

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

Ramón C. Cortines
Superintendent of Schools


Roberto A. Martinez
Interim Superintendent, Local District

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE APPLICATION
ASSURANCES

We, the undersigned design team leads for the Social Justice Leadership Academy, applying for Esteban E. Torres High School #3, certify the following:

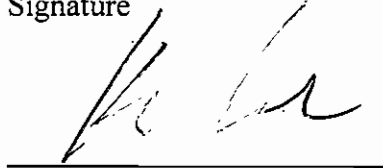
1. As an internal applicant group of teachers from within LAUSD and supported by Local District 5 we are a not for profit entity.
2. Students will be enrolled based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy.
3. Students will be enrolled in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

Nicolette Tiberio
Typed Name of Design Team Lead


Signature

1/11/10
Date

Brian Fritch
Typed Name of Design Team Lead


Signature

1/11/10
Date

Local District 5 Mission

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

Social Justice Leadership Academy

Assurance iii

Social Justice Leadership Academy

1-11-10

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

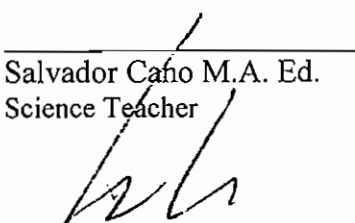
Dear Superintendent Cortines:

Social Justice Leadership Academy agree that the student composition at Esteban E. Torres High School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community

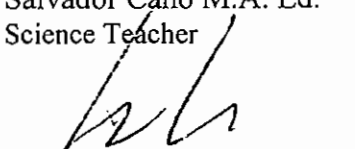
Sincerely,



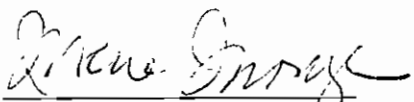
Kleber Camacho M.S. Mechanical Engineering
Science Teacher




Salvador Caño M.A. Ed.
Science Teacher

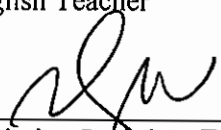


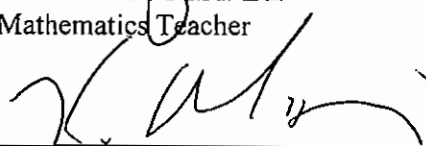
Brian Fritch M.A. Ed.
History Teacher

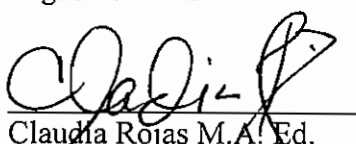


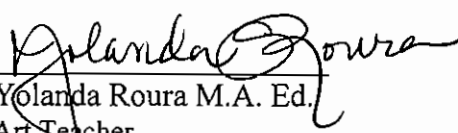
Arlene Inouye M.A. Speech Pathology
Speech and Language Specialist

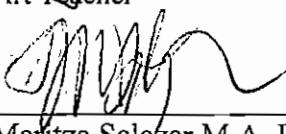

 Patricia Jauregui M.A. Ed, NBCT
 English Teacher


 Christine Lu M.A. Ed.
 Mathematics Teacher

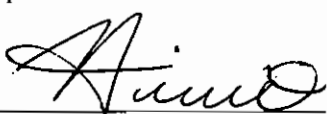

 Kevin Murchie
 English Teacher

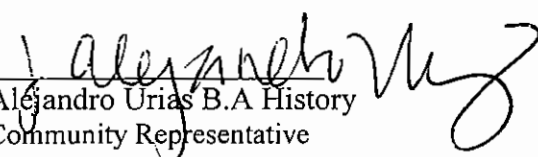

 Claudia Rojas M.A. Ed.
 History Teacher


 Yolanda Roura M.A. Ed.
 Art Teacher


 Maritza Salazar M.A. Ed.
 History Teacher


 Bruno Serrano M.A. Ed.
 Special Education Teacher


 Nicolette Tiberio M.A. Ed.
 English Teacher


 Alejandro Urias B.A History
 Community Representative

Social Justice Leadership Academy

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Social Justice Leadership Academy

1-11-10

Ramon Cortines
Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

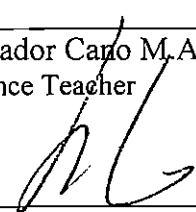
Dear Superintendent Cortines:

Social Justice Leadership Academy agree to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

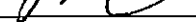
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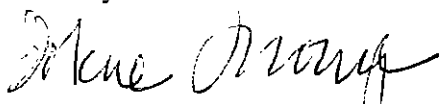
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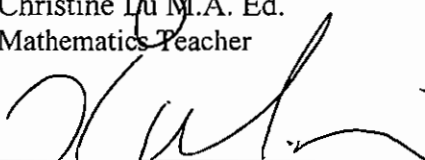
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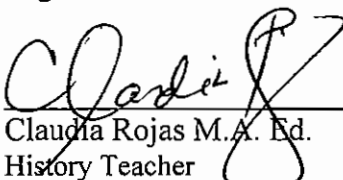
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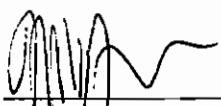
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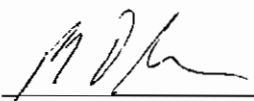
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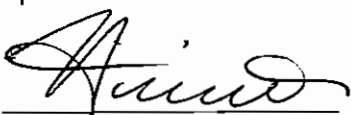
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Art Teacher



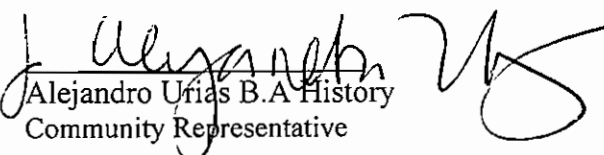
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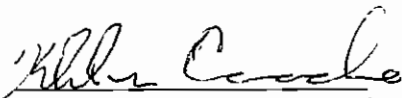
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Superintendent
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333 South Beaudry Avenue
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Dear Superintendent Cortines:

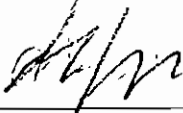
Social Justice Leadership Academy will enroll the requisite number of students from the impacted campuses that Esteban E. Torres High School is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

Sincerely,



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Science Teacher

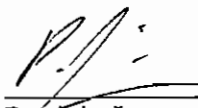
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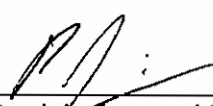
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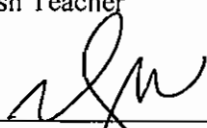
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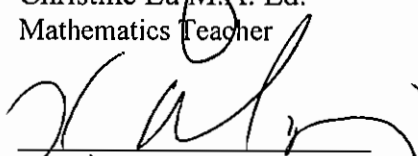
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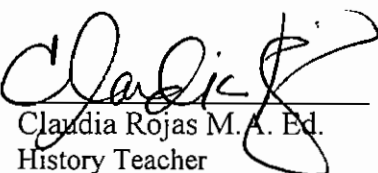
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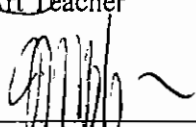
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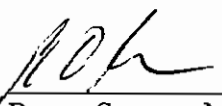
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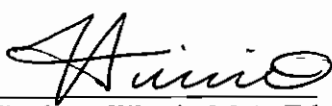
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Alejandro Urias B.A History
Community Representative



FACING HISTORY AND OURSELVES

Helping classrooms and communities worldwide link the past to moral choices today

Facing History and Ourselves: Improving Teacher Effectiveness, Student Academic Performance, and Civic Learning

An ongoing experimental design study has provided scientific evidence that Facing History and Ourselves can help create effective teachers who can promote their students' academic performance and civic learning. These results place Facing History in a strong position where educational leaders, funders, and the federal government are looking to make a difference through effective teaching. As Bill Gates has said, *"A growing body of evidence tells us that teacher effectiveness is the single most important factor in student achievement."* (Remarks at the Forum on Education, November 2008).

Today, as part of ongoing education reform efforts, including with significant new investments made available through the American Recovery and Reinvestment Act of 2009 (ARRA), states and local school districts across the country are working to dramatically improve student achievement and to improve the performance of all schools and districts. Facing History and Ourselves has a strong track record as a partner of choice for schools in providing professional development to staff and increasing teacher efficacy and engagement – thereby keeping the most effective teachers in the schools that need them the most. We provide struggling schools with ongoing, school wide, high-quality professional development resulting in teacher reinvigoration and increases in teacher commitment.

Recognizing that students can be better prepared for the demands of citizenship by being taught to think critically, to empathize, to recognize moral choices, and to make their voices heard, Facing History and Ourselves offers a set of services and tools to support effective teaching and inspired learning. These services are critically needed at a time where students are disengaged and dropping out at a record pace. The drop out rate for teachers is even higher (half of all new teachers leave the profession during their first 5 years), and 40% of teachers report that they are "disheartened." (Ed Week, Oct 19, 2009)

Over 90 studies over more than 30 years have already documented Facing History and Ourselves' positive impact on teachers and students. Teachers have reported that Facing History professional development and support services reinvigorates them as teachers, increases their commitment to teach, and reaffirms their aspirations and sense of efficacy as teachers. Studies of the impact on students in Facing History and Ourselves programs documents: greater engagement in learning; increased historical understanding, socio-moral development, and civic knowledge, skills, and dispositions; and reduced racist attitudes and an

increased ability to recognize racism, antisemitism, and other forms of bigotry in themselves and others.

New Randomized Controlled Experiment Results

Policy leaders agree that we must attend to creating effective teachers. Facing History already has 30 plus years of testimony from teachers that we enable them in the classroom. Now, we also have new results from an experimental design study that documents our impact on teachers, placing us in a strong position when it comes to policy leaders in the U.S. Department of Education and in school districts nationally who are looking to support and extend proven models.

In 2005, Facing History launched a partnership with university scholars and Abt Associates to carry out a state of the art randomized controlled experimental study of Facing History's impact on teachers and students. The study involved 76 schools where Facing History had not been taught before from all 8 office locations in the United States. 134 teachers were assigned by their administrators to participate. The study would assess the impact of Facing History professional development on half of these teachers in the first year- the other half would be the control group and receive Facing History in the second year. Further, the study would assess the impact of Facing History on the historical understanding, social & ethical awareness, and civic learning and engagement of 1,371 students.

There is a recent convergence of interest in the type of evidence produced by "randomized controlled experiments" by the federal government, policymakers, foundations, school administrators, and scholars. Such studies are challenging to implement and few programs have been tested in this way. Furthermore, few studies have been able to capture positive findings. Often, this is because programs are often not fully implemented. This was true in this study of Facing History as well. Classes were taught by first-year Facing History teachers that had not been seeking Facing History, and all teachers and students, even teachers who did not implement Facing History fully (or well) and their students had to be included in the analysis.

Nevertheless, the randomized experimental study found that Facing History impacts teacher and student skills and attitudes that are fundamental for creating and participating in intellectually and emotionally engaging and respectful learning environments. **Facing History services engage teachers, and make them effective at engaging their students in learning.** Teachers who received Facing History services reported an increased sense of their ability to promote civic learning, deliberative skills, historical understanding, and community and learner-centered classrooms. In turn, the study captured **significant student results** in those same domains (civic learning, classroom climate, and historical understanding).

Teacher Impact:

The teacher findings document significant results with large effect sizes around multiple categories of teacher “efficacy” (see illustration below). “Efficacy” refers to teacher beliefs about their knowledge and skills in their subject areas. Teachers’ sense of “efficacy” is a key underpinning of high quality teaching (effectiveness), and has been associated with teacher retention. Previous research has demonstrated links between teacher efficacy and student outcomes such as achievement, motivation and student efficacy. Teachers with a higher sense of efficacy exhibit greater enthusiasm for teaching, have a greater commitment to teaching and are more likely to stay in teaching. Higher teacher efficacy is also related to a positive school atmosphere.

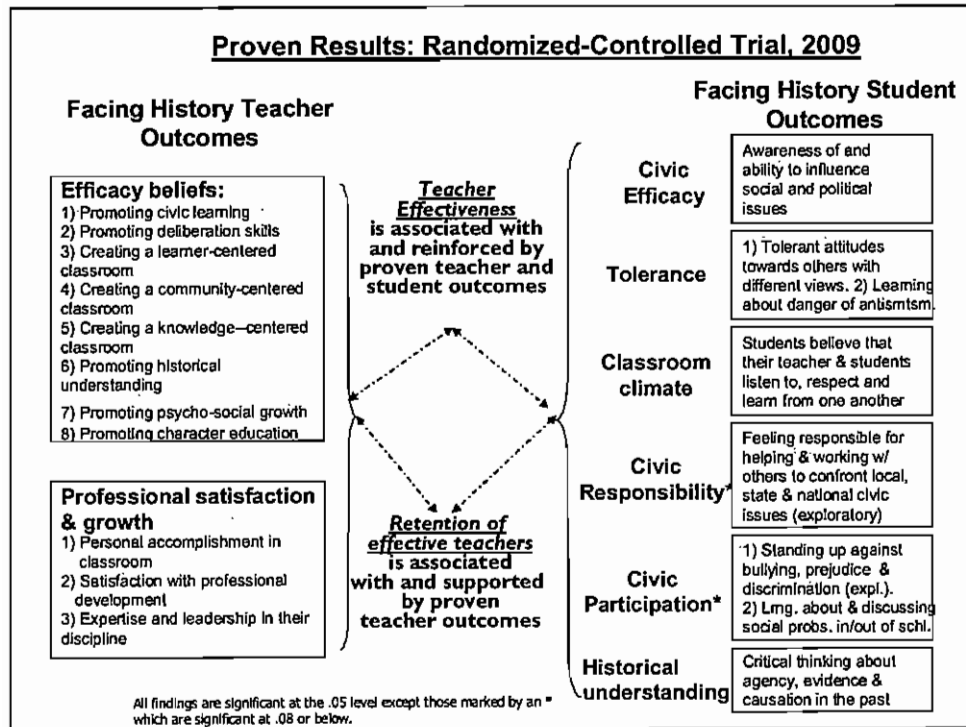
Overall, the following teacher claims are supported by this new research:

- Participation in a Facing History professional development seminar and follow-up activities has a positive, statistically significant impact on teacher self-efficacy, satisfaction with professional development experiences, and satisfaction and engagement with the teaching profession.
- These findings were **replicated** with the second group of teachers and the effects were **sustained** in the second year for the first cohort.
- Teachers who implement full units continue to impact students in these ways after a second year of teaching, suggesting that Facing History impacts are **sustained in schools** as teachers impact new students each year over time.

Student Impact:

- Facing History students scored higher than control students on 100% of civic and academic outcomes measured
- The study demonstrates **statistically significant** findings for students in the areas of **civic learning** and **historical understanding**.
- Educationally meaningful impacts (“effect sizes”) were found for 62% of all civic and academic outcomes
- These findings were sustained over two years (non-experimental)

These results strongly demonstrate that quality teaching is the key factor in bringing about improved student achievement. Facing History and Ourselves can claim that its model of supplying educators with timely resources, professional development and support has outcomes for teachers that relate to two key needs in the field of education: making teachers more effective, and retaining effective teachers in the profession. At the same time, the Facing History model is successful at improving students’ academic performance by increasing their historical understanding, while fostering tolerance and positive civic participation. **In sum, these findings provide conclusive evidence of Facing History’s power to impact education in critically important and enduring ways.**



Social Justice Leadership Academy

Pilot School Addendum

To Whom It May Concern:

It is a unique opportunity that a group of motivated teachers are provided the opportunity to prove their understanding of students and their community. Given the current climate of change, it is the intent of the Social Justice Leadership Academy to open up the world and all of its opportunities to our youth of East Los Angeles. The following is our plan to make this vision a reality beginning during the 2010-2011 school year.

1. Overview

a. Pilot School Status: Educators from several small learning communities at James A. Garfield Senior High School convened in an effort to create a pilot school. The decision to form a newly standing coalition was based upon previous collaborative work on different endeavors, such as BTSA (Beginning Teacher Support and Assessment), UCLA's Teacher Education Program, and United Teacher Los Angeles (UTLA). An initial meeting took place in early September of 2009 and our team has been meeting at least once a week since. In addition, there is daily communication via email, Google documents, and telephone. Initially, seven teachers met, and now the group has grown to nine teachers, an administrator, three alumni, and a community liaison. Our team is also reaching out to our community of parents for feedback and support for our proposed school through parent meetings and parent surveys. This feedback is being continually incorporated into our plan. The design team will continue to meet weekly, email daily, and carry out quarterly meetings with parents and students for input and feedback.

b. Equity: The Social Justice Leadership Academy (SJLA) instructional methods include cooperative learning and interdisciplinary practices. These have proven to be successful within the district and across the nation through the use of reflective small learning environments. The curriculum will be California standards-based and each discipline will emphasize literacy through writing, speaking, reading, and reflection. In order for students to be prepared for a rigorous college environment, each course will be project based, reflective, and utilize discussion techniques such as Socratic seminars, reflective activities and AVID WICR (Advancement Via Individual Determination Writing Inquiry Collaboration Reading) strategies throughout all courses. Moreover, our curriculum will be culturally relevant to our students and especially those at risk. Students will be engaged with the community through service learning projects, workshops, and meetings.

2. Curriculum and Instruction

a. Curriculum and Instruction Autonomy: The SJLA scope for curriculum will be centered around the University of California's A-G Subject Requirements with a strong emphasis on Social Justice Leadership that will be promptly implemented after the matriculation of the 8th grade into the 9th grade. Annual Social Justice Leadership themed units (*SJLA PROJECTED EDUCATIONAL PLAN Appendix C1*) embedded with Facing History Scope and Sequence (*Appendix C2.1-C2.2*) will be implemented cumulatively per grade level to encourage students to partake in a progressive society as confident, empowered and reflective individuals.

SJLA will welcome incoming freshman students at the Summer Bridge Program with Identity themed units following their summer matriculation. With the guidance provided during the Summer Bridge Program, students in the ninth grade will focus on Human Skills and Identity within the Community. Tenth grade students will build on the ninth grade theme and study Community and Civic Responsibility. With the skills acquired in ninth and tenth grade, students will apply their knowledge through Leadership and Personal Responsibility in the eleventh grade. Ultimately in twelfth grade, seniors will have the opportunity to integrate all previously studied themes through Independence and Activism. From grades nine through eleven, students will participate in Service Learning Projects that will support the specific curriculum theme at each grade level. In due course, seniors will have afforded themselves the knowledge and ability to partake in internships with our community partners.

SJLA will build a College-Going Culture on campus. Each year, students will be afforded multiple opportunities to research college related topics, such as scholarships, and attend various college trips. More specifically, ninth and tenth graders will participate in local university trips, whereas eleventh and twelfth graders will participate in overnight and/or weekend university trips. In order to encourage university eligibility, students will enter SJLA and construct a personal education plan outlining their high school career that includes managing when they will take college required assessments. Twelfth grade students will plan, mentor and implement the Summer Bridge Program for the incoming ninth graders, creating a culture of building a community of leaders.

Students will be required to complete Service Learning Projects that focus on a specific discipline at each grade level (*SERVICE LEARNING PROJECT OUTLINE Appendix C3*). At the ninth grade level, students will focus on mathematics and participate in a number of Citizen Hours at a non-profit organization to be approved by Advisory Educators. In tenth grade, Service Learning Projects will be SJLA Pilot School centered or Esteban Torres High School (ETHS) centered with a science emphasis. Eleventh grade students will complete Service Learning Projects within the East Los Angeles community with an emphasis around English. At the twelfth grade level, students will participate

in internships or career-building pathways within the local community. Note that Advisory Educators must first approve all multidisciplinary Service Learning Projects.

b. Student Outcomes: Our ultimate goal is for students to take pride in their academic achievement and understand that education is an investment in our identity, to be engaged with our community, and create a greater impact in the world with the application of their knowledge. Students will graduate from SJLA and partake in a progressive society as confident and empowered individuals.

During common planning time, data-informed decisions will inform innovative practices that will be implemented in the classroom to help students access the core curriculum. Students will exhibit increased literacy, critical thinking skills, and reading comprehension. We will also improve student reading and writing abilities. Students will learn from dedicated instructors, reciprocal teaching, questioning, summarizing, and reading strategies. Our school will practice progressive discipline using the RTI (Response to Intervention) model, and support systems such as AVID, family, feeder schools and community support, and block scheduling that will provide intervention and enrichment throughout the school day. We actively seek and value student voice, transparency, accountability and communication amongst all educational partners.

3. School Culture and Climate

a. Scheduling Autonomy: The Social Justice Leadership Academy will be on a 4x4 modified schedule with a daily advisory period. On this schedule students take four classes that meet in 80-minute blocks everyday for one quarter of the school year, with two quarters per semester. The schedule is repeated the second half of the school year. This class schedule allows for expanded access to elective coursework and actively integrates intervention. At the end of each semester, students complete a total of eight classes as opposed to six, as would be the case on the traditional period schedule. As a result, students have the opportunity to take all A-G requirements for entrance into UC's, CSU's, and private universities, while still allowing them to pursue expanded elective opportunities that best meet their academic goals and career interests. This schedule allows students to take fewer academic classes at any one time, thus providing the flexibility to pace curriculum in a more individualized fashion. School will also begin at 8:30 since research indicates that students are more engaged and awake with a later start time. A ten-minute passing period was added between Period 2 and Advisory to allow students a restroom break. Furthermore, our scheduling autonomy allows for an 8:30 am start time that allows teachers to attend Professional Development in the mornings before school every Tuesday, when they are most productive. They can also meet additional days from 7:00 am - 8:00 am as needed, or even after school on Professional Development days as needed. Studies also demonstrate that students have more success in school with a later start time,

especially since Garfield and Roosevelt High School students are accustomed to starting school at approximately 7:30 am.

In addition, this schedule allows for faculty to meet for common planning time twice a week. To view a more detailed account of the bell schedule please see Section 3C of the narrative.

b. Personalization:

4x4 Block Schedule – With the implementation of a block schedule, the needs of accelerated students and students needing intervention will be met during the school day. The 4x4 Block Schedule provides intervention courses as a preventive measure for students vulnerable to failure. Accelerated students, who can thrive at a faster learning pace of learning, will have the opportunity to take more core-related elective courses or college-related courses.

Thematic units from Facing History and Ourselves – Together with Facing History and Ourselves, SJLA educators will customize curriculum that will be infused through the various disciplines to analyze one's worth through identity and cultural awareness. Meaningful units will lend themselves to help students build a stronger understanding of the curriculum theme (Human Skills and Identity within the Community, Community and Civic Responsibility, Leadership and Personal Responsibility, Independence and Activism) at each grade level. Students, whether accelerated or with lower level skills, will benefit by becoming stronger individuals.

Advisories – Students will attend Advisories every day with the same group of students as they promote through each grade level. Having the same group of students throughout each grade level, will allow students to feel a sense of community and support. Within the Advisories, there will be a set curriculum that will reinforce the Curriculum Theme per grade level and promote personal responsibility to matriculate and graduate. Using AVID strategies and SJLA's Projected Educational Plan (*Appendix CI*), each advisory student will feel a sense of personal responsibility through goal setting and attainment. In order to assure that all advisories are equipped to meet the needs of each grade level, an advisory council will be formed of educators of each grade level.

Accelerated courses - Classes such as Honors and AP's based on CST scores, teacher recommendation and/ or demonstration of student commitment to academic development. With vacant elective slots, students will have the opportunity to take AP level elective courses at local community colleges.

Learning Centers - Centers will provide students within the general and special needs population. Students will have the opportunity to reintroduce the lesson through different modalities. The Learning Center will also provide students a different environment to understand the curriculum.

Uniforms - To set the tone for SJLA, our school will require uniforms for all students. Uniforms will create a professional culture, a safe school and common identity. Uniforms will be mandatory for all students as of the first day of school. There will be days when students may divert from the dress code, such as college days and other days that will increase school spirit. In addition, as the year progresses students will be asked to participate in a school logo contest. The winning logo will be silk-screened onto T-shirts and distributed to the students and thereby will be added to the dress code.

Heart Program – The Heart will provide 30 students, identified with natural and elected leadership skills from diverse backgrounds, the opportunity to take a course that highlights skills in human relations, anti-street violence and conflict management.

4. Assessments and School Data

a. Assessment Autonomy: A school cannot be successful without effectively using data to drive instruction. SJLA is committed to using data to meet the needs of our students. While it can be difficult and time consuming to view and use data, SJLA sees it as absolutely necessary to accomplish the mission and vision of our school.

SJLA is dedicated to data driven accountability to ensure that the data our students produce is used to improve instruction and the academy as a whole. We welcome the challenges of state and federal requirements; we see each challenge as a means for our students to be successful anywhere. Every subject will adhere to curriculum goals and establish a rubric indicating expected outcomes of students, educators and, as needed, by educational stakeholders.

Data will include all student work, test results, state tests, and other information that will help accomplish the SJLA mission and accountability goals (*ACCOUNTABILITY MATRIX Appendix E1.1-E.25*). SJLA will also use data collected by other ETHS Pilot schools and compare the progress of each school. There will be several professional development opportunities for the faculty within SJLA and surrounding Pilot schools, to view and study the data that has been compiled.

Student requirements for graduation will be aligned with the UC and CSU requirements for admission. Thus, students will have taken the required years of English, Mathematics, Foreign languages, and Science. Students will be required to take the State Standardized Tests such as CSTs and CAHSEE exams. To promote higher education within the academy, students will be required to take the PSAT, SAT and ACT. Educators will use a number of methods to assess students such as exams, writing compositions, portfolios and projects. (*SJLA STUDENT ASSESSMENT Appendix E2*)

All formative and summative assessments will be aligned with state standards. Teachers will use standards based instruction so students will be prepared for any assessment that they encounter. During the first year of existence, SJLA will utilize LAUSD periodic assessments to gauge student outcomes and to provide a benchmark. Within the first year teachers will create common subject periodic assessments. After the first year SJLA periodic assessments will be used. Teachers will also emphasize essential standards that are stressed on the CST.

b. Graduation Requirements: Students will be required to complete their A-G Coursework, complete a SJLA portfolio, complete service learning projects, a technology requirement, and the UC and CSU requirements for admission. Throughout the process students will have periodic assessments created by SJLA to gauge their learning and offer intervention and support when necessary.

5. Professional Development Program

a. Professional Development Autonomy: The Social Justice Leadership Academy's goals for professional development include the analysis of data to guide instruction, thereby improving student achievement both in standardized tests scores as well as in authentic assessments, such as portfolios and simulations. The faculty recognizes the importance of standardized testing in modern academics. Therefore, the faculty plans to include extensive data study, which will directly affect the instructional program, through use of strategies such as the ATLAS Protocol to study CST and CAHSEE scores, as well as analyzing and reverse engineering released test questions. The faculty will also utilize professional development time to share focus questions from each subject. All classes will focus on one core subject each month. The focus teacher will provide all other teachers with sample CAHSEE and CST questions to periodically review with their classes as a dispatch. Periodic assessments will also be used; they will be developed by each department/PLC as part of professional development time and during common planning time, in order to achieve a more authentic evaluation.

Another goal for professional development is to promote student engagement and motivation, and towards that end, to promote student volunteer work and service learning. Studies indicate that volunteer work and service learning projects engage students because they are an authentic way to access the curriculum using real-life/real world issues to solve problems. The faculty will work with partner organizations to develop service-learning projects throughout the students' four years at SJLA. The projects will rotate amongst the different subject areas and directly tie in to the core curriculum. As the service learning projects focus on one subject area, classes in other subject areas will support the projects in their own classes. In other words, students will work on their service learning projects in all classes, in various capacities and to various extents. Partners, such as Facing History and Ourselves, the Constitutional Rights Foundation, CalServe

and The Cesar E. Chavez Foundation will guide the faculty in the development and execution of authentic, engaging service learning projects.

With regard to instruction, professional development will center on areas the faculty has identified as areas for further growth. Because the faculty is skilled and diverse, they will teach each other by promoting best practices and examining student work, as well as contracting outside support. Teachers will organize themselves into Professional Learning Teams across departments as content-based teams, to monitor the implementation of best practices introduced by professional development, and to study resulting student work to determine the effectiveness of each practice. The faculty will also observe the implementation of best practices in the classroom setting as well, not only intra-disciplinary but also across disciplines. The faculty is committed to spending summer breaks advancing their learning with at least one yearly professional development retreat (as funds allow) and several summer meetings. Teachers will also participate in professional development for five days after the last day of school.

The design team has identified areas on which to focus professional development, including the following:

- Teaching in a block schedule/quarter schedule format
- Analyzing school report cards
- AVID strategies
- Facing History and Ourselves

Facing History and Ourselves has a strong track record as a partner of choice for schools providing professional development to staff and increasing teacher efficacy and engagement- thereby keeping the most effective teachers in the schools that need them the most. FHAO provided struggling schools with ongoing, school wide, high-quality professional development resulting in teacher reinvigoration and increases in teacher commitment.

- ATLAS protocol/analysis of student work
- Vocabulary building
- Literacy building
- Interdisciplinary instruction
- Scaffolding and modification of grade-level instruction for special population students (including GATE and EL learners)

Teachers will also be expected to be part of various professional organizations such as collaborative learning teams.

6/9. Professional Culture and Staffing Plan

a. Staffing Autonomy: SJLA is committed to using its autonomy to hire teachers that have a strong belief in the mission and vision of the school and that have a passion for serving all students. In addition, SJLA understands that collective effort and intelligence are the most powerful force for academic improvement. Consequently the SJLA is designed as a Professional Learning Community (PLC) where teachers, using student data in order to differentiate instruction and modify their teaching, will address the varying needs of the student population we serve. Teachers will have a regular schedule of formal meetings where they focus on the details of their lessons and adjust them on the basis of assessment results. In order to promote progress, teachers will be encouraged to celebrate short-term results that will create momentum towards improvement. Teachers will collaborate by recognizing and sharing the best about what they already know. Best practices will be refined until a “culture of experimentation” exists. Teachers will work in grade level teams and depend on each other as opposed to outside experts. Successful team meetings benefit both novice and veteran teachers since they honor and empower teachers and their intelligence. Implementing what we know and reflecting in collaborative teams about teacher practice, further supported by classroom interventions, will become a cornerstone of our newly created professional culture.

9/10. School Governance and Leadership Plan

a. Governance Autonomy: As a pilot school SJLA will be able govern itself effectively ensuring that those closest to the students (parents, teachers, leaders) have sufficient autonomy given at a pilot school to determine the school's operation, budget, hiring, and so on. SJLA sought out the pilot school model and these autonomies in order to be as successful as possible. In addition, the educators of SJLA will be embedded within a network of other pilot schools in the district to provide the necessary support and guidance. In addition, SJLA hopes to be placed at Esteban Torres High School among other likeminded schools in order to work together to share the facility and create a powerful and quality Zone of Choice within East Los Angeles. SJLA will cooperate and seek out collaboration with other pilot schools, small schools, and small learning communities who share our commitment to common schools and education. Faculty will have full access at governance meetings to share all voices, ideas, and concerns.

The teachers of SJLA are UTLA members who will abide by the UTLA Pilot Memorandum of Understanding (MOU). If any issues arise that do not comply with the MOU, SJLA will first seek out a waiver before proceeding with any decisions. In governance meetings, UTLA will be represented.

b. Governing Council: The purpose of the SJLA governing Council will be to promote and maintain the mission and vision of the school. The board will oversee school progress, principal evaluation, the budget, school policies, and the elect to work agreement. The council will also communicate about school issues, analyze data and make recommendations for program improvement. The council will be elected once a year and will be voted in at the end of an academic year to serve the next academic year. At the first governing council meeting of the school year, the chairperson will be selected. The governing council will meet once a month. The first meeting will be determined once all the members are determined.

c. Principal Hiring and Evaluation: The criteria for hiring a leader for the SJLA will be selected based on the Leadership Performance Matrix recommended by the Multidimensional Leadership Assessment model. The following leadership domains will be considered (*POTENTIAL LEADERSHIP DOMAINS Appendix J2.1-J2.2*):

1. Resilience
2. Personal Behavior
3. Student Achievement
4. Decision Making
5. Communication
6. Faculty Development
7. Leadership Development
8. Time, Task, and Project Management
9. Technology
10. Learning

These domains are directly aligned with SJLA's mission and vision since they ensure that our leader will champion the ideals of academic achievement, identity, community involvement, and the application of knowledge. In addition our school leader must possess extensive experience in mentoring staff, instructional leadership, career advisement, new teacher support, professional development, categorical programs, grant writing, managing budgets, school safety, working with special populations, daily operations, and accreditation. It is inherent that the principal of SJLA be highly organized, and able to manage an array of tasks simultaneously while exhibiting a professional, courteous, and calm demeanor. Our leader will be precise and tactful when handling problems and must always be accessible to students, parents and staff. It is our expectation that our principal will know each student and staff member by name, thereby promoting personalization and trust. Our school leader should be very familiar with the surrounding community and should have a genuine passion for their role within it. The principal's commitment is of utmost importance to our mission and vision to moving the school forward.

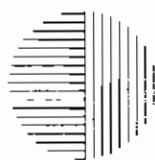
12. Finances

a. Budget Autonomy: As an internal applicant, Social Justice Leadership Academy (SJLA) is a group consisting of teachers, support personnel, and administrative staff from within LAUSD and supported by Local District 5. We will receive funding via LAUSD's transparent budgeting process (based on student ADA). Besides funding from ADA, Title I, Bilingual Education, Special Education (10% of the total student population will be Special Education students), and QEIA funds will be allocated to our school for services needed so that the school is able to operate at an optimal level for its students and faculty and staff.

Since Social Justice Leadership Academy is required to meet the same standards as a large comprehensive school, flexibility in the appropriation of funds to service various coordinator responsibilities (testing, 504, bilingual, etc.) will be necessary to fully comply with all district mandates.

Our governing council, the SJLA Shared Decision Making Council (SDMC), will approve general funds. The Title I and Bilingual Advisory Councils will distribute and monitor categorical funds. Any misappropriation of school funds will lead to disciplinary action subject to the Internal Appeals Process (IAP) as described by LAUSD/UTLA's MOU for Pilot Schools dated 12/02/09. The District/ Local District Fiscal Specialist will continue to monitor all school funds in order to ensure viability.

	Summer Matriculation (8th-9th) Summer Bridge Program	Freshmen (9th)	Sophomore (10th)	Junior (11th)	Seniors (12th)
Curriculum Theme	Identity	Human Skills and Identity within the Community	Community and Civic Responsibility	Leadership and Personal Responsibility	Independence and Activism
Educational Plan	English and Math Preparatory	A-G Requirements Advisories Service Learning <i>(Guided practice within Advisory)</i>	A-G Requirements Advisories Service Learning <i>(Guided practice with Advisory and/or subject specific)</i>	A-G Requirements Advisories Service Learning <i>(Guided in Advisories, composed of small groups, or pairs)</i>	A-G Requirements Advisories Internships/Career Path Readiness
College Going Culture	Student & Parent Transition into High School	Create Education Plan for High School Scholarship <i>(Search)</i> College Trip <i>(Local Day Trip)</i> Take PSAT Begin an electronic college profile (GEAR Up)	College/Career <i>(Research)</i> Scholarship <i>(Search)</i> College Trip <i>(Local Day Trip)</i> CAHSEE Testing	College/ Career <i>(Pre-Application and Research)</i> Scholarship <i>(Search)</i> College Trip <i>(Overnight or Weekend trip)</i> SAT/ ACT Personal Statement	College/ Career <i>(College Application)</i> Scholarship/FASFA <i>(Search and Application)</i> College Trip <i>(Local and Overnight)</i> Post Graduate Plan Plan, Mentor, and Implement Summer Bridge Program



Scope and Sequence

Scope and Sequence is a journey of discovery about oneself and others. It is a journey of investigation into some of the most terrible atrocities in human history and some of the most appalling examples of collective violence in our world today. It is also a journey into some of the most extraordinary examples of human courage and compassion.

The primary historical case study focuses on the steps which led to the Holocaust and the eventual murder of Jews and other victims. Other historical case studies can be found in the History section of the Scope & Sequence.

Identity [1] - Identity is the introductory section of the Facing History Scope and Sequence. The focus for the section is on how both individual and national identities are formed, as well as how these identities influence behavior and decision-making.

Membership [2] - The second part focuses on the processes of the national and collective identity that help people connect but also contribute to misunderstanding, stereotyping and conflict. Students learn that the way a nation defines itself affects the choices it makes, including the choice to exclude those who do not fit a nation's concept of itself. They see that membership can be a tool for constructive and destructive purposes.

History [3] - This segment of the Scope and Sequence examines the primary historical case study of Holocaust and Human Behavior, as well as other instances of intolerance, mass violence and genocide, in each case exploring the small steps which led to these difficult periods in history. By focusing on these histories, students grasp the complexities of the past, while also connecting it to their lives today.

- **Holocaust & Human Behavior** [3]
- **Race and Membership** [4]
- **The Armenian Genocide** [5]
- **Jews of Poland** [6]

Judgment, Memory & Legacy [7] - As students confront the terrible human atrocities of the Holocaust, and other historical case studies, they explore the meaning of concepts such as guilt, responsibility, and judgment-and what those concepts mean in our world today. Students also discover that one way of taking responsibility for the past is to preserve its memory. They explore the importance of monuments and memorials as communal gestures of remembering, of acknowledging injustice, and of honoring individuals and groups who have suffered.

Choosing To Participate [8] - This section focuses on how understanding the past can connect

with the issues of today. Contemporary stories show how history is made every day by ordinary human beings. Students begin to understand that they also have the power to change the course of history through their own individual actions. They explore what it means to be a citizen in a democracy, to exercise ones rights and responsibilities in the service of a more humane and compassionate world.

[7]

Appendix C2.2

- [Home](#)
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- [Privacy Policy](#)
- [Credits](#)

Source URL: <http://www.facinghistory.org/resources/scopeandsequence>

Links:

- [1] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceIdentityByTitle?OpenForm>
- [2] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceMembershipByTitle?OpenForm>
- [3] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceHistory?openform&RestrictToCategory=Rise of the Nazis>
- [4] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceHistory?openform&RestrictToCategory=18th and 19th Century Notions of Race>
- [5] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceHistory?openform&RestrictToCategory=Armenians in the Ottoman Empire>
- [6] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceHistory?openform&RestrictToCategory=Life Before the War>
- [7] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceJudgmentByTitle?OpenForm>
- [8] <http://www2.facinghistory.org/campus/reslib.nsf/ScopeandSequenceChoosingByTitle?OpenForm>

Service Learning Project Outline

SJLA Grade	Service Learning Project	Quarter I - Activity	Quarter II - Activity	Quarter III - Activity	Quarter IV - Activity
9th Grade Curricular Theme: Human Skills and Identity within the Community	Focus: Community Service (Volunteer Hours) Discipline Focus: Mathematics Focus Community Partners: SJLA partners or approved outside non-profit organizations – See Appendix	Students will choose area of interest approved by SJLA Advisor. Students will communicate with community partner related to interest.	Students will complete a certain number of hours of voluntary community service.	Students will complete a certain number of hours of voluntary community service.	Students will complete a detailed reflection of community service reflection. Students will write letters of appreciation to the partners involved in service learning project.
10th Grade Curricular Theme: Community and Civic Responsibility	Focus: Project within SJLA or ETHS Focus Discipline: Science Focus Community Partners: Tree People, Self-Help Graphics	Students will select an area of interest within the content of Environment Social Justice and create a service-learning project. (Example: legal paint code – effects of lead paint)	Students will create a detailed blueprint to carry out the service-learning project.	Students will implement the service-learning project based on the blueprint created in the previous quarter.	Students will conclude service-learning project and complete a detailed reflection of experience.
11th Grade Curricular Theme: Leadership and Personal Responsibility	Focus: Project within East Los Angeles community Discipline Focus: English Focus Community Partners: SJLA Student Focused –Supports of Academia Community Partners – See Appendix	Students will select an area of interest within the community approved by SJLA Advisor and create a service-learning project. (Example: ...)	Students will create a detailed blueprint to carry out the service-learning project.	Students will implement the service-learning project based on the blueprint created in the previous quarter.	Students will conclude service-learning project and complete a detailed reflection of experience.
12th Grade Curricular Theme: Independence and Activism	Focus: Service Learning project transitions to internships / individual student interest Discipline Focus: History Focus Community Partners: SJLA partners or approved outside non-profit organizations	Students will select an area of interest as an active citizen with civic agency approved by SJLA Advisor and create a service-learning project. (Example: Seniors will select a public policy of interest and apply service learning skills from prior grades)	Students will create a detailed blueprint to carry out the service-learning project.	Students will implement the service-learning project based on the blueprint created in the previous quarter.	Students will conclude service-learning project and complete a detailed reflection of experience.

Curriculum Description by Discipline

Appendix C4.1

Course Scope and Sequence by Subject for Each "Proposed" Grade Level

Math 9th and 10th

Option	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16
Average Student	Intro to Algebra (A)	Algebra A	Intro to Algebra (B)	Algebra B	Intro to Geometry (A)	Geometry A	Intro to Geometry (B)	Geometry B	Intro to Algebra II (A)	Algebra II A	Intro to Algebra II (B)	Algebra II B	Intro to PreCalc (A)	PreCalc A	Intro to PreCalc (B)	PreCalc B
Accelerated	Intro to Algebra (A/B) Honors	Algebra A	Algebra B	Elective	Intro to Algebra II (A/B) Honors	Algebra II A	Algebra II B	Elective	Intro to Algebra II (A/B) Honors	Algebra II A	Algebra II B	Elective	Intro to PreCalc (A/B) Honors	PreCalc A	PreCalc B	Elective
RTI Low Level	Intro to Algebra A (fail)	Intro to Algebra (A/B) (passes)	Algebra A (pass)	Algebra B (pass)	Intro to Algebra II A (fail)	Intro to Algebra II (A/B) - passes	Algebra II A (pass)	Algebra II B (pass)	Intro to Algebra II A (fail)	Algebra II A (pass)	Algebra II B (pass)	Algebra II B (pass)	Intro to PreCalc A (fail)	Intro to PreCalc (A/B) - passes	PreCalc A (pass)	PreCalc B (pass)
RTI Lower Level	Intro to Algebra A (fail)	Intro to Algebra (A/B) (fail)	Algebra A (pass)	Algebra B (pass)	Intro to Algebra II A (fail)	Intro to Algebra II (A/B) (fail)	Algebra II A (pass)	Algebra II B (pass)	Intro to Algebra II A (fail)	Algebra II A (pass)	Algebra II B (pass)	Algebra II B (pass)	Intro to PreCalc A (fail)	Intro to PreCalc (A/B) (fail)	PreCalc A (pass)	PreCalc B (pass)

English 9th – 10th

Option	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16
Average Student	Intro to Eng 9 (A)	Eng 9 (A)	Intro to Eng 9 (B)	Eng 9 B	Intro to Eng 10 (A)	Eng 10 (A)	Intro to Eng 10 (B)	Eng 10 B	Intro to Eng 11 (A)	Eng 11 (A)	Intro to Eng 11 (B)	Eng 11 B	Intro to Eng 12 (A)	Eng 12 (A)	Intro to Eng 12 (B)	Eng 12 B
Accelerated	Intro to Eng 9 (A/B) Honors	Eng 9 (A)	Eng 9 B	Elective	Intro to Eng 10 (A/B) Honors	Eng 10 (A)	Eng 10 B	Elective	Intro to Eng 11 (A/B) Honors	Eng 11 (A)	Eng 11 B	Elective	Intro to Eng 12 (A/B) Honors	Eng 12 (A)	Eng 12 B	Elective
RTI Low Level	Intro to Eng 9 (A) (fail)	Intro to Eng 9 (A/B) (passes)	Eng 9 A (pass)	Eng 9 B (pass)	Intro to Eng 10 (A) (fail)	Intro to Eng 10 (A/B) (passes)	Eng 10 A (pass)	Eng 10 B (pass)	Intro to Eng 11 (A) (fail)	Eng 11 (A)	Eng 11 A (pass)	Eng 11 B (pass)	Intro to Eng 12 (A) (fail)	Intro to Eng 12 (A/B) (passes)	Eng 12 A (pass)	Eng 12 B (pass)
RTI Lower Level	Intro to Eng 9 (A) (fail)	Intro to Eng 9 (A/B) (fail)	Eng 9 A (pass)	Eng 9 B (pass)	Intro to Eng 10 (A) (fail)	Intro to Eng 10 (A/B) (fail)	Eng 10 A (pass)	Eng 10 B (pass)	Intro to Eng 11 (A) (fail)	Eng 11 (A)	Eng 11 A (pass)	Eng 11 B (pass)	Intro to Eng 12 (A) (fail)	Intro to Eng 12 (A/B) (fail)	Eng 12 A (pass)	Eng 12 B (pass)

** Mandatory 5th Period / Study Hall / Something...

Option	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16
Average Student					Intro to World History	World History A	World History B	History Elective	Intro to US History	US History A	US History B	Service Learning Elective	Elective	Gov't	Econ	Internship
Accelerated					Intro to World History	Honors World History A	Honors World History B	History Elective	Intro to US History	AP US History A	AP US History B	Service Learning Elective	Elective	AP Gov't	AP Econ	AP Gov't and Internship
RTI Low Level					Intro to World History A	Intro to World History A/B	World History A (pass)	World History B	Intro to US History (fail)	Intro to US History (A/B) (passes)	US History A (pass)	US History B (pass)	Intro to Gov't / Econ (fail)	Gov't	Econ	Internship
RTI Lower Level					Intro to World History A	Intro to World History A/B	World History A (fail) **	World History B	Intro to US History (fail)	Intro to Chemistry (A/B) (fail)	US History A (fail) **	US History B (fail) **	Intro to Gov't / Econ (fail)	Gov't	Econ	Internship

Science 9th - 11th

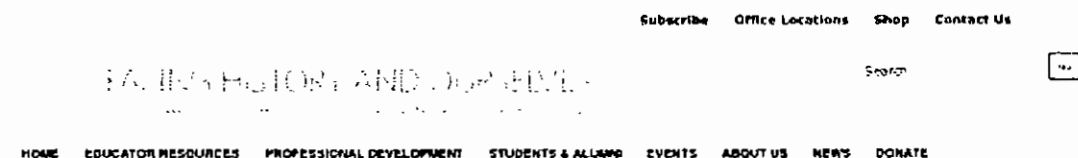
Option	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16
Average Student	Intro to Biology A	Biology A	Biology B	Science Elective	Intro to Chem. A	Chemistry A	Intro to Chem. B	Chemistry B	Intro to Physics A	Physics A	Physics B	Science Elective	Science Elective	Science Elective	Science Elective	Science Elective
Accelerated	Intro to Biology A	Biology A	Biology B	Science Elective	Intro to Chemistry	AP Chemistry A	AP Chemistry B	AP Chemistry Test Prep	Intro to Physics	AP Physics A	AP Physics B	AP Physics Test Prep	Science Elective	Science Elective	Science Elective	Science Elective
RTI Low Level	Intro to Biology A	Biology A	Intro to Biology B	Biology B	Intro to Chemistry (fail)	Intro to Chemistry (A/B) (passes)	Chemistry A (pass)	Chemistry B (pass)								
RTI Lower Level	Intro to Biology A	Biology A	Intro to Biology B	Biology B	Intro to Chemistry A (fail)	Intro to Chemistry (A/B) (fail)	Chemistry A (pass) **	Chemistry B (pass)								

Possible Science Electives:
Oceanography, Environmental Analysis, Physiology

PE / Visual Performing Arts Electives
To maintain low class sizes and room to take mandatory electives, PE will be offer to each student every other quarter for a period of 2 academic years.

To maintain low class sizes and room to take mandatory electives, PE will be offer to each student every other quarter for a period of 2 academic years.

[illegible]



Teaching Strategies

We encourage teachers to use student-centered teaching strategies that nurture students' literacy and critical thinking skills within a respectful classroom climate. The strategies suggested here can be used with students of all ages with any academic content.

All Terms

Introducing a New Book

This pre-reading activity is an effective way to introduce students to a new book from a work of literature to a historical resource book, such as *Facing History and Ourselves: Holocaust and Human Behavior*. Spending some time working on the content of a book can spark students' interest and can provide students with context that will help them engage with the material.

3-2-1

This activity helps structure students' responses to an activity or reading or a film. It provides an easy way for teachers to check for understanding and to gauge students' interest in a topic. Sharing 3-2-1 responses can also be an effective way to prompt a class discussion or to review material from the previous lesson.

Analyzing Visual Images and Misconceptions

In this strategy students will: Develop awareness of historical context. Develop critical thinking skills, particularly in regards to visual images. Engage their observation and interpretive skills. Develop conceptual learning techniques.

Anticipation Guides

Anticipation guides ask students to express an opinion about ideas before they encounter them in a text or unit of study. Comparing anticipation guides prepares students to recognize and connect to these themes as they surface in their learning. Reviewing anticipation guides at the end of a lesson or unit is one way to help students reflect on how learning new material may have influenced their opinions, perhaps by reinforcing previously held beliefs or by causing ideas to shift.

Assigning Roles

Many teachers find that assigning students particular roles is an effective way to structure group work. Sometimes certain students tend to assume too much responsibility for the group's work, while other students may be reluctant to contribute to the group's activities. Assigning roles helps distribute responsibility among group members and ensures accountability for all students' participation. As students practice different roles, they have the opportunity to develop a variety of skills.

Attribution Linking: Reinforcing Accountability by Taking Perspectives

This activity is designed to help students discuss difficult issues, while also recognizing that they likely represent different perspectives. Attribution Linking can help students to define, clarify, and personalize the roles of victim, perpetrator, and bystander. By having students vote for attributes they share before they discuss issues on which they may differ, the exercise emphasizes commonality over differences and helps students recognize the value of negotiation. Finally, this exercise builds trust and contributes to a climate of openness in the Facing History classroom.

Barometer: Taking a Stand on Contentious Issues

The barometer teaching strategy helps students share their opinions by lining up along a continuum to represent their point of view. It is especially useful when trying to discuss an issue about which students have a wide range of opinions. Engaging in a barometer activity can be an effective pre-writing exercise before an essay assignment because it gets many viewpoints out on the table.

ONLINE RESOURCES

[Facing History and Ourselves](#)

[Scope and Sequence](#)

[Theme](#)

[Time and Place](#)

[Annotated Links](#)

[Facing History and Ourselves](#)

[Learn More About Us](#)

LEARN MORE ABOUT US

Take the Facing History and Ourselves Journey and learn more about our pedagogy and what we offer.

Facing History and Ourselves

Become a Fan

Facing History and Ourselves

Spanish judge tries Guatemalan genocide case, stimulates debate Facing History and Ourselves

Facing History and Ourselves The Guatemala Times reports that there has been a new development in the Guatemala Genocide Case: a vote that began in 1992, arising from a period in that country's long civil war when violence against non-indigenous indigenous Mayans rose to the level

Facing History and Ourselves has 3,055 Fans



Facing History and Ourselves

All terms

process and gives them an opportunity to focus on the views of others. This strategy also creates a visual record of students' thoughts and questions that can be referred to later in a course. Using the Big Paper strategy can help engage shy students who are not as likely to participate in a verbal discussion. After using this strategy several times, students' comfort, confidence, and skill with this method increases.

Sharing ideas

Big Paper: Connecting Identity and History

"Who am I?" is a question on the minds of many adolescents. This activity helps students clarify important elements of their identity. When responses are shared, they can help build peer relationships and foster a cohesive classroom community. Big Paper goes beyond aspects of identity that are often more obvious and familiar (such as ethnicity, gender, and age), by focusing on other factors that shape our self-ness such as experiences, relationships, hopes and interests. Big Paper can also be a way for students to demonstrate what they know about historical or literary figures. It provides a structure for students to think more critically about an individual's traits, experiences, and character.

Body sculpting: Using theater to explore the Holocaust

Body sculpting is a strategy teachers use to help students depict material (readings, videos, field trips, survivor testimony, etc.) that evokes strong feelings. Nonverbal forms of expression can be an effective medium for students when they are trying to process powerful emotional content that is difficult to put into words. The body sculpting teaching strategy provides a nonverbal form of expression by requiring students to represent ideas through body-positioning.

Cafe Conversations

Understanding the past requires students to develop an awareness of different perspectives. The Cafe Conversation teaching strategy helps students practice perspective taking by requiring students to represent a particular point-of-view in a small group discussion. During a conversation with people representing other backgrounds and experiences, students become more aware of the role many factors play in a social class, occupation, gender, age, etc. in terms of shaping one's attitudes and perceptions on historical events. Cafe Conversations can be used as an assessment tool to prepare students to write an essay about a specific historical event.

Assessment

Developing a
History Perspective
Task 5

Character Charts

Graphic organizers, like the sample below, can be used to help students organize information about major and minor characters in a text. Completed character charts are useful tools for writing essays and studying for tests. They are often used to record information about literary characters, but can also be adapted to record information about historical figures.

Assessment

Discussion, Finding
Evidence, Group
Activity, Literacy
Activity, Q,
Research, Writing

Chunking

An important skill for students to practice is the ability to comprehend challenging texts. Chunking is an example of a strategy that helps students breakdown difficult text into more manageable pieces. Chunking content into smaller parts helps students identify key words and ideas, develops students' ability to paraphrase, and makes it easier for students to synthesize information.

Community Building: Getting to know each other and each other

This activity uses students' names as a way to build connections and community within the classroom to help students get to know other people in their class to find commonalities around the history of their names.

Constructing

A Facing History and Ourselves classroom is a place where explicit rules and implicit norms protect everyone's right to speak, where differing perspectives can be heard and valued, where members take responsibility for themselves, each other, and the group as a whole, and where each member has a stake and a voice in collective decisions. Facing History calls these spaces reflective classroom communities. Reflective classroom communities often do not happen by accident; rather, they are deliberately nurtured by students and teachers who have shared expectations about how classroom members

process and gives them an opportunity to focus on the views of others. This strategy also creates a visual record of students' thoughts and questions that can be referred to later in a course. Using the Fly Paper strategy can help engage the students who are not as likely to participate in a verbal discussion. After using this strategy several times, students' comfort, confidence, and skill with the method increases.

All Terms

Sharing, Focus

Biographies: Identity, Community, and More

"Who am I?" is a question on the minds of many adolescents. This activity helps students clarify important elements of their identity. When biographies are shared they can help build peer relationships and foster a cohesive classroom community. Biographies go beyond aspects of identity that are often more obvious and familiar (such as ethnicity, gender and age), by focusing on other factors that shape our identities such as experiences, relationships, hopes and interests. Biographies can also be a way for students to demonstrate what they know about historical or literary figures. It provides a structure for students to think more critically about an individual's traits, experiences and character.

Body-sculpting: Using Theater to Explore the Holocaust

Body-sculpting is a strategy teachers use to help students derive meaning from readings, videos, fieldtrips, survivor testimony, etc. that evokes strong feelings. *Body-sculpt* forms of expression can be an effective medium for students when they are trying to process powerful emotional content that is difficult to put into words. The body-sculpting teaching strategy provides a nonverbal form of expression by requiring students to represent ideas through body-posturing.

Cafe Conversations

Understanding the past requires students to develop an awareness of different perspectives. The Cafe Conversation teaching strategy helps students practice perspective-taking by requiring students to represent a particular point-of-view in a small group discussion. During a conversation with people representing other backgrounds and experiences, students become more aware of the role many factors play in social class, occupation, gender, age, etc. in terms of shaping one's attitudes and perceptions in historical events. Cafe Conversations can be used as an assessment tool to help prepare students to write an essay about a specific historical event.

Assessment

Discussion, Perspective Taking

Character Charts

Graphic organizers, like the sample below, can be used to help students organize information about major and minor characters in a text. Completed character charts are useful tools for writing essays and studying for tests. They are often used to collect information about literary characters, but can also be adapted to collect information about historical figures.

Assessment

Discussion, Groupwork, Graphic Organizer, Reading, Research, Writing

Chunking

An important skill for students to practice is the ability to comprehend challenging texts. Chunking is an example of a strategy that helps students breakdown difficult text into more manageable pieces. Reading content into smaller parts helps students identify key words and ideas, develops students' ability to paraphrase, and makes it easier for students to organize and synthesize information.

Classroom Naming: Making Our Names Matter

This activity uses students' names as a way to build connections and community within the classroom. To help students get to know other people in their class, to find commonalities among the history of their names.

Contracting

A Facing History and Ourselves classroom is a place where explicit rules and implicit norms protect everyone's right to speak, where differing perspectives can be heard and valued, where members take responsibility for themselves, each other, and the group as a whole, and where each member has a voice and a vote in collective decisions. Facing History calls these spaces *reflective classroom communities*. Reflective classroom communities often do not happen by accident; rather, they are deliberately nurtured by students and teachers who have shared experiences about how classroom members

Instructional Techniques Summary

TECHNIQUE	SJLA	FHAO	LAEP	REFERENCE	DESCRIPTION
<i>Intellectual Rigor</i>	✓	✓		—	All students are challenged to develop a deep understanding of history and its relation to their lives through an exposure to rich content, stimulating classroom discussions, and thought provoking assignments that are accessible to a diversity of learning styles and levels.
<i>Ethical Reflection</i>	✓	✓		Facing History and Ourselves	The intellectual rigor of a FHAO course is rooted in the habit of ethical reflection by students. They ponder the moral implications of decision-making and human behavior embedded in the study of this history.
<i>Emotional Engagement</i>	✓	✓		--	Students realize that to fully engage in the questions and issues raised in the unit requires them to be emotionally attuned to the past and present lives they read about and discuss in class.
<i>Civic Agency</i>	✓	✓		—	Students develop a heightened sense of civic responsibility throughout the unit. They learn to appreciate how their own efforts can contribute to building a civil society locally, nationally and globally.
<i>Interdisciplinary Teaching</i>	✓	✓	✓	James Beane	Educators will create curriculum that will represent content from different curricular disciplines. This will build the student's understanding of the various disciplines on a deeper level.
<i>Civic Agency: Collaborative Learning</i>	✓	✓	✓	Vygotsky	Teachers will assign students to work in groups to support student learning through effective peer communication.
<i>Cross Curriculum Literacy</i>	✓	✓	✓	—	Educators from all discipline area will embed reading and writing components to support student literacy.
<i>Multiple Intelligences</i>	✓	✓	✓	Gardner	Educators will present content to students in various fashions to support the diverse learning methods, such as kinesthetically, interpersonally, linguistically, logically, interpersonally, visually, musically, and/or naturalistically. In addition, students will learn how to present their understanding in various fashions. (LAEP: <i>Construction of Knowledge</i>)
<i>Service Learning</i>	✓		✓	National Community Service Act of 1990	Students will participate in essential Service Learning Projects throughout their high school experience to not only enhance classroom instruction, but to also give students the opportunity to further develop individual student identity within the bounds of the school and community. Refer to the <u>SJLA EDUCATIONAL PLAN</u> and <u>SERVICE LEARNING OUTLINE</u> for more specific details. (LAEP: <i>Value beyond school</i>)
<i>Inquiry-Based Learning</i>	✓	✓	✓	Learning Theory	Educators will create an inquiry-learning environment to support student learning through discovery and peer-collaboration built upon higher-order thing and prior knowledge rather than direct instruction. (LAEP: <i>Project/Problem-Based Learning</i>)
<i>Differentiated Instruction</i>	✓	✓		Vygotsky	Educators will present the content using a variety of instructional methods to ensure that the needs of all students with varying academic abilities, learning styles, interests, personal experiences, and levels of motivation will be met. Students will have access to the content to learn effectively.
<i>Backwards Planning Design Process</i>	✓	✓		Wiggins	To create an effective overall learning experience for the students, educators will practice backwards design planning. First, the California State Standards or objectives within the content will be analyzed. A rubric will be created to determine the level of understanding desired. Instruction, with specified steps, sequence, and timeline, will then be determined. As a result, the curriculum will be rigorous and comprehensive.
<i>Semantic Mapping</i>	✓			UCR Gifted and Talented	Students study vocabulary in detail using synonyms, antonyms, the context in which the word exists in the text, and symbol using color and shape to trigger memory.
<i>Chalk Talks</i>	✓				Students utilize non-verbal (writing) skills to discuss a key question or language from a primary document/ text. Students respond to text directly as well as peer responses.

<i>Discussions: Socratic Seminar</i>	✓	✓		UCR Gifted and Talented	After researching an issue from various perspectives, students use this structures discussion style to take positions on the issue and discuss it using evidence from their research.
<i>Discussions: Fish Bowl</i>	✓	✓			Socratic seminar model during which selected student representatives are seated in a circle and are expected to engage in a debate based on information previously required. During this time, the remaining students in the outer circle observe and note what discussion develops from the inner circle.
<i>Discussions: Small Group</i>	✓	✓		NBPTS	Students discuss focus questions relating to an issue in a small group of 3-5 students, with each student assuming a role: facilitator, recorder, graphic designer, and timekeeper. Each group then presents their conclusions to the class.
<i>Discussions: Whole Class</i>	✓	✓		NBPTS	After students have discussed focus questions in their small groups, the whole class convenes to discuss the same questions with the teacher acting as facilitator. Time permitting, the session is video taped for review the next day as a class.
<i>Double-Entry Journal/Active Reading Strategies</i>	✓	✓		UCR Gifted and Talented	As students read a text, students take notes while also reflecting by summarizing and also predicting, questioning, relating, or commenting.
<i>Cornell Notes</i>	✓			AVID	This format of note-taking includes students regularly providing questions to help prompt recall of information within the notes themselves.
<i>Interactive Notebook</i>	✓				Students keep an organized notebook where they store their completed assignments and notes. This allows them to keep reference materials in an organized fashion.
<i>Cooperative Daily Home Groups</i>	✓			UCR Gifted and Talented	Students meet in these groups daily to turn in/receive work, take roll, and generally deal with daily business. During different rotations over the school year, different students assume leadership roles in their groups.
<i>Reading Logs</i>	✓				Students read at home daily for thirty minutes from their self-chosen novels. In order to document their reading, they submit reading logs where they use active reading strategies: summarize and relate, predict, question, or comment.
<i>Daily Vocabulary Review</i>	✓			UCR Gifted and Talented	The first five minutes of class is used to quickly review current vocabulary, using choral response, small whiteboards that each student writes on, flashcards, or games.
<i>Graphic Organizers</i>	✓	✓	✓		Allow students to put their thoughts on paper in a logical and decipherable fashion. These documents are student-friendly and lend themselves to any prewriting activities.
<i>Jigsaw</i>	✓	✓		UCR Gifted and Talented	Each group is asked to study one portion of the reading, with each member becoming an expert on their particular section. Each member then goes with other groups to share what they learned with others, as each takes notes on the other's section.

Literacy Plan

Subject	Literacy Applications
Advisories	Students and educators reading a similar novel, promoting discussion and social development.
English	Reflective journaling, academic writing, discussion of all text formats and publication of student texts. Reciprocal reading and editing
History/ Social Science	Take part in primary document analysis, reading and analyzing historical texts, essay writing, and peer editing.
Mathematics	Solve inquiry based work problem solving. Demonstrate understanding through <i>4-Fold</i> representation. Translating written phrases into mathematical expressions. Interpreting and analyze a set of data, such as Latino high school/ university drop-out rates. demonstrate understanding of content by recording meta-cognitive problem solving process. Research and publish data on Mathematician.
Science/ Laboratory Sciences	Summarize science articles and determine how they are affected as individuals of society. Students will research, write and publish about a scientific phenomenon that affects the community.
Electives	Students will comprehend and interpret visual texts, and employ computer literacy vocabulary.
Physical Education	Students will be exposed to sport regulations, fitness, nutritional facts, and keep a dietary journal.

** Literacy is subject to change based on student-needs and service learning project ideas.

Academic Subject	A-G Subject Requirement (years)	Graduation Requirement (years)
(A) History	2	2
(B) English	4	4
(C) Mathematics	3	3
(D) Laboratory Science	2	2
(E) Language "Other than English"	2	2
(F) Visual and Performing Arts	1	1
(G) College Electives "Academic"	1	1
Physical Education	n/a	1
Health	n/a	1
Life Science	n/a	1
Technical Arts	n/a	1

ENGLISH				
COURSE	THEME	Thematic Connections	Focus Standards	Formative/Summative Assessment
English 9 A/B	Human Skills and Identity within the Community	Social Justice Leadership and/or Facing History and Ourselves	Writing: 2.0, 2.1, 2.3, 2.4, 2.5, 2.6	Department Developed Common Assessments and California Standards Tests
English 10 A/B	Community and Civic Responsibility		Reading: 1.0, 2.0, 3.0 Writing: 1.0 Listening and Speaking: 1.0	
American Literature	Leadership and Personal Responsibility			
Contemporary Composition	Independence and Activism			

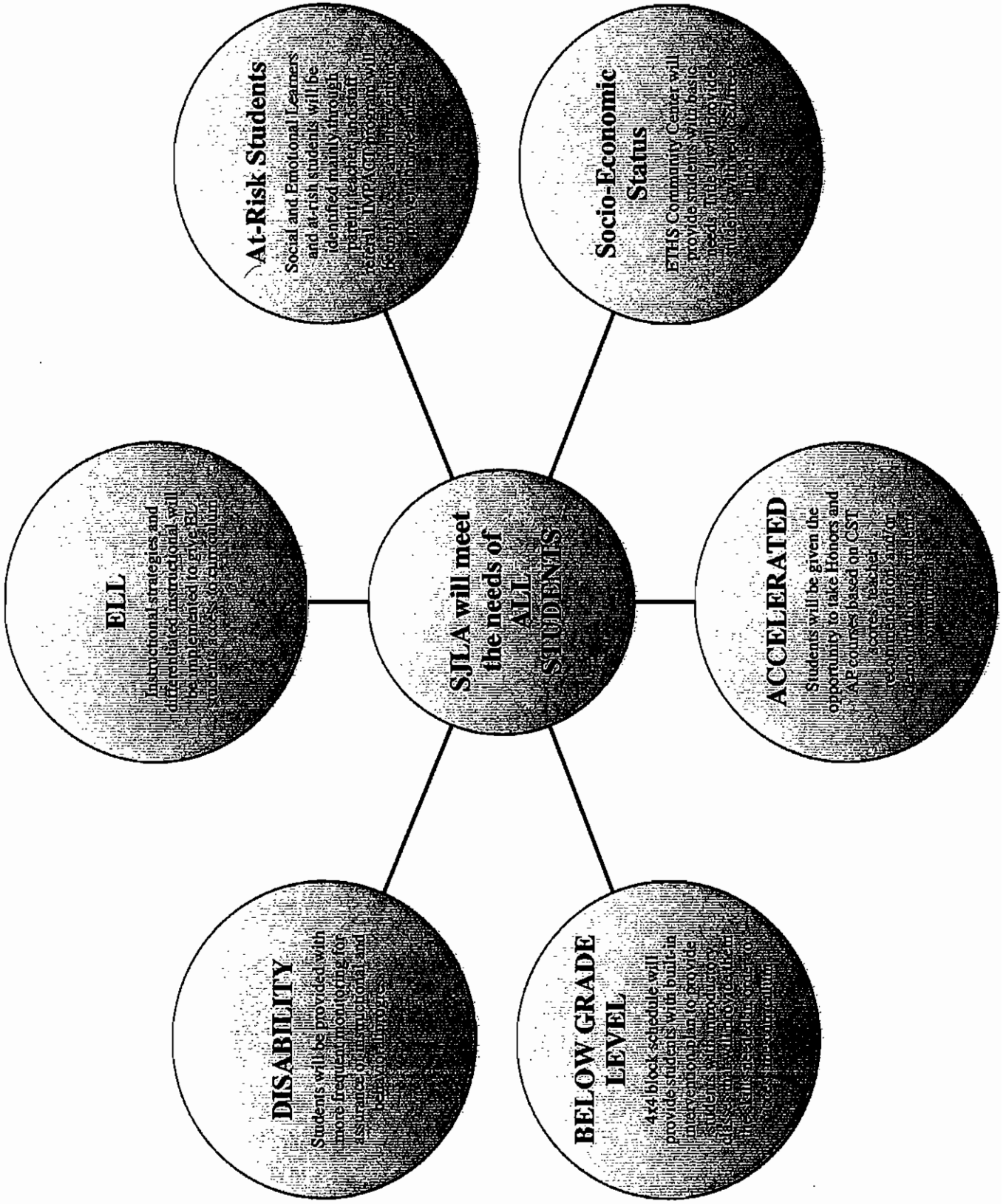
MATH				
COURSE	THEME	Thematic Connections	Focus Standards	Formative/Summative Assessment
Algebra I A/B	Human Skills and Identity within the Community	Social Justice Leadership and/or Facing History and Ourselves	2.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0, 12.0, 13.0, 14.0, 15.0, 19.0, 20.0, 21.0, 23.0	Department Developed Common Assessments and California Standards Tests
Geometry A/B	Community and Civic Responsibility		1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 10.0, 12.0, 14.0, 16.0, 17.0, 18.0, 19.0, 21.0, 22.0	
Algebra II A/B	Leadership and Personal Responsibility		1.0, 2.0, 3.0, 4.0, 7.0, 5.0, 6.0, 8.0, 9.0, 10.0, 11.0, 12.0, 15.0, 18.0, 19.0, 20.0	
Trigonometry	Independence and Activism		1.0, 2.0, 4.0, 10.0, 15.0,	
Math Analysis	Independence and Activism		1.0, 5.0, 6.0, 7.0, 8.0,	
Calculus A	Independence and Activism		1.0, 4.0, 7.0, 9.0, 14.0, 15.0, 17.0, 23.0	

SCIENCE				
COURSE	THEME	Thematic Connections	Focus Standards	Formative/Summative Assessment
Biology	Human Skills and Identity within the Community	Social Justice Leadership and/or Facing History and Ourselves	2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0	Department Developed Common Assessments and California Standards Tests
Chemistry (AP)	Community and Civic Responsibility		1.0, 3.0, 4.0, 7.0, 10.0	
Physics (AP)	Leadership and Personal Responsibility		4.0, 5.0	

HISTORY				
COURSE	THEME	Thematic Connections	Focus Standards	Formative/Summative Assessment
World History (H)	Community and Civic Responsibility	Social Justice Leadership and/or Facing History and Ourselves	10.2, 10.3, 10.4, 10.6, 10.8, 10.9	Department Developed Common Assessments and California Standards Tests
U.S. History (AP)	Leadership and Personal Responsibility		11.2, 11.5, 11.8, 11.9, 11.10, 11.11	
Principles of American Democracy (AP)	Independence and Activism		12.2, 12.5, 12.8	
Economics (AP)	Independence and Activism		12.2, 12.4, 12.6	

**** Course focus standards will be adjusted based on student needs**

Addressing the Needs of All Students



Note: Subject to change and pending list of District Calendar and District Required PD's

Academic calendar

In order to support families with students enrolled in multiple LAUSD programs, SJLA will follow the LAUSD academic calendar beginning with the 2010-2011 school year. We will be taking 3 weeks at Winter Recess and one week at Spring Recess. We will also like to take Columbus Day and Harvey Milk Holiday. Teachers will have an additional mandatory paid period of professional development for 5 business days prior to the first day of school.

Buy Back PD	September 1, 2, 7, 8, and 9
Labor Day	Monday, September 6
Pupil Free Days	Friday, September 10
First Day of School (1st Quarter)	Tuesday, September 13
<i>Columbus Day</i>	<i>Monday, September 11</i>
Last Day of School (1st Quarter)	Wednesday, November 12
Veteran's Day Holiday	Thursday, November 11
First Day of School (2nd Quarter)	Friday, November 15
Thanksgiving Holiday	Thursday, November 25 – Friday, November 26
Winter Holiday	Monday, December 20 – Friday, December 31
Dr. Martin Luther King Jr. Birthday	Monday, January 17
Last Day of School (2nd Quarter)	Friday, February 4
First Day of School (3rd Quarter)	Monday, February 7
President's Day Holiday	Monday, February 21
Cesar Chavez Holiday	Friday, April 1
Last Day of School (3rd Quarter)	Friday, April 15
Spring Break	Monday, April 18 – Friday, April 22
First Day of School (4th Quarter)	Monday, April 25
<i>Harvey Milk Holiday</i>	<i>Monday, May 23</i>
Memorial Day Holiday	Monday, May 30
Last Day of School (4th Quarter)	Thursday, June 30
Pupil Free Day	Friday, July 1

**SJLA would like this holidays off with LAUSD and UTLA contract permitting.*

Total Instructional Days: 180

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																											
Increase the number of schools that meet or exceed their API targets 2008-09 282 out of 613 = 46% 2008-09 Y1 Y2 Y3 Y4 Y5 594 (GHS) establish 635 683 734 770	10%	All Students & SJLA Faculty/ Staff	See Below	See Below	See Below & SJLA Student Assessment Chart	All Educators & Staff	September 2010 - Ongoing																																																											
Increase percentage of students in grades 9-11 scoring proficient or advanced on the CST in ELA and Math % Proficient/Advanced CST ELA by grade: <table><tr><td></td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr><tr><td>Grade 9</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11</td><td>27%</td><td>31%</td><td>+4%</td></tr></table> <table><tr><td></td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>Garfield</td><td>%</td><td>%</td><td>+4%</td></tr><tr><td>Grade 9</td><td>24%</td><td>21%</td><td>-3%</td></tr><tr><td>Grade 10</td><td>20%</td><td>11%</td><td>-9%</td></tr><tr><td>Grade 11</td><td>19%</td><td>23%</td><td>+12%</td></tr></table> <table><tr><td></td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>Roosevelt</td><td>%</td><td>%</td><td>-1%</td></tr><tr><td>Grade 9</td><td>21%</td><td>20%</td><td>-6%</td></tr><tr><td>Grade 10</td><td>16%</td><td>22%</td><td>+6%</td></tr><tr><td>Grade 11</td><td>14%</td><td>20%</td><td>+6%</td></tr></table>		2008	2009	Change	District	34%	38%	+4%	Grade 9	31%	32%	+1%	Grade 10	29%	31%	+2%	Grade 11	27%	31%	+4%		2008	2009	Change	Garfield	%	%	+4%	Grade 9	24%	21%	-3%	Grade 10	20%	11%	-9%	Grade 11	19%	23%	+12%		2008	2009	Change	Roosevelt	%	%	-1%	Grade 9	21%	20%	-6%	Grade 10	16%	22%	+6%	Grade 11	14%	20%	+6%	10%	All Students	Instruction: <ul style="list-style-type: none">Culturally-relevant and responsive pedagogy, ethical reflection, emotional engagementDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none">Culturally-relevant instructionDifferentiation of instructionUse of assessment data Supplemental Services <ul style="list-style-type: none">After school tutoring programs	Grades 9 and 10: <ul style="list-style-type: none">Increase the % of students scoring proficient or above on the periodic assessments Grade 11: <ul style="list-style-type: none">Increase the % of students "ready for college" on the Early Assessment Program (EAP) of Readiness for College English Grade 9-12: <ul style="list-style-type: none">Increase the number of students on-track in terms of credits earned and matriculationIncrease the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade levelImprove average daily attendanceSuccess on summative assessments within each courseIncrease in the number of grades C and betterIncrease the number of students who attend tutoringIncrease the number of students dual-enrolled in college courses <ul style="list-style-type: none">District Periodic Assessments (Educators will work to construct a like assessment during the 1st year) SJLA Staff will meet quarterly to analyze student data collected per subject and grade level.	Teachers, Supporting Faculty, Community Organization Leaders	Ongoing
	2008	2009	Change																																																															
District	34%	38%	+4%																																																															
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High Academic Achievement Action Plan

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<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST In ELA and Math (continued)</p> <p>% Proficient/Advanced CST Math by grade:</p> <table><tr><td></td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>District</td><td>35%</td><td>37%</td><td>+2%</td></tr><tr><td>Gen Math –</td><td>15%</td><td>17%</td><td>+2%</td></tr><tr><td>Algebra 1 –</td><td>17%</td><td>19%</td><td>+2%</td></tr><tr><td>Geometry –</td><td>11%</td><td>14%</td><td>+3%</td></tr><tr><td>Algebra 2 –</td><td>13%</td><td>14%</td><td>+1%</td></tr></table> <table><tr><td></td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>Garfield</td><td></td><td></td><td></td></tr><tr><td>Gen Math –</td><td>15%</td><td>17%</td><td>+2%*</td></tr><tr><td>Algebra 1 –</td><td>5%</td><td>4%</td><td>+1%*</td></tr><tr><td>Geometry –</td><td>3%</td><td>4%</td><td>-1%*</td></tr><tr><td>Algebra 2 –</td><td>4%</td><td>5%</td><td>+1%*</td></tr><tr><td>HS Math –</td><td>16%</td><td>13%</td><td>-3%*</td></tr></table> <table><tr><td></td><td>2008</td><td>2009</td><td>Change</td></tr><tr><td>Roosevelt</td><td></td><td></td><td></td></tr><tr><td>Gen Math –</td><td>6%</td><td>13%</td><td>+7%*</td></tr><tr><td>Algebra 1 –</td><td>3%</td><td>3%</td><td>-%*</td></tr><tr><td>Geometry –</td><td>2%</td><td>3%</td><td>+1%*</td></tr><tr><td>Algebra 2 –</td><td>3%</td><td>4%</td><td>+1%*</td></tr><tr><td>HS Math –</td><td>9%</td><td>12%</td><td>+3%*</td></tr></table> <p>*Compilation of End of Course—all grades</p>		2008	2009	Change	District	35%	37%	+2%	Gen Math –	15%	17%	+2%	Algebra 1 –	17%	19%	+2%	Geometry –	11%	14%	+3%	Algebra 2 –	13%	14%	+1%		2008	2009	Change	Garfield				Gen Math –	15%	17%	+2%*	Algebra 1 –	5%	4%	+1%*	Geometry –	3%	4%	-1%*	Algebra 2 –	4%	5%	+1%*	HS Math –	16%	13%	-3%*		2008	2009	Change	Roosevelt				Gen Math –	6%	13%	+7%*	Algebra 1 –	3%	3%	-%*	Geometry –	2%	3%	+1%*	Algebra 2 –	3%	4%	+1%*	HS Math –	9%	12%	+3%*		All Students	<ul style="list-style-type: none">• Summer Bridge (8-9th) program: math, & English preparatory• After school and tutoring programs to support reading comprehension and written and oral language conventions for English Language Learners• Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures)• Curricular Trips and Rich Cultural Experiences• Full 9-16 articulation with community colleges and universities• Access to early college with dual enrollment <p>Instruction:</p> <ul style="list-style-type: none">• Culturally-relevant and responsive pedagogy• Differentiated instruction developed by horizontal and vertical teacher teams• Backwards-planning• Problem-based learning that builds on prior knowledge and requires higher order thinking• Cognitively Guided Instruction Strategies (CGI)• Supplemental reading and writing materials, Math manipulatives• SDAIE strategies• Interdisciplinary and inquiry-	Federal Reserve MTA MOCA East L.A. Community College Cal State L.A. Cal Poly Pomona UCLA		
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			<p>based curriculum to increase student engagement</p> <ul style="list-style-type: none">Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p> <ul style="list-style-type: none">Culturally-relevant instructionDifferentiation of instructionUse of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none">After school tutoring programsAfter school program to support reading comprehension and written and oral language conventions for English Language LearnersPartnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures)Full 9-16 articulation with community colleges and universitiesAccess to early college with dual enrollmentComputer-based supplemental math curriculum	<p>Federal Reserve MTA</p> <p>East L.A. Community College Cal State L.A. Cal Poly Pomona UCLA</p>																															
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Inleg. Sci2 2% 0% -2% Inleg. Sci3 3% 7% +4% Soc. Sci. 23% 28% +5% World Hist. 18% 23% +4% U.S. Hist. 25% 32% +7%			<ul style="list-style-type: none">• Problem-based learning that builds on prior knowledge and requires higher order thinking• Cognitively Guided Instruction Strategies (CGI)• Supplemental reading and writing materials• SDAIE strategies• Interdisciplinary and inquiry-based curriculum to increase student engagement• Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p> <ul style="list-style-type: none">• Culturally-relevant instruction• Differentiation of instruction• Use of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none">• After school tutoring programs• After school program to support reading comprehension and written and oral language conventions for English Language Learners• Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures)• Full 9-16 articulation with community colleges and universities• Access to early college with dual enrollment	Federal Reserve MTA East L.A. Community College Cal State L.A. Cal Poly Pomona UCLA																																																																																			
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% Proficient/Advanced CST History / Social Science by grade:							
Social Science							
Grade 8	2008 25%	2009 30%	Change +5%				
World History							
Grade 9	2008 16%	2009 19%	Change +3%				
Grade 10	2008 19%	2009 24%	+5%				
Grade 11	2008 8%	2009 8%	0%				
U.S. History							
Grade 11	2008 25%	2009 32%	Change +7%				
GARFIELD:							
Social Science							
Grade 8	2008 -%	2009 -%	Change -%				
World History							
Grade 9	2008 -%	2009 -%	Change -%				
Grade 10	2008 11%	2009 14%	+5%				
Grade 11	2008 0%	2009 0%	0%				
U.S. History							
Grade 11	2008 15%	2009 21%	Change +6%				
							</

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Appendix E 1.6

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<u>ROOSEVELT:</u> Social Science Grade 8 2008 2009 <u>Change</u> -% -% -% World History Grade 9 2008 2009 <u>Change</u> 4% 5% +1% Grade 10 6% 15% +9% Grade 11 0% 0% 0% U.S. History Grade 11 2008 2009 <u>Change</u> 11% 13% +2%			organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) • Full 9-16 articulation with community colleges and universities • Access to early college with dual enrollment	MTA East L.A. Community College Cal State L.A. Cal Poly Pomona UCLA			
Reduce the percentage of students in grades 9-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math 2008 2009 <u>Change</u> Garfield ELA Grade 9 - 40% 43% +3%* Grade 10 - 44% 42% -2%* Grade 11 - 50% 46% -4%* Roosevelt ELA Grade 9 2008 2009 <u>Change</u> 47% 44% -4%* Grade 10 54% 41% -13%* Grade 11 47% 50% +3%*	-10%	All Students	Instruction: • Culturally-relevant and responsive pedagogy • Differentiated instruction developed by horizontal and vertical teacher teams • Backwards-planning • Problem-based learning that builds on prior knowledge and requires higher order thinking • Cognitively Guided Instruction Strategies (CGI) • Supplemental reading and writing materials		• CST • District Periodic Assessments (Educators will work to construct a like assessment during the 1 st year) • SJLA Staff will meet quarterly to analyze student data collected per subject and grade level.	Teachers, Supporting Faculty	Ongoing

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<ul style="list-style-type: none"> negative values are actually positive growth since less students fall into these proficiencies. 			<ul style="list-style-type: none"> SDAIE strategies Interdisciplinary and inquiry-based curriculum to increase student engagement Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p> <ul style="list-style-type: none"> Culturally-relevant instruction Differentiation of instruction Use of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none"> After school tutoring programs After school program to support reading comprehension and written and oral language conventions for English Language Learners Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) Full 9-16 articulation with community colleges and universities Access to early college with dual enrollment Computer-based supplemental math curriculum <p>Federal Reserve MTA East L.A. Community College Cal State L.A. Cal Poly Pomona UCLA</p>				
	Gifted Students		Use data to identify Gifted and Talented Students to provide additional services to ensure they are scoring at Proficient and Advanced on the CST.		<ul style="list-style-type: none"> Increase the number of state identified Gifted students Charting grades and scores of classes and exams 	Teachers, Administration, tutors, ELAC, and school staff	Ongoing

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<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <table><tr><td>DISTRICT</td><td>07-08 9.3%</td><td>08-09 9.2%</td><td>Change -.1%</td></tr><tr><td>GARFIELD</td><td>07-08 8.5%</td><td>08-09 8.4%</td><td>Change -.01%</td></tr><tr><td>ROOSEVELT</td><td>07-08 7.8%</td><td>08-09 8.1%</td><td>Change -.3%</td></tr></table> <p>Increase the total percentage of each site's African-American and Latin@ students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table><tr><td>DISTRICT</td><td>07-08 African Americans 6.6%</td><td>08-09 6.6%</td><td>Change .0%</td></tr><tr><td>Latin@</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr><tr><td>GARFIELD</td><td>07-08 African Americans 10.0%</td><td>08-09 9.1%</td><td>Change .9%</td></tr><tr><td>Latin@</td><td>8.6%</td><td>8.4%</td><td>.1%</td></tr><tr><td>ROOSEVELT</td><td>07-08 African Americans 0.0%</td><td>08-09 0.0%</td><td>Change .0%</td></tr><tr><td>Latin@</td><td>7.9%</td><td>8.2%</td><td>.3%</td></tr></table>	DISTRICT	07-08 9.3%	08-09 9.2%	Change -.1%	GARFIELD	07-08 8.5%	08-09 8.4%	Change -.01%	ROOSEVELT	07-08 7.8%	08-09 8.1%	Change -.3%	DISTRICT	07-08 African Americans 6.6%	08-09 6.6%	Change .0%	Latin@	6.9%	7.0%	.1%	GARFIELD	07-08 African Americans 10.0%	08-09 9.1%	Change .9%	Latin@	8.6%	8.4%	.1%	ROOSEVELT	07-08 African Americans 0.0%	08-09 0.0%	Change .0%	Latin@	7.9%	8.2%	.3%	varies by school				<ul style="list-style-type: none">SJLA Staff will meet quarterly to analyze student data collected per subject and grade level.Increase the number of accelerated students taking AP coursesIncrease the number of accelerated students taking college coursesIncrease the number of accelerated students taking honors coursesIncrease the number of accelerated students accessing AP and advanced courses online	Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?	
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ROOSEVELT	07-08 African Americans 0.0%	08-09 0.0%	Change .0%																																								
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<p>Accelerate the performance for all African-American, Latin@, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <table><tr><td>African American</td><td>07-08 25%</td><td>08-09 27%</td><td>Change +2%</td></tr><tr><td>Latin@</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table>	African American	07-08 25%	08-09 27%	Change +2%	Latin@	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%	Latin@, Standard English Learners, Students with Disabilities	Instruction: <ul style="list-style-type: none">Use Academic English Mastery Program (AEMP) strategiesDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningCognitively Guided Instruction Strategies (CGI)Supplemental reading and	<ul style="list-style-type: none">CSTDistrict Periodic Assessments (Educators will work to construct a like assessment during the 1st year) <p>SJLA Staff will meet quarterly to analyze student data collected per subject and grade level.</p>	Teachers, Supporting Faculty	Ongoing																					
African American	07-08 25%	08-09 27%	Change +2%																																								
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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																								
Garfield <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Latin@</td><td>21.3%</td><td>21.5%</td><td>+0.2%</td></tr><tr><td>English Learners</td><td>18.4%</td><td>17.2%</td><td>-1.2%</td></tr><tr><td>Sts. w/ Disabilities</td><td>1.3%</td><td>2.4%</td><td>+1.1%</td></tr></table> Roosevelt <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Latin@</td><td>18.0%</td><td>20.7%</td><td>+2.7%</td></tr><tr><td>English Learners</td><td>16.5%</td><td>18.8%</td><td>+2.3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>1.4%</td><td>1.1%</td><td>-0.3%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	-	-	-	Latin@	21.3%	21.5%	+0.2%	English Learners	18.4%	17.2%	-1.2%	Sts. w/ Disabilities	1.3%	2.4%	+1.1%		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	-	-	-	Latin@	18.0%	20.7%	+2.7%	English Learners	16.5%	18.8%	+2.3%	Sts. w/ Disabilities	1.4%	1.1%	-0.3%			<ul style="list-style-type: none">writing materialsInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p> <ul style="list-style-type: none">Differentiation of instructionUse of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none">After school tutoring programs				
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																																												
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Sts. w/ Disabilities	1.4%	1.1%	-0.3%																																												
Accelerate the performance of Standard English Learners (SEL)	10%	Standard English Learners	<p>Instruction:</p> <ul style="list-style-type: none">Culturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and		<ul style="list-style-type: none">SJLA Portfolios *See SJLA Student AssessmentELD PortfoliosStudent Writing ExamplesPerformance AssessmentsCELDTELSSA DataSJLA Staff will meet quarterly to analyze student data collected per subject and grade level.Interdisciplinary essaysPerformance AssessmentsResearch projects and presentations to the communityAccelerated ReaderIncrease the number of students taking AP coursesIncrease the number of students taking college coursesIncrease the number of students taking honors courses	Teachers, Supporting Faculty	Ongoing																																								

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			curriculum Professional Development: <ul style="list-style-type: none"> Culturally-relevant instruction Differentiation of instruction Use of assessment data Supplemental Services <ul style="list-style-type: none"> After school tutoring programs After school program to support reading comprehension and written and oral language conventions for English Language Learners Computer-based supplemental math curriculum 				
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English District 07-08 08-09 <u>Change</u> 54.8% 55.7% +0.9% (school data based on % of EL students increasing a level on CELDT) Garfield 07-08 08-09 <u>Change</u> 31.7% 30.0% -1.7% Roosevelt 07-08 08-09 <u>Change</u> 30.0% 37.5% +7.5% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%	English learners	Instruction: <ul style="list-style-type: none"> Culturally-relevant and responsive pedagogy Differentiated instruction developed by horizontal and vertical teacher teams Backwards-planning Problem-based learning that builds on prior knowledge and requires higher order thinking Cognitively Guided Instruction Strategies (CGI) Supplemental reading and writing materials SDAIE strategies Interdisciplinary and inquiry-based curriculum to increase student engagement Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum 		• ELD Portfolios *See SJLA Student Assessment • Student Writing Examples • Performance Assessments • CELDT • ELSSA Data • SJLA Staff will meet quarterly to analyze student data collected per subject and grade level. • ELD Portfolios • Performance Assessments • Accelerated Reader • ELSSA Data • Interdisciplinary essays • Performance Assessments • Research projects and presentations to the community	Lead Teachers, Supporting Faculty, Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>												
			<p>Professional Development:</p> <ul style="list-style-type: none">• Culturally-relevant instruction• Differentiation of instruction• Use of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none">• After school tutoring programs• After school program to support reading comprehension and written and oral language conventions for English Language Learners																
<p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p> <table><tr><td>% Early Adv/Dist</td><td><u>07-08</u> 36.3%</td><td><u>08-09</u> 39.3%</td><td><u>Change</u> +3%</td></tr><tr><td>Garfield</td><td><u>07-08</u> 35.3%</td><td><u>08-09</u> 31.6%</td><td><u>Change</u> -3.7%</td></tr><tr><td>Roosevelt</td><td><u>07-08</u> 28.6%</td><td><u>08-09</u> 32.7%</td><td><u>Change</u> +4.1%</td></tr></table> <p>2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%</p>	% Early Adv/Dist	<u>07-08</u> 36.3%	<u>08-09</u> 39.3%	<u>Change</u> +3%	Garfield	<u>07-08</u> 35.3%	<u>08-09</u> 31.6%	<u>Change</u> -3.7%	Roosevelt	<u>07-08</u> 28.6%	<u>08-09</u> 32.7%	<u>Change</u> +4.1%	5%	English Learners	<p>Instruction:</p> <ul style="list-style-type: none">• Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum• Problem-based learning that builds on prior knowledge and requires higher order thinking• Culturally-relevant and responsive pedagogy• Differentiated instruction developed by horizontal and vertical teacher teams• Backwards-planning• Cognitively Guided Instruction Strategies (CGI)• Supplemental reading and writing materials• SDAIE strategies• Interdisciplinary and inquiry-based curriculum to increase student engagement <p>Professional Development:</p> <ul style="list-style-type: none">• Use of assessment data• Culturally-relevant instruction		<ul style="list-style-type: none">• ELD Portfolios *See S.J.I.A Student Assessment• Student Writing Examples• Performance Assessments• CELDT• ELSSA Data• S.J.I.A Staff will meet quarterly to analyze student data collected per subject and grade level.• ELD Portfolios• Student Writing Examples• Performance Assessments• Previous CELDT scores• ELSSA Data• Interdisciplinary essays• Accelerated Reader• Research projects and presentations to the community	Lead Teachers, Supporting Faculty, Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing
% Early Adv/Dist	<u>07-08</u> 36.3%	<u>08-09</u> 39.3%	<u>Change</u> +3%																
Garfield	<u>07-08</u> 35.3%	<u>08-09</u> 31.6%	<u>Change</u> -3.7%																
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High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<ul style="list-style-type: none">Differentiation of instructionSupplemental Services<ul style="list-style-type: none">After school tutoring programsAfter school program to support reading comprehension and written and oral language conventions for English Language Learners				
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST		English Learners	Instruction: <ul style="list-style-type: none">Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculumProblem-based learning that builds on prior knowledge and requires higher order thinkingCulturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagement Professional Development: <ul style="list-style-type: none">Use of assessment dataCulturally-relevant instructionDifferentiation of instruction Supplemental Services <ul style="list-style-type: none">After school tutoring programs		<ul style="list-style-type: none">ELD Portfolios *See SJLA Student AssessmentStudent Writing ExamplesPerformance AssessmentsCELDTELSSA DataSJLA Staff will meet quarterly to analyze student data collected per subject and grade level.ELD PortfoliosPerformance AssessmentsPrevious CELDT scoresELSSA DataInterdisciplinary essaysAccelerated ReaderResearch projects and presentations to the community	Lead Teachers, Supporting Faculty, Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing
District 07-08 24.3 08-09 27.0 Change +2.7% Math 34.1 36.3 Change +2.1%							
Garfield 07-08 18.4% 08-09 17.2% Change -1.2% ELA 24.9% 25.5% Math Change +0.6%							
Roosevelt 07-08 16.5% 08-09 18.8% Change +2.3% ELA 20.6% 22.9% Math Change +2.3%							

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment</i> <i>See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<ul style="list-style-type: none"> After school program to support reading comprehension and written and oral language conventions for English Language Learners Computer-based supplemental math curriculum 				
Increase EL reclassification rates at the elementary, middle, and high school levels District HS 07-08 $\frac{10.3}{12.4}$ Change +2.1% Garfield HS 07-08 $\frac{9.2}{9.1}$ Change -0.1% Roosevelt HS 07-08 $\frac{7.6}{9.4}$ Change +1.8%	5%	English learners	Instruction: <ul style="list-style-type: none"> Culturally-relevant and responsive pedagogy SDAIE strategies Interdisciplinary and inquiry-based curriculum to increase student engagement Differentiated instruction developed by horizontal and vertical teacher teams Backwards-planning Problem-based learning that builds on prior knowledge and requires higher order thinking Cognitively Guided Instruction Strategies (CGI) Supplemental reading and writing materials Student data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none"> Culturally-relevant instruction Differentiation of instruction Use of assessment data Supplemental Services <ul style="list-style-type: none"> After school tutoring programs After school program to support 		<ul style="list-style-type: none"> EL monitoring rosters, and where possible EL students moving or reclassifying RFEP Monitoring Rosters Monitor student progress through Personal Education Plan SJLA Staff will meet quarterly to analyze student data collected per subject and grade level. RFEP Monitoring Rosters English grades ELA CST supports (see above sections) 	Lead Teachers, Supporting Faculty, Teachers, Administration, tutors, ELAC, EL aides, and school staff	Ongoing

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>											
			reading comprehension and written and oral language conventions for English Language Learners															
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs	<table><tr><td>District</td><td>07-08 25% 26%</td><td>08-09 27% 27%</td><td>Change +2% +1%</td></tr><tr><td>Garfield</td><td>07-08 14.5% 1.9%</td><td>08-09 14.5% 3.5%</td><td>Change +0.0% +1.6%</td></tr><tr><td>Roosevelt</td><td>07-08 13.9% 2.5%</td><td>08-09 13.9% 2.9%</td><td>Change +0.0% +0.5%</td></tr></table>	District	07-08 25% 26%	08-09 27% 27%	Change +2% +1%	Garfield	07-08 14.5% 1.9%	08-09 14.5% 3.5%	Change +0.0% +1.6%	Roosevelt	07-08 13.9% 2.5%	08-09 13.9% 2.9%	Change +0.0% +0.5%	Students with Disabilities	Instruction: <ul style="list-style-type: none">Differentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none">Differentiation of instructionUse of assessment data Supplemental Services <ul style="list-style-type: none">After school tutoring programs	SJLA Staff will meet quarterly to analyze student data collected per subject and grade level. <ul style="list-style-type: none">Writing across the subject areasPractice standardized testsIncrease the % of students scoring proficient or above on periodic assessmentsIncrease the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade levelImprove average daily attendanceSuccess on summative assessments within each courseIncrease in the number of grades C and betterIncrease the number of students who attend tutoringIncrease the percentage of 9th to 10th grade students accumulating 55 credits4-year longitudinal graduation rate (9th grade to graduation)Increase the number of students on-track in terms of credits earned in order to ensure that students take the proper test for their grade levelImprove average daily attendanceIncrease in the number of grades C and betterIncrease number of students reclassifying on CELDTIncrease CAHSEE pass ratesIncrease number of students passing	Lead Teachers, Supporting Faculty	Ongoing
District	07-08 25% 26%	08-09 27% 27%	Change +2% +1%															
Garfield	07-08 14.5% 1.9%	08-09 14.5% 3.5%	Change +0.0% +1.6%															
Roosevelt	07-08 13.9% 2.5%	08-09 13.9% 2.9%	Change +0.0% +0.5%															

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

Appendix E 1.15

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
					gateway classes (Algebra 1, English 9, etc)		

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

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Graduation rate will increase	8%	All Students	Instruction: <ul style="list-style-type: none">Culturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum Professional Development: <ul style="list-style-type: none">Culturally-relevant instructionDifferentiation of instructionUse of assessment data Supplemental Services <ul style="list-style-type: none">After school tutoring programsAfter school program to support reading comprehension and written and oral language conventions for English Language Learners			Lead Teachers, Supporting Faculty, Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

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

Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies' activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>												
<p>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</p> <table><tr><td>District</td><td><u>07-08</u> 57%</td><td><u>08-09</u> 60%</td><td><u>Change</u> +3%</td></tr><tr><td>Garfield</td><td><u>07-08</u> 56.0%</td><td><u>08-09</u> 59.1%</td><td><u>Change</u> +3.1%</td></tr><tr><td>Roosevelt</td><td><u>07-08</u> 51.0%</td><td><u>08-09</u> 55.8%</td><td><u>Change</u> +4.8%</td></tr></table>	District	<u>07-08</u> 57%	<u>08-09</u> 60%	<u>Change</u> +3%	Garfield	<u>07-08</u> 56.0%	<u>08-09</u> 59.1%	<u>Change</u> +3.1%	Roosevelt	<u>07-08</u> 51.0%	<u>08-09</u> 55.8%	<u>Change</u> +4.8%	6%	10 th Graders	<p>Instruction:</p> <ul style="list-style-type: none">Culturally-relevant and responsive pedagogyDifferentiated instruction developed by horizontal and vertical teacher teamsBackwards-planningProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagementStudent data (both quantitative and qualitative) to strengthen instructional strategies and curriculum <p>Professional Development:</p> <ul style="list-style-type: none">Culturally-relevant instructionDifferentiation of instructionUse of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none">After school tutoring programsAfter school program to support reading comprehension and written and oral language conventions for English Language Learners		<ul style="list-style-type: none">Increased participation in CAHSEE preparation in the classroom and with inter/pre-vention programsIncreased participation in CAHSEE preparationAdminister CAHSEE diagnostic test to all 9th and 10th grade students9th and 10th grade performance assessmentsStudent Writing ExamplesInterdisciplinary essaysPortfoliosAccelerated ReaderResearch projects and presentations to the community	Teachers, Administration, tutors, aides, and school staff	Ongoing
District	<u>07-08</u> 57%	<u>08-09</u> 60%	<u>Change</u> +3%																
Garfield	<u>07-08</u> 56.0%	<u>08-09</u> 59.1%	<u>Change</u> +3.1%																
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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Dropout rate will decrease. District 06-07 31.7% 07-08 26.4% <u>Change</u> -5.3% Garfield 06-07 22.9% 07-08 21.2% <u>Change</u> -1.7% Roosevelt 06-07 33.2% 07-08 23.8% <u>Change</u> -9.4%	6%	All Students	<p>Instruction:</p> <ul style="list-style-type: none"> Multiple Pathways curriculum offers students opportunity to engage in curriculum that best matches their interests Interdisciplinary and inquiry-based curriculum to increase student engagement Differentiated instruction developed by horizontal and vertical teacher teams <p>Professional Development:</p> <ul style="list-style-type: none"> Culturally-relevant instruction Differentiation of instruction Use of assessment data <p>Supplemental Services</p> <ul style="list-style-type: none"> After school tutoring programs After school program to support reading comprehension and written and oral language conventions for English Language Learners <p>Supplemental Services</p> <ul style="list-style-type: none"> High School Transition Orientation Program After school tutoring programs Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, worksite visits, guest lectures) Partnerships with local universities and colleges to increase engagement 	<p>E.g.: Federal Reserve MTA East L.A. Community College Cal State L.A. Cal Poly Pomona UCLA</p>	<p>Monitor students at risk:</p> <ul style="list-style-type: none"> 85% of students are in attendance for 96% or more of the time Increase in pass rates in English and/or math courses Increase in number of students receiving an E or S in Work Habits or Cooperation Increase attendance rates for both students and teachers to 96%. <p>Increase participation in the classroom and with inter/prevention programs</p> <p>Monitor students at risk:</p> <ul style="list-style-type: none"> 85% of students are in attendance for 96% or more of the time Increase in pass rates in English and/or math courses Increase in number of students receiving an E or S in Work Habits or Cooperation Increase attendance rates for both students and teachers to 96%. Decrease number of suspensions and behavior referrals Pass gateway classes Increase the percentage of 9th to 10th grade students accumulating 55 credits Increase number of students in tutoring Increase number of students in job shadowing and internships 	<p>Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff</p>	Ongoing

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

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																
<p>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</p> <table><tr><td>District</td><td>07-08 25%</td><td>08-09 TBD%</td><td>Change</td></tr><tr><td>Garfield</td><td>07-08 36.4%</td><td>08-09 11.0%</td><td>Change -25.4%</td></tr><tr><td>Roosevelt</td><td>07-08 19.9%</td><td>08-09 21.7%</td><td>Change +1.8%</td></tr></table>	District	07-08 25%	08-09 TBD%	Change	Garfield	07-08 36.4%	08-09 11.0%	Change -25.4%	Roosevelt	07-08 19.9%	08-09 21.7%	Change +1.8%	80%	All Students	<p>Instruction:</p> <ul style="list-style-type: none">Ensure that all students are put in the A-G requirements and an individual graduation plan (IGP) is set for each student.Differentiated instruction developed by horizontal and vertical teacher teamsProblem-based learning that builds on prior knowledge and requires higher order thinkingCognitively Guided Instruction Strategies (CGI)Supplemental reading and writing materialsSDAIE strategiesInterdisciplinary and inquiry-based curriculum to increase student engagement <p>Supplemental Services</p> <ul style="list-style-type: none">After school tutoring programs	College Counselor/ Advisory Educators	A-G enrollment and passing rates <ul style="list-style-type: none">Decrease the number of students receiving Fails in A-G courses by 10%.Increase the percent of students earning C's or higher in A-G courses. Increased participation in the classroom and with inter/pre-vention programs <ul style="list-style-type: none">Pass gateway classesIncrease the percentage of 9th to 10th grade students accumulating 55 credits9th and 10th grade performance assessmentsStudent Writing ExamplesInterdisciplinary essaysPortfoliosAccelerated ReaderResearch projects and presentations to the community	College Counselors/ Advisory Educators, Teachers, Administration, community school partners, business partners, civic partners, and mentors, and school staff	Ongoing				
District	07-08 25%	08-09 TBD%	Change																				
Garfield	07-08 36.4%	08-09 11.0%	Change -25.4%																				
Roosevelt	07-08 19.9%	08-09 21.7%	Change +1.8%																				
<p>Increase the enrollment in Advanced Placement course</p> <table><tr><td>District</td><td>07-08 1.8%</td><td>08-09 1.9%</td><td>Change + .1%</td></tr><tr><td>Garfield</td><td>07-08 2.6%</td><td>08-09 3.3%</td><td>Change +0.7 %</td></tr><tr><td>Roosevelt</td><td>07-08 2.0%</td><td>08-09 2.7%</td><td>Change +0.7%</td></tr></table> <p>Increase pass rates on AP tests</p> <table><tr><td>District</td><td>07-08 44.1%</td><td>08-09 TBD%</td><td>Change +TBD%</td></tr></table>	District	07-08 1.8%	08-09 1.9%	Change + .1%	Garfield	07-08 2.6%	08-09 3.3%	Change +0.7 %	Roosevelt	07-08 2.0%	08-09 2.7%	Change +0.7%	District	07-08 44.1%	08-09 TBD%	Change +TBD%	5%	All Students	<p>Extensive online AP course offerings</p> <p>Dual-enrollment at local colleges and universities</p>	East L.A. Community College Cal State L.A. CSU, Dominguez Hills Cal Poly Pomona	Advanced Placement courses – <ul style="list-style-type: none">Increase Advanced Placement offerings at all high schools.Increase the number of tests administered by 10%Increase the number of subject matter tests administered by:<ul style="list-style-type: none">At least 2 (if the school administrators less than 15 subject matter tests)At least 1 (if the school administrators less than 20 subject matter tests)Increase the number of students in honors and dual enrollment coursesIncrease number of students in tutoring	College Counselors/ Advisory Educators, Teachers, Administration, tutors, and school staff	Ongoing
District	07-08 1.8%	08-09 1.9%	Change + .1%																				
Garfield	07-08 2.6%	08-09 3.3%	Change +0.7 %																				
Roosevelt	07-08 2.0%	08-09 2.7%	Change +0.7%																				
District	07-08 44.1%	08-09 TBD%	Change +TBD%																				

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Garfield 07-08 35% 08-09 30% <u>Change</u> -5 % Roosevelt 07-08 32% 08-09 30% <u>Change</u> -2 %							
Increase students preparedness for College Career Readiness		All Students	<p>Increase parental awareness and involvement through informational programs in collaboration with college readiness programs.</p> <p>Instruction:</p> <ul style="list-style-type: none"> Problem-based learning that builds on prior knowledge and requires higher order thinking Cognitively Guided Instruction Strategies (CGI) Supplemental reading and writing materials Interdisciplinary and inquiry-based curriculum to increase student engagement <p>Supplemental Services</p> <ul style="list-style-type: none"> After school tutoring programs After school program to support reading comprehension and written and oral language conventions for English Language Learners Partnerships with professional organizations to increase engagement (i.e. internships, mentorships, job shadowing, worksite visits, guest lectures) Full 9-16 articulation with community colleges and <p>E.g.: Federal Reserve MTA East L.A. Community College Cal State L.A</p>	Know How 2 Go Fulfillment Fund One Voice Posse	<p>Increased matriculation into colleges and universities.</p> <p>Increased matriculation into colleges and universities.</p> <ul style="list-style-type: none"> Increase the number of students in job shadowing and internships Increase number of students passing A-G courses Increase daily attendance rate Increase number of students taking PSAT, ACT, and SAT Increase number of students completing FAFSA Increase number of students passing EAP honors and dual enrollment courses <p>*See SJLA Projected Education Plan</p>	College Counselors, Advisors, Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
			<div>universities</div> <ul style="list-style-type: none">• Access to early college with dual enrollment• Computer-based supplemental math curriculum	Cal Poly Pomona UCLA			

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that	At least 90% of parents respond "Strongly agree" or "agree"	Parents	Hire a Community Representative to provide workshops and training to parents. Community Rep may provide translation and culturally relevant strategies to increase parental participation in school and at home for the purposes of increasing student academic performance.	Community Representative	Increased response rates – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.	Lead Teachers, Supporting Faculty, Teachers, Administration, community school partners, business partners, civic partners, mentors, and school staff	Ongoing
• there are opportunities for parent involvement					Welcoming environment and opportunities to participate – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.		
Garfield 07-08 -% 08-09 88.6% Change -%							
Roosevelt 07-08 -% 08-09 88.1% Change -%				Categorical Program Advisor	Parent home involvement should be at 90% for elementary schools and 80% for secondary schools in 2009-10. School involvement should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.		
• they feel welcome at this school			Hire a Categorical Program Advisor to Coordinate and provide parent workshops. Coordinate with staffing with community organization (InnerCity Struggle) to ensure that the main office is open, available, and responsive to parents before and after school hours.	InnerCity Struggle	Parent centers – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.		
Garfield 07-08 -% 08-09 91.1% Change -%					Communication – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.		
Roosevelt 07-08 -% 08-09 83.5% Change -%							
• there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).			Instructional materials and assessment data will be provided and used for parent meetings and training.				
Garfield 07-08 -% 08-09 30.3% Change -%							
Roosevelt 07-08 -% 08-09 30.1% Change -%							

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies' activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</p> <p>Garfield 07-08 <u>Change</u> N/A% 51.6% -%</p> <p>Roosevelt 07-08 <u>Change</u> N/A% 41.3% -%</p>	<p>At least 90% of students respond "strongly agree" or agree</p>	All Students	<p>RTI</p> <p>HEART Program</p> <p>Bienvenidos will provide a full-service health and wellness center on the Torres campus.</p> <p>InnerCity Struggle will organize community-based organizations to create a safe environment</p> <p>Daily advisory periods address students' needs on an individual basis.</p> <p>County Parks, Bienvenidos, InnerCity Struggle, East LA Classic Theater will provide afterschool enrichment activities.</p>	LAUSD	<p>Increased and improved parent partnerships and welcoming environments</p> <p>Increased external partnerships to support instructional incentives and parent participation support</p> <p>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</p> <p>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</p> <p>Reduce gang activity and bullying</p>	<p>Advisors, Teachers, Administration, community school partners, business partners, civic mentors, and school staff</p>	Ongoing
<p>Decrease the number of suspensions</p> <p>06-07 07-08 <u>Change</u> 83,542 75,049 TBD</p> <p>Garfield 07-08 <u>Change</u> 11.3% 14.3% -42.9%</p> <p>Roosevelt 07-08 <u>Change</u> 12.7% 16.1% -3.5%</p>	<p>25%</p>	All Students	<p>RTI</p> <p>HEART Program</p> <p>InnerCity Struggle will organize social services to meet the needs of struggling students.</p> <p>Daily advisory periods address students' needs on an individual basis.</p> <p>County Parks, Bienvenidos, InnerCity Struggle, East LA Classic Theater will provide afterschool enrichment activities.</p>	LAUSD	<p>Decrease non-mandatory suspension rates at all schools by 25%.</p> <p>Increase the number of preventive school-wide discipline plans that are effectively implemented</p> <p>Team Implementation Checklist</p> <p>Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools</p> <p>Increased number of enrichment activities after school</p> <p>Increased parental involvement</p> <p>Reduce gang activity and bullying</p>	<p>Advisors, Teachers, Administration, community school partners, business partners, civic mentors, and school staff</p>	Ongoing
<p>Increase attendance of staff and students</p> <p>District 07-08 <u>Change</u> Students: 93.99% TBD TBD</p> <p>Staff: 93% TBD TBD</p> <p>Garfield 07-08 <u>Change</u> Students: 90.8% 92.3% +1.5%</p> <p>Staff: 92.9% 94.9% +2.0%</p> <p>Roosevelt 07-08 <u>Change</u></p>	<p>96% 96%</p>	All Students and Staff	<p>Health Center will:</p> <ul style="list-style-type: none"> Provide training to students, faculty, and community on health and wellness to increase student attendance. Provide counseling to students, teachers, and parents and follow up on health concerns. Facilitate health-related student 	Full-Service Health Center	<p>Increase attendance incentives/rewards systems</p> <p>School-wide recognition</p> <p>Increase attendance incentives/rewards systems</p> <p>School-wide recognition</p> <p>Increase number of students accessing Bienvenidos Health and Wellness Center</p> <p>Improvements in quarterly attendance reports</p>	All	Ongoing

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

Safe Schools

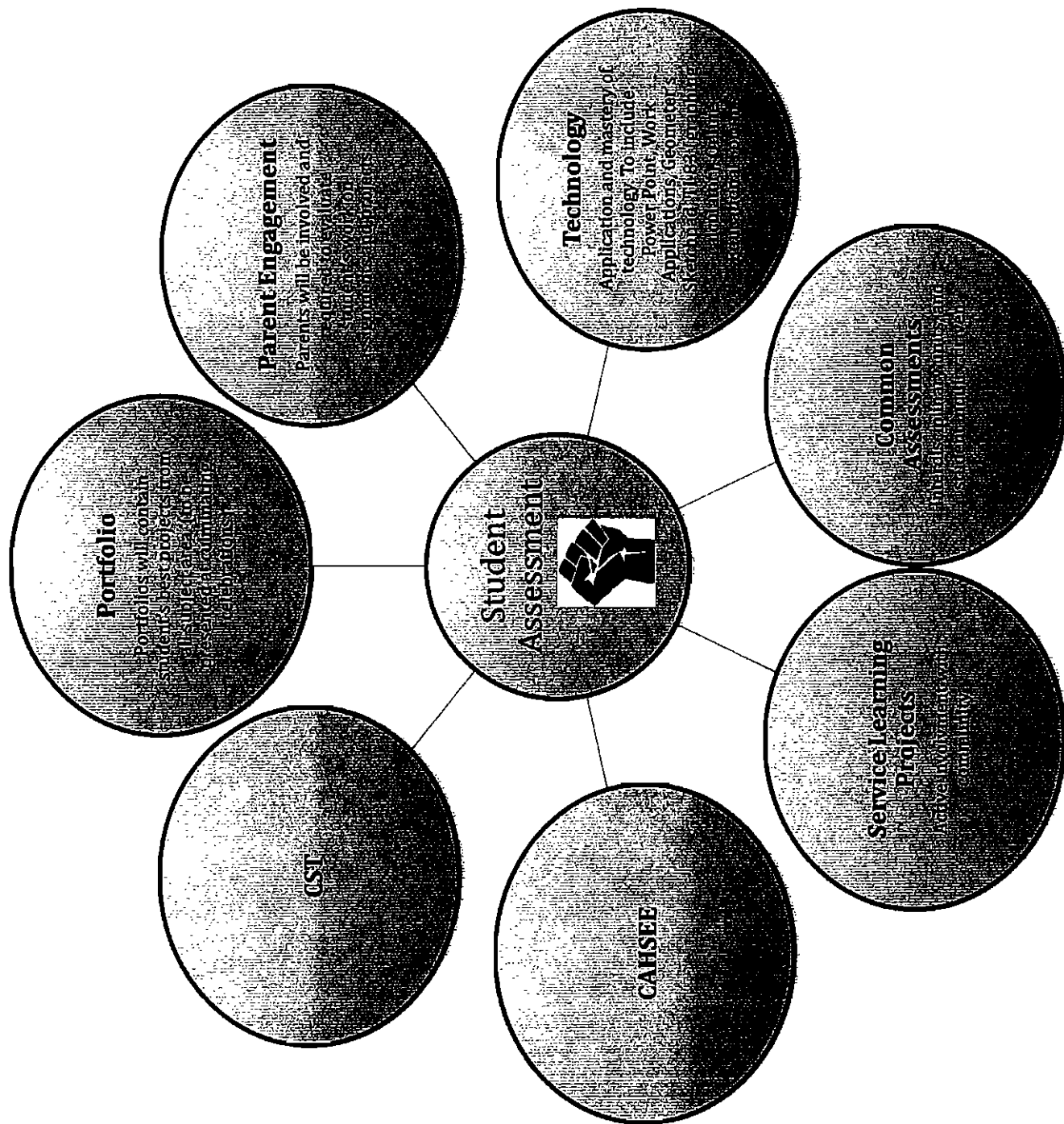
Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>Students: 89.3% 89.1% -0.2%</p> <p>Staff: 93.7% 94.6% +1.0%</p>			<p>groups/clubs.</p> <ul style="list-style-type: none"> Consult with school advisory and parent groups to develop and sustain health education and prevention of illness and injury. 				

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					<ul style="list-style-type: none"> Schools meet CST annual measurable objective targets or Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year Schools meet or exceed 95% participation rate Schools meet or exceed API target Schools meet or exceed graduation rate target 	All	Ongoing
Decrease in the number of Title 1 Schools in PI status					<ul style="list-style-type: none"> Schools meet CST annual measurable objective targets or Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year Schools meet or exceed 95% participation rate Schools meet or exceed API target Schools meet or exceed graduation rate target 	All	Ongoing
Increase in the number of QEIA schools meeting annual targets					<ul style="list-style-type: none"> ½ implementation of Class Size Reduction target ½ implementation of 300:1 student to counselor ratio. 	All	March 1 – Ongoing

SJLA Student Assessment



g. Operational Goals and Metrics: Social Justice Leadership Academy (SJLA) will use the operational goals and metrics described in below to measure its overall operational progress over the next five years.

- i. SJLA will continue to use NCLB accountabilities to measure progress.
- ii. SJLA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. SJLA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator**Improvement Goal**

<i>California Standards Test</i>	2010-11	MCD	NCLB
Increase % Proficient or Advanced on CSTs (by grade and course) – overall and for all student subgroups	8%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB or BB on CSTs by grade and course – overall and for all student subgroups	8%		
<i>California High School Exit Exam</i>			
% of 10 th graders passing ELA and Math sections on first try (Spring of 10 th grade) – overall and for all student subgroups	59%	Performance in the Statewide Assessment Program	Increase Accountability
Increase % of 10 th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP measure)	5%		
<i>Serving Specialized Populations</i>			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 34%	Delivery of Services, Disproportionality,	Increase Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 36%		
Increase the proportion of EL students scoring Advanced or Proficient on the ELA and Math CSTs (AMAO 3)	To 21%		
Increase EL redesignation/reclassification rate	To 52%		
Increase GATE population to 6% school-wide and for Hispanic and African American subgroups	To 8.4%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	Develop		
Increase IEP compliance for SWD	100%		
<i>High School Graduation and College Eligibility</i>			
Increase on-time matriculation from 9 th to 10 th grade (i.e., at least 55 credits)	62%	Graduation Rate	Increase Accountability Other Major Program Changes
Increase on-time matriculation from 10 th to 11 th grade (i.e., at least 110 credits)	75%		
Increase 4-year adjusted, derived graduation	NA		

rate (NCES definition on CDE website)			
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	5%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	80%		
Increase student enrollment in AP/honors or early college courses	To 5%		
Increase pass rate across all advanced course exams	82%		
Attendance			
Increase student attendance	93%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	94.9%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 5%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	40		
Students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	60%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school there is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card). 	15% 88% 92% 45%	Increased Parent Participation	More Choices for Parents and Students
Operational Indicators			
Increase teacher retention rate	By 50%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1 st year HS graduate)	NA		
API	594		
Transiency rates	28%		

g. Operational Goals and Metrics: Social Justice Leadership Academy (SJLA) will use the operational goals and metrics described in below to measure its overall operational progress over the next five years.

- i. SJLA will continue to use NCLB accountabilities to measure progress.
- ii. SJLA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. SJLA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator**Improvement Goal**

California Standards Test	2011-12	MCD	NCLB
Increase % Proficient or Advanced on CSTs (by grade and course) – overall and for all student subgroups	10%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB or BB on CSTs by grade and course – overall and for all student subgroups	10%		
California High School Exit Exam			
% of 10 th graders passing ELA and Math sections on first try (Spring of 10 th grade) – overall and for all student subgroups	65%	Performance in the Statewide Assessment Program	Increase Accountability
Increase % of 10 th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 37%	Delivery of Services, Disproportionality,	Increase Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 41%		
Increase the proportion of EL students scoring Advanced or Proficient on the ELA and Math CSTs (AMAO 3)	To 25%		
Increase EL redesignation/reclassification rate	To 60%		
Increase GATE population to 6% school-wide and for Hispanic and African American subgroups	To 9%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	4%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9 th to 10 th grade (i.e., at least 55 credits)	69%	Graduation Rate	Increase Accountability Other Major Program Changes
Increase on-time matriculation from 10 th to 11 th grade (i.e., at least 110 credits)	79%		
Increase 4-year adjusted, derived graduation	95%		

rate (NCES definition on CDE website)			
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	3%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	90%		
Increase student enrollment in AP/honors or early college courses	To 7%		
Increase pass rate across all advanced course exams	85%		
Attendance			
Increase student attendance	94.5%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	95%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 4%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	36		
Students “strongly agree” or “agree” that they feel safe <u>in</u> their school as indicated on the annual School Experience Survey for Students (School Report Card)	80%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school there is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card). 	30% 90% 95% 50%	Increased Parent Participation	More Choices for Parents and Students
Operational Indicators			
Increase teacher retention rate	By 65%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1 st year HS graduate)	75%		
API	635		
Transiency rates	25%		

g. Operational Goals and Metrics: Social Justice Leadership Academy (SJLA) will use the operational goals and metrics described in below to measure its overall operational progress over the next five years.

- i. SJLA will continue to use NCLB accountabilities to measure progress.
- ii. SJLA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. SJLA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator**Improvement Goal**

California Standards Test	2012-13	MCD	NCLB
Increase % Proficient or Advanced on CSTs (by grade and course) – overall and for all student subgroups	10%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB or BB on CSTs by grade and course – overall and for all student subgroups	10%		
California High School Exit Exam			
% of 10 th graders passing ELA and Math sections on first try (Spring of 10 th grade) – overall and for all student subgroups	71%	Performance in the Statewide Assessment Program	Increase Accountability
Increase % of 10 th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 40%	Delivery of Services, Disproportionality,	Increase Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 46%		
Increase the proportion of EL students scoring Advanced or Proficient on the ELA and Math CSTs (AMAO 3)	To 29%		
Increase EL redesignation/reclassification rate	To 72%		
Increase GATE population to 6% school-wide and for Hispanic and African American subgroups	To 9.5%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	6%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9 th to 10 th grade (i.e., at least 55 credits)	70%	Graduation Rate	Increase Accountability Other Major Program Changes
Increase on-time matriculation from 10 th to 11 th grade (i.e., at least 110 credits)	84%		
Increase 4-year adjusted, derived graduation	98%		

rate (NCES definition on CDE website)			
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	2%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	92%		
Increase student enrollment in AP/honors or early college courses	To 10%		
Increase pass rate across all advanced course exams	88%		
Attendance			
Increase student attendance	95.5%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	95.5%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 3.5%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	32		
Students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	90%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that	50%	Increased Parent Participation	More Choices for Parents and Students
• there are opportunities for parent involvement	95%		
• they feel welcome at this school	98%		
• there is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card).	65%		
Operational Indicators			
Increase teacher retention rate	By 75%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1 st year HS graduate)	80%		
API	683		
Transiency rates	23%		

g. Operational Goals and Metrics: Social Justice Leadership Academy (SJLA) will use the operational goals and metrics described in below to measure its overall operational progress over the next five years.

- i. SJLA will continue to use NCLB accountabilities to measure progress.
- ii. SJLA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. SJLA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator**Improvement Goal**

California Standards Test	2013-14	MCD	NCLB
Increase % Proficient or Advanced on CSTs (by grade and course) – overall and for all student subgroups	12%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB or BB on CSTs by grade and course – overall and for all student subgroups	12%		
California High School Exit Exam			
% of 10 th graders passing ELA and Math sections on first try (Spring of 10 th grade) – overall and for all student subgroups	77%	Performance in the Statewide Assessment Program	Increase Accountability
Increase % of 10 th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP measure)	5%		
Serving Specialized Populations			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 43%	Delivery of Services, Disproportionality,	Increase Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 51%		
Increase the proportion of EL students scoring Advanced or Proficient on the ELA and Math CSTs (AMAO 3)	To 34%		
Increase EL redesignation/reclassification rate	To 80%		
Increase GATE population to 6% school-wide and for Hispanic and African American subgroups	To 10%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	8%		
Increase IEP compliance for SWD	100%		
High School Graduation and College Eligibility			
Increase on-time matriculation from 9 th to 10 th grade (i.e., at least 55 credits)	78%	Graduation Rate	Increase Accountability Other Major Program Changes
Increase on-time matriculation from 10 th to 11 th grade (i.e., at least 110 credits)	87%		
Increase 4-year adjusted, derived graduation	99%		

rate (NCES definition on CDE website)			
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	1%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	93%		
Increase student enrollment in AP/honors or early college courses	To 15%		
Increase pass rate across all advanced course exams	85%		
Attendance			
Increase student attendance	96%	Behavioral Interventions	Other Major Program Changes
Increase staff attendance	96%	Qualified Provider	
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 3%		
Decrease campus incidents of vandalism and physical violence	28	Behavioral Interventions	Increased Accountability
Students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	95%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school there is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card). 	85% 100% 100% 80%	Increased Parent Participation	More Choices for Parents and Students
Operational Indicators			
Increase teacher retention rate	By 90%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1 st year HS graduate)	83%		
API	734		
Transiency rates	20%		

g. Operational Goals and Metrics: Social Justice Leadership Academy (SJLA) will use the operational goals and metrics described in below to measure its overall operational progress over the next five years.

- i. SJLA will continue to use NCLB accountabilities to measure progress.
- ii. SJLA will continue to use LAUSD Modified Consent Decree Indicators to measure the progress of Students with Disabilities. SJLA will use LAUSD's monthly MCD Progress Report issued to administrators for school-specific monitoring data.

Indicator**Improvement Goal**

<i>California Standards Test</i>	2014-15	MCD	NCLB
Increase % Proficient or Advanced on CSTs (by grade and course) – overall and for all student subgroups	15%	Performance in the Statewide Assessment Program	Increased Accountability
Decrease % FBB or BB on CSTs by grade and course – overall and for all student subgroups	15%		
<i>California High School Exit Exam</i>			
% of 10 th graders passing ELA and Math sections on first try (Spring of 10 th grade) – overall and for all student subgroups	83%	Performance in the Statewide Assessment Program	Increase Accountability
Increase % of 10 th graders achieving proficiency (score of 380 or above) on the ELA and Math sections on first try (AYP measure)	5%		
<i>Serving Specialized Populations</i>			
Increase the proportion of EL students moving at least one CELDT level annually (AMAO 1)	To 46%	Delivery of Services, Disproportionality,	Increase Accountability
Increase the proportion of EL students achieving the minimal criteria for English Language Proficiency – CELDT score of 4 or 5 plus a score of 3 in all domains tested (Listening, Speaking, Reading, and Writing) (AMAO 2)	To 56%		
Increase the proportion of EL students scoring Advanced or Proficient on the ELA and Math CSTs (AMAO 3)	To 38%		
Increase EL redesignation/reclassification rate	To 91%		
Increase GATE population to 6% school-wide and for Hispanic and African American subgroups	To 12%		
Increase the proportion of SWD scoring Advanced or Proficient on the ELA and Math CSTs	10%		
Increase IEP compliance for SWD	100%		
<i>High School Graduation and College Eligibility</i>			
Increase on-time matriculation from 9 th to 10 th grade (i.e., at least 55 credits)	85%	Graduation Rate	Increase Accountability Other Major Program Changes
Increase on-time matriculation from 10 th to 11 th grade (i.e., at least 110 credits)	92%		
Increase 4-year adjusted, derived graduation	99%		

rate (NCES definition on CDE website)			
Decrease 4-year adjusted, derived dropout rate (NCES definition on CDE website)	1%		
Number of seniors graduating having completed A-G requirements (UC/CSU eligibility rate)	95%		
Increase student enrollment in AP/honors or early college courses	To 20%		
Increase pass rate across all advanced course exams	85%		
Attendance			
Increase student attendance	96.5%	Behavioral Interventions Qualified Provider	Other Major Program Changes
Increase staff attendance	97%		
School Safety and Student Behavior/Discipline			
Decrease student suspensions	To 1%	Behavioral Interventions	Increased Accountability
Decrease campus incidents of vandalism and physical violence	25		
Students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	95%		
Parent Involvement Data			
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school there is a high level of reported involvement at the school, as indicated on the annual Parent Survey (School Report Card). 	90% 100% 100% 85%	Increased Parent Participation	More Choices for Parents and Students
Operational Indicators			
Increase teacher retention rate	By 90%	Qualified Provider	Increased Accountability
Financial (see narrative)			
Higher education enrollment (1 st year HS graduate)	85%		
API	770		
Transiency rates	15%		

Professional Development Calendar
2010-2011

Note: Subject to change and pending list of District Calendar and District Required PD's

Pupil Free Day: Sept 10th, 2010 and July 1st, 2011

School Start: Sept 13th, 2010

1st Tuesday of Every Month: Our meeting will be held after school from 2:20 PM- 3:20 PM. We will also be having a monthly faculty meeting 3:30- 4:30p.m.

2nd, 3rd, and 4th Tuesday of Every Month: Our meetings will be on Tuesday Mornings from 7:00 AM- 8:00 AM

2010 Summer PD: Starting September 1st we will be meeting for 5 days prior to school starting. Our meetings will include having PD on Advisory Training, Teaching in 80 minutes, Creating Commons Assessments, and we will start working on Interdisciplinary Teams

1 st of each month- School Wide	Campus Wide PD				
Sept 14, 2010	Common- Emergency Plan	1	Principals/LD 5	Training in Emergency Plans for School such as Earthquake and lockdowns	
Oct 5, 2010	FHAO Presentation	1	FHAO	Partnerships- FHAO and because FHAO is a main partner they will also be following up with interdisciplinary teams and in Common Planning time	
Nov 2, 2010	Career and College Fair	1	ICS/Gear UP/UCLA/CSULA/ ELAC	Promote a College Oriented Atmosphere	
Dec 7, 2010	RTI/ SDAIE Strategies	1	LAEP/AVID		
Jan 11, 2011	Impact PD	1	Faculty	Faculty	
Feb 1, 2011	Advisory Refresher	1	Peace Jam/CRF	For Service Learning	
March 1, 2011	Backwards Planning	1	Brian Gibbs MAEd		
April 5, 2011	Creating/Studying Periodic Assessments	1	Faculty	Will continue in Common Planning Time	
May 3, 2011	Health Fair	1	Healthy Start	Community Builder	
June 7, 2011	WASC Prep for 2011-12	1	LD5/ETHS Pilot School		
2 nd of each month-	Partnership				

2010-2011

Note: Subject to change and pending list of District Calendar and District Required PD's

Nov 16, 2010	Viewing Student Data and Assessment	1	Faculty, ETHS Pilot Schools	Faculty
Jan 18, 2011	CSET Test Prep (interdisciplinary) English/Analyze CHASEE Questions/Educational Games	1	Faculty	Faculty
Feb 15, 2011	CSET Test Prep (interdisciplinary) History/Analyze CHASEE Questions/Educational Games	1	Faculty	Faculty
March 15, 2011	CSET Test Prep (interdisciplinary) Review/Analyze CHASEE Questions/Educational Games	1	Benson/Patricia Jauregui	
May 17, 2011	Analyze CST scores/data	1	Faculty	We will continue this in both Common Planning time and interdisciplinary teams
June 21, 2011	Viewing Student Data and Assessment Part II (ELL Population)	1	Faculty	
4 th of each month - Campus Wide	Other			
October 26, 2010	Co-teaching/Interdisciplinary PD	1	Faculty	Each team will be deciding when the interdisciplinary team will meet
November 23, 2010	RTI	1	Partnership/Faculty	Faculty
Nov 30, 2010	EAOP Scholarship Search	1	Partnership/Faculty	Advisory
Jan 25, 2011	Inclusion PD	1	Faculty	
Feb 22, 2011	Nutritional Education	1	Healthy Start, Bienvenidos	
March 22, 2011	Parent and Community Outreach	1	Parent Center, Community School	

Professional Development Calendar
2010-2011

Note: Subject to change and pending list of District Calendar and District Required PD's

March 29, 2011	Adelante Presentation	1		Partnership/Faculty	Advisory/ For students that want to attend Community College
April 26, 2011	Getting Ready For WASC	1		Faculty, ETHS Pilot Schools	
May 24, 2011	Getting Ready for WASC	1		Faculty, ETHS Pilot Schools	
May 31, 2011	Getting Ready for WASC	1		Faculty, ETHS Pilot Schools	
June 28, 2011	Stress Relief- Yoga	1		Faculty/YMCA	Faculty

School Ends: June 30th, 2011

Common Planning Time: Each Department will meet at least 2 times a week during their common conference period so they can develop plans for:

Pacing/Lesson Planning

Common Assessments and Periodic Assessments

Meeting with Partners (FHAO, CRF, Tree People, etc)

Analyze CST scores

Best Practices

Interdisciplinary Teams: The meeting time will be determined by the teams themselves and they will meet at least once a week. The teams will work on:

Lesson Planning

Meeting with Partners for Service Learning Plans, etc.

Best Practices

Analyze CST Scores

2011 Summer PD: We will be meeting for 5 days after the school year ends to review and analyze Teacher and Student Evaluations. We will also be discussing how to improve the 2011-2012 academic calendar year.

Sample Agreements

Schmoker, M. (2006) *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

English Department Agreements

- Commitment to using two-thirds of class time for reading/writing/discussion of texts.
- Commitment to focusing on “power” (most essential) reading and writing standards.
- Commitment to emphasizing higher-order thinking through open-ended questions, argument, inquiry, and reasoning (two-thirds of class time). Whenever there are obstacles to teaching higher-order thinking, we will work as a department to overcome the obstacles.
- Commitment to clearly identifying the focus and standards to be learned in each lesson. Students learn better when they know from the start what they are trying to learn (the end goal).
- Commitment to having English department teachers gather each quarter and review the percentage of students who meet or exceed satisfactory levels of achievement on reading and writing quarterly assessments for the purpose of gauging and improving instruction. Instructors will work to develop common criteria for evaluating critical reading and writing proficiency.

Reading

- Commitment to teaching 4 to 5 books or novels in each course.
- Commitment to providing challenging, provocative questions about readings

Writing

- Commitment to emphasizing
 - Persuasive writing (and well supported arguments).
 - Real-world writing (e.g., grant applications).
 - Engaging, thought-provoking writing.
 - Writing based on close reading of one or more texts.
 - Varied writing applications and assignments (including literary analysis).
- Commitment to providing examples of good writing that exhibit the writing elements, traits, and applications we teach.

Definitions of Main Data Sources

Tucker, P. & Stronge, J. (2005) *Linking Teacher Evaluation and Student Learning*.
Alexandria, VA: Association for Supervision and Curriculum Development.

Data Source	Definition
Goal-setting	Teachers have a definite impact on student learning and academic performance. Depending on grade level, content area, and ability level, appropriate measures of student performance are identified to provide information on the learning gains of students. Performance measures include standardized test results as well as other pertinent data.
Student Achievement	Teachers set goals for improving student achievement based on appropriate performance measures. The goals and the goal fulfillment are important data sources for evaluation.
Formal Observations	Observations are an important source of performance information. Formal observations focus directly on 17 teacher performance responsibilities. Classroom observations may also include review of teacher products or artifacts.
Informal Observations	Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct informal observations by visiting classrooms, observing instruction, and observing work in non-classroom settings at various times.
Portfolios	The portfolio includes artifacts that provide documentation for the 17 performance responsibilities.

Sample Goal-Setting Form

Tucker, P. & Stronge, J. (2005) *Linking Teacher Evaluation and Student Learning*.
Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher Annual Goals for Improving Student Achievement	
Teacher _____	Evaluator _____
Grade/Subject _____	School Year _____
School _____	
<p>Setting [Describe the population and special learning circumstances.]</p> <p>Content Area [The area/topic I will address (e.g. reading instruction, long division, problem solving).]</p> <p>Baseline Data [Where I am now (e.g. status at beginning of year).]</p> <p>Goal Statement [What I want to accomplish this year (i.e., my desired results)]</p> <p>Strategies for Improvement [Activities I will use to accomplish my goal.]</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Evaluator's Signature/Date</p> <p>.....</p> </div> <div style="width: 45%;"> <p>Teacher's Signature/Date</p> <p>.....</p> </div> </div> <p>End-of-Year Data and Results [Accomplishments by year-end]</p> 	

Presto Leadership Evaluation

Reeves, D. (2004) *Assessing Education Leaders: Evaluation Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.

- | | |
|----------|--|
| P | Proactive. It starts before the first day on the job. |
| R | Reciprocal. It gives the leader the opportunity to provide feedback to the organization. |
| E | Empowering. Leaders have authority to make decisions that will improve their effectiveness. |
| S | Standards based. Success is not a guessing game, as the standards for proficient and exemplary leadership are clear. |
| T | Truthful. Feedback is honest and accurate. |
| O | Objective. Leadership behaviors are a matter of description, not conjecture. |

SAMPLE Leadership Performance Matrix

The following are excerpts from the matrix. The entire sample matrix can be found in:
 Reeves, D. (2004) *Assessing Education Leaders: Evaluation Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.

<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
1.0 Resilience				
1.1 Constructive reaction to disappointment and failure	Public reports, including accountability documents, plans, and oral presentations, include frank acknowledgement of prior personal and organizational failures, and clear suggestions for systemwide learning resulting from those lessons.	Readily acknowledges personal and organizational failures.	Acknowledges personal and organizational failure when confronted with evidence.	Defensive and resistant to the acknowledgement of error.
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
2.0 Personal Behavior				
2.1 Integrity	This leader meets commitments-verbal, written, and implied-without exception. Commitments to individuals, students, community members, or other people with visibility and authority. The leader's	The leader meets commitments or negotiates exceptions where the commitments have the same weight as written commitments.	The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the	The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.

	commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.		weight of a commitment.	
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
3.0 Student Achievement				
3.1 Planning and goal setting for student achievement	Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful initiatives.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	The leader has established goals related to student achievement that is specific and measurable, but these efforts have yet to result in improved student achievement.	The goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
4.0 Decision Making				
4.1 Factual basis for decisions, including specific reference to	Decision-making is neither by consensus, nor by leadership mandate, but consistently	The records of decision making reflect a clear reliance on state and	Some decisions are based on data, but others are the result of personal preference and	Data are rarely used for decisions and the predominant decision-making methodology is

internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicated the success of this school leader.	district student achievement data.	tradition.	either a popularity context or an imperial mandate from the leader.
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
5.0 Communication				
5.1 Two-way communication	In addition to all of the	The leader knows	The leader knows most	The leader does not know student

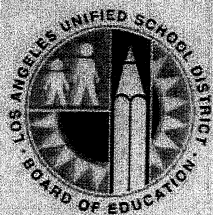
with students	“proficient” characteristics, the leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	student names, is visible and often greets students by name, and talks with students frequently.	names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader’s name or recognize the leader on sight.
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
6.0 Faculty Development				
6.1 Understanding of faculty proficiencies and needs for further development	In addition to the “proficient” criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and noncertified staff. The leader personally participates in professional	The leader has created individualized learning plans for each faculty and staff member, and professional development activities reflect the prioritized needs of these plans.	The leader is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.	Professional development is typically “one size fits all” and there is little or no evidence of recognition of individual faculty needs.

	development to demonstrate a commitment to lifelong learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.			
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
7.0 Leadership Development				
7.1 Strong assistant administrators who are capable of immediately assuming leadership responsibility in this school or other buildings.	The leader has multiple assistant administrators who are ready to assume leadership responsibilities, and the leader has already established a track record of placing former mentees in positions of leadership. The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even	The leader has personally trained at least one assistant administrator who is capable of replacing the leader today.	The leader provides some training to an assistant administrator who may, in time, be capable of independently assuming a leadership role.	The other administrators under the leader's direction are not capable of assuming additional responsibilities and there does not appear to be a coherent and consistent leadership-training program in place.

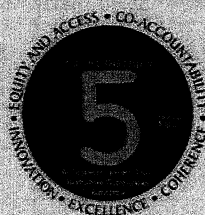
	when they are outside of the leader's personal span of leadership. Multiple leaders throughout the system cite this leader as a mentor and reason for their success.			
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
8.0 Time/Task/Project Management				
8.1 Consistently maintains daily prioritized task list	The leader's prioritized daily task list is a living document, updated at the beginning of every day and throughout the day as tasks are added and completed, and as priorities change. The leader regularly shares the task list with colleagues in order to model what great time management and personal organization look like, and also to convey an appropriate sense of how organizational priorities are translated into individual action plans and tasks.	The leader can produce, without revision, an accurate and up-to-date prioritized task list that reflects the priorities of the organization and that includes tasks (not projects) that are appropriate for that leader.	The leader maintains a task list, but it is not updated daily and sometimes does not reflect the actual work done by the leader during the day.	The leader's task list is haphazard and not prioritized. Even when the list is created, it is unlikely to bear a clear relationship to the actual tasks accomplished by the leader during the day.

<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
9.0 Technology				
9.1 Demonstrated use of technology to improve teaching and learning.	In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.	The leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.	The leader is personally proficient in technology and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.
<i>Leadership Dimension</i>	<i>Exemplary (Systemwide Impact)</i>	<i>Proficient (Local Impact)</i>	<i>Progressing (Leadership Potential)</i>	<i>Not Meeting Standards</i>
10.0 Learning				
10.1 Personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the field of educational research, the leader contributes directly to	Personal reading, learning, and teaching of educational research trends.	Occasional educational research reading and some interest in personal reading and learning.	Little or no evidence of personal learning and research.

	research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.			
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**LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5**



Garfield/Torres HS Zone of Choice

Community Outreach and Feedback

Do you know what type of school you want for your child?

Belvedere Middle School Library

Tuesday, December 1, 2009

5:30pm to 6:30pm



**LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5**

2151 North Soto Street
Los Angeles, CA 90032

Phone: 323-224-3100
Fax: 323-222-5702
E-mail: rlee01@lausd.net

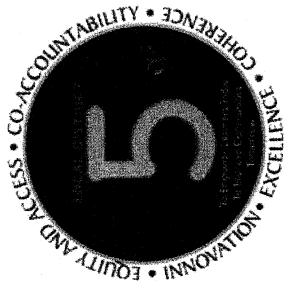
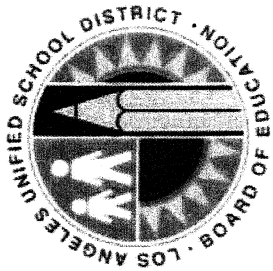
*Transforming our
community through
quality education.*

AGENDA
Public School Choice Resolution Community Forum
Belvedere Middle School
Tuesday, December 1, 2009

The objectives of the community forum are:

- To inform parents, students, and community members about the **Public School Choice Resolution adopted by LAUSD Board of Education on August 25, 2009.**
- To guide participants in understanding how the resolution engages parents and the community in improving the quality education in their schools.
- To obtain feedback from the community and parents about what a high achieving/excellent high school would look like.

Time	Agenda
5:30 – 5:40 PM	Section 1: Welcome & Introduction <i>Participants will review the purpose of the meeting and agenda for the session</i>
5:40 – 5:50	Section 2: Exploring the Benefits of a Quality Education <i>Participants will learn about and discuss the benefits to education. .</i>
5:50 – 6:00	Section 3: Public School Choice and School Improvement <i>Participants will learn about the current educational options provided to families by LAUSD and the impact the resolution will have on these options.</i>
6:00 – 6:20	Section 4: The Quality of Schools in Your Community <i>Participants will review characteristics of successful schools and will provide feedback as to what are indicators of a successful school and the desires of parents and community for creating a high achieving high school.</i>
6:20 – 6:30	Section 6: Feedback and Conclusion



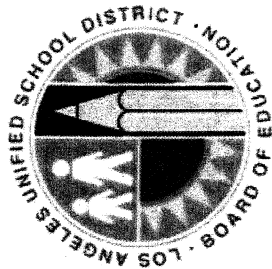
LOCAL DISTRICT 5

Public School Choice Resolution Community Forum

Parent Sign-In Sheet

Belvedere Middle School – December 1, 2009

Parent's Name	Student's Name	Are you part of an Organization or Parent?	Telephone Number	Email Address	Name of School that Child Attends
Leticia Aguilar	Angel Aguilar		323 263-2690		Belvedere.
Margarita Mendez Rebeca Franco Mercedes Franco	Cecilia Mendez		(323) 264 6751		Belvedere.
Rebeca Franco	Maria Ramirez		823) 269-6683		Belvedere
Yolanda Franco	Roberto Ramirez		323) 764 6683		Belvedere
Alicia Saldivar	Jaqueline Oropeza		(323) 272-9961		Belvedere
MARIA RIVERA	Jesus Tolmas		323 269-6052		Belvedere
Hilario Perez	Christopher Tovar		323) 488-0638		Belvedere
Adela Muñoz	Isabelinda Perez		323) 266 3659		Belvedere
Cleotilde Flores	Gloria Muñoz		323-266-6534		Belvedere
Horacio Gonzalez	Horacio Gonzalez		323-440-5994		Belvedere
Liliana Ledesma	Horacio Gonzalez		11		//
Victor Conde	Cynthia Velazquez		(323) 691-0428		Belvedere
Frances Mangas	Eduardo Conde		(323) 313-8353		Belvedere.
	Christina Mangas		323 267 8480		



DISTRITO LOCAL 5

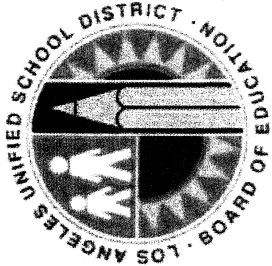
Foro Comunitario sobre la Resolución Opción de Escuela Pública

Hoja de Firma

Belvedere Middle School – 1 de diciembre del 2009

Nombre y apellido	Nombre del estudiante	¿Es parte de una Organización o padre de familia?	Número Telefónico	Dirección de Correo Electrónico	¿A qué escuela pública asiste su hijo?
Alicia Rosas	omar Garcia		(323) 263-10-86		BELVEDERE Middle
Luz y Leonardo	Eduardo Estrada		(323) 780-6073		Belvedere Middle
Sylvia Rodriguez	Henry Rodriguez				Belvedere
SOFIA Arroyo	Carlos Sanchez		323-264-4434		
Janelda Alcazar	Jose A. Martinez		(323) 269-4105		Belvedere M.S.
Lidia Casas	Eloy Sanchez Jr		323-280-9208		Belvedere M.S.
Maria Andrade	Nancy Lorenzo		(323) 268-3696		Belvedere Middle
Teressa Barrios	Community		(323) 266-5744		Garfield H.S.
Chivina Coronel	Federico Santos		(323) 266-2925		Belvedere Middle
Maria Medina	Jacqueline H		(323) 264-8387		Belvedere Middle
Milda Barrios	Jorge Hernandez		(323) 266-1249		Belvedere M.S.
Angela Jimenez	Stefany Estrada-Jimenez		(323) 793-2302		Belvedere M.S.
Blanca Marcello					
Blanca Marcello	Lycen A Paricio		(323) 526-4036		BELVEDERE





Foro Comunitario sobre la Resolución Opción de Escuela Pública

Hoja de Firma

Belvedere Middle School – 1 de diciembre del 2009

Nombre y apellido	Nombre del estudiante	¿Es parte de una Organización o padre de familia?	Número Telefónico	Dirección de Correo Electrónico	¿A qué escuela pública asiste su hijo?
Paul Mancamas	none		323 420-6926		Griffin
Raguel Flores	Christian Aceves		323) 269-1309		Belvedere Middle School
Carolyn McKnight		Carfield Torres	323-327-2559	carolya.mcknight@usd.net	
Sandra Garcia	Angel y Saul Garcia		(323) 881-0671		Belvedere M.S.
Patricia Jarrago	Julia Jarrago	GHS/SJLA	323-720-9555	Pxj4269@usd.net	Ronan Ave.
Maria Contreras	Bryan contreras		(323)2671565		
CARLOS MARTES		C.S.D.	213-2120326	CARLOS.MARTES@aol.com	
Veronica Ramirez	community		(323)261-3282	vityland16@yahoo	GHS
ELIOS CONTRERAS	ELIOS CONTRERAS		323-980-4726		
Yolanda HZ-Flores	Riguel y Jose Flores		323)881 0413		Belvedere MS.
Carlos Tejedo			626 512 5194		
Sheldrin Ruiz		Belvedere	323)697-0433	sxr122@usd	



LOCAL DISTRICT 5

Appendix H 1.6

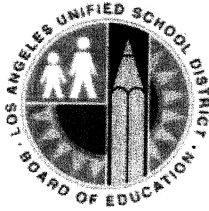


Public School Choice Resolution Community Forum

Parent Sign-In Sheet

Belvedere Middle School – December 1, 2009

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5**



Garfield/Torres HS Zone of Choice

Community Outreach and Feedback

Do you know what type of school you want for your child?

Griffith Middle School Auditorium

Thursday, December 3, 2009

5:30pm to 6:30pm



**LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICT 5**

2151 North Soto Street
Los Angeles, CA 90032

Phone: 323-224-3100
Fax: 323-222-5702
E-mail: rlee01@lausd.net

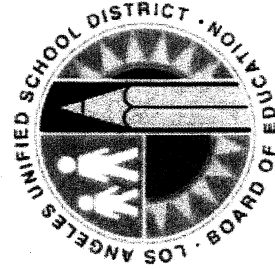
*Transforming our
community through
quality education.*

AGENDA
Public School Choice Resolution Community Forum
Griffith Middle School
Thursday, December 3, 2009

The objectives of the community forum are:

- To inform parents, students, and community members about the **Public School Choice Resolution** adopted by LAUSD Board of Education on August 25, 2009.
- To guide participants in understanding how the resolution engages parents and the community in improving the quality education in their schools.
- To obtain feedback from the community and parents about what a high achieving/excellent high school would look like.

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5:40 – 5:50	Section 2: Exploring the Benefits of a Quality Education <i>Participants will learn about and discuss the benefits to education. .</i>
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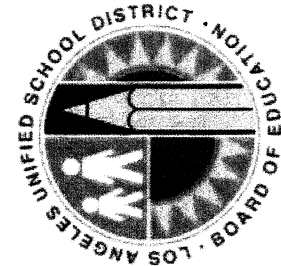
LOCAL DISTRICT 5

Public School Choice Resolution Community Forum

Parent Sign-In Sheet

Griffith Middle School – December 3, 2009

Parent's Name	Student's Name	Are you part of an Organization or Parent?	Telephone Number	Email Address	Name of School that Child Attends
Adeline Perez		Parent			GHS
	Diana Ciprillo	Parent			GHS
Francisco Lopez	Priscilla Lopez	Parent	Cell. (323) 428-5799		GMS
Sandra Burgos	Kenneth Burgos	Parent	(323) 780-1826		GMS
Maria Leon	Margie A. Alvarez	Parent	323) 924-1154		GHS
Josefina Lopez	Cristina Enrique Lopez	parent	323) 720 9076		GMS
Maria Torres	Gilberto L.	parent	323 2-61-1428		GMS
EDIE VELASQUEZ	ERI VELASQUEZ	PARENT	213) 880-9979		GMS
Juana Jimenez	Priscilla Bravo		323-581-0440		Griffin
Angela Guadalupe Saez		Si	323) 262 9070		
Sofia Meza	Mercy	Si	323 263 4255		
Manuela Perez		Si	323-267-1844		
Alexandra Munoz	Ismael Munoz	Si	323 526-2676		Griffith



LOCAL DISTRICT 5

Public School Choice Resolution Community Forum

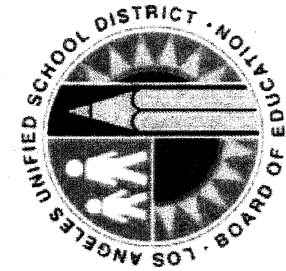
Parent Sign-In Sheet



Griffith Middle School – December 3, 2009

Parent's Name	Student's Name	Are you part of an Organization or Parent?	Telephone Number	Email Address	Name of School that Child Attends
	Enika Hernandez	ICS			GHS
	Chantal Cilia	ICS	Person al		GHS
	Gabriela Perez	ICS	323 527 8455	gabby-perez@yahoo.com	GHS
	Joshua Gomez	ICS	264-1195		G.H.S
	Ashley Gomez	ICS	264-1195		G.H.S
	Hermila Lopez	teacher	(562) 833-7555		G.M.S.
Irivelda Garcia	Adrian Garcia	No	323-801-3494	gnodg@yahoo.com	GHS
Irivelda Garcia	Johnny Garcia	No	323-801-3494		GHS
Micahela Ramirez	Boni Chavez	No	(323) 911-9513		G.H.S
Maia Rodriguez	Vanessa Casagaya		(323) 236 3226		
Volanté Castañon	Yacilyn Castañon		(323) 669-1657		G.H.S
Rocio Martinez	Joselyn A. Perez	NO	(323) 720-863	Desos@gmail.com	G.M.S
Julia V. Vazquez		UTCA	323/627-5757	NOVA@UTCA.NET	GHS
Brian Fitch		UTCA	624-819-6777	Brian.Fitch	GHS

Glenn



LOCAL DISTRICT 5
Public School Choice Resolution Community Forum
Parent Sign-In Sheet

Griffith Middle School – December 3, 2009

Parent's Name	Student's Name	Are you part of an Organization or Parent?	Telephone Number	Email Address	Name of School that Child Attends
Ivan Gomez	Paola Gomez		(323) 980-0922		Stevenson
Clorby Maypina	→	United Students	(323) 636 2417		Garfield
Leticia Escobar	→	Inner City Struggle			Garfield
Nelly Cortez	→	United Students	(323) 788-1871		Garfield
Irene Jarama	Suan H. Diaz	Inner City Struggle	(323) 263-8327		Garfield
Ana Ornela	Jeremich Colonan	"	323 422 2161		Garfield
CRISTINA DIAZ	TANIA CRUZ		(323) 888 0802		Griffith M.S.
Jazmin Casas	Student	IOS			Garfield
Hector Flores		ICS		hector@innercitystruggle.org	SCHOOL OF LIFE
PAUL MALAGONES	PAUL MALAGONES	SSC ELAC	420-6425	PERMITA 25124 @yahoo.com	615th
Evangelista Janelda	Crystal Evangelista				Griffith Middle School
Arken Inohy		Carpina	626-483-6160	arcken_inohy@yahoo.com	Garfield
HURTERIA SAGADO	FELIPE SALLADO		323) 3-23-21 17 9723		Garfield / GIMS
FRANCISCA TERRES	TERESA GARCIA		(323) 265 2964		Griffith M.S.

[illegible]

ESTEBAN TORRES
FORMER MEMBER OF CONGRESS, CALIFORNIA-34TH

Appendix H 2.1

Ramon C. Cortines
Superintendent of Schools
333 S. Beaudry Ave. 24th Fl.
Los Angeles, California 90017

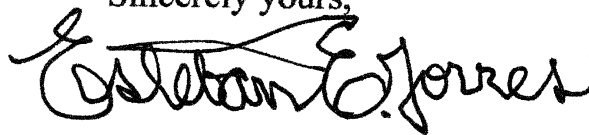
Dear Superintendent Cortines:

I want to applaud your leadership and commitment to providing the best instructional programs to the students of the LAUSD. I especially commend your vision for the inclusion of the families of the communities in which the District serves. Moreover, your outreach to parents, teachers and students to form a partnership with the District speaks to a collaborative effort to ensure the students a quality education.

My hope for your stated partnership is the acceptance of a Pilot School model for the new Esteban E. Torres High School in the community of East Los Angeles. In this respect, I would like to endorse the Social Justice Leadership Academy as the flagship applicant to operate one of the schools on campus. As a former graduate of Garfield High School, I am confident of the quality and commitment of the teachers that form this applicant group from Garfield High School.

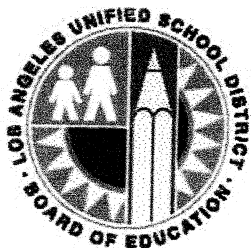
I look forward to your continued leadership and spirit in student improvement and resolving the problem of failing schools.

Sincerely yours,

A handwritten signature in black ink that reads "Esteban E. Torres". The signature is fluid and cursive, with the first name "Esteban" being larger and more prominent than the last name "Torres".

Esteban E. Torres

Cc: Yolie Flores



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

Appendix H 2.2

Ramón C. Cortines
Superintendent of Schools

Roberto A. Martinez
Interim Superintendent, Local District 5

January 6, 2009

Dear Mr. Cortines:

Local District 5 offers our enthusiastic support for the autonomous pilot proposal for the Esteban E. Torres High School, Social Justice Leadership Academy.

We have seen the passion and commitment for reform and innovation from the teachers putting forth the proposal for an autonomous Social Justice Pilot school at Esteban E. Torres High School. They have worked tirelessly to create an exceptional school that will become a beacon for the community. The team's clarity of purpose and vision of what it takes to have an outstanding academic school are demonstrated in their dedication and determination to do the work necessary to have a successful school. We believe that this pilot application has the best chance for success and has our complete backing and support.

The proposed Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a local district, we look forward to supporting the collaborative efforts that will ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Sincerely,

Roberto A. Martinez

Local District 5 Mission

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



1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
F: 213.629.5288
E: info@laep.org
I: www.laep.org

January 8, 2010

Dear Mr. Cortines:

The Los Angeles Education Partnership (LAEP) offers its significant support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, LAUSD Local District Five, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students who will soon arrive Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a partner to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

LAEP agrees to assist the startup of the new campus and the Pilot leaders by organizing with the five pilot schools to initiate the central collaborative campus management system which will serve and support the students and teachers, as well as the community.

Thank you for encouraging our participation.

Sincerely,

A handwritten signature in cursive script that reads "Peggy Funkhouser".

Peggy Funkhouser
President & CEO

Formerly Urban Education Partnership, we are readopting our original name, Los Angeles Education Partnership, in our 25th year as we recommit our focus and resources in Los Angeles and California.



Superintendent Ramon Cortines
333 S. Beaudry Avenue
Los Angeles, CA 90017

January 7, 2010

Dear Superintendent Cortines:

Facing History and Ourselves offers our enthusiastic support for the collaborative plan for the Social Justice Leadership Academy. We are especially pleased to know that the teachers, students, parents, community members/ partners and LAUSD Local District Five are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School.

Facing History and Ourselves has a six-year history of working with several of the teachers in the Social Justice Academy at Garfield, and we know them to be committed, organized, effective and inspiring educators. Facing History and Ourselves, a teacher professional development organization which helps connect history to moral choices today, has proven results on teacher effectiveness and student achievement. We look forward to working in partnership with this exceptional team to help them reach their educational goals for their students.

This is an exciting opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

A handwritten signature in cursive script, reading "Marti Tippens Murphy".

Marti Tippens Murphy
Associate Director



LA Coalition of Essential Schools

1000 North Alameda Street Suite 240 Los Angeles CA 90012

213-346-3225

December 22, 2009

Superintendent Ramon Cortines
Los Angeles Unified School District
Office of the Superintendent
333 S. Beaudry Ave.
Los Angeles, CA 90017

Dear Superintendent Cortines:

I am writing on behalf of the Los Angeles Coalition of Essential Schools in our support of the Pilot School proposal for the Estaban Torres High School being submitted as the Social Justice Leadership Academy (SJLA). As a member of the East Los Angeles Education Collaborative, as a collaborator with the Los Angeles Education Partnership, and as one of the technical supporters for the SJLA design team, we know well the highly collaborative and thoughtful work of this group.

Their prior experience as a successful small learning community at Garfield High School enables them to engage student voice and create responsive learning experiences that lead to high student achievement and success. And this thoughtfulness, I feel is demonstrated in the proposed educational theme of social justice and leadership, the personalized and differentiated supports for each student, and the focus on success in higher education and careers.

We are enthusiastic in our support of the SJLA Pilot School proposal, especially in the context of the LAEP Community Schools, providing additional support and context for the parents and caregivers of these students to fully ensure their success.

Thank you for your consideration.

Sincerely,

Hannah MacLaren
Director

Montebello – Commerce YMCA
2000 West Beverly Boulevard
Montebello, CA. 90640
(323) 887-9622 Fax (323) 722-5354

Appendix H 2.6

January 5, 2010

Dear Mr. Cortines:

The Montebello-Commerce YMCA, offers our enthusiastic support for the collaborative plan for the Social Justice Leadership Academy. We are especially pleased to know that the teachers, students, parents, community members/ partners, LAUSD Local District Five, Los Angeles Educational Partnership and Inner City Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

Specifically, the YMCA hopes to provide S.J.L.A. with a culture of health and wellness; utilizing class and community presentations to construct a strong and wholesome learning environment. We also hope to keep the educators of S.J.L.A. informed and practicing methods of personal-wellness through informational sessions, demonstrations, workshops, and participate in a nutrition/ health fair with the entire campus.

Thank you for encouraging our participation.

Sincerely,



Shawn Berry
Senior Program Director





CALIFORNIA STATE UNIVERSITY, LOS ANGELES

PROJECT GEAR UP
Division of Student Affairs

Appendix H 2.7

January 7, 2010

Dear Mr. Cortines:

Project GEAR UP at California State University, Los Angeles (CSULA) offers our enthusiastic support for the collaborative plan for the Social Justice Leadership Academy. We are especially pleased to know that the teachers, students, parents, community members/ partners, LAUSD Local District Five, Los Angeles Educational Partnership and inner City Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School.

We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a current Community School partner, we support the Social Justice Learning Academy efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Sincerely,

Marcelo F. Vazquez, Ed.D.
Director, CSULA Project GEAR UP



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CHARTER COLLEGE OF EDUCATION

Office of the Dean

Appendix H 2.8

November 16, 2009

Superintendent Ramon Cortines
Superintendent of Schools
LAUSD

Dear Mr. Cortines:

On behalf of the Charter College of Education at California State University, Los Angeles, I am writing to express my support for the Social Justice Leadership Academy in District 5. The Social Justice Leadership Academy will create a high caliber, theme based pilot school for families to choose from based on student's interest. This is an opportunity for our community to offer an educational system with small successful schools that prepare East Los Angeles students to pursue college, career training, and civic participation in a democratic society.

We are interested in collaborating with this proposed pilot school in the preparation of teachers, counselors, and leaders. We commit to working with the school personnel, students, parents, and community members and organizations to build a strong school that meets the needs of the all the students enrolled. We look forward to our collaboration with this proposed school once it is granted a "pilot school" status.

Sincerely,

A handwritten signature in cursive script that reads "Mary A. Falvey".

Mary A. Falvey, Dean
Charter College of Education



Department of Chicana/Chicano Studies • Division of World Cultural Studies • Phone: (310) 243-3326

January 7, 2010

Dear Mr. Cortines:

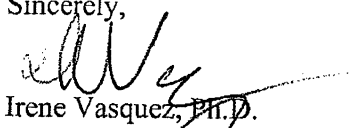
The Chicana/o Studies Department offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, California State University, Dominguez Hills plans to offer college level courses to students during their regular school day so that students can graduate from high school with college credits already completed. We look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Thank you for encouraging our participation.

Sincerely,



Irene Vasquez, Ph.D.
Chair, Chicana/o Studies
Division Coordinator, World Cultural Studies
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747

1000 East Victoria Street, Carson, CA 90747



California State University
Dominguez Hills

DEPARTMENT OF MODERN LANGUAGES
1000 East Victoria Street • LCH C-310 • Carson, CA 90747
(310) 243-3315 • Fax (310) 516-3316

January 7, 2010

Dear Mr. Cortines:

The Modern Languages Department offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

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As a Community School partner, California State University, Dominguez Hills plans to offer college level courses to students during their regular school day so that students can graduate from high school with college credits already completed. We look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive.

Thank you for encouraging our participation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Miguel'.

Miguel Dominguez, Ph.D.
Chair, Modern Languages
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747



CONSTITUTIONAL RIGHTS FOUNDATION

EDUCATING TOMORROW'S CITIZENS

December 30, 2009

Superintendent Ramon Cortines
Superintendent of Schools
LAUSD

Dear Mr. Cortines:

Constitutional Rights Foundation (CRF) is pleased to support the Social Justice Leadership Academy pilot school. CRF has been working with LAUSD for over forty years in the realm of service learning, civic and law-related education. The Social Justice Leadership (SJL) Academy pilot school proposal will create a school that will prepare young people to be civically responsible with an understanding of justice and equality. The SJL Academy offers our community a distinct opportunity to work with families, youth, school and business communities, and the non-profit sector to prepare students to pursue college, career training, and civic participation in a democratic society.

CRF is interested in working with the SJL Academy in teacher professional development and with school faculty and counselor to offer students programs such as Expanding Horizons Internship Program, Summer Law Institute, History Day and Mock Trial. As always we are committed to collaborating with school personnel, students, parents, community members, and organizations to build a strong school that meets the needs of all enrolled students.

Sincerely,

Katie Moore
Senior Program Director



Seene
 LAUSD
 SUPERINTENDENT'S OFFICE
 2009 DEC 22 PM 1:37

December 18, 2009

Mr. Ramon Cortines
 Superintendent of Schools
 Los Angeles Unified School District
 333 S. Beaudry Avenue, 24th Floor
 Los Angeles, CA 90017

Matt
re: [unclear]
[unclear]

Dear Mr. Cortines:

Communities In Schools Los Angeles West offers our enthusiastic support for the collaborative plan for the Esteban E. Torres Community School. We are especially pleased to know that the community, teachers, Los Angeles Education Partnership, LAUSD Local District 5, and InnerCity Struggle are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. We are very excited about this opportunity for the young people of East Los Angeles. The five teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts are a compliment to the community's plan for the East Los Angeles Education Empowerment Zone of Choice.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students require to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs, and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

J. Lloyd Jacobs Jr.

J. Lloyd Jacobs Jr.
 Executive Director

Communities In Schools Los Angeles West

COMMUNITIES IN SCHOOLS LOS ANGELES WEST

2000 Avenue of the Stars – Suite 803 – Los Angeles, California 90067 – Tel 424-288-2809 – Fax 424-288-2900
 Email: bjacobs@cislwest.org - Website: www.cislwest.org



December 17, 2009

TreePeople
12601 Mulholland Drive
Beverly Hills, CA 90210
(818) 753-4600 Phone
(818) 753-4645 Fax

To Whom It May Concern:

We are interested in supporting the Social Justice Leadership Academy at Garfield High School. As a local community group, TreePeople is excited to be a part of educational programs that advocate community engagement and service learning. TreePeople has supported teachers implementing service learning for over ten years. At this time, TreePeople provides environmental education to secondary schools through the Los Angeles County, Department of Public Work's Generation Earth program. This program provides training, support and resources to teachers in the Los Angeles County area.

Specifically, through the Generation Earth program, we will be able to provide Social Justice Leadership Academy educators with professional development training that focuses on implementing environmental service learning in the classroom. We provide on-going support to teachers who are interested in completing a service learning project. This support may include researching and locating curriculum resources, field trip resources and classroom speakers. In addition, the Social Justice Leadership Academy would be eligible to receive transportation for field trips via two buses each year.

Providing early leadership opportunities through courses at the high school level would certainly give students an advantage in a competitive job market. Students who wish to pursue advanced educational studies in this area can take advantage of the program and enter college with a clearer understanding of what the future holds. We look forward to pursuing our common goal of excellence in environmental service learning. If you have any questions, please feel free to contact me.

Sincerely,

Mary Dotson
Director of Secondary Education, TreePeople
mdotson@treepeople.org
818-623-4883 Office
310-926-7990 Mobile



Coalition for Alternatives to Militarism in our Schools

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Coordinator

Gregory Sotir
Web Designer

Michelle Cohen
Project Great Futures

Rosa Furumoto
University/Parent Liason

Paul Wicker
Grants Coordinator

December 2009

Dear Mr. Cortines:

The Coalition for Alternatives to Militarism in our Schools (CAMS) offers our enthusiastic support for the collaborative plan for the Social Justice Leadership Academy (SJLA). CAMS is a nonprofit organization dedicated to promoting a school culture of social justice, making informed decisions, and nonviolent peaceful alternatives. We offer our services, literature and involvement in the development of the SJLA.

We are especially pleased to know that the teachers, students, parents, community members/ partners such as Los Angeles Educational Partnership and Inner City Struggle, as well as LAUSD Local District Five are working together to create an innovative plan that responds to the needs of the students at Esteban E. Torres High School. The teacher developed career-themed pilots in engineering, visual arts, urban planning, social justice and performing arts are strong assets to the East Los Angeles community.

The Community School model, which integrates academic, mental and physical wellness, social services, youth development, and community empowerment, will offer the range of services and programs our students necessary to be successful. The community school gives parents an authentic opportunity to become engaged; provides a space for the community to work together to respond to specific community needs; and gives students a voice as self-advocates and as advocates for youth generally.

As a Community School partner, we look forward to participating in collaborative efforts to ensure that Esteban E. Torres High School is a place where students and their families, teachers and school personnel, and the community can thrive. Thank you for encouraging our participation.

Sincerely,

Arlene Inouye

Coordinator, Coalition for Alternatives to Militarism in our Schools (CAMS)

P.O. Box 3012, South Pasadena, CA 91031 • Phone: 626.799.9118 • Email: info@militaryfreeschools.org
www.militaryfreeschools.org • www.projectgreatfutures.org

CAMS is a program of the International Humanities Center (www.ihcenter.org), a nonprofit organization under Section 501 (c) (3) of the IRS Code

Luis J. Rodriguez

PO Box 328, San Fernando CA 91340

Phone: 818-898-0013 * Fax: 818-898-0960

Email: luis@luisjrodriguez.com * Website: www.luisjrodriguez.com

December 27, 2009

Dear Mr. Cortines,

I write this letter in support of the Social Justice Leadership Academy in East Los Angeles, an area where I spent many years of my youth and early adult life. I am particularly pleased in the collaboration between teachers, students, parents, community members, and organizations—including with LA Educational Partnership and Inner City Struggle as well as LAUSD Local District Five. I understand they are working on an innovative plan to meet the needs of students at Esteban E. Torres High School.

I also understand there are teacher-developed, career-themed pilots in engineering, visual arts, urban planning, social justice, and performing arts to compliment the community's plan for the East LA Educational Empowerment Zone of Choice. The community school model is geared to offer a range of services and programs for students to succeed—integrating academic, mental & physical wellness, social services, youth development, and community empowerment.

As a community school partner, I look forward to participate in collaborative efforts so that Esteban E. Torres High School becomes a thriving and healthy place for students, their families, teachers, school personnel, and the community.

For your information, I am an award-winning best selling author. I now have fourteen published books in fiction, nonfiction, poetry, and children's literature. I also cofounded Tia Chucha's Centro Cultural & Bookstore in the Northeast San Fernando Valley. We also plan to establish a similar institution in the East LA area.

For years, I've had hundreds of students from LAUSD and other surrounding school districts come to Tia Chucha's to hear me speak, ask questions, and buy books. I've hosted such free sessions with 9th and 10th grade Garfield High School students who have been studying my memoir, *Always Running*, *La Vida Loca*, *Gang Days in LA*. We can expand this to include this important community initiative of the Social Justice Leadership Academy.

I hope to help in these efforts any way I can.

Respectfully,



Luis J. Rodriguez

UNIVERSITY OF CALIFORNIA, LOS ANGELES



UCLA

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF LAW
 405 HILGARD AVENUE
 LOS ANGELES, CA 90095-1476
 Phone: (310) 825-4841

January 7, 2010

To Whom This May Concern:

I am delighted to offer my enthusiastic support for the establishment of the East L.A. Leadership Academy Pilot School. It gives me great confidence to know that a group of inspired and motivated teachers have joined forces to create an innovative plan to provide expanded opportunities for the youth of East Los Angeles. The proposed Lawyer Mentor Program, After School All Stars, and Environmental Justice, Health and Nutrition Fair are just a few of the exciting initiatives that will spring forth from this dynamic educational initiative.

In my capacity as the director of UCLA School of Law's *Street Law* program, I work with law students who teach law-related topics in local area high schools. My students cover a wide range of legal topics spanning various areas, including immigration, landlord-tenant, family, civil rights, search and seizure, contracts, entertainment, environmental justice, know-your-rights, and life skills-type issues. The program provides an engaging way to connect high school students to the laws that govern their daily lives. I am continually seeking to collaborate with high schools that represent a broad cross-section of Los Angeles, especially schools in areas which traditionally have been underserved with respect to enrichment programs. Undoubtedly, many of the law students in my class would be excited to teach in the forward-looking and cutting edge environment proposed by the East L.A. Leadership Academy.

Additionally, the objectives of *Street Law* are wholly compatible with the East L.A. Leadership Academy's vision of inspiring generations of young people to view education as a vehicle for achieving lifelong learning and affecting positive societal change. Through *Street Law*, law students are encouraged to fuel students' interest in higher education and to reveal educational and career opportunities that might otherwise seem foreclosed. The East L.A. Leadership Academy's model, which focuses on developing critical thinking, will foster a college-going attitude amongst its students and equip them with the academic and leadership skills necessary to compete in the global marketplace. The emphasis on student exhibitions and project-based instruction will provide students with the confidence and experiential learning essential to succeeding in higher education and in the workforce.

I am enthusiastic about the prospect of partnering *Street Law* with the East L.A. Leadership Academy and to collaborating with the administrative team to create a wealth of rich,

diverse and engaging opportunities for the youth of East Los Angeles. Please do not hesitate to contact me if I may answer any questions or provide any additional information.

Sincerely,

Anthony J. Tolbert
Adjunct Faculty
Associate Director of Admissions & Outreach
UCLA School of Law
(310) 794-8841

School and Advisory Organizational Charts

Group	Parent Members	Staff Members	Student Members	Community Members	Minimum Size	Quorum	Meeting Time
Governing Council	3 Parents	3 teachers+1 Admin.	3 Students	2 Community Members	12	10- At least 3 parents, 3 staff(inc adm.), 3 student and 1 community member	Once a month
Hiring Board	Parent Council will be involved in hiring process	Admin+ 1 teacher from hiring dept. and 1 counselor	Student Council will be involved in hiring process	1 (optional)	3	3	When necessary
Interdisciplinary Academic Teams	NA	1 member from each core subject	NA	NA	4 (1 eng, 1 math, 1 soc stu, 1 sci)	NA	When necessary (time will be provided)
Content Based Teams	NA	All dept members	NA	NA	All dept members	NA	Twice a week
Full Faculty	NA	Full faculty and all school staff	NA	NA	Full faculty and all school staff	NA	Once a month
Student Council (Leadership)	NA	1 as advisor only	40	NA	20	20	Everyday
Parent Council	10	Admin as advisor	NA	NA	10	7	Once a month

KLEBER A. CAMACHO JR**E-Mail: kac3016@lausd.net**

JOB OBJECTIVE	To be a part of a strong, cooperative, and rigorous Pilot School at a secondary school where I can help develop a new science curriculum.	
EDUCATIONAL BACKGROUND	California Institute of Technology	
	BS in Engineering & Applied Science	1990
	University of California, Santa Barbara	
	MS in Mechanical Engineering	1994
	Emphasis: Fluid Mechanics	
	California State University, Los Angeles	1998
	CLAD Single Subject: Physics	
EMPLOYMENT	Garfield High School	
	Taught Chemistry, Physics, ICS	1995-present
	<ul style="list-style-type: none"> • Implemented instructional activities where students were engaged in meaningful learning experiences • Identified resources to meet the needs of students with varying backgrounds • Communicated effectively with students, parents, and other professionals • Collaborated with peers to develop interdisciplinary units • Modeled professional and ethical standards 	
	• Girls Varsity Soccer Coach	2008-present
	• Girls JV Basketball Coach	2000-2008
	University of California, Santa Barbara	
	Teaching & Research Assistant	1991-1994
	<ul style="list-style-type: none"> • Directed thermoscience lab • Taught FORTRAN • Wave research in the Ocean Engineering Lab 	
	Summer Internships	
	• County Sanitation District of L.A. County, Whittier	1989
	• Jet Propulsion Laboratory, Pasadena, California	1987, 1988
CREDENTIALS	CLAD Single Subject Credential in Physics	
SKILLS AND PERSONAL QUALITIES	<ul style="list-style-type: none"> - Bilingual (Spanish) - Knowledge of AVID science techniques - Computer literate in all types or models - Collaborative worker (leader or team member) 	
ACADEMIC ORGANIZATIONS AND HONORS	<ul style="list-style-type: none"> - Regents Predoctoral Fellowship, UCSB - National Hispanic Scholar - NACME - Society of Hispanic Professional Engineers (SHPE) 	
REFERENCES	REFERENCES AVAILABLE UPON REQUEST	

Brian Fritchbrian.fritch@lausd.net

Objective To be part of a strong, cooperative, and rigorous Pilot School at a secondary school where I can utilize my leadership abilities as a Social Studies teacher.

Education **Single Subject Credential: Social Science** March 2007
B.A. Social Science, History Emphasis June 2005
M.A. Education June 2009
 California State University, Los Angeles

Certifications CSET Waiver June 2005
 CBEST June 2002

**Teaching/
Related Experience** **Teacher**
 Garfield High School Aug 2007-Present
 Los Angeles Unified School District

- Responsible for all aspects of the classroom and ensuring students meet necessary standards
- Taught all classes in Social Science field
- Co-Chair of Social Science Department
- Chair of Teachers Union Chapter

Substitute Teacher Mar 2007- Aug 2007
 Montebello Unified School District

- Substituted for K-12 classes
- Took on the responsibilities of teaching the class and making sure students were on task

Academic Advisor/Tutor Sept 2004-Mar 2007
 Garfield High School & Griffith Middle School, Los Angeles, CA
 Los Angeles Unified School District

- While Interim Site Coordinator oversaw operation of Gear Up Program
- Planned field trips
- Counseled and monitored cohort to reduce dropouts

Student Teacher Jan 2007-Mar 2007
 Bell Gardens High School, Bell Gardens, CA
 Montebello Unified School District

- Taught one Advanced Placement U.S. History class and two World History classes
- Was responsible for all aspects of teaching

	Intern Polytechnic School, Pasadena, CA Feb.2003-June 2003 <ul style="list-style-type: none"> Observed a junior high classroom Taught some classes while being observed by the teacher
Other Experience/ Volunteering	Regular Guest Speaker United Friends of the Children Los Angeles, CA Oct. 2006-Present <ul style="list-style-type: none"> Spoke to foster youth in Los Angeles to encourage education
	Tutor El Centro De Accion Social, Pasadena, CA Sept 2003-June 2005 <ul style="list-style-type: none"> Tutored at risk youth
	Tutor Altadena Family Center, Altadena, CA Oct. 2002-June 2003 <ul style="list-style-type: none"> Worked with at risk youth of all ages Ran a reading program to assist with literacy skills
Professional Organizations	National Council for Social Studies Sept. 2007-Present <ul style="list-style-type: none"> Member of National Social Studies Organization Attended national conventions
	Phi Alpha Theta June 2004- Present <ul style="list-style-type: none"> President of Phi Alpha Theta Honors Society at California State University Los Angeles for 2004-2005 school year Planned banquets, fundraisers, and community activities
Honors/ Awards	Dean's List, Phi Alpha Theta Member, Gilder Lehrman Seminar Participant, 2009.

ARLENE GALE INOUE

626-483-6160

aginouye@aol.com

OBJECTIVE: To be an integral team member of the SJLA as a Special Education Itinerant Speech and Language Specialist, with a background in Multicultural/Human Relations and Parent Leadership/Education.

SUMMARY OF QUALIFICATIONS:

- *Speech and Language Specialist with LAUSD in the East Los Angeles community from 1997-2010 including Roosevelt HS, Garfield HS, Hollenbeck MS, Griffith MS, and Fourth Street Elementary School.

- *Developed the position of Secondary Support Therapist in LAUSD from 2007 to 2010 . This position provides mentoring to new secondary Speech and Language Specialists in the East , Northeast and Central areas of LAUSD.

- * Piloted the 3:1 Collaborative Model in Secondary Schools in 2009-2010 at Franklin and Eagle Rock H.S

- *Founder and Coordinator of the Coalition for Alternatives to Militarism in our Schools (CAMS) 2003-2010.

- * Third World Coalition Program Advisory Committee Member of the American Friends Service Committee, 1993-2000.

- * Co Chair and Committee Member of the National Coalition of Education Activists, 1993-2000.

- * Parent Education Teacher for the Los Angeles Unified School District's School Readiness Language Development Program, 1993-1995

- * Project Director of the Family School Partnership Program of LAUSD, a federally funded parent empowerment program to increase student achievement through parent involvement, 1992-93.

- * Parent Community Trainer for LAUSD Office of School Based management developing and implementing the training for 854 school teams and centers in cross cultural communication, parent involvement, multicultural and human relations, 1990-92.

- * Co-Chair of the LAUSD Multicultural/Human Relations Committee which developed "Educating for Diversity" a framework for multicultural/human relations education, 1989-1995

- * Member of the LAUSD Taskforce to address gang activities, 1989.

- * Peace Club Director for afterschool youth programs at Agape Fellowship (nonprofit Christian Organization), Los Angeles, 1982-1997,

TEACHING EXPERIENCE:

- *Los Angeles Unified School District-Speech and Language Specialist from September 1997- to the present, and from 1973-1977.

- *Core teacher for middle school youth with learning disabilities at the ERAS-Learning Disabilities Center, Los Angeles, CA, 1982-83

DESCRIPTION OF RESPONSIBILITIES:

- *To provide Speech and Language services to special education students in the area of language, fluency, voice and articulation at the Esteban Torres pilot schools.

- *To collaborate with all education staff regarding modifications and accommodations for Special Education Students.

- * To assess students for Speech and Language disorders using standardized tests, informal measures and collaborative approaches.

- * To be responsible for the Individualized Educational Plan for the students with Designated Services/ Speech and Language students, and as a team member for all special education students.

- *To support the development of multicultural/human relations/diversity education , and conflict mediation strategies at SJLA .

EDUCATION:

California State University, San Jose, 1968-1970

California State University, Long Beach, Bachelor of Arts, January 28, 1972

California State University, Long Beach, Masters of Arts in Speech Pathology, January 13, 1975

American Speech and Hearing Association Certificate of Clinical Competence, January 1, 1975

Life Restricted Speech and Hearing Credential, 1973

California Licensed Speech Pathologist #2413 , 1974

Audited graduate courses in the Master of Arts Program in Feminist Spirituality at Immaculate Heart College Center, 1986-1990

Bilingual Cross cultural, Language and Academic Development Certificate, June 26, 1999

AWARDS

President's Honor List at Cal State Long Beach University, 1970-71

Phi Kappa Phi Honor Society, 1972

Fulbright-Hayes Scholar, 1997

Jang Mu Won Hapkido Association, Black Belt Certificate, 2003

California Teachers Association, Human Rights Award, 2006

Lottie Wexler Peace and Justice Award, 2006

International Women's Day Citizen's Action for Peace, 2008

Teddi Winograd Courage Award, 2009

California Legislature Assembly Certificate of Recognition, 2009

PATRICIA JÁUREGUI

5101 E. 6th St.
Los Angeles, CA 90022
323.981.5500
pxj4269@lausd.net

PROFESSIONAL OBJECTIVE:

To be a part of a strong, cooperative, and rigorous Pilot School at a secondary school where I can utilize my leadership abilities as an NBC English Language Arts, AP Language teacher, and BTSA support provider.

EDUCATION

University of California, Riverside Extension, Gifted & Talented Education Certification – July 2007

California State University, Los Angeles, Master of Arts in Education, emphasis in Reform in Secondary Urban Schools – March 2006

California State University, Los Angeles, Single Subject Teaching Credential in English Language Arts, CLAD certification – December 2000

California State Polytechnic University, Pomona, Bachelor of Arts in English, emphasis in World Literature – June 1997

Minors in Spanish & Chicano Studies

Performer and Costume Designer: *CHUMSA* traveling theater troupe –

August 1994 to August 1996.

WORK EXPERIENCE

James A. Garfield High School – July 2007 to present

Currently serve as a 9th, 10th, and 12th grade English Language Arts/Advanced Composition teacher in the Garfield High School Computer Magnet. Activities and responsibilities include:

- Implementation of Achievement Council Backward Planning curricular structure
- Implementation of Student Led Conferencing
- BTSA support provider for eight Year 1 & 2 Beginning Teachers
- Conduct workshops for Local District 5 on cooperative learning
- Integrate technology in the curriculum (per Computer Magnet Guidelines)
- UCLA Guiding Teacher
- CSULA Mentor Teacher

California State University, Los Angeles – September 2007 to March 2008

Served as an Adjunct Professor in the Charter College of Education, under the Department of Curriculum and Instruction teaching ESDE 423: Literacy in Middle and High School Content Classrooms (4 units).

Theodore Roosevelt High School - July 2006 to July 2007

Served as a 9th, 10th, and 12th grade English Language Arts teacher in the CECA (Cultural Experience and Creative Arts) Small Learning Community. Activities and responsibilities include:

- Implementation of Achievement Council Backward Planning curricular structure
- Implementation of Student Led Conferencing
- BTSA support provider for eight Year 1 Beginning Teachers
- Conduct workshops for Local District 5 on cooperative learning
- UCLA Guiding Teacher
- CSULA Mentor Teacher
- CECA Student Leadership sponsor
- CECA Orientation & Year-End Awards Assembly coordinator

Southeast Middle School – September 2004 to June 2006

Served as a 7th & 8th grade English Language Arts teacher in the Technology Small Learning Community. Activities and responsibilities included:

- Implementation of Achievement Council Backward Planning curricular structure
- Implemented Student Led Conferencing
- Specialized in the implementation of *Language!* Curriculum
- BTSA support provider for Year 1 and Year 2 Beginning Teachers
- Conducted workshops for Local District 6 and the LAUSD G.A.T.E. Conference on cooperative learning
- Local District 6 Portfolio Review support provider
- Student Leadership/Student Council sponsor: 2004-2005

Robert Louis Stevenson Middle School – July 1999 to June 2004

Served as a 7th & 8th grade English Language Arts teacher. Activities and responsibilities included:

- Implementation of Gifted and Talented Curriculum in 8th grade Honors classes
- Implementation of Achievement Council Backward Planning curricular structure
- Implementation of Student Led Conferencing
- Implementation of *Language!* Curriculum
- CSULA Mentor Teacher
- SDMC member: 2002-2003
- America's Choice Leadership team member: 2003-2004
- *Teatro juvenil Los xuijallates* troupe sponsor: 2001-2004
- Student Leadership 8th Grade sponsor
- Drill Team coach: 2001-2003

Thomas Alva Edison Middle School – October 1998 to June 1999

Served as a 7th & 8th grade English Language Arts teacher.

AWARDS & RECOGNITIONS

National Board for Professional Teaching Standards Certification
English Language Arts: Early Adolescence – November 2005

SKILLS

Deeply committed to the students and the community of East Los Angeles
Fluently bilingual in English and Spanish
Computer literate in all major computer programs

References available upon request.

Secondary Mathematics Educator • *xtinelu@gmail.com*
 5101 East Sixth Street, Los Angeles, California 90022

OBJECTIVE

To be a part of a strong, cooperative, and rigorous Pilot School at a secondary school where I can utilize my leadership abilities as a Mathematics teacher.

CERTIFICATION BY CALIFORNIA DEPARTMENT OF EDUCATION

Clear Single Subject Teaching Credential in Mathematics

October 2009

California Subject Examination for Teachers (CSET): *Mathematics Subtest I, II, and III*

December 2005

California Basic Educational Skills Test (CBEST)

January 2005

EXPERIENCE

James A. Garfield High School, Los Angeles, CA

Mathematics Department Chair

June 2008 – Present

- Provided guidance and support to first-year teachers in areas such as lesson planning, classroom management, and setting norms.

Mathematics Teacher

July 2006 – Present

- Experienced in teaching full semesters of Algebra I, Geometry, Algebra II, Honors Algebra II, and Trigonometry, and Math Analysis courses. Focused on creating an effective standards-based pedagogy that promotes student-centered learning.
- Committed teacher in the Social Justice Academy, one of the small learning communities at Garfield High. Organized and participated in the weeklong College Trip that gave our college-bound senior students the opportunity to visit 12 diverse California universities. Actively participated in the weekly after-school meetings, seminars, and community events, such as Town Hall Meetings and Dia de Los Muertos festivities.
- Actively participated in various mathematics-based Professional Learning Communities. Two of the PLC's was a professional development project that allowed teachers to collaboratively customize specific subject-content lessons to specifically meet the needs of Garfield students. Another PLC focused on creating common assessments with teachers as a math department specifically
- Mentored two UCLA Graduate School of Education student teachers for one semester each.

Student Mathematics Teacher

January 2006 – June 2006

- Taught Geometry and Algebra I courses under the guidance of a professionally seasoned teacher.
- Implemented socio-cultural pedagogy that strongly focused on collaborative group work.

ACI Institute, Arcadia/Alhambra/Temple City, CA

June 2006 – June 2007

Mathematics Teacher

- Taught Pre-Algebra, Algebra, Geometry, and Pre-Calculus courses.
- Implemented cooperative and independent learning strategies to strengthen students' mathematics aptitude through creative and customized curriculums. Also, built and strengthened student test-taking and problem solving skills.

Ivy Institute, Irvine, CA

March 2005 – June 2006

Mathematics and Science Teacher

- Taught advanced high school level Algebra and Geometry to students from grades 6-10.
- Developed an innovative after-school math program to supplement public education.
- Designed a Summer Mathematics and Hands-On Science Enrichment Program for students between grades 3 to 7.

EDUCATION

University of California, Los Angeles

June 2007

Master of Education and Single Subject Credential

GPA: 4.00

- Teacher Education Program: Two-Year Credential and Masters program
- Stone Foundation Scholarship recipient as a Dean's Scholar, 2006-2007
- Research Inquiry: *Algebra Veterans – To what degree can a curriculum imbedded with Geneva Gay's culturally responsive components affect the performance levels of those students who have already failed to pass Algebra I A/B in a previous year?*

University of California, Irvine

June 2007

Bachelor of Science, Civil Engineering and Minor in Educational Studies

GPA: 3.03

- Deans Honor List, 2005-2006

COMMUNITY SERVICE

California Math and Science Teacher Initiative Program

Teacher's Assistant

September 2005 – June 2006

Orange County Department of Education, Title I Program

Academic Tutor

March 2005 – June 2005

T.H.I.N.K. Together, Teaching Helping Inspiring Nurturing Kids

After-School Assistant

January 2004 – June 2004

National Multiple Sclerosis Society

Event Coordinator Intern

June 2004 – September 2004

KEVIN H. MURCHIEkhm9391@lausd.net

Objective	To obtain as position as an English instructor at an academic institution that focuses on student learning and teacher performance via a firm commitment to providing a culturally relevant and responsive pedagogy and an emphasis on higher-ordered thinking for all.
Education	<p>GRADUATE:</p> <p>San Francisco State University (SFSU)</p> <ul style="list-style-type: none"> -August 1999 to May 2003 -Course work: English Literature (emphasis on American Literature & Composition) -Thesis: "J.D. Salinger & the Psyche of the Youth of Post WWII America" (incomplete) <p>UNDERGRADUATE:</p> <p>University of Nevada, Las Vegas (UNLV)</p> <ul style="list-style-type: none"> -B.S. Business Management - 1997
Experience	<p>James A. Garfield Sr. High School</p> <ul style="list-style-type: none"> -English Instructor – January 2005 to Present <p>MAAC Community Charter High School (Chula Vista, CA)</p> <ul style="list-style-type: none"> -Literacy Counselor – March 2004 to September 2004 <p>UROK Learning Center (San Diego, CA)</p> <ul style="list-style-type: none"> -Language and Phonics Instructor – March 2004 to September 2004
Accreditations & Affiliations	<ul style="list-style-type: none"> -California CLEAR Teaching Credential (valid until Jan. 2015) -AP English Language Instructor/College Board approved (2006-present) -GHS Academic Decathlon (2007-present) -Certificated to teach college composition (SFSU 2002)
References	Furnished upon request

Claudia Rojas

5101 E. 6th St Los Angeles, CA 90022 * 323-371-7980 * cxr3246@lausd.net

EDUCATION:

Administrative Credential – Tier 1

expected June 2010

California State University, Dominguez Hills

Master Degree in Education

June 2004

University of California, Los Angeles

Graduate School of Education

Bachelor Degree of Arts in Sociology

June 1999

University of California, Riverside

- *Cum Laude*

PROFESSIONAL EXPERIENCE:

Social Studies Teacher

July 2003-present

Los Angeles Unified School District

Los Angeles, CA

- Implemented instructional activities where students were engaged in meaningful learning experiences
- Identified resources to meet the needs of students with varying backgrounds
- Communicated effectively with students, parents, and other professionals
- Collaborated with peers to develop interdisciplinary units
- Modeled professional and ethical standards
- Ensured that student growth and achievement was continuous and appropriate
- Assumed responsibility for meeting course and school-wide student performance goals
- Demonstrated gains in student performance
- Participated in, and led, trainings as needed by small learning community
- Coordinated yearly service learning projects
- Served as guiding teacher for seven student teachers
- Acted as a Beginning Teacher Support and Assessment (BTSA) Support Provider

Community Tool Box – Program Director

September 2000-August 2002

Inland Agency, Riverside, CA

- Directed and managed all community developing activities at Tool Box Center
- Managed program staff and volunteers
- Established the decision making structure and training programs that ensured the long-term sustainability of the Tool Box Center
- Identified problem areas and provided appropriate intervention when needed
- Established collaboration with surrounding community organizations
- Monitored budgets and ensured that grant funds were expended according to grant requirements
- Developed Community Tool Box printed materials
- Attended meetings of implementation teams, advisory boards, steering committees and collaboratives

SKILLS:

- Planning, implementing, and completing projects
- Leading and working effectively in a team
- Coordinating and supervising activities and work
- Listening, understanding, empathizing, helping and solving
- Developing, coaching and mentoring others
- Fluent in English and Spanish

Yolanda Roura
J.A. Garfield High School
5101 E. 6th Street
Los Angeles, CA 90022
323/ 981-5500
yolanda_roura@yahoo.com

Appendix J 1.11

Professional Objective:

To become an integral part of a strong, cooperative and rigorous Pilot School at the secondary level where I can utilize my experience and leadership abilities as a Visual Arts educator.

Education:

Immaculate Heart College, Los Angeles, Bachelor of Arts Degree, 1977
California State University Los Angeles, Masters Degree in Education and Secondary Educational Administrative Credential, 1985

Work Experience:

Irving Junior High, Los Angeles, LAUSD, September 1977- 1982
Stevenson Junior High, Los Angeles, LAUSD, February 1985- June 1990
J.A. Garfield Senior High, Los Angeles, LAUSD, July 1990-Present

Teaching Related Experience:

- **Art Dept. Chair and Co-Chair**
- **Mentor Teacher**
- **Master Teacher**
- **Impact Facilitator and Coordinator**
- **Student Leadership Teacher**
- **SDMC Member**
- **Area H Colloquium Organizer**
- **Mural Class/Community Sponsor**
- **Class Sponsor(Fundraising, Activities, Graduation)**
- **Club Sponsor**

Certifications/Training:

California Basic Educational Skills Test (CBEST) 1985
Impact Program Training August 1997
SDAIE Training according to Senate Bill 1969 September, 1996
Arts Education Assessment Conference February 2008
Facing History
Secondary Teacher Institute Getty 2007+2008
Secondary Visual Arts Seminar 2004
Workshop: Tools for Tolerance, Museum of Tolerance 1998

References are available upon request.

OBJECTIVE: To be a part of a strong, cooperative, and rigorous Pilot School at a secondary school where I can utilize my leadership abilities as a Social Studies teacher.

SUMMARY OF QUALIFICATIONS:

- Develop lesson plans using backwards planning methods and essential questions for each unit
- Use technology and visual arts to connect lessons to students
- Stay after-school to help out students that are in need of extra help
- Maintain contact with parents as each student's teacher and on behalf of my small learning community

TEACHING EXPERIENCE:

Los Angeles Unified School District-Local District 5- Social Studies Department September 2006- Present

Social Studies Teacher

Description of Responsibilities

- Teach World History, United States History, Principles of Democracy, Advanced Placement U.S. Government and Politics, Latin American Studies and Mexican-American Studies
- Employ Socratic Seminars to analyze primary documents
- Use Interactive Notebook to appraise and organize student's work

Garfield High School- 11th Grade US History and 9th Grade ESL May 2006 to June 2006

Student Teacher

- Taught Vietnam War unit
- Utilized a Teach-In to assess students

Hollenbeck Middle School - 7th grade World History March 2006

Student Teacher

- Taught the geography of the Arabian Peninsula and the Islamic Empire
- Utilized short simulations/activities as part of my daily agenda
- Evaluated students' understanding daily through warm up questions

EDUCATION:

University of California, Los Angeles

Graduate School of Education and Information Studies

Master's in Education, Secondary Social Science Credential, and BCLAD, June 2007

University of California, Los Angeles

College of Letters and Sciences

Bachelor of Arts in Political Science and History, Minor in Education, June 2005

SKILLS:

- Familiar with Windows 95-XP, Mac, and office productivity software
- Excellent communication, interpersonal, and writing skills
- Fluent in Spanish
- Fast learner and willing to dedicate myself to the task at hand
- Able to work as part of a team, to be a leader, or to work independently
- Meet deadlines on time

AWARDS:

- Completion Certificate for Facing History's Holocaust and Human Behavior Seminar
- Completion Certificate for Facing History's Race and Membership Seminar
- Completion Certificate for Advanced Placement Training

PUBLICATIONS

- Salazar, Maritza A., "Do Students Relate Differently to a Teacher Whom They Perceive as Authentically Caring?"
UCLA School of Education. 25 May 2007

PROFESSIONAL AFFILIATIONS:

Facing History and Ourselves

UCLA History-Geography Project

Cesar Chavez Foundation

Bruno O. Serrano
boserrano@aol.com

OBJECTIVE Develop a successful working Social Justice Leadership Academy Pilot school special education department at Esteban Torres High School.

EDUCATION **Principal Leadership Institute, UCLA** August 2009
 Preliminary Administrative credential (Tier 1) and Masters in Education.

Charter College of Education, CSULA June 2005
 Credentials in Special Education (Mild/Moderate and Moderate/Severe).

B.A. Social Science and History September 2003
 California State University, Los Angeles

EMPLOYMENT **Resource Specialist Teacher** July 2007 to Current
Garfield S.H., LAUSD
 Co-Teaching with general education teachers and IEP case manager of initial, three year and re-evaluations.

Resource Specialist Teacher July 2005 to June 2007
Berendo M.S., LAUSD
 Co-Teaching with general education teachers and IEP case manager of initial, three year and re-evaluations.

Special Day Program Teacher December 2003 to June 2005
Berendo M.S., LAUSD
 Teaching severely disabled students (Autism, MR) in a multi-disciplinary small group SDP setting.

Compliance Aide February 2003 to September 2003
Children's Hospital Los Angeles, LAUSD
 Taught hospitalized students from K-12 grade, one to one basis.

EXPERIENCE IEP Coordinator; BICM certified, 06', 504 Coordinator, Co-Chair UTLA, IMPACT Facilitator, Special Education Department Chair
 Taught Saturday school & Intersession; English and math

OBJECTIVE: To be a part of a strong, cooperative, and rigorous Pilot School at a secondary school where I can utilize my leadership abilities as a English Educator.

EDUCATION

MA Ed, Secondary English Curriculum and Instruction, California State University Northridge, Los Angeles, CA, May 2009

Single Subject Teaching Credential, Occidental College, Los Angeles, CA, July 2004.

B.A. Degree, English and Comparative Literary Studies, Occidental College, Los Angeles, CA, May 2004.

TEACHING EXPERIENCE:

High School Teacher, Garfield High School, Los Angeles, CA. Planned and executed instruction for English classes, with resource and special needs students, grades 9th through 11th in the Social Justice Small Learning Community, 2005- Present.

TELACU English Teacher, TELACU Organization, Montebello, Los Angeles, CA. Structured, planned, implemented curriculum 5 week English class for struggling 11th and 12th grade students seeking a career in nursing, August 2005.

Classroom Teacher, Southeast Middle School, South Gate, Los Angeles, CA. Planned and executed instruction for 8th grade English Language Learners, 7th grade sheltered students and yearbook advisor, August 2004- June 2005.

Student Teacher, Eagle Rock Junior/Senior High School, Los Angeles, CA. Observed, planned and executed instruction for 10th grade sheltered students and 11th grade honors students, January- June 2004.

SKILLS:

- Familiar with Windows 95-XP, Mac, and office productivity software
- Excellent communication, interpersonal, and writing skills
- Bi-Literate (Spanish)
- Fast learner and willing to dedicate myself to the task at hand
- Able to work as part of a team, to be a leader, or to work independently

AWARDS:

- Completion Certificate for Facing History's Holocaust and Human Behavior Seminar
- Completion Certificate for Facing History's Race and Membership Seminar

PROFESSIONAL AFFILIATIONS:

Facing History and Ourselves

ReThinking Schools

RELATED EXPERIENCE

BTSA Support Provider, Garfield High School, 2006

District Intern Master Teacher, Garfield High School, 2006

Head Swim and Water Polo Coach, Garfield High School, 2005-Present

YMCA Lifeguard/ Head Swim Instructor- Montebello YMCA, Montebello, CA. 2000-Present.

Hall Coordinator- Occidental College, Los Angeles, CA. 2003-2004.

Residence Council President- Occidental College, Los Angeles, CA. 2001-2002.

Jose Alejandro Urias
jaurias88@hotmail.com

OBJECTIVE: To obtain a position as a teacher at Esteban Torres Social Justice Leadership Academy

EDUCATION:

Single Subject Credential – Social Studies
September 2006 - Present
Charter College of Education
California State University Los Angeles

Bachelor Degree of Arts in History
June 2003
University of California Riverside
Riverside, CA

General Education
December 1999
Cerritos Community College
Norwalk, CA

PROFESSIONAL EXPERIENCE:

Program Leader
February 2009 - present
Afterschool All Stars
Suva Intermediate School
Bell Gardens, CA

- Directed and managed daily tutoring sessions for program participants
- Taught music and art classes to 30+ students
- Created and implemented a new standards-based curriculum
- Developed progressive learning environment for participants
- Organized lunch time activities for the purpose of recruiting student participants
- Identified problem areas and provided appropriate intervention when needed
- Established collaboration with school site staff to develop school-wide achievement exhibition
- Supervised academic field trips to enhance student learning
- Attended professional development meetings

Long-Term Language Arts & English Language Development Substitute Teacher

January 2004 - June 2004
Riverside Unified School District
Riverside, CA

- Implemented instructional activities where students were engaged in meaningful learning experiences
- Administered state test
- Identified resources to meet the needs of students with varying backgrounds
- Communicated effectively with students, parents, and other professionals
- Collaborated with peers to develop interdisciplinary units
- Modeled professional and ethical standards
- Ensured that student growth and achievement was continuous and appropriate
- Assumed responsibility for meeting course and school-wide student performance goals
- Demonstrated gains in student performance
- Coordinated academic field trips

Early Academic Outreach Program Mentor/Tutor
May 2000 – January 2003
University of California Riverside
Riverside, CA

- Provided one-on-one support for 80+ middle school college-bound students
- Maintained student academic files and assessed scholastic progress
- Monitored monthly student progress reports
- Coordinated bi-monthly conference sessions with each student to discuss academic progress
- Academically supported struggling students and created action plans to ensure success
- Supplied students with relevant four-year college or university requirements and procedures
- Organized financial aid and A-G requirement workshops

SKILLS & QUALIFICATIONS:

- Community organizer
- Planning, implementing, and completing projects
- Leading and working effectively in a team
- Coordinating and supervising activities and work
- Developing, coaching and mentoring others
- Fluent in English and Spanish
- Knowledgeable in Microsoft Explorer, Outlook, PowerPoint, Word and Adobe Illustrator

Potential Leadership Domains

Reeves, D. (2004) *Assessing Education Leaders: Evaluation Performance for Improved Individual and Organizational Results*. Thousand Oaks, CA: Corwin Press.

1. Resilience
 - 1.1. Constructive reaction to disappointment and failure
 - 1.2. Willingness to admit error and learn from it
 - 1.3. Constructively handles disagreement with leadership and policy decisions
 - 1.4. Constructively handles dissent from subordinates
 - 1.5. Explicit improvement or specific performance areas based on the previous leadership evaluation
2. Personal Behavior
 - 2.1. Integrity
 - 2.2. Emotional self-control
 - 2.3. Compliance with legal and ethical requirements in relationships with employees
 - 2.4 Compliance with legal and ethical requirements in relationships with students
 - 2.5. Tolerance of different points of view within the boundaries of the values and mission of the organization
 - 2.6. Organization, including calendar, desk, office, and building(s)
3. Student Achievement
 - 3.1 Student achievement results
 - 3.2. Student achievement reporting to students, parents, teachers, and other leaders
 - 3.3. Use of student achievement data to make instructional leadership decisions
 - 3.4. Understanding of student requirements and academic standards
 - 3.5. Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards
 - 3.6. Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs improved student achievement
4. Decision Making
 - 4.1. Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices
 - 4.2. Clear identification of decision making-structure, including which decisions
 - 4.3. Decisions are made by consensus and are made by the leader with advice from others
 - 4.4. Decisions linked to vision, mission, and strategic priorities
 - 4.5. Decisions evaluated for effectiveness and revised where necessary

5. Communication

- 5.1 Two-way communication with students
- 5.2 Two-way communication with faculty and staff
- 5.3 Two-way communication with parents and community

6. Faculty Development

- 6.1. Understanding of faculty proficiencies and needs for further development
- 6.2. Individual consideration of faculty needs linked to a vision, mission, and strategic priorities
- 6.3. Personal participation in leading professional development
- 6.4. Congruence of strategic objectives and professional development content
- 6.5. Recognition and rewards strategically linked to most important faculty and staff behavior
- 6.6. Inclusion of faculty decision-making, including the collaboration and advice on major leadership decisions
- 6.7. Formal and informal feedback to colleagues with the exclusive purpose of improving individual organizational performance

7. Leadership Development

- 7.1. Strong assistant administrators who are capable of immediately assuming leadership responsibility in this school or other buildings
- 7.2. Consistent identification of potential future leaders
- 7.3. Evidence of delegation and trust in subordinate leaders

8. Time, Task, and Project Management

- 8.1. Consistently maintains daily prioritized task list
- 8.2. Choices for time management reflect a focus on the most important priorities
- 8.3. Complex projects have clear objectives and coherent plans
- 8.4. History of completion of projects on schedule within the budget

9. Technology

- 9.1. Demonstrated use of technology to improve teaching and learning
- 9.2. Personal proficiency in electronic communication
- 9.3. Coherent management of technology resources, people, and information

10. Learning

- 10.1. Personal understanding of research trends in education and leadership
- 10.2. Evidence of personal growth and learning
- 10.3. Sharing of personal knowledge with colleagues

Social Justice Leadership Academy (SJLA)
Principal, Pilot School (9-12 Grade)

The Los Angeles Unified School District seeks an outstanding Principal to lead the students, staff, and community at Social Justice Leadership Academy towards improved academic success.

Social Justice Leadership Academy

Social Justice Leadership Academy is located at 4127 E. Cesar Chavez Ave, Los Angeles, 90063. Social Justice Leadership Academy (SJLA) is an innovative learning environment that prepares all students for college, work, and service learning participation. SJLA will serve approximately 400 9-12 grade students: grades 9-11 is currently open and grade 12 is scheduled to open in the fall of 2011. SJLA's vision is one that wants to develop college-bound, life-long learners, innovators, and active leaders who participate in an inclusive community and consciously seek positive change in society.

The guiding principle that drives SJLA is the ultimate goal for students to take pride in their academic achievement and understand that education is an investment in our identity, to be engaged with our community, and create a greater impact in the world with the application of their knowledge. This includes a focus on academic excellence within the research-supported framework of Project-Based Learning opportunities, strong teacher collaboration, high expectations of achievement in core content areas, and community involvement. The cornerstone of the SJLA philosophy is based on staff, parents, and community partners involvement in the design and operation of the school and gives immense time and energy to strengthen the culture of excellence.

SJLA personalizes learning for each student to ensure and document academic, social, and emotional growth over a student's 9-12 grade school career. Through its instructional program, SJLA students learn to use their minds by developing habits of mind such as searching for evidence, cooperative learning, and clearly communicating ideas that will serve them throughout life. SJLA students will also be completing service-learning projects.

The Ideal Candidate will be a dynamic and innovative instructional leader who shares this vision of an autonomous pilot school, commits to a social justice curriculum, helps design the SJLA school and serves as its founding principal. In addition, the principal will be expected to work closely with staff, faculty, and community leaders to ensure that SJLA is a vital site for teaching, learning, and service.

Required Experience

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 program
- Two years experience at an elementary, middle or senior high school, grades K-12
- Two years in an administrative position
- One year of administrative experience must be in a school-based assistant principal level position
- Certificated service at a minimum of two locations; experience at each location must be the equivalent of one year of full-time certificated service.

Desirable Qualifications:

Commitment to and experience with implementing: Autonomous small schools (pilot schools, or independent schools) with collaborative decision-making; a socially just educational program; a strong family community engagement program; fluency in English and Spanish.

Minimum Requirements Include:

California Administrative Services Credential

Master's degree

Multicultural coursework*

District Master Plan requirements met*

*** Out-of-District candidates have one year to complete this requirement**

All candidates must submit a 2-3-page letter of intent, a resume with academic and employment history, (include employee number) and letters of recommendations with contact information.

**SPECIAL EDUCATION COORDINATOR
JOB DESCRIPTION
SJLA**

GENERAL DESCRIPTION:

The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the districts' program of services. Responsibilities include: managing the districts' special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.

ESSENTIAL FUNCTIONS:

- A. Collaborates with others (e.g. district superintendent, teachers, building principals, other professional staff, parent groups, community organizations, public agencies, etc.) for the purpose of implementing and maintaining services in accordance with programmatic and regulatory requirements.
- B. Consults with districts special education/general education staff for the purpose of maintaining existing programs and implementing new services in accordance with established timeframes, professional standards and related requirements.
- C. Develops long and short range plans in relation to assigned administrative responsibilities (e.g. policies, procedures, staffing, materials, equipment, space requirements, etc.) for the purpose of implementing regional special education programs/services and complying with local, state and federal regulations.
- D. Develops proposals, new programs and grant opportunities for the purpose of ensuring compliance with local, state and federal regulations and meeting district goals.
- E. Directs the implementation of existing and new programs/services through a combination of delegation and personal involvement for the purpose of ensuring new programs/services are provided within established timeframes in conformance with all related requirements.
- F. Facilitates meetings that may frequently involve a range of issues. for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.
- G. Manages assigned programs and/or services for the purpose of achieving outcomes in relation to program objectives, and ensuring conformance with legal, financial and districts' requirements.

H. Monitors a variety of administrative processes for the purpose of preparing reports, etc., authorizing financial transactions, ensuring compliance with local, state and federal regulations.

I. Monitors assigned program/services for the purpose of ensuring stated outcomes are achieved, relevant policies and procedures are addressed, and services are efficiently provided within budgetary guidelines and federal/state regulatory guidelines.

J. Participates in a variety of meetings as required (e.g. workshops, inter and intra district committees, community and public agencies, seminars, conferences, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.

K. Prepares a wide variety of often complex materials (e.g. plans, funding requests, reports analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.

L. Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of programs/services, policies and procedures, etc.) for the purpose of providing general information, training others, implementing actions, etc.

M. Researches information required to manage assignments (e.g. relevant policies, new federal and state statutory regulations, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring program compliance with relevant federal and state requirements, securing general information and/or responding to requests.

N. Responds to inquiries of staff, district personnel, other professional organizations, etc. for the purpose of providing information and/or direction as may be required.

O. Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.

P. Serves as a resource to district personnel and as a liaison to various agencies (e.g. district committees, interagency boards) for the purpose of explaining procedures conveying and/or receiving information as needed for the planning, developing and evaluating of services related to special education.

Q. Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

II. Physical Demands

The usual and customary methods of performing the job's functions require the following physical demands; some lifting carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing.

III. Professional Growth and Responsibilities

A. Meets or exceeds performance expectations in the following areas:

- Competence

- Quality of Work
- Quantity of Work
- Attitude
- Attendance/Punctuality
- Flexibility & Innovation
- Initiative
- Cooperation with Supervisor/Director
- Cooperation with Peers
- Demonstration of Agency Values

B. Supports and implements GCDSD policies, regulations, procedures and administrative directives; demonstrates loyalty to the GCDSD and other administrators.

C. Submits records, reports and assignments promptly and efficiently.

D. Deals with obstacles and constraints positively.

E. Demonstrates ability to adjust to and use new approaches in the performance of his/her duties.

F. Seeks and takes advantage of opportunities for professional growth.

G. Maintains dress and appearance appropriate to a professional office setting.

IV. Other

Assists with other responsibilities as assigned by the Superintendent.

Teacher Job Description
SJLA

SJLA is looking for teachers who will support and promote our mission and vision. Educators need to orient students to the culture of Esteban Torres High School to create a feel of community. It is also vital for our educators to guide and mentor students through their coursework and communicate course and school requirements to students. They are expected to maintain regular office hours and be accessible to parents, students and community members. This availability will be outlined in the elect to work agreement. Teachers must augment course content through remediation, modification, and enrichment to meet the needs of all students. Attention also must be given to implementing students' IEPs and attending IEP conferences, as needed. One of the major tenets of SJLA is collaboration with colleagues and any candidate is expected to engage and form partnerships with fellow educators at SJLA. Educators should have a desire or experience of working with an interdisciplinary/humanitas curriculum. In order for all educators for SJLA to be on the same page and offer the best education it is expected that teachers attend all necessary meetings. SJLA would like any teacher candidate to stay current and effective through professional development opportunities. It is essential that our faculty set the example for our students by demonstrating punctuality and dependability. It is critical that educators at SJLA prepare lesson plans that reflect a logical sequence of learning objectives and activities, meet the individual needs of students, are standards based, and engage student interests, and abilities. Create and maintain a classroom environment that promotes self-esteem and is conducive to effective teaching and learning. SJLA is a school of that seeks to have shared decision making, share leadership and all voices respected and heard so educators are expected to join school committees as necessary for school and student success. Meet or exceed all SJLA elect to work agreement requirements.

Desirable Qualifications:

Commitment to autonomous pilot schools, with collaborative decision making, a socially just educational program, and a strong desire to for student success.

Minimum Requirements Include:

- Bachelors degree
- Valid teaching credential
- Resume with cover letter and 3 letters of recommendation
- Willingness to demonstrate a lesson of Social Justice caliber
- Portfolio that includes philosophy of education, lesson plans, student work samples, and prior evaluations or observation accounts

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