

PUBLIC SCHOOL CHOICE 2.0 APPLICATION
FOR
SOUTH REGION HIGH SCHOOL #4
(GRADES 6-12)



Submitted by Local District 8

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TABLE OF CONTENTS

SECTION 1: EXECUTIVE SUMMARY	PAGE 3
SECTION 2: CURRICULUM AND INSTRUCTION	PAGE 13
SECTION 3: SCHOOL CULTURE AND CLIMATE	PAGE 27
SECTION 4: ASSESSMENTS AND SCHOOL-WIDE DATA	PAGE 33
SECTION 5: PROFESSIONAL DEVELOPMENT	PAGE 38
SECTION 6: SERVING SPECIALIZED POPULATIONS	PAGE 45
SECTION 7: PERFORMANCE MANAGEMENT	PAGE 49
SECTION 8: COMMUNITY ANALYSIS AND CONTEXT	PAGE 51
SECTION 9: COMMUNITY ENGAGEMENT STRATEGY	PAGE 53
SECTION 10: SCHOOL GOVERNANCE AND OVERSIGHT	PAGE 56
SECTION 11: SCHOOL LEADERSHIP	PAGE 61
SECTION 12: STAFFING	PAGE 64
SECTION 13: FINANCES	PAGE 67
SECTION 14: IMPLEMENTATION	PAGE 71
TABLE OF CONTENTS FOR APPENDICES	PAGE 73



I. EXECUTIVE SUMMARY

- A. MISSION AND VISION:** *State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

MISSION: South Region High School #4 (Grades 6-12) will provide all students with a high-quality, rigorous academic program, featuring best first instruction coupled with high expectations, to ensure all students graduate college-prepared and career-ready. Caring adults, passionate about high student achievement and positive relationships, will support students' best efforts at self-expression by encouraging their dynamic curiosity of the world through project-based learning opportunities and collaborative work with their peers and community partners. The school will value student autonomy, positive interaction, respectful discussion of multiple points of view and choice in a personalized setting of small school Academies that cultivate students' academic and social development. A safe, clean, and organized learning environment will enable all students to develop pride in themselves, their peers, their school, and their community.

VISION: South Region High School #4 will produce college-prepared, career-ready graduates who are creative, empowered, ethically responsible and engaged critical thinkers who demonstrate a global perspective.

CORE BELIEFS: At South Region High School #4, all members of the school community believe that *all students can learn though not always in the same way or on the same day*. The school will adopt a cycle of continuous improvement for both students and staff. Staff, both certificated and classified, will work in Professional Learning Communities dedicated to assessing and improving practice through collaboration, based on collective inquiry and action research, no matter what the job. A rigorous A-G curriculum is required in Los Angeles Unified schools; SRHS #4 will give students ample opportunity for during-the-school-day intervention and during-the-school-year credit recovery. School-wide strategies such as Cornell note-taking and Socratic seminar will support the critical thinking skills students will require to become successful graduates and attain success after high school graduation. Adopting common teaching strategies, rituals, and routines will help maintain a school culture of high expectations. A rigorous curriculum, project based learning, and community-based service learning will develop the essential skills of the 21st century in: Information, Media and Technology; Life and Career Skills; and Learning and Innovation.

Staff will hold themselves and each other to a high level of involvement and responsibility for the success of students. A rigorous interview process and Elect to Work Agreement will be implemented (Section 12: Staffing) to ensure that all team members are equally dedicated to student success. The most important relationship is that of the student and the teacher in the classroom and all resources, professional development, and activities will be marshaled to support the positive, personalized relationships that ensure success for each student.

Equal quality education is a civil right and all students are expected to succeed in a safe, clean and compassionate environment. The staff is dedicated to doing "whatever it takes" to ensure the success of each student by effective teaching, mentoring, creating project-based learning opportunities, leading by example, developing community partnerships, and promoting pride in self, school and community.



South Region High School #4 (Grades 6 – 12)

B. STUDENT POPULATION: Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team’s experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

Feeder Schools

<i>School Name</i>	<i>%Proficient in ELA</i>	<i>%Proficient in Math</i>	<i>2010 API</i>	<i>2009-2010 Growth API</i>	<i>Made AYP</i>
Leapwood ES	48.6	54.8	764	37	Yes
Annalee ES	39.1	39.9	696	-31	No
Broadacres ES	36.8	44.3	706	-17	No
Del Amo ES	51.2	56.9	786	-33	No
Dominguez ES	43.7	53.6	753	0	No
Carnegie MS	38.4	29.1	698	27	No
Curtiss MS	30.8	24.0	650	0	No
Banning HS	34.8	42.5	646	33	No
Carson HS	41.3	54.8	641	30	No

<i>School Name</i>	<i>% African American</i>	<i>% American Indian/Alaskan Native</i>	<i>% Asian</i>	<i>% Hispanic</i>	<i>% Pacific Islander/Filipino</i>	<i>% White</i>
Leapwood ES	87.85%	0	.6231%	9.657%	.6231%	1.246%
Annalee ES	87%	.25%	2%	8%	2%	.75%
Broadacres ES	91.46%	.3559%	1.779%	5.694%	.3559%	.3559%
Del Amo ES	18%	.25%	23.5%	44%	13.5%	.75%
Dominguez ES	4.786%	.1709%	6.667%	82.05%	3.761%	2.564%
Carnegie MS	19.56%	.5882%	11.47%	54.1%	11.544%	2.647%
Curtiss MS	74.6%	.5952%	.7937%	22.02%	.3968%	1.587%
Banning HS	4.387%	.1935%	1.419%	90.68%	1.677%	1.645%
Carson HS	8%	0	8%	52%	16%	16%

<i>School Name</i>	<i>% English Learner</i>	<i>% Special Education</i>	<i>% Economically Disadvantaged</i>	<i>Total Enrollment</i>
Leapwood ES	2.516%	10.8%	54%	321
Annalee ES	3.046%	11.56%	72%	400
Broadacres ES	.7168%	10.78%	68%	281
Del Amo ES	18.56%	15.9%	63%	400
Dominguez ES	30.07%	16%	88%	585
Carnegie MS	9.232%	10.9%	71%	1360
Curtiss MS	5.159%	12.51%	73%	809
Banning HS	21.72%	15.53%	75%	3407
Carson HS	8%	11.03%	51%	3304

Students attending South Region High School #4 will be a diverse group of 6th through 12th grade students. Based on feeder school demographics our population will likely be comprised of approximately 69% Hispanic, 10% African American, 6% Pacific Islander, 2% Filipino, 5% Asian, 6% White and 2% other. Of all students enrolled approximately 11% will need special education services, 16% English Learners, 71% economically disadvantaged and 9% state identified Gifted and Talented.



South Region High School #4 (Grades 6 – 12)

The relieved high schools, though not identical, have similar academic success with students as evidenced by the mere 5-point spread of the Academic Performance Index (API) for the schools: Carson High School at 641 and Banning High School at 646. Carnegie Middle School is substantially higher at 698. Proficiency on the Adequate Yearly Progress in English and mathematics is similar as well. This data tells us that SRHS #4 is poised to rapidly bring up the scores of all students but focusing on maintaining and excelling growth for each individual student. A strong, frequent, in-depth review of data will maintain the focus and keep students from slipping to lower levels of achievement.

At focus group sessions, students expressed enthusiastic interest in attending this new school and becoming involved in such activities as band, drill team, athletic teams, field trips, leadership, clubs, social events, and community service opportunities. They also were extremely interested in attending a new school that offered internships in local industries, government offices, universities, and non-profit organizations. Students also wanted a rigorous, college-prep academic program, including honors, Advanced Placement, college, and distance learning classes. Students said they wanted learning experiences that challenged them to solve real-world problems, which is why Project-Based Learning is the central strategy teachers at SRHS #4 will employ.

The Design Team members collectively have many years of experience in middle and senior high schools demographically similar to South Region High School #4. Our team consists of experienced educators from upper elementary level to university level. We have Design Team members who represent all content areas within a school, including the visual and performing arts. South Region High School #4 is dedicated to the children of the east and north sections of Carson, CA along with any other students that may come along through open enrollment permits.

C. INSTRUCTIONAL PROGRAM: *Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.*

Our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged (ED), and Students with Disabilities (SWD). Towards this end, we have consciously adopted key, research-based instructional strategies that have demonstrated effectiveness for the student population that will be served at SRHS #4. Moreover, our design of the curricular and instructional program is informed by findings from a study of ten “best practice” high schools in California¹ to ensure high standards of learning for all students and to guide the design of the instructional program at SRHS #4 including:

- *Focus on Standards:* State standards will be used to set goals, develop course outlines, and create common assessments.
- *Data- and Goal-Driven Instructional Planning:* Planning of teaching and learning will be driven by explicit, measurable goals based on data and aligned to standards.
- *High Academic Expectations:* Academic expectations will be high for all students, regardless of socioeconomic status, ethnicity, English language proficiency, learning disability, etc.
- *Evidence of Effectiveness:* Selection of instructional programs and resources will be based on available research and/or evidence of effectiveness. These instructional programs will be tightly

¹ National Center for Educational Accountability (2006). *Just for the Kids – California. High School Best Practice Study, 2004-2005.* Sacramento, CA.



South Region High School #4 (Grades 6 – 12)

aligned to State standards with the understanding that the standards, not the textbooks, drive instructional planning.

- *Differentiation*: A variety of instructional structures, programs, and resources will be selected to assist in differentiating instruction so that students can be served in the regular classroom and have access to a rigorous and engaging curriculum.
- *Personalization*: Providing a personalized, differentiated classroom and enhancing adult-student relationships through advocacy and mentorship will be the primary means to reach high academic expectations for all.
- *Alignment of Schedules and Support*: Schedules and structures will protect instructional time and reflect an emphasis on core academic courses. Instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom.
- *Focused Teacher Collaboration*: Teacher collaboration time will be used to refine and revise curriculum, develop assessments, and share instructional strategies and practices. Collaborative teams will take solution-centered approaches to address the learning needs of students, valuing professional inquiry, reflection and problem solving by team members.

Because SRHS #4 will serve middle school students grades 6-8, we have drawn on recent research on the effectiveness of California middle schools.² This EdSource study is based on 303 California middle schools that approximate the demographics of the students that will be served at SRHS #4. Drawing on data from 2007-2009, the study identified a set of characteristics as the most “predictive” or correlated with increased student achievement. These will guide the design of the instructional program, ensuring that the entire secondary instructional program is research-based:

1. SRHS #4 will set goals for improved student outcomes on standards-based tests:
 - The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of proficiency level or demographics.
 - Instruction will be guided and modified in relation to measurable goals set by grade and subject matter teams for summative and interim benchmark assessments.
 - SRHS #4 will prioritize meeting and exceeding State and Federal accountability targets.
2. SRHS #4 will exemplify a shared school mission aimed at preparing students academically for the future:
 - Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California High School Exit Exam (CAHSEE) and student readiness for the academic rigor of the A-G course sequence in high school.
 - Instruction will promote literacy across the curriculum, as well as common strategies for teaching expository writing across the curriculum. The focus on expository writing is driven by the low pass rate on the Early Admission portion of the CST for 11th grade students as well as the understanding and use of writing required to pass the CAHSEE.
 - Instruction will be guided by multiple forms of assessment to review and place students and will include explicit review/examination of student access to a viable, guaranteed curriculum to ensure adequate scope and sequencing of key standards.
3. SRHS #4 staff will deliver precise and coherent implementation of standards-driven curricula and instructional practices:

² EdSource (2010) *Gaining Ground: Why Some Schools Do Better*. Sacramento, CA.



South Region High School #4 (Grades 6 – 12)

- Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on ELD standards.
 - Instruction will emphasize key standards in each grade and core subject; teachers will regularly collaborate around “breaking down” standards to identify prerequisite skills and ways to address them.
 - Teachers will regularly collaborate on curriculum pacing, scope, and sequence, as well as development of common benchmarks and assessments to design and modify instruction.
 - Instruction will be standards aligned and coherent from classroom to classroom within content grade-level classes.
4. SRHS #4 teachers will be held accountable for demonstrating high levels of expertise and competence:
- Teachers know California content standards and mapping curriculum standards to specific instructional practices/strategies.
 - Teachers use student assessment data to improve teaching and learning.
 - Teachers adapt curriculum and instruction to meet the learning needs of Standard English Learner (SEL) and English Learner (EL) students.
 - Teachers understand adolescent development issues and ability to make personal connections with students.
 - Teachers work collaboratively with peers in a professional manner

Based on analysis of achievement data of students currently attending Banning High, Carson High, and Carnegie Middle schools (i.e., the student population that SRHS #4 will draw from), it is clear that many of our anticipated students have moderate to severe learning gaps which complicate the delivery of rigorous, grade level instruction tied to the California content standards. Put another way, the “typical” SRHS #4 student will need additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. As such, the SRHS #4 Design Team has come to consensus on the following research-based instructional strategies that support such an approach and, therefore, will form the basis of instructional delivery across content areas and Academies:

1. **Specially Designed Academic Instruction in English (SDAIE)** is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities, cooperative learning activities³, comprehensible input including use of graphic organizers and other non-linguistic representations⁴ to categorize and organize learning, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

³ Cooperative learning is a research-based instructional strategy ranked sixth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

⁴ Non-linguistic representations are a research-based instructional strategies in and of themselves, ranked fifth of nine key strategies overall. See Marzano, R. J., Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Non-linguistic representations rank higher (second of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.



2. **Advancement Via Individual Determination (AVID)** is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. **WICR** — writing, inquiry, collaboration, and reading — forms the basis of the AVID curriculum. It gives students the skills they need to succeed in college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars⁵ to stimulate higher-level thinking and meta-cognition. AVID also focuses on improving students' study skills (e.g., time management, note-taking, and generation of good questions for interactive classroom discussions). AVID will be infused across the curriculum for all students rather than concentrated among a small group of “AVID” students.
3. **Project-Based Learning (PBL)** is an approach for classroom activity that emphasizes learning activities that are long-term and student-centered. Within the PBL framework, students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching. In sum PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.⁶ PBL also provides the basis for students to develop the “soft skills” of the 21st Century in the areas of 1) Information, Media and Technology; 2) Life and Career Skills; and 3) Learning and Innovation.
4. **Guided Language Acquisition Development (GLAD)** offers strategies intended to promote positive, effective interactive instruction that develops meta-cognition, academic language, and literacy in heterogeneous classrooms. GLAD emphasizes that language is acquired most effectively when the emphasis is on meaning and the message (relevance and applications). As such, GLAD strategies provide authentic opportunities for use of academic language such as: 1) Activating and focusing prior knowledge through inquiry charts, brainstorming, and clustering of ideas; 2) Providing students with direct experiences with visuals, films, and read-alouds; 3) Organizing ideas with graphic organizers and thinking maps⁷, summaries, visuals, charts, process grids, and contextual or semantic clues; and, 4) Negotiating meaning from language and text via cooperative learning activities. Under GLAD teachers focus on a) Direct teaching of text patterns, academic language, writing patterns, and decoding skills; b) Providing a set purpose for learning and facilitating student goals and student choices; c) Organizing pre-writing activities and interactive journals; d) Signaling a language functional environment; and e) Infusing teaching with thematic connections that prioritize oral ideas and cross-cultural respect.

⁵ Socratic seminar is a method of teaching that engages students in intellectual discussion by responding to questions with questions, instead of answers. This method encourages the students to think for themselves rather than being told what to think. Open-ended questions allow the students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.

⁶ Definition taken from Buck Institute for Education. See www.pbl-online.org

⁷ Thinking Maps are distinct graphic organizers used to scaffold instruction for students in eight fundamental thinking processes (defining in context, describing with adjectives, sequencing and ordering, identifying part/whole relationships, classifying and grouping, comparing and contrasting, analyzing cause and effect, and illustrating analogies). Thinking Maps enable students to organize their thinking and are typically used in conjunction with collaborative learning groups to facilitate brainstorming, pre-writing, and other learning activities that help students to access and master rigorous content.



South Region High School #4 (Grades 6 – 12)

5. **Writing Across the Curriculum (WAC)** is a strategy for having students practice writing in a variety of contexts based on the following principles: a) Writing promotes learning; b) Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools; c) Effective writing instruction integrates subject area disciplines; d) The opportunity to write in every class develops good writers; e) Using writing as part of instruction can be used in every classroom; and f) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

While the specific curricular use of these strategies will differ from Academy to Academy based on their thematic orientation, ALL students at SRHS #4 will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common “toolkit” for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students graduating from high school college-prepared and career-ready.

D. SCHOOL CULTURE: *Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.*

South Region High School #4 (Grades 6–12) will cultivate a school-wide culture of respect, inclusion, shared responsibility, and high expectations, rooted in the core belief that every student can be academically successful and make a meaningful contribution to the community. Students will develop academic and social skills in a personalized and caring atmosphere of emotional safety. Small school Academies, both staff and structure, will provide the academic and emotional support each student needs to attain success. All stakeholders of SRHS #4 will share the vision, mission, and core beliefs of the learning community and make decisions based on that understanding. The Middle School Global Studies Academy, the Freshman Academy, the Law, Government, and Public Service Academy, and the Engineering, Technology, and Design Academy will be the construct of this learning community. Students will identify themselves both as members of an Academy and members of the whole school community. The school will create a healthy balance between Academy identities and a strong school-wide identity based on common values, structures, and routines.

The school will implement a systematic plan for identifying student needs and matching those with appropriate support. The Response to Instruction and Intervention (RtI²) tiered approach to problem solving will be used in the areas of academics, attendance and behavior to determine appropriate interventions from the school-wide to the individual student level.

The school will assess the effectiveness of this plan through data regarding attendance, grades, referrals, attitude surveys from students, parents/guardians, and staff, and anecdotal discussions within academies. After identifying a baseline for these data points, the school will systematically monitor and re-design its attendance, behavioral and academic intervention plans to support the success of all students.

SRHS #4 will develop several systems designed to provide students with social and emotional support:

- A mixed grade-level, student-led Advisory period will meet weekly to lay the foundation for student success. 11th and 12th grade student Advisory facilitators will be trained to run these groups and will play an active role in shaping the Advisory curriculum based on student interest, needs, and feedback.



South Region High School #4 (Grades 6 – 12)

- A one-on-one peer mentoring program will pair younger students with older peer mentors who will meet regularly to discuss challenges ranging from academic to social to emotional (Elevate Your Game).
- Counselors, School Psychologist, PSA Counselor, and Health and Human Services professionals will collaborate to offer group and individual counseling to students identified with support needs. The school will utilize the processes of Coordination of Student Services Team (COSST), Student Success Teams (SST) and School Attendance Review Board (SARB) as a support for students who need additional support on an individual basis. - A school-wide Positive Behavior Support plan will ensure that students and staff have clear expectations of appropriate conduct and systematic protocols to deal consistently with behavioral issues. The Office Discipline Referral (ODR) form will be utilized to monitor referrals for behavioral and other reasons so that appropriate interventions can be utilized in an “on time” basis to keep the school environment positive. The data generated by the ODR will assist the school in making decisions on our school-wide approach to positive behavior support as well as with response for individual student needs.
- SRHS #4 will partner with the California State University, Dominguez Hills’ Negotiation, Conflict Resolution, and Peace-Building Program to develop student governance and positive school climate creation processes that focus on fostering personal responsibility and mutual respect among and between students and staff. In addition, we will have the support of the L.A. County Bar Associations Peer Mediation Program.

The school will implement a systematic plan for identifying student needs and matching those with appropriate support. The Response to Instruction and Intervention (RtI²) tiered approach to problem solving will be used in the areas of academics, attendance and behavior to determine appropriate interventions from the school-wide to the individual student level.

The school will assess the effectiveness of this plan through data regarding attendance, grades, referrals, attitude surveys from students, parents/guardians, and staff, and anecdotal discussions within Academies. After identifying a baseline for these data points, the school will systematically monitor and re-design its attendance, behavioral and academic intervention plans to support the success of all students.

E. ACCOUNTABILITY AND PERFORMANCE GOALS: *Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.*

Per Monique Epps, only schools selected through the Public School Choice process will be required to complete the performance management matrix.

F. COMMUNITY ANALYSIS AND CONTEXT: *Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.*

SRHS #4 is located in the South Bay region of Los Angeles County, in the incorporated City of Carson. The enrollment of this culturally diverse school in its first year will be approximately 1,390 students in grades 6-11. With the addition of a 12th grade class in year two, the enrollment should grow to approximately 1600 students. The matriculating family of schools is: Dominguez, Del Amo, Leapwood, Annalee, Broadacres Elementary Schools, and Carnegie and Curtiss Middle Schools. The school will relieve overcrowding from Banning and Carson High Schools.



South Region High School #4 (Grades 6 – 12)

Historically, sixth graders from Dominguez Elementary School have had to traverse a dense and intimidating industrial zone on their travels to middle school causing concern for parents/guardians. The incorporation of a middle school program addresses this ongoing concern by providing the matriculation of sixth, seventh, and eight graders at SRHS #4. Culminating 5th graders from Dominguez ES will seamlessly matriculate to the “school-next-door!” The span provides a golden and unprecedented opportunity for teachers to articulate, and more actively respond to the needs of middle school students and matriculate them to the ninth grade at a rate greater than 95%. As importantly, students as early as sixth grade will begin learning about the rigors, rituals, and routines of the high school experience.

The City of Carson has over 89,000 residents. The current composition is: African-American (25.7%), American Indian (0.6%), Asian (22.3%), Caucasian (25.7%), Filipino (18.8%), Hispanic (34.9%), Japanese (0.9%), Korean (0.6%), Native Hawaiian and Other Pacific Islander (3%), and Samoan (2.4%). Carson residents speak a variety of languages. 50.1% of households speak English only, 29.1% speak Spanish, 19.3% speak Asian and Pacific Island languages, and 0.9% speaks other Indo-European languages at home.

Education levels vary among the City of Carson. Of the residents, 13.9% have less than a 9th grade education, 15.4% have attended high school and did not graduate, 70.5% have graduated from high school, and 49.1% have attended college or graduate school. The median household income in the City of Carson is \$52,284 with an average per capita income of \$17,107. Social Security is received by 24.8% of the population, 8% receive supplemental Social Security income, and 5.5% receive public assistance. Retirement income is received by 19.8% of the residents. With regard to socio-economic status, 9.3% of families with children under the age of 18 live in poverty status and 11.8% of families with children under 5 live in poverty.

Moreover, the data from the three schools being relieved, Banning and Carson High Schools and Carnegie Middle School, demonstrates the need for South Region High School #4 to have a laser-like focus on the instructional program, being prepared to meet the needs of a diverse group of learners as they prepare for post high school graduation success.

G. LEADERSHIP: *Provide an overview of the proposed school’s governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.*

For South Region High School #4 (Grades 6-12), we assert that we need a transformational instructional leader capable of relentlessly aligning the school with our student-centered philosophy, based on a shared vision of all students becoming college-prepared and career-ready graduates. Such a leader must also coordinate and orchestrate the development of a school culture, buttressed by structures for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement. As one pivotal study of leadership defines it, transformational leadership means forming “a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.”⁸ Seen this way, principal leadership is the transformational guidance that is required to focus the core mission of schooling on student learning, rather than merely managing what is taught in schools.

In developing the proposal for SRHS #4, we have already selected an interim principal who has a wide range of experience as an administrator in both middle and high schools in LAUSD (Resume: Appendix I4). Moreover, this person has the capacity to be a transformational instructional leader based on a

⁸ Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.



South Region High School #4 (Grades 6 – 12)

proven track record of accelerating student achievement at schools with similar student populations, as well as experience supporting effective practices of adults charged with improving student achievement.

In selecting future principals, SRHS #4 will adhere to the guidelines for Staff Selection under the ESBMM governance model described in Section 10: Governance and Oversight. The ESBMM Staff Selection Committee, an inclusive body comprised of school stakeholders, will review Principal candidates in terms of the aforementioned criteria. The Committee will, in turn, recommend a candidate for approval by the School Leadership Council (SLC). A formal job description of the principal is located in Appendix S.

H. SCHOOL GOVERNANCE MODEL: *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?*

The SRHS #4 Design Team is ready and willing to take on the autonomy afforded to us in the Public School Choice process. It is our belief that the Expanded School Based management Model (ESBMM) provides this opportunity. We are committed to a rigorous process of staff selection while maintaining and including the appropriate number of teachers from all relieved schools. During community meetings parents/guardians strongly commented on their desire for excellent teachers who care about the success of their students and are actively involved in all aspects of school life at South Region High School #4. In support of parent concerns, SRHS #4 is requesting a waiver to include an Elect to Work agreement in order to be able to recruit like-minded teachers to support a dynamic school opening.



II. CURRICULUM AND INSTRUCTION

A. INSTRUCTIONAL PHILOSOPHY: *Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.*

South Region High School #4 (Grades 6-12) (hereafter SRHS #4) is committed to providing a high quality, rigorous academic program for ALL students, grades 6-12. We believe that such an instructional program must be based on providing best, first instruction that is informed by research-based pedagogical techniques in order to ensure that all students have access to a guaranteed and viable curriculum. Our promise is to instill and model high academic expectations for the diverse group of students that will be served at SRHS #4, resulting in ALL students graduating from SRHS #4 college-prepared and career-ready.

Our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (EL), Standard English Learners (SEL), Economically Disadvantaged (ED), and Students with Disabilities (SWD). Towards this end, we have consciously adopted key, research-based instructional strategies that have demonstrated effectiveness for the student population that will be served at SRHS #4. Moreover, our design of the curricular and instructional program is informed by findings from a study of ten “best practice” high schools in California⁹ to ensure high standards of learning for all students and to guide the design of the instructional program at SRHS #4 including:

- *Focus on Standards:* State standards will be used to set goals, develop course outlines, and create common assessments.
- *Data- and Goal-Driven Instructional Planning:* Planning of teaching and learning will be driven by explicit, measurable goals based on data and aligned to standards.
- *High Academic Expectations:* Academic expectations will be high for all students, regardless of socioeconomic status, ethnicity, English language proficiency, learning disability, etc.
- *Evidence of Effectiveness:* Selection of instructional programs and resources will be based on available research and/or evidence of effectiveness. These instructional programs will be tightly aligned to State standards with the understanding that the standards, not the textbooks, drive instructional planning.
- *Differentiation:* A variety of instructional structures, programs, and resources will be selected to assist in differentiating instruction so that students can be served in the regular classroom and have access to a rigorous and engaging curriculum.
- *Personalization:* Providing a personalized, differentiated classroom and enhancing adult-student relationships through advocacy and mentorship will be the primary means to reach high academic expectations for all.
- *Alignment of Schedules and Support:* Schools’ schedules and structures will protect instructional time and reflect an emphasis on core academic courses. Instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom.

⁹ National Center for Educational Accountability (2006). *Just for the Kids – California. High School Best Practice Study, 2004-2005*. Sacramento, CA.



South Region High School #4 (Grades 6 – 12)

- *Focused Teacher Collaboration:* Teacher collaboration time will be used to refine and revise curriculum, develop assessments, and share instructional strategies and practices. Collaborative teams will take solution-centered approaches to address the learning needs of students, valuing professional inquiry, reflection and problem solving by team members.

SRHS #4 will also serve middle school students grades 6-8, so we have drawn on recent research on the effectiveness of California middle schools.¹⁰ This EdSource study based on 303 California middle schools that approximately the demographics of the students that will be served at SRHS #4. Drawing on data from 2007-2009, identified a set of characteristics as the most “predictive” or correlated with increased student achievement. These will guide the design of the instructional program, ensuring that the entire secondary instructional program is research-based:

1. SRHS #4 will set goals for improved student outcomes on standards-based tests:
 - The curriculum and instructional program will embody clear expectations for improving student outcomes for all students regardless of proficiency level or demographics
 - Instruction will be guided and modified in relation to measurable goals set by grade and subject matter teams for summative and interim benchmark assessments
 - SRHS #4 will prioritize meeting and exceeding State and Federal accountability targets
2. SRHS #4 will exemplify a shared school mission aimed at preparing students academically for the future:
 - Curriculum and instruction will be designed to provide strong foundational academic and study skills, including mastery of standards tested on the California High School Exit Exam (CAHSEE) and student readiness for the academic rigor of the A-G course sequence in high school
 - Instruction will promote literacy across the curriculum, as well as common strategies for teaching expository writing across the curriculum. The focus on expository writing is driven by the low pass rate on the Early Admission portion of the CST for 11th grade students as well as the understanding and use of writing required to pass the CAHSEE.
 - Instruction will be guided by multiple forms of assessment to review and place students and will include explicit review/examination of student access to a viable, guaranteed curriculum to ensure adequate scope and sequencing of key standards
3. SRHS #4 staff will deliver precise and coherent implementation of standards-driven curricula and instructional practices:
 - Instruction will be closely guided by state academic standards and state-adopted curricula, including a focus on ELD standards.
 - Instruction will emphasize key standards in each grade and core subject; teachers will regularly collaborate around “breaking down” standards to identify prerequisite skills and ways to address them.
 - Teachers will regularly collaborate on curriculum pacing, scope, and sequence, as well as development of common benchmarks and assessments to design and modify instruction.
 - Instruction will be standards aligned and coherent from classroom to classroom within content grade-level classes.
4. SRHS #4 teachers will be held accountable for demonstrating high levels of expertise and competence in terms of:

¹⁰ EdSource (2010) *Gaining Ground: Why Some Schools Do Better*. Sacramento, CA.



South Region High School #4 (Grades 6 – 12)

- Knowing State standards and mapping curriculum standards to specific instructional practices/strategies
- Using student assessment data to improve teaching and learning
- Adapting curriculum and instruction to meet the learning needs of Standard English Learner (SEL) and English Learner (EL) students
- Understanding adolescent development issues and ability to make personal connections with students
- Working collaboratively with peers in a professional manner

SRHS #4 will be structured into four Academies each with a target grade level(s) and thematic orientation for interdisciplinary teams of teachers to provide a differentiated and distinctive curriculum and instructional program to the students they serve.

Outline of School Structure and Enrollment by Academy

Grade Level	Approximate Enrollment	Theme /Pathway	Instructional Foci
6-8	350	Global and Environmental Studies Academy	Foundational Academic Skills College and Career Exploration Thematic linkages to environmental studies and a global, green outlook
9	450	Freshman Success Academy	9 th grade transition to high school Targeted academic interventions Preparation for selection of Academy focus for grades 10-12
10-12	400	Law, Government, and Public Service Academy	Interdisciplinary and project-based learning College and career preparation Measuring student progress on cumulative and performance-based assessments
10-12	400	Engineering, Technology, and Design Academy	Interdisciplinary and project-based learning College and career preparation Measuring student progress on cumulative and performance-based assessments

The primary reason for structuring SRHS #4 into Academies is to reap the documented benefits of Academy programs on reducing dropout rates, improving student attendance, and increasing likelihood of high school graduation.¹¹ In effect, the proposed Academy structure provides a vehicle for bringing together a focus on academic rigor, with augmented emphasis on curricular relevance and enhanced relationships/personalization. These 3Rs – rigor, relevance, and relationships – provide an umbrella for the instructional program at SRHS #4 intended to ensure that ALL students do, in fact, graduate on-time college-prepared and career-ready.

¹¹ Kemple, J. K. and Snipes, J. C. (2000). *Career academies: Impacts on students' engagement and performance in high school*. New York, NY: Manpower Demonstration Research Corporation. See also, Bloom, H.S. et. al. (2010). *Transforming the High School Experience: How New York City's New Small Schools are Boosting Student Achievement and Graduation Rates*. New York, NY: Manpower Demonstration Research Corporation.



South Region High School #4 (Grades 6 – 12)

For academic rigor, SRHS #4 will continue to utilize the Instructional Guides and Periodic Assessments adopted by LAUSD as the backbone of the core instructional program until additional curricula are developed (Section 2b: Curriculum Development and Section 4: Assessment and Data sections). The Instructional Guides specify curricular pacing to address key standards, as well as suggested model lessons and practice assessments. Similarly, the Periodic Assessments provide a set of benchmarks for measuring student academic progress tied to the standards “along the way” that can be used to guide and modify instructional delivery. SRHS #4 will use these resources as guides rather than a *straightjacket* for instructional delivery. Put another way, SRHS #4 will take advantage of the flexibility and autonomy of Public School Choice to change instructional delivery to meet the individual needs of students, many of whom arrive in high school performing well below grade level. As long as instruction is standards-based and deviation from the guides involves re-sequencing the standards to meet the needs of a thematically-oriented Academy, it will be allowable.

At the same time, SRHS #4 aims to augment this emphasis on academic rigor with relevance and relationships so that students are engaged and connected to a rigorous, standards-based instructional program. Curricular relevance will manifest in efforts to ensure that students have opportunities to participate in hands-on, project-based learning that allows them to apply and connect learning within and across academic disciplines. Relevance also means connecting learning to real-life applications that showcase how learning will be applied in career/workplace settings so students understand how and why what they are learning is important beyond high school. Through exposure to contextualized, thematic learning, students are more likely to retain knowledge and skills that they have been taught. Lastly, curricular relevance also encompasses efforts to ensure Culturally Relevant and Responsive Education (CRRE) to acknowledge, respond to, and celebrate the diverse cultural communities that will be served by SRHS #4 in an equitable and pluralistic manner (Section 2c: Addressing the Needs of All Students).

The relationships focus of the Academies at SRHS #4 will directly address the need to personalize the secondary educational experience so that students are not allowed to drift and/or fall through the cracks. Personalization strategies are intended to connect students to the staff (teachers, counselors, administrators) within each Academy so that individual student needs are met. Personalization includes “bonding and branding” activities that provide students with effective transitions into middle and high school, as well as distinctive educational experiences (i.e., how participation in one Academy is different from that received by other students who have chosen another Academy) during their high school years. More importantly, however, personalization of instruction means student-centered pedagogy that takes into account student interests, talents, background, and aspirations. Personalization also implies a greater emphasis on individualized counseling and guidance so that all students develop accountability for their own learning and have a concrete plan for middle school matriculation, high school graduation and beyond that is the frequent focus of student-adult interactions.

In sum, SRHS #4 embraces a vision of bringing together Academic rigor with enhanced relevance, differentiated instruction, and depth of learning summarized eloquently by Wiggins and McTighe (2008):

“The mission of high school is not to cover content, but rather to help learners become thoughtful about, and productive with, content. It's not to help students get good at school, but rather to prepare them for the world beyond school-to enable them to apply what they have learned to issues and problems they will face in the future. The entire high school curriculum-course syllabi, instruction, and especially assessment-must reflect this central mission, which we call learning for understanding.”¹²

¹² Wiggins, G, and McTighe, J. (2005). “Put Understanding First” *Educational Leadership* 65 (8), 36-41



South Region High School #4 (Grades 6 – 12)

B. CORE ACADEMIC CURRICULUM: *Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

For the core academic curriculum, SRHS #4 will continue to utilize many of the curricular resources provided by LAUSD. In the first 1-3 years of PSC implementation, we will use the autonomy provided by PSC to design some additional curricula (Section 2b: Curriculum Development). While these are being developed, SRHS #4 will use the Instructional Guides, which provide guidance on curricular pacing and concept lessons. We will also continue to use the periodic assessments, which provide standards-aligned benchmarks on student progress. All textbooks, Universal Access materials, and other supplemental materials will adhere to guidelines from the State Board adoptions.

SRHS #4 staff will design a rigorous instructional program that is student-centered and differentiated for at-risk students as well as accelerated learners. This instructional program will be at the center, standards driven, utilizing state adopted and District developed materials. In addition, teachers will work collaboratively to supplement and enhance the curriculum to ensure standards are thoroughly addressed and all student needs are met. Our proposed curriculum is intended to ensure that teachers readily apply the research-based instructional techniques that encompass a focus on "multiple intelligences," "brain compatible" classrooms, multiple learning modalities, higher order thinking skills, and questioning strategies which provide universal access to the curriculum for all students. Applying this information, as well as knowledge of the various developmental stages, and comprehensive assessment, our teachers will plan a productive and comprehensive instructional program consistent with the vision and mission of each Academy.

SRHS #4 is committed to designing a rigorous instructional program that is student-centered, developmentally appropriate, and experiential. Our proposed school environment enhances and supports each student's opportunity for learning. For example embedded intervention and enrichment during the regular school day is aimed at ensuring that all middle school students matriculate to the 9th grade performing at grade level and ready for the rigor of an A-G college preparatory program. In the middle school grades, all students will be enrolled in English/Language Arts and Mathematics on a daily basis.

All curricula will be standards-based and meet the requirements for UC/CSU eligibility (i.e., the A-G course sequence). At a minimum, all high school students will take four years of English, three years of Mathematics, two years of Science, three years of Social Studies/History, two or more years of Physical Education, two years of foreign/world languages, one year of a performing or fine art elective and one year in a career technical art.

Under the proposed 2x8 block schedule and balanced traditional school calendar (Section 3f: School Calendar/Schedule), middle and high school students at SRHS #4 will have access to additional instructional minutes in the core subjects. The additional instruction minutes will allow students performing at or above grade level to enroll in specialized electives, enrichment opportunities, and other accelerated learning. In this way, we will add depth and complexity to the curriculum for students at or above grade level.

Because each of the four proposed Academies has a distinct thematic orientation/career pathway that guides how students experience core academic instruction, as well as a set of specialized electives and Career Technical Education (CTE) courses, the curricula at SRHS #4 will be supplemented by 'thematic teaching' delivered through the individual Academies. Curricular relevancy will be embedded into the



South Region High School #4 (Grades 6 – 12)

curriculum through school-wide use of project-based learning (PBL). In this way, we aim to connect academic learning to real life experiences and presentations of student learning organized around each Academy's theme.

The plan and timeline for WASC accreditation is realistic and includes strategies to ensure the school meets all WASC criteria and identifies who will lead the process for the school. The Public School Choice plan is the action plan for the WASC accreditation process and the Single School Plan. Committees for WASC accreditation will be in place early and continue as standing committees to keep a laser like focus on data in order to modify and improve the instructional program as necessary. The fall and spring reviews for Public School Choice will serve as a vehicle to monitor our adherence to goals of Public School Choice, WASC and the Single School plans. Please see Appendix D for the time task calendar.

***i. Autonomy:** Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

SRHS #4 is committed to taking advantage of curricular and instructional autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning and engagement.

For example, our intention for adopting Project-Based Learning (PBL) as a key instructional strategy for actively engaging students, encouraging applications of conceptual knowledge, and promoting a problem-solving and critical-thinking mindset will necessitate the development of subject area and interdisciplinary projects that innovatively connect to subject area standards. Autonomy will be beneficial in this respect insofar as the development of PBL lessons will require re-sequencing of content standards and development of performance-based assessments that measure student mastery in ways that are different from more traditional multiple choice or even constructed response assessments. Our emphasis on applied learning and “big” ideas (i.e., how to learn, rather than merely what to learn) will be aided by autonomy in designing curriculum and instruction that targets competencies that transfer beyond high school including:

- Oral presentation skills
- Critical reading/thinking/questioning
- Cogent expository writing
- Explicit citations of hypotheses and evidence
- Summarizing, categorizing, and synthesis skills
- Use of technology for discernment of research and real-life applications

Indeed, we intend to implement a requirement for completion of a college and career ready curriculum in order to graduate linked to preparation of a Senior Project. We envision this Senior Project as being interdisciplinary in nature, tied to Academy theme. Student completion of this requirement will require multiple, smaller scale “practice projects” as well as the development of objective criteria and analytic rubrics to evaluate students. In this way, we aim to use PSC autonomy to provide additional opportunities for students to shape how they demonstrate their own learning increasing student accountability and addressing the California Standard for the Teaching Profession on ensuring “student autonomy, interaction, and choice.”



South Region High School #4 (Grades 6 – 12)

SRHS #4 will also use the autonomy provided under PSC to expand student access to college level learning opportunities while in high school. In particular, we intend to address the need for increasing college access and eligibility by expanding opportunities for students to enroll at community colleges and/or CSUDH while in high school so that they earn college credit and directly experience a college environment. To assist in this effort, SRHS #4 will implement proactive counseling and guidance beginning with 9th graders aimed at informing and assisting students in moving from “college interested” to “college bound” through exposure to a college preparatory curriculum and application of these skills in college learning environments.

SRHS #4 will exercise autonomy by providing flexible scheduling to students under the 2x8 block schedule and balanced traditional school calendar to enable credit recovery and/or credit acceleration (Section 3: School Schedule/Calendar).

ii. Curriculum Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

To implement our plan for SRHS #4, there is a defined set of areas where new curricula will need to be developed. Key among these is the creation of a curriculum for a weekly Advisory Period. In conjunction with our school’s organization into separate Academies capable of ensuring that every student is known and receives a personalized secondary educational experience, the Advisory Period will function as set-aside time for on-going personalization between students and a faculty advocate. High school advisories will be organized as multi-grade groupings (9-12) with the assigned Advisor (drawn from the ranks of all certificated staff – teachers, counselors, coordinators and administrators to reduce the adult to student ratio to no more than 25:1) serving as an advocate for students. The high school Advisory Period will include the involvement of trained student facilitators as peer mentors.

High school advisory curriculum will be organized as modules that provide ideas for classroom activities tied to the 40 Developmental Assets¹³, course credit checks and guidance on high school programming, review of assessment data for individual students, study and organizational skills, social and community responsibility, student projects and presentations of learning (including culminating projects for seniors), college preparation (PSAT, SAT, college essays), and career exploration (skills and interest inventories, mock resumes and job interviews, etc.) The intent of the Advisory is to offer the student emotional support through contact with a supportive adult at the school, as well as a built-in peer group. Individual Academies will have the latitude to gear Advisory curriculum toward reinforcement and expansion of each Academy theme.

For the middle school, the Advisory will be organized into grade level groupings with an Assigned Advisor who “loops” or stays with the students throughout their middle school experience. The middle school Advisory Period will focus on the 40 Developmental Assets, character development (e.g., Character Counts), addressing the academic learning needs of students with structured academic intervention tied to standards-aligned benchmarks, and personalized guidance on middle school success.

¹³ The 40 Developmental Assets are building blocks of healthy development that help young children grow up healthy, caring, and responsible. External assets emanate from family, parents, and community in the areas of Support, Empowerment, Boundaries/Expectations, and Constructive Use of Time. Internal assets include Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. For more information see www.search-institute.org



South Region High School #4 (Grades 6 – 12)

Developing the Advisory curriculum will be a priority in Year 1 (2011-12). We will devote professional development time to this task as well as provide opportunities for staff to investigate existing curricula. By the end of 2011-12, SRHS #4 will have a set Advisory curriculum.

Another area of curriculum development hinges on the design of project-based lessons with thematic and/or interdisciplinary flavor. At the risk of oversimplification, this is difficult and time-consuming work that requires an in-depth commitment to collaborative teaching. The experiences of teaching in one district highlight these lessons and are worth quoting at length:

“We were pretty sure this rigid curriculum framework would spell the end of our interdisciplinary units, but once we rolled up our sleeves and started working on the state documents [standards], we found the opposite was true. Not only could we continue to create these units, we could improve them. Ironically, the inflexible curriculum helped us see the wisdom of making our lessons even more tightly focused and connected...we could no longer hide behind ‘fluffy’ activities with vague intentions. If we wanted to successfully address our individual class requirements while also showing students how the ideas from one course applied to others, we had to truly understand these connections ourselves. So we immersed ourselves in intensive curriculum mapping, looking for opportunities to build bridges from subject to subject. The process pushed us to think hard about which concepts to connect and when...Interdisciplinary units are not easy to plan or to teach. There is no question that all our lives would have been simpler if we had just bent to state and district requirements and taught the curriculum in a lock-step sequence. We wouldn’t have had to work so hard to find extra materials, create connections, or change our plans because a colleague suggested a better approach. But then we would have lost a valuable asset: our students’ interest.”¹⁴

Due to the in-depth nature of the task, the timeline for developing PBL lesson units will occur over a longer period of time. We will begin the curriculum development process in 2011-12 but will likely not have a set of defined curricula until the end of Year 2 (2012-13).

Similarly, we anticipate a need for developing curricula for specialized electives in the two 10th-12th grade Academies in order to provide students with access to courses that explore directly the thematic orientations of the Law, Government, and Public Service Academy, as well as the Engineering, Technology, and Design Academy. With the focus on establishing the Academies and integrating the theme into core academic instruction, we anticipate that the development of curricula for these specialized electives will occur in 2012-13.

Lastly, we anticipate devoting time and resources toward the development of curricula for academic intervention courses targeting English/Language Arts and Mathematics. While many curricular programs exist, we plan to conduct an in-depth analysis of these programs and to tailor the curriculum to meet the specific learning needs of our diverse student population. Our aim is to focus on Tier 1 of Response to Instruction and Intervention in Year 1 (2011-12), ensuring that every student receives differentiated in-class interventions. Beginning in Year 2 (2012-13) and beyond, SRHS #4 will focus on the development of Tier 2 (strategic) and Tier 3 (intensive) interventions for struggling students.

C. ADDRESSING THE NEEDS OF ALL STUDENTS: *Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students.*

¹⁴ Wild, Monique D, et. al., “Collaborative Teaching: The Best Response to a Rigid Curriculum,” *Education Week*, May 21, 2008.



South Region High School #4 (Grades 6 – 12)

Our analyses of student achievement data, data from observations of classroom instruction, and other needs assessment activities have shown us 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. On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching. A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. Concretely, teachers do this by differentiating content (what), process (how), and product (evaluation) in their classrooms.¹⁵

SRHS #4 is committed to providing 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, student interests, socio-cultural influences, language needs and possible learning disabilities. The key instructional strategies include commitment to providing in-class differentiation.

Another key aspect of addressing the needs of all students at SRHS #4 will center on implementation of Culturally Relevant and Responsive Education (CRRE). Research refers to CRRE as an educational framework that attempts to confront the reality that teachers will continue to come into contact with students whose cultural, ethnic, linguistic, racial, and social class backgrounds differ from their own. Specifically, teachers must be able to construct pedagogical practices that have relevance and meaning to students’ social and cultural realities in order to integrate the cultures of different racial and ethnic groups into the overall academic program. The central elements¹⁶ of CRRE that will inform the instructional program at SRHS #4 include:

- *Communication of High Expectations.* Rejecting deficit-based thinking in favor of an authentic belief that students from culturally diverse and low-income backgrounds are capable learners. High expectations will be consistently communicated based upon genuine respect and belief in student capability.
- *Cultural Sensitivity.* Gaining knowledge of the cultures and languages represented in their classrooms and translate this into instructional practice. Teachers will harness diversity for intellectual exploration by “bridging” learning experiences so that students “choose” academic excellence.
- *Culturally Mediated Instruction.* Ensuring that students develop and/or maintain cultural competence through connection to community, national, and global identities. Instruction will be characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curricular content.

¹⁵ Tomlinson, C. (2001) *How to Differentiate in Mixed Ability Classrooms*. Alexandria, VA: ASCD. See also Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Contents and Kids*, Alexandria, VA: ASCD.

¹⁶ For this framework, we have borrowed heavily from the typology from The Knowledge Loom (www.knowledgeloom.org). For the research and theoretical foundation of these approaches see for example, Gloria Ladson Billings (1994) in *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey Bass Publishers and “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy” (1995) in *Theory Into Practice* (34:3), pp. 159-165. Another good reference is Tyrone C. Howard, “Culturally relevant pedagogy: ingredients for critical teacher reflection,” in *Theory Into Practice* (Summer 2003)



South Region High School #4 (Grades 6 – 12)

- *Reshaping the Curriculum.* Providing students with experiences that showcase academic success by legitimizing students' real-life experiences as part of the official curriculum.
- *Active Teaching Methods.* Believing that the co-construction of knowledge is the foundation of the teacher-student relationship. Instruction will engage students in active roles in crafting curriculum and developing learning activities.
- *Small Group Instruction.* Providing students with more collective, collaborative learning experiences, as well as options for demonstrating mastery of skills and standards in learning groups.
- *Teacher as Facilitator of Dialogue.* Developing students' critical thinking skills through reflective discussions and learning experiences that challenge the status quo (i.e., to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities).
- *Student Controlled Classroom Discourse.* Providing students with the opportunity to control some portion of lessons, so that teachers gain insights into the way that speech and negotiation are used in the home and community.

Lastly, SRHS #4 will implement a comprehensive Response to Instruction and Intervention (RtI²) to meet the needs of all students. As described by LAUSD in Bulletin 4827.1, RtI² is based on supporting students with systematic intervention and extended learning opportunities. In particular, this means designing a tiered “pyramid of intervention” that clearly defines the entry and exit criteria for academic intervention and referral to other “intervention” services.¹⁷ RtI² is an integrated approach using pedagogy, lesson design, and progress monitoring data to ensure the best instructional decisions for students, to ensure that every student will receive quality, standards-based instruction in all content areas to enable all students to graduate college-prepared and career-ready.

The RtI² framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to acceleration in learning. The RtI² framework is based on the provision of good, quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. RtI² implementation is everyone's responsibility and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. The intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

In this schema, Tier 1 of RtI² functions as the instructional program that all students receive in order to succeed in school. Teachers at SRHS #4 will provide instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students will have universal access to this high-quality instruction (i.e., the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities). Differentiation will occur through modifications to the content (what is taught), process (how its taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontload.

¹⁷ For a description of the “Pyramid of Interventions” please see DuFour, R., Eaker, R., Karhanek, G. and DuFour, R. (2004). *Whatever it Takes: How Professional Learning Communities Respond when Kids Don't Learn*.



South Region High School #4 (Grades 6 – 12)

Tier 2 will include the set of strategic interventions for targeted groups of students who have experienced academic setbacks and need accelerated intervention and support to access the core curriculum. Put another way, strategic intervention will be for 10%-15% of students that need additional time and type of instruction to learn successfully through more intensive (time and focus) instruction aligned to students' instructional needs based on data from multiple measures. Strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy - whichever benefits the student more.

Tier 3, known as "Intensive Intervention," will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. Tier 3 will include use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier 3 will be more frequent; drawing on assessments that provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn.

D. INSTRUCTIONAL STRATEGIES: *Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.*

Before addressing the specific, research-based instructional strategies that will be used school-wide by SRHS #4, it is appropriate to provide a context for common lesson design that will inform the selection and use of these strategies. We propose to engage teams of teachers (whether grouped by subject area, course, or Academy) in collaborative lesson planning as Professional Learning Communities or PLCs (Section 5: Professional Development). As part of PLC collaboration, teachers will develop lessons that incorporate elements of Understanding by Design¹⁸, Specially Designed Academic Instruction in English (SDAIE)¹⁹, and Madeline Hunter's lesson plan template. The SRHS #4 lesson plan template will include the following elements:

Part I: Evidence of Backwards Design

- Framework Big Idea/Key Inquiry for Lesson: Provide a clear link to the content standards and show sequencing of standards (i.e., transfer and development of learning over time)
- List content standard(s) to be incorporated into the lesson
- Provide a Learning Goal/Objective that phrases the standard or a component of the standard in language that is accessible to students
- Include a Language Objective that describes how students will be expected to express themselves orally or in written form, as well as the kind of language (oral or written) is required to complete the classroom assignment and to participate in classroom discussions. *Note: oral and/or written expression should reflect the ELD level of the student but still address the content standard at grade level.*

¹⁸ Wiggins, Grant and McTighe, Jay. (2005). *Understanding by Design*. Expanded 2nd Edition. Alexandria, VA: ASCD.

¹⁹ See sample SDAIE lesson plan template from LAUSD Language Acquisition Branch.



Part II. Lesson Plan Components

- A. Anticipatory Set to hook and engage students – “I [the teacher] set it up.”
 - Bridging, eliciting, and activating prior knowledge OR creating schema for learning if not present
 - Making connections to previous learning or real life examples
 - Introducing key vocabulary, vocabulary in context, and/or preview of text
 - Group brainstorms
 - Anticipatory charts, cues, and/or advance organizers

- B. Direct Instruction, Modeling, and Demonstration (Structured Practice) – “I [the teacher] do it.”
 - Providing background information
 - Providing multiple examples of concept skills and strategies
 - Restating and clarifying concepts and strategies
 - Thinking, writing, reading, and solving aloud
 - Use of rubrics to showcase criteria for evaluating progress
 - Use of visual and graphic organizers

- C. Facilitation and Guided Practice to lead students step-by-step, clarifying, and using concrete representations of learning – “We [the class] do it together.”
 - Assigning clear tasks
 - Observing and guiding student application of learning
 - Student practice of skills and problems
 - Leveled questions
 - Questions for clarification

- D. Structuring Collaborative Practice to monitor and provide corrective feedback – “You [the students] do it together.”
 - Providing opportunities for student interaction (cooperative groups, think-pair-share, reciprocal teaching, etc.)
 - Guiding student engagement in relevant academic conversation (oral language practice of target vocabulary)
 - Multiple methods to check for evidence of student understanding
 - Re-grouping for re-teaching of students before release to independent practice and other interventions as needed
 - Praising, prompting, and correcting

- E. Independent Practice – “You [the student] do it alone”
 - Student projects
 - Leveled work
 - Systematic and sequential scaffolding of assignments
 - Students self-manage and self-assess learning

- F. Closure and Wrap-Up – “We [the class] reflect on what has been learned.”
 - Helping organize and structure student reflection on what has been learned
 - Promoting coherence and synthesis of concepts and skills
 - Clarifying any lingering misunderstandings
 - Providing opportunities for students to demonstrate or apply learning (e.g., presentations)
 - Summarizing and/or review



It is our belief that the components of lesson planning described above will impart a common foundation that can assist teachers in moving toward in-depth PLC-style collaboration. The template is not intended to be a “cookbook” or a compliance exercise. Instead, we envision the template as providing a basis for common understandings of teaching practices and shared definitions of high-quality classroom teaching and student learning aligned to Tier 1 of Rtl².

In developing these common lessons, SRHS #4 will adopt a set of key, research-based instructional strategies. Based on an analysis of achievement data on students currently attending Banning High, Carson High, and Carnegie Middle schools (i.e., the student population that SRHS #4 will draw from), it is clear that many of our anticipated students have moderate to severe learning gaps which complicate the delivery of rigorous, grade level instruction tied to the California content standards. Put another way, the “typical” SRHS #4 student will need additional instructional support and overt scaffolding in order to be successful in the core academic instructional program. As such, the SRHS #4 Design Team has come to consensus on the following research-based instructional strategies that support such an approach and, therefore, will form the basis of instructional delivery across content areas and academies:

- 1. Specially Designed Academic Instruction in English (SDAIE)** is a pedagogical approach that focuses on providing students with scaffolded and differentiated lessons that enable students to access and master rigorous core content through the application of modified speech and explicit modeling by teachers, frontloading of academic vocabulary, student involvement in multi-sensory experiences that address multiple learning modalities, cooperative learning activities²⁰, comprehensible input including use of graphic organizers and other non-linguistic representations²¹ to categorize and organize learning, frequent checking for student understanding, pre-writing activities, and design of formative assessments.
- 2. Advancement Via Individual Determination (AVID)** is a college-readiness system designed to increase the number of students who enroll in four-year colleges by raising expectations and providing academic and mentoring support. **WICR** — writing, inquiry, collaboration, and reading — forms the basis of the AVID curriculum. It gives students the skills they need to succeed in a college-preparatory class by transforming students from passive learners into active classroom contributors and critical thinkers, including the use of Socratic Seminars²² to stimulate higher-level thinking and meta-cognition. AVID also focuses on improving students' study skills (e.g., time management, note-taking, and generation of good questions for interactive classroom discussions). AVID will be infused across the curriculum for all students rather than concentrated among a small group of “AVID” students.

²⁰ Cooperative learning is a research-based instructional strategy ranked sixth of nine key strategies overall. See Marzano, R. J. Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Cooperative learning ranks higher (fourth of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

²¹ Non-linguistic representations are a research-based instructional strategies in and of themselves, ranked fifth of nine key strategies overall. See Marzano, R. J. Pickering, J.D., and Pollack, J.E. (2001) *Classroom Instruction that Works: Research based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD. Non-linguistic representations rank higher (second of nine) when analyzing the impact for English Learners according to Hill, J. D. and Flynn, K.M. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD.

²² Socratic seminar is a method of teaching that engages students in intellectual discussion by responding to questions with questions, instead of answers. This method encourages the students to think for themselves rather than being told what to think. Open-ended questions allow the students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence.



- 3. Project-Based Learning (PBL)** is an approach for classroom activity that emphasizes learning activities that are long-term and student-centered. Within the PBL framework students collaborate, working together in original ways to come up with the solutions to real world problems and/or learning applications. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision-making, investigative skills, and reflection that emphasize teacher facilitation of learning rather than directed teaching. In sum PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.²³ PBL also provides the basis for students to develop the “soft skills” of the 21st Century in the areas of 1) Information, Media and Technology; 2) Life and Career Skills; and 3) Learning and Innovation.
- 4. Guided Language Acquisition Development (GLAD)** offers strategies intended to promote positive, effective interactive instruction that develops meta-cognition, academic language, and literacy in heterogeneous classrooms. GLAD emphasizes that language is acquired most effectively when the emphasis is on meaning and the message (relevance and applications). As such, GLAD strategies provide authentic opportunities for use of academic language such as: 1) Activating and focusing prior knowledge through inquiry charts, brainstorming, and clustering of ideas; 2) Providing students with direct experiences with visuals, films, and read-alouds; 3) Organizing ideas with graphic organizers and thinking maps²⁴, summaries, visuals, charts, process grids, and contextual or semantic clues; and, 4) Negotiating meaning from language and text via cooperative learning activities. Under GLAD teachers focus on a) Direct teaching of text patterns, academic language, writing patterns, and decoding skills; b) Providing a set purpose for learning and facilitating student goals and student choices; c) Organizing pre-writing activities and interactive journals; d) Signaling a language functional environment; and e) Infusing teaching with thematic connections that prioritize oral ideas and cross-cultural respect.
- 5. Writing Across the Curriculum (WAC)** is a strategy for having students practice writing in a variety of contexts based on the following principles: a) Writing promotes learning; b) Integration of writing and the writing process promotes student participation, a diversity of student voices, and it engages students as critical thinkers while promoting their texts as important resources and thinking tools; c) Effective writing instruction integrates subject area disciplines; d) The opportunity to write in every class develops good writers; e) Writing as part of instruction will be used in every classroom; and f) Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

While the specific curricular use of these strategies will differ from Academy to Academy based on their thematic orientation, ALL students at SRHS #4 will receive an instructional program that incorporates the regular use of these strategies. We believe these instructional strategies are mutually reinforcing and complementary. As such, they provide a common “toolkit” for designing classroom teaching practices and student learning activities that will enable us to reach our vision of all students graduating from high school college-prepared and career-ready.

²³ Definition taken from Buck Institute for Education. See www.pbl-online.org

²⁴ Thinking Maps are distinct graphic organizers used to scaffold instruction for students in eight fundamental thinking processes (defining in context, describing with adjectives, sequencing and ordering, identifying part/whole relationships, classifying and grouping, comparing and contrasting, analyzing cause and effect, and illustrating analogies). Thinking Maps enable students to organize their thinking and are typically used in conjunction with collaborative learning groups to facilitate brainstorming, pre-writing, and other learning activities that help students to access and master rigorous content.



III. SCHOOL CULTURE AND CLIMATE

A. DESCRIPTION OF SCHOOL CULTURE: *Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.*

South Region High School #4 (Grades 6–12) will cultivate a school-wide culture of respect, inclusion, shared responsibility, and high expectations, rooted in the core belief that every student can be academically successful and make a meaningful contribution to the community. Students will develop academic and social skills in a personalized and caring atmosphere of emotional safety. Small school academies, both staff and structure, will provide the academic and emotional support each student needs to attain success. All stakeholders of SRHS #4 will share the vision, mission, and core beliefs of the learning community and make decisions based on that understanding.

The Middle School Global Studies Academy, the Freshman Academy, the Law, Government, and Public Service Academy, and the Engineering, Technology, and Design Academy will be the construct of this learning community. Students will identify themselves both as members of an Academy and members of the whole school community. The school will create a healthy balance between Academy identities and a strong school-wide identity based on common values, structures, and routines.

Each Academy will choose a logo, motto, vision, and mission that define it. Staff and students alike will regularly engage in Academy-specific activities to build trust and collegiality among members. Teachers will work collaboratively on interdisciplinary project-based lessons and model this strategy for their students who will work collaboratively on a variety of academic and social activities, from study groups to Academy picnics. Student work in the form of projects and presentations will be showcased at the school and on the internet. Each group will develop Academy “gear” to wear on a designated day each week to instill pride. Additionally, each Academy will occupy contiguous vertical space on the campus, giving students and staff the opportunity to interact with their peers and those of surrounding Academies. Color-coded stairwells and ID lanyards worn by students and staff help identify the people and places they should be. The school will have separate entrances for each Academy, further underscoring the personalization that Academy staff will ensure for all students. The Academy administrator, lead teacher, and counselor will be in direct proximity to their students at all times, offering the optimum of support for teachers and students.

Simultaneously, students will be members of SRHS #4 and will engage in activities, rituals, and routines that promote pride and identity with the larger campus. Although the middle school Academy will have its own lunch period, the entire school will share the same bell schedule and school calendar. The 2x8 block scheduling will reduce the number of transitions so students will spend more academically engaged time than in a 6-period day. Announcements over the PA will be school-wide, and Academies will rotate the responsibility of creating podcasts to enliven these important communications. Performing arts groups, clubs, and athletics will be school-wide enterprises. ASB Leadership will have equal representation from all grade levels and all Academies and will be tasked with creating activities to enhance the school experience for all students. SRHS #4 “gear” will be created and worn on Fridays as a display of school pride. The collaborative and inclusive nature of the school will enable students and staff to work together for the good of all. A weekly student advisory period will also promote the goals of the school.



South Region High School #4 (Grades 6 – 12)

The school will convene a Council of Academy Leaders (Administrators, Lead Teachers, Counselors, parents/guardians, and student representatives) to monitor Academy equity. This body will look at activities, demographics, and other data from each Academy in order to assist in ensuring that all students have equal access to a quality education and inclusive student life.

Students entering the Middle School Global Studies Academy and the Freshman Academy will be inducted into the culture of the school in several ways. First, parents/guardians and future students will attend an orientation meeting in spring where they will learn the expectations of the school and the resources it has in place to ensure that all students reach their potential. During the week before school begins, new students will attend a 2-day “camp” at the school, where student mentors will initiate these students into the school culture with activities and structured Advisory-type sessions to lay the foundation for the transition ahead. These mentors will regularly meet with their “mentees” to help shepherd them through the first year of school by eating lunch with them once a week, attending a sporting event together, offering to help with homework, and other “big brother/sister” activities. The school will ask parents/guardians to attend another orientation meeting in August to build upon the work began in the Spring by sharing more specific information about how parents/guardians and school can work together to support the growth of these students. These meetings will continue throughout the year and help students and parents/guardians decide which theme-based Academy will best suit them in the 10th grade.

SRHS #4 will be characterized by a shared culture of collaboration. The school will use training and protocols from external support providers such as the Institute for Standards, Curricula, and Assessments (UTLA Lesson Design Study) and UCLA’s School Management Program (Critical Friends) so all staff members will develop the skills needed for effective collaboration. In much the same way as the school transitions new students, staff will serve as mentors to help perpetuate the cycle of continuous improvement. Professional Learning Communities will enable new staff to assimilate into the collaborative and nurturing culture. Our School Leadership Council will use consensus decision-making, which will also model for our students what collective democratic practice can achieve.

B. STUDENT SUPPORT AND SUCCESS: *Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?*

A successful student at SRHS #4 will be able to apply critical thinking and problem solving skills to real world situations and problems, and will be positively engaged in her/his multiple communities, both local and global. Students will gain the tools they need to self-evaluate, measure, and monitor their own learning. Project-based learning will take students beyond the traditional school classroom and into collaborative, community-based work that will challenge them to take ownership over their own learning and come to see the relevance of their education on their own terms.

The school will support all students to graduate from high school prepared to pursue postsecondary education consistent with their goals and aspirations. The school will move students from “college interested” to “college bound” first by requiring A-G coursework. The school, through the Response to Instruction and Intervention framework, will provide needed support and/or enrichment during the school day through study classes much like an AVID elective and intervention classes. Teachers will be committed to creating differentiated learning opportunities and using student-centered pedagogy to help students master the skills and concepts these courses require. While the college counselor will work with all students and parents/guardians to connect them to college opportunities, all staff will serve as proactive “counselors” to collectively mentor students into a “college-going” mindset.

Through teacher looping within Academies, students will form meaningful relationships with teachers over time that will allow for more personalized support.



South Region High School #4 (Grades 6 – 12)

In addition to targeted intervention classes, we will develop a tutoring program that features both peer tutors and tutors drawn from the school's community partners. Additionally, the Boys and Girls Club will also provide tutoring and college and career advisement and support to assist our students. CSUDH and L.A. Harbor College will offer college classes taught on the high school campus and will extend college admission to our students so they can enroll in a wide range of classes at their campuses. These opportunities, as well as distance-learning classes from the Los Angeles Virtual Academy (LAVA) will supplement the program SRHS #4 can offer and ensure a 100% graduation rate, the central goal of this school.

Students will stay in school because of the relationships they have developed here. From their first introduction to the culture of the school, students will have the clear understanding that they will graduate. Parents/guardians, students, staff, and community will reiterate this shared vision in every communication and activity so that the clear expectation of success is unavoidable. However, incentives for attendance, grades, and improvement will encourage individuals and Academies to reach their goals.

C. SOCIAL AND EMOTIONAL NEEDS: *Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.*

SRHS #4 will develop several systems designed to provide students with social and emotional support:

- A mixed grade-level, student-led Advisory period will meet weekly to lay the foundation for student success. 11th and 12th grade student Advisory facilitators will be trained to run these groups and will play an active role in shaping the Advisory curriculum based on student interest, needs, and feedback.
- A one-on-one peer mentoring program will pair younger students with older peer mentors who will meet regularly to discuss challenges ranging from academic to social to emotional (Elevate Your Game).
- Counselors, School Psychologist, PSA Counselor, and Health and Human Services professionals will collaborate to offer group and individual counseling to students identified with support needs. The school will utilize the processes of Coordination of Student Services Team (COSST), Student Success Teams (SST) and School Attendance Review Board (SARB) as a support for students who need additional support on an individual basis.
- A school-wide Positive Behavior Support plan will ensure that students and staff have clear expectations of appropriate conduct and systematic protocols to deal consistently with behavioral issues. The Office Discipline Referral (ODR) form will be utilized to monitor referrals for behavioral and other reasons so that appropriate interventions can be utilized in an "on time" basis to keep the school environment positive. The data generated by the ODR will assist the school in making decisions on our school-wide approach to positive behavior support as well as with response for individual student needs.
- SRHS #4 will partner with the California State University, Dominguez Hills' Negotiation, Conflict Resolution, and Peace-Building Program to develop student governance and positive school climate creation processes that focus on fostering personal responsibility and mutual respect among and between students and staff. In addition, we will have the support of the L.A. County Bar Associations Peer Mediation Program.



South Region High School #4 (Grades 6 – 12)

The school will implement a systematic plan for identifying student needs and matching those with appropriate support. The Response to Instruction and Intervention (RtI²) tiered approach to problem solving will be used in the areas of academics, attendance and behavior to determine appropriate interventions from the school-wide to the individual student level.

The school will assess the effectiveness of this plan through data regarding attendance, grades, referrals, attitude surveys from students, parents/guardians, and staff, and anecdotal discussions within Academies. After identifying a baseline for these data points, the school will systematically monitor and re-design its attendance, behavioral and academic intervention plans to support the success of all students.

D. COLLEGE AND CAREER READINESS: *Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

Through carefully cultivated partnerships with local businesses and organizations, SRHS #4 will provide multiple rich and meaningful opportunities, both in and out of school, for students to learn about and participate in college and career-related experiences.

The establishment and implementation of partnerships will focus on the support of student learning by providing situated learning opportunities through internships and apprenticeships, through positive mentoring relationships, and through the ongoing development of civic-minded critical evaluation skills among students. Students will learn to understand their place in their communities and the larger world at this point in time. Local industries, such as the refineries and the Port of Los Angeles, will be the focus of many of the project-based learning opportunities for our students. The school will encourage students to work with these partners to find solutions to environmental problems that face the area. Students will analyze the impact of a variety of local businesses on their own community and make decisions about themselves as consumers and as potential post-secondary fields of study.

SRHS #4 will take full advantage of its proximity to CSU Dominguez Hills by partnering with specific programs, such as its highly regarded Negotiation, Conflict Resolution, and Peace-Building academic department, as well as seeking fast-track pathways for qualified juniors and seniors to take college courses for credit either on the CSU campus, or by inviting college faculty to teach at SRHS #4. In addition, SRHS #4 will seek proactive relationships with other nearby CSU campuses, including Long Beach and Los Angeles, as well as local colleges such as L.A. Harbor College, El Camino College, Long Beach City College, and Cerritos College, who will supply guest speakers and arrange student field trips to their campuses. We will also participate in the Local District 8 annual college fair that is held on the CSU Dominguez Hills campus.

Academy counselors will meet regularly with parents/guardians to create and maintain an Individualized Culmination Plan for grades 6-8 and an Individualized Graduation Plan for grades 9-12 to keep students on track to graduate fulfilling A-G requirements. SRHS #4 will maintain a comprehensive and interactive College and Career Center where colleges, universities, and employers can centralize information and support for student success. The school will hold workshops for parents/guardians and students to prepare for the PSAT, SAT, ACT, FAFSA, grants and scholarships, and college applications. The college counselor will monitor the data involving the college and career pathways our students take, including acceptance and success rates in college, and share this information regularly with the school community. A senior survey will be utilized to track college acceptance and enrollment rates. In addition a letter will be sent to seniors post-graduation to inquire as to their current college enrollment/career pathway status. The School Leadership Council and School Site Council will use this data to make informed decisions to improve the instructional program. In addition to the college counselor, each Academy counselor and teacher will proactively instill a college-going mindset in our students.



South Region High School #4 (Grades 6 – 12)

E. PARENTAL INVOLVEMENT: *Discuss strategies to authentically and meaningfully engage parents and guardians in their children’s education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.*

The Parent Center located just to the right of the front entrance will show parents/guardians that they are important members of this community. Parents/guardians will have real authority to have an impact on student learning in their participation in SSC, CEAC, ELAC, and the School Leadership Council with purview over budget, curriculum, calendar, and professional development. The school and individual Academies will sponsor family nights celebrating student work, performances, and presentations. The school will hold participatory informational workshops covering middle school and high school graduation requirements, financial aid, and college awareness nights featuring SRHS #4 graduates. A strong PTSA and Parent Center will develop its own array of resources and activities under direct parent/guardian leadership. Important information about everything from Back to School Night to how to monitor student grades throughout the school year will be communicated to parents/guardians in a variety of formats (letters, flyers, pamphlets, phone calls, school website) with appropriate translation for our multilingual families.

SRHS #4 will participate in Parent Institute for Quality Education (PIQE) classes. Parents/guardians who participate learn how to create a positive and lasting educational environment at home using proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their children surrounding their academic successes and challenges; discussing children’s college expectations; and more. In addition, classes through Families in Schools such as Transition to Middle School, Transition to High School and Going on to College will be offered in our Parent Center. These programs will build the capacity of parents/guardians to support their children as they work toward post-graduation success. Parents/guardians will learn to navigate and interact proactively for their children on the school campus as well as at home and in the community through participation in these programs.

F. SCHOOL CALENDAR/SCHEDULE: *Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.*

South Region High School #4 will adopt the balanced traditional calendar (Appendix E) for its school year. Utilizing this calendar will allow for a four-week intersession in the winter and a four-week intersession in the summer for students to recover credits as necessary to fulfill A-G requirements and stay on track to graduate. Grants to provide intersession support for students in grades 6 through 8 will be sought. The school has adopted a 2x8 bell schedule. (Appendix F and G) This schedule allows for during-the-school-day intervention based on our Response to Instruction and Intervention (RtI²) problem solving model. It allows for students enrolled in double-block English as a Second Language (ESL) classes and other double-blocked classes to have motivating electives. Students and faculty will be grouped primarily by Academy for instruction, and passport classes will provide equity. Advanced Placement, athletics, and activity classes such as student government, marching band, yearbook and journalism will be designed as school-wide classes with representatives from each Academy as appropriate. Class sizes will be based initially on the District norm with all budget flexibility provided by the budgeting process used to reduce class sizes in academic core classes. The primary goal of the school’s transparent budgeting process (using COST Center controls which are based on per pupil funding and student ADA) is to support the reduction of the class size in the core classes in order to allow for improved (reduced) student, teacher ratios.



South Region High School #4 (Grades 6 – 12)

- i. Autonomy:** *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.*

The school will use its autonomy by adopting a balanced traditional calendar affording students two opportunities, summer and winter intersession, for credit recovery. The school will also adopt a 2x8 block schedule enabling students to receive during-the-school-day intervention and support, more specialized and enriched electives, and credit recovery.

The school will convert banked, shortened, and minimum day minutes to provide weekly professional development time for all staff. On Tuesdays, teachers will meet in professional learning communities with their Academy or content area, and students will arrive an hour later to begin the school day, resulting in no loss of instructional time. In addition, with our Elect to Work agreement, teachers will commit to additional time after the school day to provide tutoring for students and additional collaborating time for development of common lessons and assessments.



IV. ASSESSMENT AND DATA

A. ASSESSMENT PHILOSOPHY: *Explain the proposed school’s philosophy on student assessments. Provide evidence that proposed school’s assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.*

The research literature on comprehensive school reform is replete with references on 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. At the same time, few schools seem able to translate this vision of a data-driven school into reality. Both the lack of knowledge and time often conspire to limit the propensity of schools or districts to move beyond a cursory analysis of achievement data let alone empower teachers to restructure instructional delivery based on student assessment results.

SRHS #4 is determined to change this. We are committed to “data-driven” accountability, which transforms analyses of data from reports into true information that drives concrete actions for continuous program improvement. We will no longer make excuses or conveniently disregard uncomfortable data. We accept the “high stakes” metrics, which form the basis of State and Federal school accountability. However, we wish to expand the notion of “data” to include performance-based measures, structured analysis of student work against standards-based rubrics, as well as observational data from regular classroom observations of instructional delivery tied to the five key research-based instructional strategies that we aim to infuse school-wide (SDAIE, AVID, GLAD, Project-Based Learning, and Writing Across the Curriculum). In this way, we aim to build a sustainable system for accountability, which is objective and data-driven, but one that incorporates both growth and attainment measures to ascertain effectiveness.

The foundation of our assessment philosophy is the need to move from assessment OF learning to assessment FOR learning.²⁵ We believe that the overriding purposes of assessment are 1) to gather evidence to inform instructional decisions and 2) to motivate students’ behavior toward increased academic achievement. As such, the use of assessment to merely sort and rank students relative to one another is no longer sufficient or useful. Moreover, with criterion-based standards and assessment, the goal is for ALL students to demonstrate mastery on these rigorous standards, and not to conform to a statistically normal distribution of achievement. In other words, the standard and the standards-based assessments function as a threshold of achievement that is attainable and necessary for all students.

Moving to assessment FOR learning means an innovative shift in the paradigm of assessment. In particular, educators at SRHS #4 will:

- Clearly understand the standards to be mastered.
- Deconstruct this understanding into enabling achievement targets.
- Share learning targets with target student audience.
- Create high-quality assessments of learning targets.
- Use assessments, in collaboration to track student progress over time, to improve the quality of teaching and the extent to which assessment data motivates learning.

²⁵ Stiggins, R. (2005). “Assessment FOR Learning: Building a Culture of Confident Learners,” in *On Common Ground: the Power of Professional Learning Communities*, Eds. Richard DuFour, Robert Eaker, and Rebecca DuFour. Bloomington, IN: National Education Service.



South Region High School #4 (Grades 6 – 12)

In designing such an assessment system, we are guided by Popham's definition of formative assessment as "a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics."²⁶

Therefore, the chief elements of our assessment philosophy can be summarized as assessment that is: a) deliberately planned; b) evidence- and outcome-based; c) capable of immediate use by teachers in the classroom; and d) shared with students (and parents/guardians) so they understand and use information on their progress to change their own classroom and academic behaviors.

B. AUTONOMY: *Describe how the school will use assessment autonomy to maximize student learning.*

SRHS #4 is committed to taking advantage of assessment autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning and use of assessment to diagnose and target instructional resources. The exercise of autonomy will ensure ongoing use of data to guide and modify classroom and school decisions and ensure a cycle of continuous improvement.

One area of assessment autonomy will center on the development of common formative assessments in each subject area. While we plan to continue utilizing the District's Periodic Assessments in the first year under PSC (2011-12), SRHS #4 will begin to develop our own common assessments to guide and modify instructional planning. These will take the form of diagnostic assessments, as well as common unit exams, midterms, and final examinations. SRHS #4 intends to move in the direction of designing common formative assessments based on a common item bank of test items. To the extent that these are available through LAUSD, we are open to using these as a resource. We also intend to explore other sources for common assessment items and to develop our own test items to construct this common item bank. In this sense teachers at SRHS #4 will exercise some degree of autonomy in designing assessments.

Another area of autonomy that we plan to exercise is the development of performance-based assessments tied to project-based learning. While multiple choice tests (e.g., CST, CAHSEE, and Periodic Assessments) provide data on breadth of subject matter, they do not adequately measure depth of knowledge, complexity of thinking, cumulative knowledge, or provide students with opportunities to select how they will demonstrate mastery. Assessment autonomy will allow SRHS #4 to develop assessments of this nature in order to truly have multiple measures of assessment. With time, we aim to develop a set of holistic and analytic rubrics to objectively set criteria for performance-based assessments of subject area and interdisciplinary projects. Moreover, we will utilize autonomy to design the Senior Project as a culminating assessment that is a performance-based presentation of student learning capable of measuring the following desirable competencies for students:

- Oral presentation skills
- Critical reading/thinking/questioning
- Cogent writing
- Explicit citations of hypotheses and evidence
- Summarizing, categorizing, and synthesis skills
- Use of technology for discernment of research and real-life applications

In addition, the Senior Project (and mini-projects at earlier grade levels to provide practice in these demonstrations of learning) reinforces the notion that students should exercise some degree of choice in how they demonstrate mastery. Concretely, this would mean the exercise of autonomy in how staff and

²⁶ Popham, J. W. (2008) *Transformative Assessment*. Alexandria, VA: ASCD



South Region High School #4 (Grades 6 – 12)

teachers prepare students to select from a “menu” of projects for the Senior culminating project and requirements for a smaller scale project at each grade level.

Similarly, the choice of Writing Across the Curriculum as an instructional strategy necessitates the development of writing assessments in all or most subject areas. We are also exploring the construction of an on-going portfolio of writing (across the curriculum) that follows students from grade-to-grade.

C. STUDENT ASSESSMENT PLAN: *Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.*

Informal assessment via deliberate, structured teacher questioning will be the first-level of assessment in the classroom. Teachers will use questioning, Socratic Seminar, and other techniques to move students higher on Bloom’s Taxonomy and to demonstrate critical thinking and problem-solving. Throughout, efforts will focus on expanding the teacher repertoire of what checking for understanding means to arrive at common expectations for both formal and informal assessment based on multiple measures of achievement.

All formative and summative assessments will be aligned to the State standards. It is the responsibility of all teachers to ensure that their use of assessments is directly aligned and used for the benefit of student success, as measured by multiple measures. In particular, the blueprints from the CST, CAHSEE, and CELDT will be used to guide instructional pacing and delivery. In addition, SRHS #4 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. We will continue to use item analysis to pinpoint key standards where students have struggled to achieve standards mastery.

We plan to augment these existing measures with school-developed rubrics for student assignments, as well as performance-based assessments to assess culminating projects and portfolios of student work. For example, our plan to develop students writing skills across the curriculum will be supported through the development of standards-based rubrics that we develop and score collaboratively. These formative assessments will provide a more frequent measure of student progress that can be used for targeted re-teaching and spiraling of key standards. Similarly, the Cycle of Inquiry at the heart of our Professional Learning Communities (PLC) model for teacher collaboration and professional development (Section 5: Professional Development) will include structured analysis of student work using agreed upon protocols (e.g., ATLAS, Learning Teams, etc.).

Through the Advisory class, SRHS #4 staff will accept that “counseling and guidance” is a responsibility of every adult employed at the school. In terms of assessment, this means that every student who is identified, based on multiple assessment measures, as needing Tier 2 (strategic) or Tier 3 (intensive) intervention under RtI² will have an Individual Learning Plan (ILP). The ILP will outline the student learning needs/gaps that must be addressed, along with progress monitoring at regular intervals.

D. ASSESSMENT DEVELOPMENT: *If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.*

We have outlined a plan for the development of additional assessments aligned to our selection of key instructional strategies (Section 4b: Autonomy). For example, our push for implementing Project-Based Learning across the curriculum will require the development of performance-based assessments (e.g., oral



South Region High School #4 (Grades 6 – 12)

and multi-media presentations) that measure what and how students are demonstrating mastery of standards. Our school-wide focus on AVID will accustom all staff with “SMART” goals - that demonstrate progress that is Specific, Measurable, Attainable, Reflective, and Time-specific. Throughout, our formative assessments will conform to the key principles of assessment – validity, reliability, equity, and feasibility.

In terms of assessment development, we believe that the practice of assessment FOR learning depends on a high level of professional judgment on the part of teachers. We also believe that PLCs can provide a non-threatening vehicle or forum for teachers to collaboratively discuss strengths and weaknesses of instructional delivery and the effectiveness of instructional adjustments based on formative assessment data. The subject area/course and Academy PLCs at SRHS #4 will create and use common formative assessments as outlined above to:

- Identify curricular areas that need attention because many students are struggling and design a common approach/lesson.
- Help each team member clarify strengths and weaknesses of his/her teaching and learn from one another.
- Identify students who are not mastering intended standards and need timely and systematic interventions following teaching.

E. DATA COLLECTION AND MONITORING: *Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?*

Three key premises will guide data collection and monitoring at SRHS #4:

1. There must be provision of a user-friendly set of formative, diagnostic, and progress monitoring assessments that reflect the standards and curriculum.
2. Data systems must be both useful and used to track student achievement and to inform key decisions. Staff must have access to the data that are most needed and useful and receive training about data use and data systems as needed.
3. School leaders, teachers, and students must discuss assessment results openly and honestly in large-group, small-group, and individual meetings.

SRHS #4 will establish a school-wide Data Team comprised of the Principal, Administrators assigned to each Academy, Academy Lead Teachers, content leads, Title I Coordinator, the Bilingual Coordinator, and two parent representatives from the SSC and ELAC. The Data Team will be responsible for reviewing all key indicators of school performance and student achievement. Most importantly, the Data Team will act to “filter” the data in a strategic fashion with an eye toward presenting data to different stakeholder groups (e.g., teachers, counselors, parents/guardians, students, etc.) with user-friendly formats and visual/graphic tables and graphs. Put another way, the Data Team will enable the transformation of “data” into “information” that can be used to guide and modify school planning and instructional decision-making. The Data Team will meet on a bi-monthly basis to review both formative and summative indicators of achievement, and then plan and coordinate the dissemination of data to PLCs organized by Academy and other interested parties engaged in helping support and monitor school improvement.



South Region High School #4 (Grades 6 – 12)

All teachers will also be trained and expected to use My Data to drive and inform instruction. We intend this data platform to enable teachers to get to know each student's data profile – past achievement, English Learner status, etc. so that they can authentically differentiate instruction and personalize the delivery of instruction. These data will be a key plank of adult: student interactions in the weekly Advisory Period as well. Advisory staff will be expected to compile and track their advisory students' attendance levels, credit completion, CAHSEE passage, behavioral incidents, progress on IEP goals, and progress report cards.

The data gleaned from assessments will be used to guide instruction. Classroom assessments will be used to highlight areas in need of improvement, as well as areas of strengths. By illuminating this information, it will be the responsibility of the teachers, with the help of the school's Data Team, to reassess teaching methods or assessments for the improvement of the students. Data will be disaggregated by Academy to provide Academy teacher teams with information that is specific to their students. When areas of weakness are identified, professional development will be used to help guide the further instruction of the students. If needed, curriculum adjustments will also be made. In particular, professional development on data analysis and use will emphasize the use of data for differentiation and scaffolding.

F. GRADUATION REQUIREMENTS: *For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.*

In order to participate in the middle school culmination ceremony, students will conform to the requirements set forth by the LAUSD. Those requirements currently include the completion of all classes in grade 8 with a passing grade and no more than 2 Us in cooperation or work habits.

In order to participate in the high school graduation ceremony and receive the high school diploma, students will conform to the requirements set forth by the LAUSD. Our first graduating class of 2013 will have the following LAUSD requirements: completion of 230 credits, which includes completion of the A-G requirements with a grade of C or better. (A. 30 credits social studies, B. 40 credits English, C. 20 credits math, D. 20 credits, lab science, F. 10 credits visual/performing arts, G. 70 credits electives, to meet the E. requirement for world languages students are expected to utilize credits allocated to the electives.) LAUSD students have the following requirements in addition to the A-G, 10 credits applied technology, 20 credits physical education, 5 credits health. Non-course requirements for LAUSD graduates include computer literacy, career pathway and service learning. Students must pass the CAHSEE exam and if they are not proficient on the Fitnessgram they must continue to take Physical Education each year. In addition, as indicated above, SRHS #4 plans to add the Senior Project as a high school graduation requirement, in order to participate in the graduation ceremony, which will also embed the District's Service Learning requirement rather than a separate expectation. The Senior Project will function as a culminating assessment, with student exposure to multiple, smaller scale culminating projects at prior grade levels. Completion of the interdisciplinary, multi-grade level senior project along with successful completion of the LAUSD requirements will determine a student's readiness to graduate.



V. PROFESSIONAL DEVELOPMENT

- A. PROFESSIONAL CULTURE:** *Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.*

SRHS #4 is committed to establishing and nurturing a collegial and collaborative staff that are professionally accountable for student success. The professional culture will be based on an expectation of high student achievement based on clear, measurable goals for student success, aligned to clear academic standards continually modeled and supported by school leadership.

Staff collaboration will be organized as Professional Learning Communities (PLCs). PLCs will be established for all subject areas and/or courses, as well as for the four interdisciplinary Academy structures at the school. In shaping our professional culture, SRHS #4 embraces the three core tenets of PLCs:

1. PLCs are student-centered: staff will focus on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves what students have learned, how student learning will be evaluated, what we will do when students struggle with learning, and what we will do once students have demonstrated mastery.
2. PLCs are deliberately collaborative: staff has regular, job-embedded time to plan common lessons, develop common assessments, discuss the students they share, etc. Collaboration is based on collective inquiry, action research, and experimentation. In other words, we reject teacher isolation and recognize that group commitments to implement collective solutions to common problems provide a more productive way to improve student achievement. Lastly, collaboration means that we are always dedicated to the notion that we must make public what have heretofore been private instructional decisions.
3. PLCs are professionally accountable for outcomes and reflective: Staff “own” student success or failure. We commit to looking in the mirror and addressing the factors that are within our control rather than pointing the finger of blame elsewhere or expounding on factors outside of our control that impact student learning. We also commit to using data to evaluate defined outcomes not merely intentions, and to ensure that data (broadly conceived) guides and modifies school-wide, team, and individual classroom decisions.

The professional culture of our school will center on focusing on common goals and structures that support collective inquiry, as well as modeling and coaching to create a shared commitment to excellence. Because SRHS #4 will function as a student-centered learning environment, educators must act as facilitators of student learning.

In the professional culture we are intent upon establishing, we assert that staff must embody the following characteristics:

Commitment to Students

- Focus on student growth and advocacy, addressing student learning needs with flexibility and compassion
- Commitment to teaching young adults and addressing the unique developmental needs of adolescents



South Region High School #4 (Grades 6 – 12)

- Acceptance that “counseling and guidance” is a responsibility of every adult employed at the school
- Agreement that student learning needs supersede staff convenience, habits, or routines

Commitment to School Colleagues

- Adoption of a problem-solving rather than a “problem finding” mindset in making individual and collective decisions
- Commitment to transparency and authentic staff collaboration; making public what have heretofore been private instructional decisions
- Participation in peer observations, debrief, and discussions aimed at improving classroom instructional delivery
- A passion for one’s own subject matter and ownership of one’s own professional growth
- Active participation in school decision-making through membership in at least one school committee or governance forum
- Involvement in developing a truly innovative school that provides a distinctive, meaningful educational experience for all students

Commitment to Parents and Community

- Engaged partnering with parents/guardians and the larger community to educate the whole child
- Willingness to participate in and model “community connections”
- Participation in creating a learning environment that serves as a source of student and community pride

B. PROFESSIONAL DEVELOPMENT: *Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school’s goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?*

Professional development and teacher collaboration will be organized as both content/course PLCs and PLCs organized by thematic, interdisciplinary teams of teachers in each of four Academies. These PLC structures will be supplemented by targeted school-wide professional development on key topics outlined below.

Subject area/course PLCs will meet twice monthly focused on building the capacity of staff to engage in “backwards mapping” such that what is taught (curriculum) maps through assessment back to the key California content standards using research-based pedagogy. These PLCs will design common lessons by reaching consensus on matching key instructional strategies to lesson plan development, and then analyze the effectiveness of the application of common pedagogy on teaching practices and student learning (Section 2d: Curriculum and Instruction, Instructional Strategies). These PLCs will also focus on developing common formative assessments, reaching consensus on how to evaluate student performance and check for student understanding of underlying standards/concepts. Towards this end, teachers in subject area/course PLCs will administer and use data from common formative assessments to guide and modify teaching.

PLCs organized by interdisciplinary Academy will meet at least once monthly focused on Response to Instruction and Intervention (RtI²). These collaborative teams of Academy teachers will develop system for identification, referral, and service of students in need of “intensive” and “strategic” interventions for pre- and re-teaching, discussing the needs of students that they share in common across subject areas. In addition, the Academy PLCs will function as the forum for collaboration on developing and refining the content of the Advisory Period offered weekly to all students. Professional development and teacher collaboration will address how to use the Advisory curriculum effectively, sharing best practices and



South Region High School #4 (Grades 6 – 12)

experiences in personalizing the educational experience for students. In this way, professional development will enhance the capacity of all staff to translate “personalization” into a set of concrete actions that inform the adult: student interactions at the heart of the Advisory Period.

To supplement and complement the emphasis on PLCs, SRHS #4 will organize monthly school-wide professional development to address the following professional development priorities:

- Defining how to organize and operate as PLCs (e.g., core tenets, staff expectations, etc.).
- Developing shared understanding of how to teach in the 2x8 block schedule, especially how to employ the five instructional strategies (SDAIE, GLAD, AVID, WAC, and PBL) in designing common lessons (Section 2: Curriculum and Instruction).
- Developing an advisory period that provides staff with guidelines for personalization and intervention support.
- Understanding the framework and theory behind the move from Assessment OF Learning to Assessment FOR Learning, including guidelines for development of common formative and culminating, performance-based assessments (Section 4: Assessment and Learning).
- Achieving common expectations for progressive discipline, Positive Behavior Support, and appropriate classroom modifications.
- Defining staff expectations for RtI², particularly Tier 1, which defines instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards.

Building on the best practices of effective high schools²⁷ and the elements of effective middle schools²⁸, SRHS #4 professional development plans will focus on deep understanding of curriculum and assessment and on the development of our five key instructional strategies that have proven effective in raising student achievement. All professional development activities will be practice-oriented with structured follow-up activities. Through the on-going use of collaboration time to refine and revise common lessons, develop common formative assessments, and share instructional strategies and practices, collaborative teams will take solution-centered approaches to address student learning needs. Our SRHS #4 educators will value professional inquiry, reflection and problem solving by team members. Lastly, instructional specialists, coaches, and/or master teachers will work with teachers to ensure that evidence-based teaching strategies are implemented effectively in every classroom.

C. TEACHER ORIENTATION: *Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.*

For teacher orientation, SRHS #4 will focus on introducing and reinforcing the Professional Culture described above with new staff members. Given the type of innovative school we are developing and the specific staff characteristics that we feel are desirable, it will be necessary to acculturate new staff to our mission, vision, values, and goals.

To accelerate this process, SRHS #4 will pair staff (whether new to the profession or new to the school) with a peer “buddy”. Staff will be matched to a colleague who is in the same content area/course PLC whenever possible and/or same Academy. Via peer mentoring, we aim to assist staff in becoming acquainted with the roles and expectations for PLC collaboration, as well as the school’s conception on how to analyze and use data to guide instructional practices. Throughout, the focus will be on ensuring

²⁷ National Center for Educational Accountability (2006). *Just for the Kids – California. High School Best Practice Study, 2004-2005*. Sacramento, CA.

²⁸ EdSource (2010) *Gaining Ground: Why Some Schools Do Better*. Sacramento, CA.



South Region High School #4 (Grades 6 – 12)

that staff are supported, trained, and developed in relation to the five key instructional strategies, and brought into the fold with regard to our comprehensive system of assessment and accountability.

We anticipate that staff will need support and guidance in expanding their notions of what is included in “data” to include the formative and performance-based common assessments that will be constructed within PLCs. Most importantly, the professional development structure described above will be responsible for reinforcing the shared definition of best first instruction at the heart of our instructional program. Where appropriate, staff orientation will include differentiated support. In this way, we aim to ensure that all staff understand that quality instruction that actively engages students is the best and most authentic preparation for the high-stakes assessment that comprise school accountability.

D. PROFESSIONAL DEVELOPMENT CALENDAR: *Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.*

In order to provide adequate time for professional development to meet the array of foci described above, SRHS #4 proposes to “bank time” from all minimum days. This will allow us to provide weekly time for professional development and teacher collaboration organized as weekly late start on Tuesdays. In addition, some faculty meeting time will be used to allow an additional three hours per month if necessary to allow PLCs to establish themselves and operate effectively.

SRHS #4 also proposes to provide 1-2 days of Lesson Study each semester for common lesson design. Funding permitting, we would also like to have 2-3 days prior to start of school year for professional development. Lastly, our “Elect to Work” agreement asks teachers to commit additional time each week to work in PLCs. It will be an expectation that staff agree to extend the on-site work day to 4:30 pm twice per week and participate in professional development and collaboration. Twice annually Saturday sessions of professional development would also be an expectation in the Elect to Work agreement.

Below we have outlined a plan for Year 1 (2011-12) of PSC implementation, which outlines key topics and foci for the various forums for professional development and collaboration. The WASC Time Task Calendar is in addition to the topics listed below. (Appendix D)

Professional Development Calendar, 2011-12

Month	Content Area/Course PLC	Interdisciplinary Academy PLC	School-wide Professional Development
Summer 2011	Review of Public School Choice Plan and Performance Management Matrix	Review of Public School Choice Plan and Performance Management Matrix	Review of Public School Choice Plan and Performance Management Matrix
August, 2011	Mean Scale Score Comparisons Goal Setting	PLC Training Teaching in a Block	Curriculum Training for Advisory Schoolwide Data Form WASC Focus Groups
September, 2011	PLC Lesson Study Training	PLC Training	API/AYP Sub groups



South Region High School #4 (Grades 6 – 12)

Month	Content Area/Course PLC	Interdisciplinary Academy PLC	School-wide Professional Development
		Instructional Rounds Overview	Project Based Learning
October, 2011	SDAIE/Access to Core Strategies Training PLC Lesson Study Vertical Articulation	Project Based Learning Peer Observation Training: Triads of Trust	RtI ² : Attitude, Attendance and Academics Overview
November, 2011	Strategies for Inclusion (SWD, GATE, EL, SEL) PLC Lesson Study Data Analysis: Periodic Assessments	Academy implementation of RtI ² : Attitude, Attendance and Academics Data Review: Periodic Assessments	Developing and Monitoring Advisory Curriculum
December, 2011	RtI ² Review and Analysis for Second Semester Vertical Articulation	Developing and Monitoring Advisory Curriculum PLC Review of Successful Implementation	PLC Lesson Study Cycle I Reflection
January, 2012	School is not in Session	School is not in Session	School is not in Session
February, 2012	SDAIE/Access Strategies Training Looking at RFEP Data First Semester Data Analysis: Periodic Assessments	First Semester Data Review: Periodic Assessments, Attendance, Discipline CAHSEE Preparation and Review	First Semester Data Review: Periodic Assessments, Attendance, Discipline
March, 2012	PLC Lesson Study Create CST Mini Lessons	Preparation of Academy Hosted Presentation and Gallery Walk	Academy Hosted Presentation and Gallery Walk to Showcase Best Practices
April, 2012	PLC Lesson Study	CST Preparation and Review	Testing Logistics
May, 2012	PLC Lesson Study	Data Review Analysis to Plan for 2012-13	Reflection: Review of 2011 -12 Goals
June, 2012	PLC Lesson Study: Review of Step 7	Data Review Analysis to Plan for 2012-13	Set Goals for 2012-13

Teachers will be sent to formal training during the summer for strategies like GLAD, WAC and AVID to be implemented in year 2 and beyond.



E. PROFESSIONAL DEVELOPMENT EVALUATION: *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.*

Because the majority of professional development will occur within PLC collaboration, the evaluation of professional development is essentially the method by which PLCs will be held accountable. The high-leverage principal leadership strategies advocated for this²⁹ include an evaluative role in monitoring: a) teachers' examination of curriculum and standards; b) teachers' analysis of summative and formative data; c) teachers' definitions of quality, rigorous student work via assessment practices such as criteria charts and rubrics; d) submission of products (e.g., common lessons, common formative assessments) that flow from collective inquiry; and e) documenting progress and learning across PLCs with vertical articulation. For SRHS #4, this will be an evaluative expectation for administrators charged with oversight and supervision of PLC teams. In sum, SRHS #4 administrators will hold staff accountable for active participation in PLC work (i.e., the teacher role in collaboration and follow through with agreed upon actions) with evidence of student achievement from multiple assessments.

In addition, SRHS #4 is proposing to implement Instructional Rounds.³⁰ (Appendix AA) This methodology involves educators in structured observations of classroom instruction in order to discuss instructional practices linked to school improvement efforts and to identify instructional exemplars as strategies for systemic change. As part of Instructional Rounds, observers engage in "landscaping" in order to focus on a key issue that impacts the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement. Observers then observe, debrief, and identify next steps as part of the evaluation of classroom teaching and learning.

SRHS #4 will employ the Instructional Rounds methodology to evaluate the "transfer" of professional development to the classroom by a) Observing classroom practices (*What are teachers and students saying and doing?*) b) Debriefing observations (*What did we see?*); and c) Identifying the next level of work (*What will help us to know our teachers well instructionally in order to offer more targeted support?*). Eight broad domains will comprise the focus of Instructional Rounds: 1) Instructional Delivery; 2) Expectations; 3) Student Engagement; 4) Learning Environment; 5) Extent of Academic Rigor; 6) Extent for Curricular Relevance; 7) Relationships/Personalization; and 8) Classroom Management. We anticipate that an administrator will observe all teachers under this scenario three times annually. Timing of the Instructional Rounds will align with the work of content area/course PLC and interdisciplinary, Academy PLC foci. For example, PLCs implementing a common lesson would be a logical group to involve in Instructional Rounds. Likewise, PLCs providing targeted in-class interventions offer an opportunity for evaluating professional development under the Instructional Rounds method.

We envision Instructional Rounds also occurring as peer-to-peer observations. One proposal is for establishing a "triad of trust" whereby groups of three teachers engage in regular cycle of peer observations against agreed upon criteria (linked to PLC foci) to determine how much professional development "transfer" has occurred. Peer observers would debrief and provide descriptive feedback aimed at improving instructional practices and student learning. The key difference, of course, is the exclusion of administrators or other out-of-classroom personnel from these observations.

²⁹ DuFour, R and Marzano, R. (2009). "High Leverage Strategies for Principal Leadership," *Educational Leadership*, Vol. 66, No. 5 (February)

³⁰ City, E.A., Elmore, R.F., Fiarman, S.E., and Tietel, E. (2009) *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge, MA: Harvard University Press



South Region High School #4 (Grades 6 – 12)

F. AUTONOMY: *Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.*

SRHS #4 is committed to taking advantage of professional development autonomy provided under the Public Schools Choice (PSC) process to implement innovative practices aimed at maximizing student learning via regular and on-going inquiry, collaboration, and reflection. The structuring of both content/course PLCs and interdisciplinary PLCs with separate foci is one example of our commitment to designing a more innovative professional development calendar under conditions of autonomy.

In addition, the exercise of autonomy in the area of professional development is intended to ensure a guaranteed, viable curriculum for ALL students. PLC-style collaboration, collective inquiry, and action research will reduce teacher isolation and ensure that all students have access to both the core academic program and Universal Access. In this way, our plan for professional development addresses the necessity for increasing access and equity in the classroom. Under our plan, backwards mapping of curriculum, through standards-aligned assessments, to the State content standards is a job-embedded component of professional development and teacher collaboration. As such, we anticipate a higher degree of commonality in terms of shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction. We also expect that shared definitions and criteria for evaluating student progress will flow from the professional development design set forth in this plan.

Autonomy in professional development will also ensure that there are substantial professional development opportunities built into the school calendar, with multiple opportunities (before start of school year, set aside time each semester, weekly late start, after-school and Saturday collaboration) for common planning time and focused professional development. Our plan includes a mix of individual teacher, collective teacher groupings, and school-wide professional development opportunities that are intended to be mutually reinforcing and aligned with each other.



VI. SERVING SPECIALIZED POPULATIONS

- A. SPECIAL EDUCATION:** *Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEPs) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.*

ENROLLMENT:

Upon enrollment, students choose to be a member of an Academy. Students will then meet with their academic counselor to determine appropriate placement in the Academy and to develop their academic plan.

IDENTIFICATION:

SRHS #4 shall implement and monitor the special education process utilizing the Los Angeles Unified School District (LAUSD) Special Education Policies and Procedures Manual. As with all areas of the plan, SRHS #4 will go beyond compliance matters and provide special education services of high quality that will promote the success of students with disabilities.

A referral process by parents/guardians or staff shall be in place for students who may require special services. Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing. Once a written request has been received, the team of an Administrative designee, Special Education Coordinator and School Psychologist reviews student records and can deny the request, or develop and provide the parents/guardians with a special education assessment plan within 15 days.

After the assessment plan is signed by parent/guardian, an IEP team meeting must be held within 60 days.

Once a student has been identified by an IEP team as having a disability requiring Special Education and/or Designated Instructional Services (DIS), Free and Appropriate Public Education (FAPE) offers will be made and agreed to. All services and FAPE provisions in the IEP will be implemented.

FOLLOW-UP:

Consistent with state and federal laws and District policy, SRHS #4 will ensure that that students with IEPs are reassessed every three years, or at any time at the request of the parents/guardians or District staff except it shall not occur more frequently than once a year unless the parent/guardian and District agree.

At least within one year of the previous IEP meeting, another IEP meeting will be held to review the student's progress toward meeting IEP goals and levels of current functioning. At this time the appropriateness of the IEP will be evaluated and it will be adjusted to meet the student's current needs. Such review and adjustment of the IEP may occur more frequently if requested by school staff, a parent/guardian, or a member of the IEP team.

The services will also prepare students and their families for appropriate post-secondary transition and success. Students with disabilities, requiring special services and are enrolled in SRHS #4, will be promptly identified and provided the appropriate services as determined by their Individualized Education Plan (IEP) Team. The services shall be clearly stated in their designated IEP.



ACADEMIC PROGRAM:

The general program of instruction provided to students with disabilities shall be responsive to the required sequence of courses and related curriculum for all SRHS #4 students unless an IEP team determines that a modified curriculum is necessary for students with more significant disabilities (also see Appendices D and E). SRHS #4 will employ evidence-based strategies to meet the needs of all students. Teachers will utilize relevant and rigorous classroom instruction and establish respectful relationships. SRHS #4 will provide students with the knowledge, skills and habits of mind needed for graduation and program completion.

Teachers will actively participate in professional development that will enable them to analyze both quantitative and qualitative student data in order to identify students' strengths and weaknesses; to design instruction to meet student needs with the first instruction; to examine the nature of the concepts being taught and to assess students' interest and more importantly, their readiness to learn identified concepts.

Effective-research based practices such as the use of graphic organizers, academic vocabulary, cooperative learning groups and instructional conversations will also be shared. All teachers will have multiple opportunities to collaborate and discuss such strategies as they participate in Learning Team meetings and grade-level/department meetings.

In order to meet the needs of students with disabilities, the general program of instruction shall be responsive to the required sequence of courses and related curriculum for all students of SRHS #4. The program goal is to provide enhanced opportunities for students, with different learning modalities, to gain access to a rich and challenging curriculum; to understand concepts and demonstrate proficiency; and to build a solid foundation for future success. There exists at SRHS #4 a strong belief that all students can learn: Thus, SRHS #4 will ensure equity and access, quality instruction and personalization for all students.

INTERVENTION:

The five components of the Response to Instruction and Intervention are the guidelines for the referral process:

1) Using the multi-tiered framework of instruction and intervention, all students shall have access to “core instruction” in the classroom and are universally screened at the beginning of the year in order to identify learners that need additional support through differentiated instruction, scaffolding frontloading or other instructional strategies.

2) Tier 2, or Strategic or Supplemental Intervention is provided for the 10-15% of students who need greater intensity of instruction as well as possibly different types of intervention and instruction to learn successfully. A referral to the Coordination of Services Team (COST) shall provide additional intervention after “universal” supports and Academy interventions have been attempted. This will also be applicable if it is determined that more intensive services are required through progress monitoring data. Students who have irregular or problematic attendance shall be referred to the Student Attendance Review Team (SART) or for students that do not show academic progression a Student Success Team (SST) meeting shall be scheduled. Members of the SST shall include the general education teacher, Special Education Coordinator, School Psychologist, general administrative designee, academic counselor, student and parent/guardian. SST meetings shall have various. The meeting may result in a formal request for a comprehensive assessment for special education or a request for a 504 plan.



South Region High School #4 (Grades 6 – 12)

3) Tier 3, known as Intensive Intervention, is for an estimated 1-5% of students who need individualized and/or very small-group instruction. In this tier, intervention is highly focused and progress monitoring is frequent. Tier 3 services are not synonymous with special education services, but are a critical step in providing intensive intervention so that students have an additional opportunity to succeed.

The LAUSD Discipline Foundation Policy shall be fully implemented for all students, including those with disabilities. Student discipline and procedures for suspension and expulsion shall be in compliance with discipline procedures set forth in IDEA and consistent with federal, state, and local requirements.

Administrators, Special Education Coordinator and case carriers will be responsible for implementing and reviewing the special education process on a daily basis for students with disabilities in accordance with federal, state, and local requirements, and will implement programs and services, including DIS, required by the IEP of students. . Student data input through the Welligent system records tracking of hours and services, IEP timelines, goals and objectives, assessments, accommodations and modifications that are monitored on a weekly basis.

Administrators, Special Education Coordinator and all teachers will monitor IEP timelines, services, assessments, accommodation and modifications, and classroom instruction following IEP guidelines on a weekly basis. SRHS #4 will be responsible for providing instruction and related services to facilitate student attainment of the appropriate educational goals and objectives for each student identified as an individual with disabilities. SRHS #4 will ensure that every student participates in a challenging curriculum that meets state required educational standards in the least restrictive environment. Multiple methods will be used to assess students.

Multiple methods will be used to assess student growth and success. Students receiving special education will access the general education curriculum in all subject areas, with accommodations and modifications specified in their IEPs and they will demonstrate proficiency as defined in their IEP. Services to be used in promoting student success in the general education curriculum include co-teaching in the core curriculum, resource services such as consultation and collaboration between general education, use of a Learning Center and, as needed, use of a special day program. Special and general education teachers will collaboratively ensure full access to the general education curriculum regardless of a student's placement. Teachers will participate in collaborative planning and curriculum development for students with IEPs

Each semester the School Site Level Special Education Compliance Team of Administrator, Special Education Coordinator, General Ed teacher, Special Ed teacher, Special Education Paraprofessional and Special Education Office Technician will also monitor and review all Special Education processes and policies on the Self-Review Checklist, Students with Disabilities provided by the District, to guarantee compliance with the Modified Consent Decree (MCD) mandates. Site administrators and staff review compliance with policies and procedures regarding the education of students with disabilities on a daily basis.

SRHS #4 will provide services and a Free Appropriate Public Education (FAPE) in the least restrictive environment for students with disabilities. A wide range of service options will be provided which may include accommodation, modifications, designated instructional services (DIS), co-planning, co-teaching, Learning Center, Special Day Program, Community Based Instruction (CBI), Resource Specialist Program (RSP). The vision of SRHS #4 is one of inclusion at all levels and this extends fully to students with disabilities as well as to the full range of diversities and interests.

The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and is identified in the Curriculum Guide for Students with Moderate to Severe Disabilities.



South Region High School #4 (Grades 6 – 12)

Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum. Some of the interventions used for the CBI population include participation in general education, such as involvement in elective courses and extracurricular activities. Designated Instructional Services (DIS) agreed to in the student's IEP may include: speech and language services, DIS –Counseling, Adapted Physical Education (APE), Occupation Therapy (OT), Assistive Technology (AT), Orthopedic Impairment (OI), Least Restrictive Environment (LRE) Counselor, Individual Transition Plan (ITP), Community-Based Instruction, and instruction at the Doyle Career and Transition Center located in Gardena.

SRHS #4 shall provide extended school year services to eligible students with disabilities through our Summer School program offered. Eligible students may participate in: Extended School Year (ESY) offered at summer school, CAHSEE Preparation, and intervention programs for students at risk of not meeting grade level standards and graduation requirements.



VII. PERFORMANCE MANAGEMENT

A. PERFORMANCE GOALS AND METRICS: *Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.*

Not required per Monique Epps

B. RATIONALE: *Discuss why the proposed school will track the mission-specific indicators selected.*

Not required per Monique Epps

Table X: Measurable Quantitative Targets for Increased Student Achievement (Performance Goals and Metrics)

Indicator	Baseline Performance (2009-10)³¹	Annual Improvement Goal	Five Year Target
API Growth Score			
<i>Increase by at least 5% the difference between current score and State benchmark of 800</i>	657	15 points	732
Adequate Yearly Progress			
<i>Increase % Proficient or Advanced on CAHSEE ELA</i>	38%	5%	63%
<i>Increase % Proficient or Advanced on CAHSEE Math</i>	41%	5%	66%
California Standards Tests			
<i>Increase % Proficient or Advanced on ELA CSTs</i>	32%	5%	57%
<i>Increase % Proficient or Advanced on Math CSTs</i>	15%	6%	45%
<i>Increase % Proficient or Advanced on Science CSTs</i>	27%	5%	52%
<i>Increase % Proficient or Advanced on History CSTs</i>	29%	5%	54%
California High School Exit Exam			
<i>Increase % of 10th graders passing CAHSEE ELA</i>	74%	4%	94%
<i>Increase % of 10th graders passing CAHSEE Math</i>	75%	4%	95%
California English Language Development Test			
<i>Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)</i>	45.1%	3%	60.1%
<i>Increase the proportion of EL students with less than 5 years as EL achieving the minimal criteria for English Language Proficiency (AMAO 2)</i>	12.2%	5%	27.2%

³¹ Baseline data is an average of Banning and Carson High schools, and Carnegie Middle School, the schools from which SRHS #4 will receive its student population.



Table X: Measurable Quantitative Targets for Increased Student Achievement (Performance Goals and Metrics), cont.

<i>Indicator</i>	<i>Baseline Performance (2009-10)³²</i>	<i>Annual Improvement Goal</i>	<i>Five Year Target</i>
<i>Increase the proportion of EL students with 5 or more years as EL achieving the minimal criteria for English Language Proficiency (AMAO 2)</i>	30.9%	4%	50.9%
Reclassification Target			
<i>Increase the annual reclassification rate to a minimum of 16%</i>	9.9%	6.1%	16% each year
High School Graduation and College Eligibility³³			
<i>Increase 4-year adjusted, derived graduation rate (NCES definition)</i>	78.5%	4%	98.5%
<i>Decrease 4-year adjusted, derived dropout rate (NCES definition)</i>	18.8%	3%	3.8%
<i>Increase seniors graduating having completed A-G requirements (UC/CSU eligibility rate)</i>	21.9%	7%	56.9%
Attendance			
<i>Increase student attendance</i>	93.1%	1%	96%
<i>Increase staff attendance</i>	92.9%	1%	96%

³² Baseline data is an average of Banning and Carson High schools, and Carnegie Middle School, the schools from which SRHS #4 will receive its student population.

³³ Based on 2007-08 data from California Department of Education, the most recent data available.



South Region High School #4 (Grades 6 – 12)

VIII. COMMUNITY ANALYSIS AND CONTEXT

A. DESCRIPTION: *Describe the community you seek to serve. Include an analysis of the strengths, assets, values, and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.*

The City of Carson has over 89,000 residents. The current composition is African-American (25.7%), American Indian (0.6%), Asian (22.3%), Caucasian (25.7%), Filipino (18.8%), Hispanic (34.9%), Japanese (0.9%), Korean (0.6%), Native Hawaiian and Other Pacific Islander (3%), and Samoan (2.4%). Carson residents speak a variety of languages. 50.1% of households speak English only, 29.1% speak Spanish, 19.3% speak Asian and Pacific Island languages, and 0.9% speaks other Indo-European languages at home.

Education levels vary among the City of Carson. Of the residents, 13.9% have less than a 9th grade education, 15.4% have attended high school and did not graduate, 70.5% have graduated from high school, and 49.1% have attended college or graduate school. The median household income in the City of Carson is \$52,284 with an average per capita income of \$17,107. Social Security is received by 24.8% of the population, 8% receive supplemental Social Security income, and 5.5% receive public assistance. Retirement income is received by 19.8% of the residents. With regard to socio-economic status, 9.3% of families with children under the age of 18 live in poverty status and 11.8% of families with children under 5 live in poverty.

When South Region High School #4 (Grades 6-12) opens its doors in the fall of 2011, it will be seventh senior high school and the only secondary span school in Local District 8. SRHS #4 is located in the South Bay region of Los Angeles County, in the incorporated City of Carson. The enrollment of this culturally diverse school will be 1,600 students in grades 6-12. The matriculating family of schools is Dominguez, Del Amo, Leapwood, Annalee, and Broadacres Elementary Schools, and Carnegie and Curtiss Middle Schools. The school will relieve overcrowding from Banning and Carson High Schools. The community surrounding SRHS #4 has a large number of refineries, importing companies, truck companies, rail yards and other industries, a virtual sea of corporations dotted by isolated islands of single family homes and multi-family, large apartment buildings. For many years residents in the school's attendance boundaries felt isolated from the rest of the city of Carson until a bridge was built to connect them to the larger city. Because the school is located in a primarily industrial/commercial, it creates a prime opportunity to engage local businesses in partnership with the school.

The Los Angeles Unified School District and Local District 8 have acknowledged the community need by adding this new span school to this area. This will give Dominguez Elementary School, currently the only school on the east side of Carson, a vital link to secondary education. The Dominguez ES principal and staff are looking forward to having SRHS #4 with which to articulate and to receive student tutors and mentors for the K-5 students. Parents in the school's neighborhood have expressed their desire for their children to be safe not only at school but also in the surrounding community. These parents value a rigorous academic education for their children and have pledged to support the school, even to the point of volunteering to begin the school's PTSA prior to its opening.

Historically, sixth graders from Dominguez Elementary School have had to traverse a dense and intimidating industrial zone on their three-mile journey to Carnegie Middle School. The incorporation of a middle school program addresses this ongoing concern by providing the matriculation of sixth, seventh, and eighth graders at SRHS #4. Culminating 5th graders from Dominguez ES will seamlessly matriculate to the "school-next-door"! The span provides a golden and unprecedented opportunity for teachers to articulate, and more actively respond to the needs of middle school students and matriculate them to the



South Region High School #4 (Grades 6 – 12)

ninth grade at a rate greater than 95%. As early as sixth grade, students will begin learning about the rigors, rituals, and routines of the high school experience.

These facts translate to a school with a population that is predicted to enroll 1,600 students, of which 16% are English Language Learners, 11% will need special education services, and 71% are low socio-economic status. Moreover, the data from the three schools being relieved, Banning and Carson High Schools and Carnegie Middle School, demonstrates the need for South Region High School #4 to have a laser-like focus on the instructional program, in order to meet the needs of a diverse group of learners as they prepare for post high school graduation success.

Like the City of Carson's motto "*Future Unlimited*," Local District 8 has the passion, capacity and wherewithal to prepare youngsters for the extraordinary and unlimited experiences lying ahead.

B. BACKGROUND/SUPPORT: *Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.*

Local District 8 (formerly known as Local District K) has served the South Bay for decades. Local District 8 has seen unprecedented double-digit Academic Performance Index Growth in most of its middle and high schools in 2009-2010. In particular, the Local District is poised to successfully open and deliver rigorous teaching and learning for the students of SRHS #4. With Superintendent Michael Romero at the helm and his strong instructional and pedagogical knowledge, SRHS #4 will be the state-of-the-art span school the Carson community deserves.

The Design Team for SRHS #4 is a highly qualified group who dedicated many personal hours to the formation of all aspects of the plan. (Resumes: Appendices I1 – I20).

The City of Carson is in complete support of the Local District 8 plan for SRHS #4. The city council unanimously passes a resolution stating that support. (Appendix J) In addition, letters of support have been received from the USC Rossier School of Education, CSU Dominguez Hills and the Dominguez Area Property Owners Association. Local District Superintendent Michael Romero and Interim Principal Veronica Aragon spent much time in the community speaking to individuals and community organizations, from which we have received verbal support. (Appendix N) After more than one community meeting we have received responses in total support including one group who wanted to start up the PTSA for us, immediately.



IX. COMMUNITY ENGAGEMENT STRATEGY

A. ENGAGEMENT PLAN: *Explain the team's vision for engaging the community and the underlying theory that supports it.*

South Region High School #4 (Grades 6–12) believes that family and community engagement is an essential component for student success. The meaningful participation and collaboration between students, parents, families, community members, and the school is central to the design of SRHS #4. Students and their families need to feel connected and responsible for their community as well as their school. In order to foster this important relationship, the school will use many engagement strategies to bring parents/guardians into a more active role as their children's academic and social support. In addition to family partnerships, the school will maintain close ties with its community and continue to reach out to agencies and business to support the school and its Academies.

SRHS #4 commits to building engagement capacity through effective communication with the home and community, supporting parenting, encouraging volunteerism, supporting at-home learning, involving parents and community in decision-making and advocacy. The school and its partners will develop the SRHS #4 Family and Community Engagement Plan, to be available via school website and brochures in school offices, the Parent Center, Carson City Hall, and other community venues, to formalize this collaborative environment. Parents, families, and the community are invited and encouraged to be involved stakeholders in the school; the Parent Center located at the entrance to the school will serve as a first-stop to promote a sense of welcome.

So that SRHS #4 can provide a responsive and inviting school climate to increase the level of family and community engagement, the following strategies will be implemented:

1. SRHS #4 will hold quarterly public meetings for and with parents, family, and school community members to inform, explain, and invite an on-going dialogue concerning school and student progress data, budget expenditures, and school programs. Ideas and concerns generated at these meetings, along with yearly attitude surveys, will help school leadership teams (School Leadership Council and School Site Council) assess the effectiveness of school programs, including the family and community engagement component.
2. SRHS #4 Academies will hold quarterly meetings with their community partners and parents to exchange information and collaborate on how to best support student achievement specific to their students.
3. SRHS #4 will host Back to School Night, Student Centered Open House, two Student-Led Conferences each year, and PHBAO conferences. These activities allow parents/guardians the opportunity to monitor student progress and learn how they can help their children achieve their goals. These events also will provide community partners the chance to reach out to parents/guardians, offering pamphlets of services and other information to support families.
4. Additionally, the school will actively recruit family and community participation at all athletic events, school activities, and performances through on-going communication via phone calls, emails, flyers, newspaper articles, and letters.
5. SRHS #4 will provide opportunities for parents/guardians to participate in the Parent Institute for Quality Education (PIQE) classes. Parents who participate learn how to create a positive and lasting educational environment at home using proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their children surrounding their academic successes and challenges; discussing children's college expectations;



South Region High School #4 (Grades 6 – 12)

and more. In addition, classes through Families in Schools such as Transition to Middle School, Transition to High School and Going on to College will be offered in our Parent Center. These programs will build the capacity of parents/guardians to support their children as they work toward post-graduate success. Parents/guardians will develop the capacity to navigate and interact proactively for their children on the school campus as well as at home and in the community through participation in these programs.

6. SRHS #4 will conduct counselor-led conferences to create, maintain, and monitor each student's Individualized Culmination Plan (ICP) during grades six through eight and Individualized Graduation Plan (IGP) for students in grades nine through twelve:
 - One upon entering the school in 6th grade
 - One each school year, 7th and 8th grade
 - One during pre-registration upon entering the 9th grade
 - Two in the 10th grade (fall and spring)
 - Two in the 11th grade (fall and spring)
 - Two in the 12th grade (fall and spring)

The purpose of the ICP and IGP is to support and ensure students' successful preparation for post high school options such as college, vocational education, or entrance into a career. Parents/guardians are required to attend all counselor-led conferences each year as a means of monitoring their children's progress toward culmination/graduation. In cases where parents/guardians cannot attend, parent advocates will sit in on these conferences with students.

7. Grade level family nights to communicate pertinent information by grade level and solicit feedback from parents/guardians to better serve our students.
8. For each grading period, counselors will identify students with two or more Ds or Fails. They will counsel students and parents/guardians who will be required to participate in the "Steps Back to Success" workshop with their child.
9. The school/parent compact and an accompanying brochure will be provided to students and families each fall and upon enrollment at the school, delineating the expectations of 100% graduation for all students and the opportunities for parent and community involvement.

Not only will the SRHS #4 work with community partners to benefit the entire school, but each of the four Academies also will be aligned with community partners who will work collaboratively with the leadership and staff, students, and parents/guardians to support student growth. These partnerships will provide assistance and support tailored to meet the goals of each Academy and the school. For instance, these partners will help each Academy define the criteria and expectations for project-based learning opportunities, internships, and the culminating senior project required to walk the stage at graduation. Students will be expected to complete an internship and other requirements established by each Academy and their community partners. These activities will expose students to careers and people, helping establish for them a professional network.

B. KEY COMMUNITY PARTNERSHIPS: *Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers,*



South Region High School #4 (Grades 6 – 12)

SRHS #4 embraces project-based learning as the central instructional strategy. Community partnership quarterly meetings will serve as a forum to solidify the vision of students as active and contributing community members through project-based learning.

1. **The City of Carson** and SRHS #4 will develop a joint use agreement allowing the school to use city facilities like the Community Center for awards ceremonies and AP testing, an athletic field for the JV softball team, the community pool for the swim team, and tennis courts for the tennis team.
2. **Carson's city government** will serve as a community partner for the Law, Government, and Public Service Academy, providing internships, job-shadowing, field trips, and community service opportunities. Youth commissioners will provide a student voice on the City Council. Mentors from city government offices will guide and support students to reach the SRHS #4 goal of 100% graduation.
3. **CSU Dominguez Hills** will serve as a community partner for the Law, Government, and Public Service Academy and the Engineering, Technology, and Design Academy. An agreement will be reached that will offer students the opportunity to take college courses either at SRHS #4 or on the CSUDH campus. Students would be able to attend summer programs such as Upward Bound at CSUDH. Through this agreement students will have access to the student library, tutoring services, technology and priority admission to CSUDH. The 2x8 schedule at SRHS #4 will allow juniors and seniors time to take additional college classes during the school day. Due to strong ties with the CSUDH education department, SRHS #4 will regularly host student teachers; CSUDH will provide some courses for these student teachers on the SRHS #4 campus. This partnership will enable the school to recruit effective teachers who have been inducted into the school's culture of high expectations. Another benefit of this partnership is the Peer Mediation Training program that will be available to all students (Section 3: School Culture).
4. **The Carson Sheriff's Department** will serve as a community partner for the Freshman Academy. Students will be exposed to law enforcement careers through the Carson Sheriff's Explorer Program with the hope that many will continue with it through graduation. In addition, the SRHS #4 community will benefit and participate in the school safety programs offered to parents/guardians and students. SRHS #4 will work collaboratively with the community to develop a safety plan for the Dominguez Park and surrounding areas.
5. **Los Angeles County Bar Association** will serve as a community partner for the Law, Government and Public Service Academy, which will provide training in peer mediation for students and teen court. A member of the Los Angeles County Bar Association will be assigned to SRHS #4 to oversee the programs and their progress.
6. **Boys' & Girls' Club** will serve as a community partner for all students enrolled at SRHS #4. With the support of grant-funding, the Club will provide tutoring services, SAT prep classes, a computer lab, music training, mentorship opportunities and enrichment classes. The Boys' and Girls' Club will work closely with the students, parents/guardians and community to support all students at SRHS #4.

Members of the Design Team and Local District Superintendent Michael Romero have made initial contacts with these and other community partners. The principal, Academy principals, and lead teachers will be responsible for maintaining these relationships and recruiting new ones. Once personnel for the school is in place, SRHS #4 and each Academy will hold a series of meetings with these partners to solidify goals and expectations beginning Spring 2011.



X. SCHOOL GOVERNANCE AND OVERSIGHT

A. SCHOOL TYPE: *Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?*

South Region High School #4 (Grades 6-12) has selected Extended School-Based Management Model (ESBMM) as its governance model. As set forth in the tentative agreement between LAUSD and UTLA, ESBMM is intended to enhance flexibility, autonomy, and local control to promote academic excellence and full engagement by the school community.

Our selection of ESBMM is supportive of the schools' mission and vision for whole school improvement and enhanced student achievement outcomes under an innovative and semi-autonomous school design. Throughout this plan we have identified key areas where autonomy is needed including:

- Requiring staff to adhere to shared definitions of academic rigor, curricular relevance, and personalized (i.e., differentiated and scaffolded) instruction
- Re-sequencing of content standards to integrate Project-based Learning approaches
- Developing common formative assessments in each subject area
- Providing additional opportunities for students to shape how they demonstrate their own learning through development of performance-based assessments
- Implementing a requirement for completion of a college and career ready curriculum in order to graduate linked to preparation of a Senior Project.
- Expanding student access to college level learning opportunities while in high school.
- Scheduling to students under the 2X8 block schedule and balanced traditional school calendar to enable credit recovery and/or credit acceleration
- Structuring teacher collaboration as both content/course PLCs and interdisciplinary PLCs with separate foci
- Providing multiple opportunities for common planning time and focused professional development (e.g., start of school year, set aside time each semester, weekly late start, after-school and Saturday collaboration)
- Utilizing a staff selection process (Section 13: Staffing)
- Implementing an Elect to Work Agreement (Appendix Q)

After reviewing the other models available under PSC, we believe that ESBMM meets the school's desire for maximizing flexibility and autonomy in the areas that are crucial to student and school success:

- Using per pupil funding to address student learning needs not limited to District staffing norms. This will allow us to decrease teacher to student ratios to provide more individualized, and personalized instruction, as well as flexibly deploy out-of-classroom personnel to support staff and students.
- Selecting administrative, certified, and classified staff who are committed to the kind of Professional Culture we have set forth in this plan (Section 7: Professional Development) and evaluating staff performance in a more localized, tailored fashion.
- Implementing a curricular and instructional program that allows for some degree of autonomous curriculum and assessment development in order to innovatively address our goals for student college and career preparation (Section 2: Curriculum and Instruction and Section 4: Assessment and Data)
- Designing professional development and teacher collaboration to align with the instructional foci and key instructional strategies (Section 2: Curriculum and Instruction)



South Region High School #4 (Grades 6 – 12)

- Aligning school structures such as bell schedule and school calendar with the focus on credit recovery for students performing below grade level and adding complexity and depth via enrichment and college access for students performing at or above grade level.

In sum, we believe that ESBMM is most suited to and aligned with our instructional and assessment philosophies and professional culture.

B. APPLICANT TEAM CAPACITY: *List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.*

The Design Team assembled for PSC and charged with developing this plan for SRHS #4 includes representation from all key stakeholder groups in order to inclusively engage the entire school community in planning and deciding on the vision for PSC implementation. Design Team membership included the following individuals:

Local District 8

- Michael Romero, LD8 Superintendent
- Sandra Winchell, LD8 Assistant Superintendent, Curriculum and Instruction
- Juan Flecha, LD8, High School Director
- Veronica Aragon, Interim Principal for SRHS #4
- Travis Brandy, LD8, Special Education Specialist

High School Teachers

- Alma Shahabi, Carson HS
- Lilia Storey, Carson HS
- Peter Olson, Harbor Teacher Prep
- Jean Arce, South Gate HS

Middle School Teachers

- Kari Robert, Carnegie MS
- Ryan Gillespie, Carnegie MS
- Samuel Thompson, Wilmington MS
- Elizabeth Rodriguez, Wilmington MS
- Agnes Pitlik, Wilmington MS

High school students

- Julia Cruz, Carson HS
- Daisy Fernandez, Carson HS

Parents and Community Members

- Ida Taylor, Community
- Earnest Jefferson, Parent

Postsecondary Partners

- Jill Aguilar, CSUDH
- Lynne Cook, CSUDH



South Region High School #4 (Grades 6 – 12)

External Technical Assistance

- Ellen Pomella, LASDI
- Michael Butler, Public Works, Inc.

With representation from all key stakeholder groups, SRHS #4 was able to leverage expertise and input in the design of an innovative grade 6-12 school that will meet its mission and vision for academic excellence. The Design Team included a diversity of perspectives, background, and knowledge, as well as a collective track record of ability to lead and transform schools by raising student achievement. Additional information on each Design Team member can be found in his/her resume, attached.

C. SCHOOL GOVERNANCE AND OVERSIGHT

i. *Autonomy:* How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

The autonomy that SRHS #4 will use under PSC is intended to create a culture of shared leadership and decision-making focused on increased student achievement. As outlined above, there are clear areas for expanding autonomy in order to achieve our school mission and vision for increased student and school performance outcomes. Towards this end, we are intent upon establishing and nurturing a school culture where staff has input, participation, and ultimately ownership of student and school success. We are committed to using the autonomy of the ESBMM to ensure high levels of faculty and other stakeholder input into school decisions. As detailed in the section below on school-level committees and governing council, there will be multiple forums for engaging the perspectives of staff into school decisions and in shaping implementation of school-wide instructional priorities.

As part of our pursuit of autonomy, SRHS #4 plans to apply for an Elect to Work waiver so that all staff have the opportunity to express their willingness and commitment to collectively working on achieving the goals and objectives of this PSC plan. In the Elect to Work agreement, staff will be asked to express their intent to:

- Work collaboratively in PLCs.
- Participate in school decision-making by serving on at least one committee (teachers in the first year of teaching will be exempt from this expectation).
- Use Instructional Guides and Periodic Assessments until school-created substantive substitutes for these District guidelines and assessments are developed; actively participate in the development and utilization of common, formative assessments and re-sequenced curricular pacing in line with the Instructional Program and pedagogy outlined in Section 2 of this plan.
- Work an extended day (until 4:30 p.m.) for staff collaboration and professional development twice weekly, as well as twice annual Saturday professional development.
- Lead an Advisory Period once per week aimed at personalization; Physical Education teachers must agree to coach student teams in lieu of Advisory.
- Participate in a co-teaching model based on collaboration between general education and special education teachers as part of ensuring the Least Restrictive Environment (LRE) for students with Individual Education Plans (IEPs).
- Participate in a “Triad of Trust” that includes peer observations and peer feedback as part of the evaluation of classroom teaching and learning.
- Participate in parent conferences, Back-to-School, Open House and other Academy designed events.
- Supervise student passing periods.



South Region High School #4 (Grades 6 – 12)

- ii. School Level Committees:** *Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.*

Under the ESBMM, SRHS #4 will establish a School Leadership Council (SLC) comprised of 16 members (as described in the LAUSD/UTLA Agreement):

- Principal
- UTLA Chair
- 7 teachers elected at large
- 1 classified staff person
- 3 parents/community
- 3 students

The SLC will meet monthly. At least three annual meetings will be held to ensure parent/community involvement and access to key pertinent decisions in the areas identified below as subcommittee foci.

In addition, ESBMM will have the following subcommittees, with participation of all (except first year teachers) staff in at least one of the following:

- Personnel/Staff Selection (required representation of principal, UTLA chapter chair, teachers, parents, and classified staff for purposes of selecting personnel in accordance with District staffing policies and procedures)
- Professional Development (required participation of Academy and content lead teachers)
- Budget/Finance (open to all interested parties)
- Curriculum & Instruction (required representation of Academy lead teachers, content lead teachers, and instructional coaches)
- Positive Behavior Support (open to all interested parties)

The SLC will participate in shared decision-making. Decisions within the SLC will be made by consensus when possible, with recourse to a formal vote of the 16 members if consensus is not achieved. Subcommittees will meet at least four times annually be responsible for making specific recommendations and providing the SLC with input in the areas for which they are responsible. Subcommittee membership will be open to all staff with required representation as noted above.

Continuation of the ESBMM model will be subject to a staff vote at the end of five years, assuming satisfactory progress with a Quality Review Process (QRP) in year three. Metrics from the Performance Management of this plan will form the basis for ESBMM accountability. A vote of 67% of all UTLA bargaining unit members who work at least 50% or more time at the school will be required to continue ESBMM.

- iii. Governing Council:** *Describe the composition of the Governing Council and the process for membership selection.*

A School Site Council (SSC) comprised of 50% staff and 50% non-staff will function as the school's governing council. We envision the SSC consisting of 20 members:



South Region High School #4 (Grades 6 – 12)

Staff

Principal (1)
Assistant Principals (2)
Teachers (4)
Coordinator (2)
Counselor (1)

Non-Staff

Middle grades (6-8) parent (1)
Freshman (grade 9) parent (1)
Parents grades 10-12 (3)
Grade 8 Middle School student (1)
High School students at each grade level 9-12 (4)

Membership to the SSC will be based on elections for all but named positions. SSC staff members will serve for two years. SSC non-staff members will serve for one year.

The role and responsibilities of the SSC will be broader than the SLC established under ESBMM. The ESBMM SLC will function as a working group, reporting to the SSC and providing recommendations and policies for further input and ultimate approval by the SSC. The SSC will exercise jurisdiction over the Single School Plan for Student Achievement and WASC accreditation. In the end, SSC will be responsible for making judgments on the direction and focus of the school in order to meet the measurable accountability defined in Section 7: Performance Management section of the PSC plan. SSC will also approve all categorical budgets with input from the Compensatory Education Advisory Committee (CEAC) and English Learner Advisory Committee (ELAC), as well as participation in other State or Federal grant programs.



XI. SCHOOL LEADERSHIP

A. PRINCIPAL SELECTION: *Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school’s unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.*

The importance of principal leadership to constructing an effective school cannot be underestimated. Principals affect student achievement indirectly by influencing school events, staffing, professional culture, and structures in order to ensure the primacy of curriculum and instruction (i.e., classroom teaching and student learning) as the focus of school improvement. Moreover, principal leadership is reciprocal and mediated insofar as principals and teachers affect each other. Instructional leadership includes at least four key dimensions³⁴:

1. *Resource provision:* ensuring that teachers have the materials, facilities, and budget necessary to perform their duties.
2. *Instructional support:* active support of day-to-day instructional activities and programs by modeling desired behaviors and consistently prioritizing instruction.
3. *Communication:* setting clear goals for the school and articulating these goals to faculty, staff, parents/guardians, and community.
4. *Visibility and presence:* engaging in frequent classroom observations, participation in professional development, and being highly accessible to faculty and staff.

For SRHS #4, we assert that we need a transformational instructional leader capable of relentlessly aligning the school with our student-centered philosophy, based on a shared vision of all students becoming college-prepared and career-ready graduates. Such a leader must also coordinate and orchestrate the development of a school culture, buttressed by structures for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement. As one pivotal study of leadership defines it, transformational leadership means forming “a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.”³⁵ Seen this way, principal leadership is the transformational guidance that is required to focus the core mission of schooling on student learning, rather than merely managing what is taught in schools.

In constructing our job description of our principal, we have drawn on recent research on the components of effective school leadership.³⁶ After reviewing the factors most associated with increased student achievement, factors conducive to implementing second-order change, and characteristics of leaders who for establishing a purposeful community (i.e., collective efficacy for goals that matter to all community members using agreed upon processes), we have prioritized the following as the most important attributes of our future principal:

- *Situational Awareness:* principal is aware of the details and undercurrents in running of the school and uses this information to address current and potential problems

³⁴ Smith, W. F. and Andrews, R.L. (1989). *Instructional leadership: How principals make a difference.* Alexandria, VA: ASCD.

³⁵ Burns, J. M. (1978). *Leadership.* New York, NY: Harper & Row.

³⁶ R. Marzano, T. Waters, and B. McNulty (2005). *School Leadership that Works: From Research to Results.* Alexandria, VA: ASCD



South Region High School #4 (Grades 6 – 12)

- *Knowledge of Curriculum, Instruction, and Assessment:* principal is knowledgeable about current curriculum, instruction, and assessment practices and can lead it, because he/she is familiar with it.
- *Ideals/Beliefs:* principal communicates and operates from strong ideals and beliefs about schooling defined as a framework for action that defines what is distinctive about this school.
- *School Culture:* principal fosters shared beliefs and a sense of community and cooperation aligned with our vision of Professional Culture (Section 5: Professional Development).
- *Communication:* principal establishes strong lines of communication with and among teachers and students. He/she recognizes student and staff performance and is able to provide descriptive feedback at regular intervals.
- *Monitoring/Evaluation:* principal monitors the effectiveness of school practices and their impact on student learning through regular monitoring and evaluation of Curriculum, Instruction, and Assessment to ensure “transfer” to the classroom and hold staff accountable in ways that are fair and transparent.
- *Discipline:* principal protects teachers from issues and influences that would detract from their teaching, keeping time for teaching and learning free from interruptions and distractions.

In developing the proposal for SRHS #4, we have already selected an interim principal who has a wide range of experience as an administrator in both middle and high schools in LAUSD (Resume: Appendix I4). Moreover, this person has the capacity to be a transformational instructional leader based on a proven track record of accelerating student achievement at schools with similar student populations, as well as experience supporting effective practices of adults charged with improving student achievement.

In selecting future principals, SRHS #4 will adhere to the guidelines for Staff Selection under the ESBMM governance model described in Section 10: Governance and Oversight above. Put simply, principal candidates will be reviewed by the ESBMM Staff Selection Committee (an inclusive body comprised of school stakeholders) in terms of the aforementioned criteria. The Committee will, in turn, recommend a candidate for approval by the School Leadership Council (SLC). A formal job description of the principal is located in Appendix S.

B. LEADERSHIP TEAM: *Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.*

Given the primacy accorded to review and analysis of data for continuous school improvement (Section 4: Assessment and Data), SRHS #4 will use its school-wide Data Team as the Leadership Team at the school for making decisions impacting Curriculum, Instruction, and Assessment. This Data/Leadership Team will be comprised of the Principal, Administrators assigned to each Academy, Academy Lead Teachers, content leads, Title I Coordinator, the Bilingual Coordinator, and two parent representatives from the SSC and ELAC. The Data Team will meet on a bi-monthly basis to review both formative and summative indicators of achievement, and then plan and coordinate the dissemination of data to PLCs organized by Academy and other interested parties engaged in helping support and monitor school improvement.

The role and the responsibility of the Data Team is to enable the transformation of data into information that can be used to guide and modify school planning and instructional decision-making. The Data/Leadership Team will be responsible for reviewing all key indicators of school performance and student achievement. Data should be understood broadly to include traditional summative measures,



South Region High School #4 (Grades 6 – 12)

formative student assessments, school performance/accountability indicators, as well as data from self-developed performance based assessments, classroom observations/Instructional Rounds, structured analysis of student work, or surveys of students, staff, and parents/guardians. Data will be used by this Leadership Team to measure school progress towards the benchmarks in the Performance Management section of this plan, as well as flexibly meet the changing needs of the school community for actionable data to inform school-wide and PLC decisions. The Data/Leadership Team will report to the School Leadership Council (SLC) under ESBMM to report key findings and recommendations for action, some of which may need to be approved by the School Site Council (SSC).

C. PRINCIPAL EVALUATION: *Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.*

To evaluate principal performance, SRHS #4 will focus on measuring the capacity of the principal on the California Professional Standards for Educational Leaders (CPSELS), which include:

1. Vision – Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. School Culture– Advocating, nurturing, and sustaining a school culture and instructional program conducive to school learning and staff professional growth.
3. Management and Operations – Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Family and Community Engagement – Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Modeling Professionalism and Ethics – Modeling a personal code of ethics and developing professional leadership capacity.
6. Understanding the Larger Context – Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Principals will be rated on a four-point rubric where 4 = Practice that exemplifies and/or exceeds standard; 3 = practice that meets the standard; 2 = practice that partially approaches the standard; and, 1 = practice that is limited in addressing the standard. Similarly, the same four-point rubric will be used to rate the principal against the key leadership characteristics cited above in Principal Selection. Lastly, SRHS #4 intends to use the draft recommendations from the Association of California School Administrators (ACSA) which suggest an evaluation of principal effectiveness in terms of:

- Ability to analyze quality instructional strategies and provide effective feedback that leads to instructional improvement
- Evidence of academic growth based on multiple measures (i.e., Performance Management in Section 7 of this plan)
- Effective and comprehensive teacher evaluations
- High expectations and leadership to ensure active student engagement
- Collaborative professional practices for improving instructional strategies (i.e., developing and supporting the creation of PLCs at all academies and course-alike/departments)
- Effective school management
- Meaningful self-assessment to improve as a professional educator
- Consistent and effective relationships with students, parents/guardians, teachers, staff, and administrators.

The principal's direct supervisor (i.e., Local District 8 or designee) will evaluate the principal, with significant input and parallel ratings conducted by the Staff Evaluation Committee of the ESBMM School Leadership Council.



XII. STAFFING

A. STAFFING MODEL: *Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

Our mission to provide all students with a high-quality, rigorous academic program, featuring best first instruction coupled with high expectations, to ensure all students graduate college-prepared and career-ready will be met utilizing basic LAUSD staffing ratios, then adding teachers to reduce class size to the extent funding allows. Students in Special Education and English as a Second Language classrooms will benefit from a smaller student to teacher ratio than other classes due to District support for Special Education and Bilingual funds for the English Learners. In addition, all students will benefit from the 2x8 bell schedule that allows for electives in addition to any necessary interventions during the school day.

South Region High School #4 (Grades 6-12) will be staffed initially with the numbers of staff normally allocated to high school and middle schools in the Los Angeles Unified School District. Because SRHS #4 will utilize a 2x8 schedule, we will be required to purchase 8.3% additional teachers, just to meet the established LAUSD class size norms. The class size norm for middle schools like SRHS #4 is 34:1 in academic core classes and 42.5:1 in all other classes. In grades 9 and 10 it is 34:1 for academic core classes and 42.5 for other classes. All classes for grades 11 and 12 are normed at 42.5:1. In addition, intervention classes such as Advancing Academic Literacy and English Language Skills for English Learners are normed at the lower rates of 20:1 and 25:1 respectively. After these norms are met, it is the intention of SRHS #4 to further reduce class size in academic core classes at all grade levels to the extent possible with an initial emphasis on the large class sizes in the academic core classes for grades 11 and 12. Most of the class size reduction will occur in the second semester of the first year after categorical funds are released. After that reduced class sizes will be maintained and improved for all academic core classes funding permitting.

Certificated Year 1 - 47 teachers, 4 counselors, 3 administrators (including the Principal), Special Education teacher numbers will be determined by the Local District, 1 librarian, and School Nurse, School Psychologist, Pupil Services and Attendance Counselor at a level where funding will permit

Classified Year 1 - 1 SAA, 1 MCD Office Tech, 2 Office Techs, 1 Plant Manager, 3.5 buildings and grounds workers, .75 Financial Manager, Special Education Assistants, 1 per Special Education classroom and 1 community representative

Certificated Year 2 - 52 teachers, 4 counselors, 4 administrators (including the Principal), Special Education teacher numbers will be determined by the Local District, 1 librarian, and School Nurse, School Psychologist, Pupil Services and Attendance Counselor at a level where funding will permit

Classified Year 2 - 1 SAA, 1 MCD Office Tech, 3 Office Techs, 1 Plant Manager, 5 buildings and grounds workers, .75 Financial Manager, Special Education Assistants, 1 per Special Education classroom and 1 community representative

Year 3 Maintain staffing ratios for certificated and classified positions. Utilize categorical funds and grant writing team to supplement the services listed in Year 1 and 2.

Year 4 Maintain staffing ratios for certificated and classified positions. Utilize categorical funds and grant writing team to supplement the services listed in Year 1 and 2.



South Region High School #4 (Grades 6 – 12)

Year 5 Maintain staffing ratios for certificated and classified positions. Utilize categorical funds and grant writing team to supplement the services listed in Year 1 and 2.

B. RECRUITMENT AND SELECTION OF TEACHERS: *Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.*

Initial selection of teachers:

All 9 teachers and counselors of the Design Team will automatically fill positions at South Region High School #4. (Appendix O)

Utilizing the autonomy afforded an ESBMM school, a selection committee will be formed and conduct the initial selection of teachers. To ensure that all teachers will share and maintain a common vision, the initial selection process will include the following: a tour of the campus with students, a review of the teacher's course outline and/or syllabus, an interview with the SRHS #4 selection committee which will be composed of members of the Design Team. The selection committee will require all teachers to demonstrate their professional practice by preparing and executing a brief lesson in their content area using the selection team members as the "class" for the lesson.

Teachers from the relief schools (Carnegie Middle School, Banning High School and Carson High School) will be informed before the selection process begins about the school culture, expectations for teachers and the Elect to Work agreement. After teachers have been clearly notified of these items, teachers will have an opportunity to fill out an "opt in" form for the Design Team. After placing all volunteers in seniority order the selection committee will schedule interviews. The SRHS #4 Design Team is committed to selecting an equitable number of teachers from each school. After the Design Team members have been equitably placed in each Academy, the remaining positions will be filled based on the following percentages: 44% from Banning High School, 32% from Carson High School and 24% from Carnegie Middle School through the seniority based interview process. These percentages are based on the number of students expected to enroll from each of the relieved schools. Any open positions remaining after the interview process will be filled by other applicants.

Per the LAUSD/UTLA Contract and District policy, teachers from the relieved schools will have hiring priority as staffing decisions are made at South Region High School #4 (Grades 6-12). It is expected that a majority of the teachers at SRHS #4 will come from the relief schools, although special qualifications and other considerations may in some cases favor teachers at other schools.

C. AUTONOMY: *How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.*

SRHS #4 will have an initial selection committee composed of members of the Design Team. A standing selection committee for all positions at the school site will replace this committee after the entire staff has been selected and agree to the members of the standing selection committee. The committee will vary depending on the position being filled. (Appendix P) This committee shall have absolute hiring authority for all positions at the school site, certificated and classified. To enable the school to maintain a consistent school wide vision, Academies shall not have separate hiring committees. Each Academy will be represented on the standing selection committee. The staffing autonomy is key to maintaining a collaborative work environment of all staff. The goal of the autonomy is to keep a passionate and committed staff that is student centered and data driven which works collaboratively at all levels.



South Region High School #4 (Grades 6 – 12)

D. EVALUATION: *Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District’s Teacher Effectiveness Task Force.*

Educators with access to value-added data are finding many ways to improve their schools. They can analyze students’ learning trajectories to target individual interventions, assess fairness and efficiency of advanced course placements, and improve professional development programs intended to hone teachers’ skills. Today we have the capacity to provide our teachers’ with value-added analysis of periodic assessments, end of course exams, formative assessments and year-end exams such as the California Standards Test and California High School Exit Exam. The use of value added data for teacher evaluation will be implemented within the same timeframe it is added for all Los Angeles Unified School District teachers. However, the concept of looking at a teacher’s results to determine targeted professional development for teachers and targeted intervention for students will be the norm at South Region High School #4 (Grades 6-12).

Utilizing the autonomy afforded by ESBMM, teachers will be evaluated through a peer evaluation system in conjunction with administrative evaluation. Our peer evaluation system will consist of three self selected peers to form a small reflective group known as the “Triad of Trust”. The evaluations will consist of group-set goals that will be developed and demonstrated throughout the school year. The group will collectively set goals for itself and goals for the individual teachers based on their desired area of improvement with the group’s consensus. The process will include quarterly discussions focused on goal setting and evaluation of attainment of the goals along with quarterly classroom observations of each other’s classrooms focusing that observation on the agreed upon goals. Post observation conversations will include the result of the student work that was being done during the observation. The information gathered by the Triads will be shared with the Academy lead teachers and/or lesson design facilitators to assist in the creation of a differentiated professional development with the lesson design and Academy professional learning communities. These peer evaluations will be reviewed by the triad and the triad members will decide when their information is ready to be shared with the evaluating administrator in order to be included as a part of the Stull teacher evaluation process. If a triad member is unwilling to share group information with the administrator, a regular, formal Stull evaluation will proceed for that teacher after the teacher is reminded of the Elect to Work agreement. Our Design Team members are committed to sharing the results of peer evaluation at all levels, including with administrators. Over time, as teachers have positive experiences at all levels of this evaluation system, it is the belief of the Design Team that all teachers will grow to trust the system and readily share their peer data.



South Region High School #4 (Grades 6 – 12)

XIII. FINANCES (3 pages)

A. FINANCIAL SUSTAINABILITY: *Discuss how your school will sustain its vision, mission and goals relying only on regular District funding.*

We plan to create the academic environment to provide all students with high-quality, rigorous programs, featuring best first instruction coupled with high expectations, to ensure all students graduate college-prepared and career-ready. The school will use the appropriate data to assess the effectiveness of every expenditure and guide future decisions in a cycle of continuous improvement. Our primary funding goal is to meet, and then reduce the District class size norm for all grade levels in the academic core classes.

South Region High School #4 (Grades 6-12) will receive funding via Los Angeles Unified School District's transparent budgeting process (using COST Center controls which are based on per pupil funding and student ADA.) Additionally, South Region High School #4 will receive categorical funding from Title 1, Bilingual and Special Education. These funds will support 1,390 students, year 1 with an enrollment of 1,600 in year 2 and beyond.

B. ADDITIONAL FUNDING: *To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.*

An active grant writing team consisting of the principal/designee and representatives of the four Academies will seek out and apply for grants in a wide variety of venues including teacher grants from Fedco and Target and grants from local businesses such as BP, Shell Oil, Watson Land Company, the 21st Century Career Tech Educational Grant for Technology and Career Pathway, American Honda Foundation (for Engineering, Technology and Design Academy), Toyota USA Foundation (for support of math and science in the middle school) and the General Mills Foundation (school wide, nutrition, fitness and social services). In addition we plan to leverage funding from the Adult School (Harbor Occupational Center, San Pedro-Wilmington Skills Center and/or Banning-Carson Adult School) to provide career and technical support (ROP) classes for students on the campus during the regular school day.

C. AUTONOMY: *Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.*

Monies will be aligned to support the Academies within the school in order to provide equitable services to students, staff and parents/guardians. The vision of the school is to build a strong community based on student voice in a positive, personalized environment. The school will analyze data to determine student needs for each Academy and equitable allocations will be made through the School Site Council for categorical funds and the School Leadership Council (ESBMM) for regular District funds.

Some benefits of the transparent budgeting per pupil funding for South Region High School #4 will be the following:

- A transparent budget that clearly shows the funds the school receives and the school site spending decisions that are made by stakeholders.
- A flexible budget that allows the school to make decisions about budgets that traditionally are made Centrally. One example is teacher and counselor norm based allocations will instead be determined by the school to best meet the needs of the grades 6 through 12 students.



PRIORITIES FOR FUNDING

Start Up, Year 1

The priorities for Year 1 funding are to establish the class size norms for the school based on the need to reduce class sizes from the District norms. In addition it is a priority to staff each Academy with an administrator, counselor and office technician. We will add support services for students and families as we acquire more resources. The supports we most value are the College and Career Adviser, School Nurse, PSA Attendance Counselor, and a psychiatric social worker.

In order to bolster parents'/guardians' support of their children's success, funds will be dedicated to the Families in School, Transition to Middle School program, and Transition to High School Program.

In addition we will implement a strong grant writing team to seek out and apply for grants on a continuous basis. Grants will be sought to support Academy activities and professional development for teachers.

Year 2

We will continue to complete our staffing priorities as we add a 12th grade class to the campus and grow to our total enrollment of approximately 1,600 students. Professional development opportunities that involve a major commitment of funds include: Guided Language Acquisition Design (GLAD) training for sharpening SDAIE skills, Critical Friends Group Coach training from UCLA/SMP for deepening the work of Academies as they look at student work to determine next steps in instruction, AVID training to support teachers implementation of school wide AVID strategies such as Cornell note taking and Socratic seminar.

For parents/guardians in Year 2 we will implement the Families in Schools Power of Teacher and Parent Partnerships in addition to programs offered in Year 1.

Year 3

In Year 3 our primary goal will be to sustain class size reduction accomplished in the previous two years. As additional funding becomes available, we will work at increasing our ability to reduce class sizes for all academic core content classes.

For parents/guardians in Year 3 we will offer the Families in School GOT College! Academy and GOT College! College Conference in addition to services offered in Year 1 and Year 2.

Year 4

Continue funding for reduced core content class size and parent//guardian involvement.

Year 5

Continue funding for reduced core content class size and parent/guardian involvement.

D. BUDGET DEVELOPMENT: *Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.*

South Region High School #4 will follow all LAUSD guidelines on all matters of fiscal soundness and legal compliance. To ensure fiscal soundness and legal compliance, the school will use Front End, the District's electronic budget management system to generate monthly financial reports for School Site Council meetings, advisory council meetings and ESBMM management.



South Region High School #4 (Grades 6 – 12)

Budget development will be a collaborative process involving representation from all stakeholders including students, staff and parents/guardians. Representation will be equitable between each of the four Academies ensuring that all voices are heard. Data will guide wise use of all fiscal resources to ensure all students learn at the highest level and are prepared for post graduation success. A schedule to present a proposed budget to all stakeholders will be implemented so that all individuals have the opportunity to provide structured feedback prior to a final budget being adopted and presented to the District for approval.

The principal, school administrative assistant, categorical program advisor will meet weekly with all leadership team members to review budgets. They will report monthly to School Site Council and advisory councils for monitoring purposes. Questions asked at monthly meetings will be answered conclusively at the School Site Council meeting the following month. Budget updates will also be shared with Content Lead teachers and Academy Lead teachers at their monthly meetings. Student achievement data will be shared to help assess the effectiveness of the expenditures to determine which activities should continued to be funded, which should be modified and which should be eliminated.



South Region High School #4 (Grades 6 – 12)

School Summary of General Fund Unrestricted Revenues and Expenditures, 2010-11

Cost Center Name	South Region HS # 4
Cost Center	1896801
Type	5
Total Enrollment, K-12	1,287
Attendance Rate, P2 08-09	94.00%
Total ADA	1,209.78

Enrollment By Grade, 2010-11

K	-
1	-
2	-
3	-
4	-
5	-
6	110
7	102
8	95
9	418
10	298
11	264
12	-
Total, K-12 Non-SDC	1,287
SRLDP	-
PreK SDC	-
State PreSch	-
SDC	78
Total Enrollment	1,365

DRAFT

PEN REQUEST

Demographic Information

K-3 Enrollment	0
Enrollment	1,287
Attendance Rate	94.00%
K-6 ADA	0.00
6-8 ADA	288.58
9-12 ADA	921.20
Total ADA	1,209.78

GF Unrestricted Revenues, 2010-11

Description	Allocation (Rate x Enrollment x Att Rate)			
	Rate	Enrollment	Att Rate	Cost Center
Elementary Per Pupil	\$3,511	0	0.00%	\$0
Middle Per Pupil	\$3,694	307	94.00%	\$1,066,015
Senior High Per Pupil	\$3,745	980	94.00%	\$3,449,894
Class Size Reduction				
Attendance Adjustment	\$0.00			\$0
Actual v Average Salary Adjustment	\$0.00			\$0
Other Adjustment (Positive)	\$0.00			\$0
Other Adjustment (Negative)	\$0.00			\$0
Total				\$4,515,909

2010-11 Expenditures (Based on District-Recommended Staffing Ratios and Resources)

Description	FTE	Total Cost
IMA		\$27,260
TPA		\$11,583
Substitutes		\$96,940
Teachers with Furlough	37.00	\$3,051,607
Teacher Credit		
Psychologists		\$5,177
Nurses		\$18,442
Differentials/Longevity (Salary)		\$7,457
Custodial Supplies		\$15,931
Arts Program		\$0
Testing Coordinatorship		\$1,421
Principal	1.00	\$128,412
Assistant Principals	1.00	\$117,957
AP-SCS	1.00	\$117,957
Counselors	2.00	\$171,452
SAA	1.00	\$69,707
Chanda Smith Office Tech	1.00	\$55,804
Office Technicians	2.00	\$111,608
Financial Mgr	0.75	\$58,930
Plant Mgr	1.00	\$84,408
Asst Plant Mgr	1.00	\$56,867
Bldg & Grounds Workers	4.00	\$217,744
Sch Facilities Att	2.00	\$76,724
Pool Custodian	0.00	\$0
Teacher Activity Differential		\$11,521
Total	54.75	\$4,515,909

Note: 2011-12 Enrollment data is based on email from V. Aragon, Interim principal.
 ADA % is based on 09-10 P2 ADA and 09-10 Norm Enrollment
 (For new schools, District Average was used).
 Facilities personnel is based on allotment of 64 hrs (8 positions) -
 same as Esteban Torres HS.
 Personnel expenditures are calculated with furlough.
 Clerical personnel are all A-beds (based on Norm Bulletin guidelines).

	FTE
TIIG Teachers	6.00



South Region High School #4 (Grades 6 – 12)

XIV. IMPLEMENTATION

A. IMPLEMENTATION PLAN: *What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G (Now Appendix Z).*

It is the intention of South Region High School #4 (Grades 6-12) to have a thoughtful, well-planned rollout of plan components. As such, many areas of the plan have a minimum 2-year roll-out, with some in the area of building parent capacity, a three year roll-out. Please see Appendix Z for a list of the planned activities.

Plan areas of curriculum and assessment will be developed over two years. Expected use of instructional strategies will begin in year 1, with in depth training for targeted teachers in the Summer of 2012.

B. WAIVERS: *For Internal Applicant Teams Only*

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's Staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-2012 school year. The form will be available on the Public School Choice website in the coming weeks.

South Region High School #4 (Grades 6-12) has selected ESBMM as the school governance model. The Expanded School Based Management Model Program will be based on the Six Elements of School Based Management. These Six Elements are the belief that a School Based Management Program can thrive only if the school has:

- Increased funding to the local school site based on the State ADA and categorical funding framework
- Absolute control over its financial resources
- Absolute control over the hiring of administrative, certificated, and classified employees, with no must-place placements
- Absolute control over curriculum
- Absolute control over professional development
- Absolute control over bell schedules

In keeping with these Elements and with California Education Code provisions encouraging School Based Management, our Expanded School Based Management proposal seeks to facilitate improved staffing practices, budget management, parent involvement, and scheduling of time. ESBMM will implement all aspects of Expanded School-Based Management consistent with applicable laws and the terms of existing and future collective bargaining agreements.



South Region High School #4 (Grades 6 – 12)

SRHS #4 as an ESBMM school will provide a positive student centered environment in which all students will develop academic, social, emotional and practical skills including technology, occupational skills and attitudes in order to enable them to be lifelong learners and productive, responsible citizens in a diverse society. All students will be provided the intellectual tools necessary to become successful students and active citizens. SRHS #4 will allocate their financial and staffing resources to create a school where all students are actively engaged, instructional programs are supported, and parents are informed and involved in this learning environment of varying student abilities, cultures, and socio-economic backgrounds. A goal of SRHS #4 will be to create the ability to reinvest excess funds back into the instructional program and/or the school's infrastructure.

The waivers for ESBMM are inherent in the language of the LAUSD/UTLA agreement in the areas outlined in the agreement and as such no waiver requests are required in the areas covered by the ESBMM agreement. In addition to the ESBMM areas, we are requesting a waiver to add an Elect to Work Agreement to the plan for all UTLA represented employees (Appendix Q, Appendix CC), which includes expansion of the onsite obligation (Appendix DD). Additional waiver requests include placement of the 9 certificated Design Team members (Appendix O), adding the interview selection process to the “opt in” process for teachers from relieved schools (Appendix V, Appendix GG)), establishing a lesson plan format (Appendix EE) and establishing a peer evaluation system in conjunction with the Stull process (Appendix FF)