations

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

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

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

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

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

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

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

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

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

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

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

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

8. Family and Community Engagement Strategy

a. Identification:

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

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

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

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

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

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

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

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

b. Family and Community Engagement:

CAE is working vigorously to strengthen three areas of parental involvement
- Support for Learning at Home
- Volunteerism
- Participation in decision-making

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

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

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

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

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

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

c. Key Community Partnerships:

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

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

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

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

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

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

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

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

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

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

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

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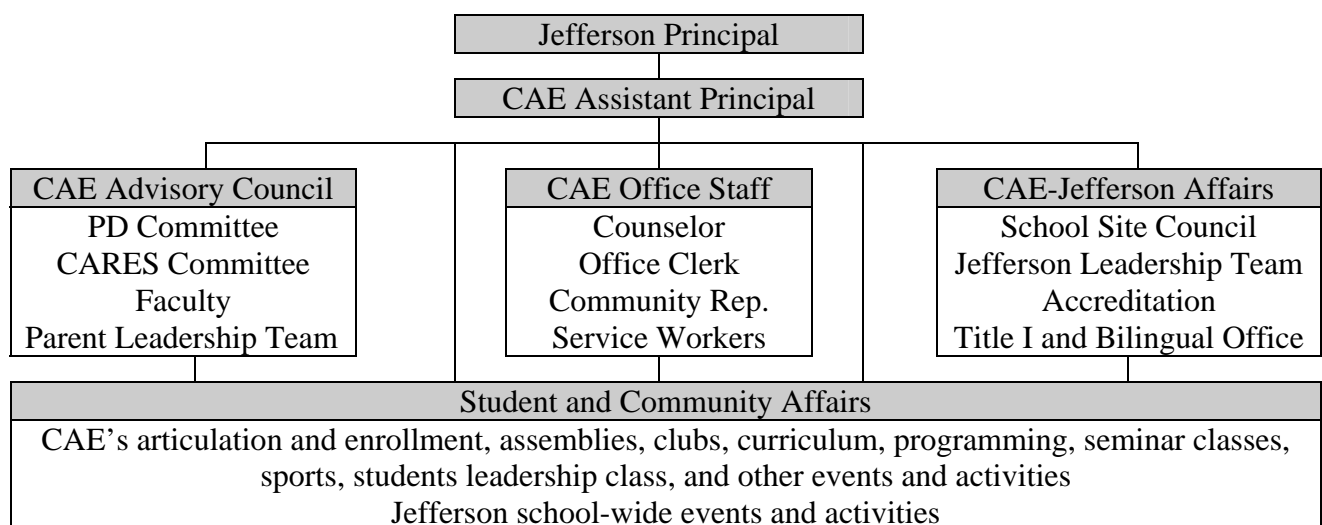
9. School Governance

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

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

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

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

Jefferson Principal
CAE Assistant Principal

CAE Advisory Council	CAE Office Staff	CAE-Jefferson Affairs
PD Committee	Counselor	School Site Council
CARES Committee	Office Clerk	Jefferson Leadership Team
Faculty	Community Rep.	Accreditation
Parent Leadership Team	Service Workers	Title I and Bilingual Office

Student and Community Affairs
CAE's articulation and enrollment, assemblies, clubs, curriculum, programming, seminar classes, sports, students leadership class, and other events and activities
Jefferson school-wide events and activities

10. Leadership and Staffing Plans

a. **Leadership Team Capacity:**

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

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

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

For more information on the leadership team capacity, please see the following documents:
- Governance and Responsibility Chart (Appendix)
- Rolls and Responsibilities of CAE Teams and Advisory Council (Appendix)
- The Constitution and Bylaws of the Jefferson High School CAE—The Club (Appendix)

b. **Staffing Model**

See staffing matrix in appendix

c. **Compensation**

LAUSD's salary schedule

d. **School Leadership:**

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

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

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

e. **Leadership Team beyond the Principal:**

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

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

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

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

Membership to the CAE Advisory Council is nominated by the SLC administrator and accepted or denied by the council's majority in a democratic process. Membership will be as follows:
- Parents (one or more for each grade level)… 4 to 10 parents
- Students (one or more for each grade level)… 4 to 10 students
- Administrators (assistant principal/counselor)… 1-2 administrators
- Faculty (one or more for each content)… 5 to 10 teachers

f. **Recruitment of Teaching Staff:**

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

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

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

11. Operations

a. **Internal Applicants:** CAE adheres to the Jefferson-wide agreement to continue to use all existing LAUSD operational services provided at the school site and follow all Collective Bargaining Agreements.

b. **External Applicants:** Not applicable.

c. **Master Service Agreements:** CAE adheres to the Jefferson-wide agreement to participate in discussions regarding the viability of master service agreements.

d. **School Operations Experience**: CAE adheres to the Jefferson-wide agreement to continue to use LAUSD positions and individuals responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).

e. **Operations Start-up Plan**: CAE continues to work with the Jefferson principal who will work with School Management Services during the planning year to ensure a successful school opening with a new yearlong calendar and bell schedule.

f. **Operations Plan**: LAUSD will provide a menu of services for Jefferson.
   Note: Workforce Stability Taskforce is working on finalizing a service menu

12. Finances

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

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

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

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

13. Facilities

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

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