

SOUTH REGION H.S. #12 TECHNOLOGY CAREERS HIGH SCHOOL

LOCAL DISTRICT 7

UNITED TEACHERS LOS ANGELES

LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE 3.0

FEBRUARY 2012

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SOUTH REGION H.S. #12 TECHNOLOGY CAREERS HIGH SCHOOL

A. SUMMARY ANALYSIS

South Region High School #12 Technology Careers High School will be one of four small high schools that will open on the newly built campus of South Region High School #12 in August of 2012. The three other schools will include a Business Careers High School, an Entertainment Careers High School, and a Health Careers High School. Together, these small schools will focus on the most rapidly growing career fields in Los Angeles. Each of the small schools will be a separate, independent school with its own small-school principal.

The school will operate on an eight-period, alternate-day bell schedule. School hours on Mondays, Wednesdays, Thursdays, and Fridays will be from 8:00 a.m. to 2:52 p.m. Students will attend four 81-minute classes on one day, and four 81-minute classes the next. There will also be a 25-minute advisory period that students attend every day. Staff development time for teachers will be scheduled every Tuesday from 8:00 a.m. to 9:15 a.m. Students will report to school at 9:30 a.m. on Tuesdays.

In addition to the four small-school principals on the site, there will also be an operations principal. This person will be responsible for all schoolwide, non-academic duties. This will include discipline, supervision, physical education, athletics, student activities, facilities, and food services.

This organizational structure will make it possible for each of the four small-school principals to place a strong focus on classroom instruction, while the operations principal focuses on school operations. All five principals will be under the direction of an instructional director, who will have overall responsibility for the site.

A-1. *Mission and Vision:* Describe the mission, vision, and core beliefs as well as the school's values about teaching and learning.

- a. *Mission.*** Students of South Region High School #12 Technology Careers High School will gain proficiency in language arts, mathematics, science, and social studies. They will acquire the ability to comprehend a variety of reading materials with full understanding, the ability to explain ideas clearly in speech and writing, and the ability to use mathematics for planning, creating, and solving problems. They will gain proficiency in the use of computers, electronic media, and the Internet. They will learn to think critically and creatively. They will develop confidence, determination, persistence, and the ability to work with others.
- b. *Vision.*** Students who graduate will have the academic skills necessary to begin college, learn independently, and achieve at high levels. They will read complex

materials with full understanding, think critically, and communicate ideas effectively in speech and writing. They will demonstrate proficiency in the use of mathematics for planning, creating, and solving problems. They will use computers, electronic media, and the Internet to gain knowledge and create solutions. They will work well with others. They will believe in themselves and have the confidence, determination, and persistence to complete challenging tasks.

- c. **Core Beliefs.** All students will learn at high levels if they are placed in a positive school environment with high expectations, rigorous classroom instruction, and dedicated adults who believe in them. With the proper structure and support, every student can achieve full proficiency in language arts, mathematics, social studies, and science. Every student is important, and every student must achieve success.
- d. **Teaching and Learning.** Every classroom will have an engaging and motivating learning environment, with interesting subject-matter displays and displays of student work. There will be effective discipline with high standards of student conduct in every classroom. Teachers will implement standards-based, well-planned, rigorous, bell-to-bell instruction. Teachers will use effective methods to check for understanding that engage all students, not just those who volunteer. They will also connect their teaching to applications in real life and help students develop their thinking skills.

A-2. School Data Analysis: *Review data sheets and report cards for the PSC school. For new schools, you may include information from the data sheets for feeder schools. For focus schools, the school's data is available, but you may also choose to include feeder schools' data in your analysis. You may also include any other key data points you have available to review areas including academic achievement, graduation rates, and dropout rates.*

Provide an objective, critical analysis of the data by describing the major strengths and opportunities for improvement at the school. Analyze scores across subjects, grade levels, and student subgroups. Where are the gaps in student achievement? Briefly outline your top priorities and necessary action steps.

Given your analysis of the data, complete the attached Performance Plan to describe the specific goals you will set for key indicators. For year one only, describe your specific strategies for attaining the year one goals you set and how you will measure success. The plan also provides space for applicant teams to set their own indicators for school culture/climate and mission-specific goals.

- a. **Demographics.** The school will have an estimated enrollment of 325 students in grades nine through eleven who come from Charles Drew Middle School, Bret Harte Middle School, and John C. Fremont High School. Twelfth graders will be added during the second year. Demographics and achievement information on

Drew Middle School, Harte Middle School, and Fremont High School may be found in Appendix N.

The current population of Drew Middle School is 84 percent Latino, fifteen percent African American, and one percent other. Thirty-two percent of the students are classified as English learners. Thirty-five percent have been reclassified as fluent English proficient (RFEP). Eleven percent are classified as students with disabilities, and seven percent of the students are classified as gifted. One-hundred percent of the students are classified as economically disadvantaged. The school had a 35 percent transiency rate during the 2010-2011 school year. Sixty-eight percent of the parents did not graduate from high school. Three percent of the parents are college graduates.

The current population of Harte Middle School is 73 percent Latino, 26 percent African American, and one percent other. Twenty-five percent of the students are classified as English learners. Twenty-nine percent have been reclassified as fluent English proficient (RFEP). Twelve percent are classified as students with disabilities, and seven percent of the students are classified as gifted. One-hundred percent of the students are classified as economically disadvantaged. The school had a 29 percent transiency rate during the 2010-2011 school year. Fifty-one percent of the parents did not graduate from high school. Five percent of the parents are college graduates.

The current population of Fremont High School is ninety percent Latino, nine percent African American, and one percent other. Thirty-six percent of the students are classified as English learners. Forty-three percent have been reclassified as fluent English proficient (RFEP). Twelve percent are classified as students with disabilities, and five percent of the students are classified as gifted. Seventy-one percent of the students are classified as economically disadvantaged. The school had a forty percent transiency rate during the 2010-2011 school year. Sixty-one percent of the parents did not graduate from high school. Seven percent of the parents are college graduates.

- b. Academic Performance Index.** The API for Drew Middle School has risen 49 points in the last five years, from 522 to 571. The API for Harte Middle School has risen 70 points in the last five years, from 557 to 627. The API for Fremont has risen 79 points in the last five years, from 492 to 571.
- c. Language Arts.** All of the schools have experienced low student achievement in English language arts. Twenty percent of the students at Drew Middle School achieved proficiency during the 2010-2011 school year as measured by the California Standards Tests. Twenty percent of the seventh graders were proficient or above, and twenty percent of the eighth graders were proficient or above. Forty percent of the students who took the California English Language Development Test (CELDT) scored proficient, 71 percent received a C or higher in English or Advanced ESL, and the reclassification rate was seven percent.

Twenty-six percent of the students at Harte Middle School achieved proficiency in English language arts during the 2010-2011 school year as measured by the California Standards Tests. Twenty-seven percent of the sixth graders were proficient or above, 28 percent of the seventh graders were proficient or above, and 25 percent of the eighth graders were proficient or above. Fifty-one percent of the students who took the California English Language Development Test (CELDT) scored proficient, 79 percent received a C or higher in English or Advanced ESL, and the reclassification rate was 14 percent.

Sixteen percent of the students at Fremont High School achieved proficiency in English language arts during the 2010-2011 school year as measured by the California Standards Tests. Fourteen percent of the ninth graders were proficient or above, seventeen percent of the tenth graders were proficient or above, and eighteen percent of the eleventh graders were proficient or above. Twenty-five percent of the students who took the California English Language Development Test (CELDT) scored proficient, forty-four percent received a C or higher in English or Advanced ESL, and the reclassification rate was five percent.

- d. Mathematics.** Student achievement in mathematics has shown improvement at the middle schools and remained low at Fremont High School.

Twenty percent of the students at Drew Middle School achieved proficiency in mathematics during the 2010-2011 school year. This includes 25 percent of the students in general mathematics who achieved proficiency, and 24 percent of the students in Algebra 1 who achieved proficiency.

Nineteen percent of the students at Harte Middle School achieved proficiency in mathematics during the 2010-2011 school year. This includes 23 percent of the students in sixth-grade math who achieved proficiency, twenty percent of the students in seventh-grade math who achieved proficiency, and 21 percent of the students in Algebra 1 who achieved proficiency.

Four percent of the students at Fremont High School achieved proficiency in mathematics during the 2010-2011 school year. This includes five percent of the students in Algebra 1 who achieved proficiency, three percent of the students in geometry achieved who proficiency, and one percent of the students in Algebra 2 who achieved proficiency.

- e. Social Studies.** At Drew Middle School, twenty percent of the students in History-Social Science achieved proficiency. At Harte Middle School, 25 percent of the students in history-social science achieved proficiency. At Fremont High School, sixteen percent of the students in world history scored proficient or above, and 25 percent of the students in U.S. History were proficient or above.
- f. Science.** At Drew Middle School, 28 percent of the students in eighth-grade science were proficient. At Harte Middle School, 33 percent of the students in

eighth-grade science were proficient. At Fremont High School, eleven percent of the students in biology were proficient, five percent of the students in chemistry were proficient, and sixteen percent of the students in physics were proficient.

- g. Attendance, Graduation, and Dropout Rates.** Attendance rates at the middle schools have been higher than the attendance rate at Fremont High School.

At Drew Middle School, the average attendance rate for students during the 2010-2011 school year was 96 percent, and the percentage of students who had 96 percent or higher attendance was 63 percent.

At Harte Middle School, the average attendance rate for students during the 2010-2011 school year was 95 percent, and the percentage of students who had 96 percent or higher attendance was 60 percent.

The average attendance rate at Fremont High School for students during the 2010-2011 school year was 88 percent, and the percentage of students with 96 percent or higher attendance was 36 percent. The graduation rate for the 2009-2010 school year was sixty percent, and the four-year dropout rate was 28 percent.

- h. College Readiness.** The percentage of students at Fremont High School earning a C or better in A-G college preparatory courses was 66 percent for ninth graders, 66 percent for tenth graders, 59 percent for eleventh graders, and 55 percent for twelfth graders. The percentage of students taking at least one Advanced Placement course was 13 percent, and 85 percent of those students achieved a passing grade.

- i. Major Strengths.** There have been significant improvements in achievement in Algebra 1 at Drew Middle School, where the proficiency rate has increased from two percent in 2008 to 24 percent in 2011. This has come about because of an initiative in Local District 7 to strategically target the most important learning standards in Algebra 1 and continue working on those standards through the use of weekly assessments and rescue assignments until eighty percent of the students demonstrate proficiency. This is a successful practice that will be replicated at the new school.

Fremont High School has experienced a significant reduction in suspensions. The number of instructional days lost due to suspensions has decreased from 832 during the 2007-2008 school year to 182 during the 2010-2011 school year. The campus is extremely orderly, and extremely safe. Students are punctual to their classes, and they cooperate with their teachers at high levels. During lunch there is a relaxed atmosphere which is free of tension, and students are able to enjoy themselves. The school has accomplished this through a persistent and sustained effort to implement schoolwide positive behavior supports. These are successful practices that will also be implemented at the new school.

The efforts to restructure Fremont High School have been documented thoroughly and are being replicated at other high schools in Local District 7. The eight-period alternate-day bell schedule is proving to be successful in improving matriculation rates and raising student achievement in English language arts and mathematics. The Academic Performance Index at Fremont has increased 79 points, from 492 to 571, in the last five years. This is an average improvement of 19 points per year.

j. Opportunities for Improvement. It is extremely important to improve academic skills, attendance, and attitudes about school.

Improving skills in language arts and mathematics are the most important academic needs. Students who do not achieve proficiency in these skills will not be prepared for college. They will also be severely limited in the success they can achieve in the workforce. In language arts, students must achieve proficiency in the use of academic language. This means that they must read challenging materials with full comprehension, and express ideas clearly in speech and writing. In mathematics, students must learn how to use numerical concepts to think abstractly, to plan, and to create.

It must also be an extremely high priority to improve attendance rates. The overall attendance rate of only 88 percent at Fremont High School translates into an average of twenty absences per year for each student. Only 36 percent of the students achieved attendance rates of 96 percent or more. This means that a tremendous amount of instructional time is being lost because of absences.

It is also a very important need to create hope and help students develop positive attitudes about themselves and their ability to be successful in school. Many students give up on school because they do not feel they can become successful. They frequently become discouraged and develop negative attitudes that become a self-fulfilling prophesy of low attendance, low effort, and low achievement.

There is also an achievement gap between African American and Latino students, with African American students achieving at lower levels than Latino students. There is also an achievement gap between genders, with male students achieving at lower levels than female students.

These gaps encompass all subjects. First, there must be a significant effort to address literacy, so that all African American students and all male students become highly fluent in reading and the ability to express ideas in writing. There must also be a very strong effort to ensure that all students achieve proficiency in mathematics, especially Algebra 1.

Many of these needs can be addressed through efforts to ensure that classroom instruction allows opportunities for physical movement, and for students to use

the kinesthetic learning modality. It is also important for teachers to use many of the strategies in specially designed academic instruction in English (SDAIE). This methodology places a strong focus on ensuring that students develop strong vocabulary skills. There is also a strong emphasis on reading comprehension and the development of writing skills.

It is extremely important to address attitudes. As students become older, they frequently become more at-risk for low achievement and failure. This occurs if they have not gained a firm mastery of basic skills in reading, writing, and mathematics. It also occurs if they come from a family and community environment that has been unstable. Students need constant encouragement as they get older. This means they need adults at school who will believe in them and work with them to achieve success. They also need to feel the hope that they can have a successful future.

- k. **Performance Plan.** A performance plan to bring about sustained improvements in student achievement has been developed to improve learning in English language arts, mathematics, social studies, and science. Please see Appendix F for the details of this plan.

A-3. Applicant Team Analysis: *Provide evidence of the team's ability to successfully manage the academic operations of a school. Describe how your team is well-suited to meet the academic needs of the student population. All applicant teams, including internal schoolwide teams, just provide school-level data by completing the Applicant History Data Sheet.*

Teacher teams applying independent of a school and therefore unable to provide relevant school-level data must provide other evidence of past performance by providing individual information such as performance data on student growth, achievement in math and English language arts, etc. Teacher teams may also discuss specific programs, projects, or individual teaching assignments conducted by team members and their impact on student achievement.

Local district teams, network partners, and charter organizations already managing at least one school should also provide evidence of the team's capacity to successfully manage the academic operations at multiple schools. Include school-level data for existing campuses, showing student performance and academic gains.

All applicants should also address the following questions: (1) What does it take to be successful in either a turnaround or a new school environment, and (2) why is your team well-positioned to do this work?

- a. **Record of Improvements at Local District 7 High Schools.** The administrative and instructional staff of Local District 7 provides leadership to the following high schools: Fremont High School, Hope Continuation School, King-Bethune Medical Magnet High School, Johnson Community Day School, Lanterman High

School, Riley Cyesis High School, Rodia Continuation School, and Youth Opportunities Unlimited Alternative High School. The Academic Performance Index growth scores of the schools during the last five years show steady improvements.

South Region High School #2 is also served by Local District 7. This campus has four independent, pilot schools sharing the same site. It features a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School.

It is important to note that every school experienced a double-digit improvement in its API score during the 2010-2011 school year. The average improvement in API scores of all high schools was ninety points over five years, for an average improvement of eighteen API points per year. Additional information on student achievement in Local District 7 high schools is available in Appendix C.

Local District 7 High Schools API Scores						
School	2007	2008	2009	2010	2011	Change
Fremont High School	492	516	524	552	571	+79
Hope Continuation School	433	517	465	478	526	+103
Johnson Community Day School	N/A	N/A	N/A	N/A	407	N/A
King-Drew Medical Magnet H.S.	707	704	727	755	769	+62
Lanterman Special Education H.S.	651	602	793	800	916	+265
Riley Cyesis High School	442	529	573	464	493	+51
Rodia Continuation School	566	478	537	358	528	-38
SRHS#2, Communications and Tech.	N/A	N/A	N/A	N/A	N/A	N/A
SRHS#2, Green Design	N/A	N/A	N/A	N/A	N/A	N/A
SRHS#2, Performing Arts	N/A	N/A	N/A	N/A	N/A	N/A
SRHS#2, Public Service	N/A	N/A	N/A	N/A	N/A	N/A
Youth Oppor. Unlimited Alt. H.S.	497	482	538	549	605	+108
Average Scores	497	482	538	549	605	+90

- b. Local District 7 Leadership.** The improvements in student achievement at Local District 7 high schools have come about because of effective leadership provided to principals and strong support provided to teachers from the Local District 7 instructional staff.

Dr. George J. McKenna III, Superintendent, has served as an assistant superintendent, deputy superintendent, and superintendent in the Inglewood Unified School District, the Compton Unified School District, the Pasadena Unified School District, and the Los Angeles Unified School District. He served as a teacher at Jordan High School, and an assistant principal at Foshay and Dorsey high schools. For ten years he served as principal of Washington Prep High School, where he facilitated a turnaround that significantly improved academic achievement, graduation rates, and the rate of students going on to college. These improvements are documented in the movie *Hard Lessons: The*

George McKenna Story, released in 1986. He holds a doctorate in education from Xavier University.

Nanetta Arceneaux, Administrator of Instruction, served as an assistant principal and principal at 92nd Street Elementary School. During her tenure the student achievement scores improved significantly. In 2005 the school had the second highest gain on its Academic Performance Index (API) in the entire the Los Angeles Unified School District. In 2006, 2007, and 2008 the school's API score exceeded all growth targets set by LAUSD and the State of California. In 2008 the school achieved an API of 781, with 40 percent of the students reaching proficiency in English language arts, and 70 percent achieving proficiency in mathematics. The percentage of English learners reclassified as fluent English learners reached 25 percent. From 2009 to 2011 Ms. Arceneaux served as a director of elementary support services in Local District 7. She holds a master's degree in education from Pepperdine University.

Dr. Russ Thompson, Director/Principal Leader, began his career as an English and reading teacher at Bret Harte and Gompers middle schools. He served as an assistant principal at Roosevelt, Locke, and Westchester high schools. He then went on to become the principal of Van Nuys, Leuzinger, and Gardena high schools. Two of the schools where he served as principal, Leuzinger High School and Gardena High School, required major turnaround efforts. During his tenure at Leuzinger, the Academic Performance Index (API) improved from 437 to 519 over four years, an average growth of 20 points a year. The API at Gardena rose from 484 to 591 over four years, an average yearly growth of 26 points per year. These improvements have been documented in the book *Steady and Strong: People Skills for Principals*. He has a doctorate in education from UCLA.

Dr. Earl Barner, Interim Principal of Augustus Hawkins High School and South Region High School #12, began his career in education as a science teacher at Washington High School. He served as an assistant principal at Washington High School, Mann Middle School, Clay Middle School, Sherman Oaks Center for Enriched Studies, and Mount Vernon Middle School. He was then assigned as principal of Burroughs Middle School and Los Angeles High School. From 1999 to the present he has served as a professor of education at National University. He holds a doctorate in education from the University of La Verne.

Reginald Brookens, Secondary Math Specialist, has served as a mathematics teacher at Audubon Middle School, Locke High School, and Fairfax High School. He was a math instructional coach at Muir Middle School. He was also a professional development facilitator in mathematics for the LAUSD Office of Instruction. He serves as an adjunct professor specializing in math instruction at the USC Rossier School of Education and California State University, Dominguez Hills. He holds a master's degree in education from California State University, Northridge.

Elmer Choe, Response to Instruction and Intervention Expert, served as a special education teacher, department chairperson, testing coordinator, GATE coordinator, and data coordinator at Bethune Middle School. His current responsibilities include providing professional development to teachers and using student achievement data to assist schools in raising student achievement. He holds a master's degree in education from California State University, Dominguez Hills.

Christopher Downing, Director/Principal Leader, is responsible for parent, family and community engagement in Local District 7. He served as a teacher, mentor teacher, Title I Coordinator, and assistant principal at Manchester Avenue Elementary School. He then went on to become principal of Ambler Avenue Elementary School. He served as an administrator of the Parent Community Services Branch, where he was responsible for improving parental engagement across the school district. He spent seven years with the Specially Funded Programs Branch, where he served as a specialist, coordinator, assistant director, and administrative coordinator. He also served four years as chairperson of the California State Board of Education, Title I Committee of Practitioners.

Dr. Cecilia Duenas, Strategic Support Coach, served as a science teacher at Washington Prep High School and Santa Monica High School. She was also assigned as an assistant principal at Santa Monica High School. She has been with Local District 7 as a mathematics and science coordinator, data coordinator, and strategic support coach since 2001. She is an adjunct professor at the USC Rossier School of Education and California State University, Dominguez Hills. She holds a doctorate in education from UCLA.

Sonia Flores, English Language Development / Access to Core Expert, began her career in education as a teacher at Main Street Elementary School. She has served as a curriculum intervention specialist with the LAUSD Office of Instruction, and an instructional coach and teacher at Los Angeles Academy Middle School. Her current responsibilities include the coordination of Local District 7 English language development programs, and providing professional development throughout the local district. She has a master's degree in education from California State University, Los Angeles.

Taneda Hailey, Response to Instruction and Intervention Expert, served as an English teacher, language arts literacy coach, BTSA support provider, AVID co-coordinator, and English Department chairperson at Foshay Learning Center. Her current responsibilities involve providing professional development, working with teacher teams, and implementing RTI² at Local District 7 secondary schools. She holds a master's degree in education from California State University, Dominguez Hills.

Mary Jackson-Freeny, Intervention Dropout Recovery Advisor, has served as an adoptions social worker with the Los Angeles Department of Children and

Family Services, and an administrator with the LAUSD Pupil Services Division. She is currently responsible for providing support to schools in the implementation of intervention programs. She has a master's degree in social work from USC and a master's degree in education from California State University, Dominguez Hills.

Daryl Narimatsu, Director/Principal Leader, is responsible for all middle schools in Local District 7. He began his career as a Spanish teacher at Jefferson High School in 1983. In 1992 he began teaching at Carson High School. He served as an assistant principal at Manual Arts High School. He was then assigned as an operations coordinator in Local District 7. He was principal of Bethune Middle School from 2003 to 2009. During that time the Academic Performance Index (API) rose 121 points in six years. In addition, Bethune was the first middle school in Local District 7 to achieve an API of 600. Mr. Narimatsu holds a master's degree in education from CSU Dominguez Hills.

Roxann Roque, Parent Community Facilitator, provides support to increase parent involvement at schools throughout Local District 7. She organizes parent engagement workshops and provides information to parents on LAUSD instructional programs. She provides information to parents on how they can provide support at home to improve learning. She assists principals in increasing parent involvement. She also facilitates the involvement of parents in school governance councils. She has a bachelor's degree in psychology from California State University, Dominguez Hills.

Laurice (Penny) Sommers, Counseling Coordinator, served as a teacher at Franklin Avenue School, 49th Street School, and the Los Angeles Center for Enriched Studies (LACES). She was a counselor and college counselor at LACES, Hamilton High School, and Fremont High School. She was also an assistant principal at King-Drew Medical Magnet and Fremont High School. She has served as a coordinator for college partnerships and curricular enrichment for the LAUSD Office of Instruction, and a senior educational manager for The College Board. She holds a master's degree in counseling and guidance from Loyola Marymount University.

Xochitl Vazquez, English Learner Specialist, began her career in teaching at Lincoln Elementary School in the Long Beach Unified School District. She then moved to the Los Angeles Unified School District and served as a teacher at Liberty Boulevard Elementary School and Walnut Park Elementary School. She also served as a secondary master plan coordinator, intervention coordinator, and transition program coordinator at Nightingale Middle School. She holds a master's degree in education from California State University, Dominguez Hills.

Preston Williams, Instructional Technology Applications Facilitator, served as a teacher with the Los Angeles Unified School District in physical education, health, and computer literacy. He was a student information systems coordinator

at Drew Middle School, and an instructional technology applications facilitator with the LAUSD Technology Branch. He serves as an associate professor in computer information systems for the California University of Management and Sciences. He holds a master's degree in education from California State University, Dominguez Hills.

- c. **Building a Successful Learning Environment at a New School.** Creating a successful new school is a task that takes expertise, dedication, and persistence. It is also necessary for the people leading the effort to have experience in managing and creating successful schools.

First, there must be a strong master schedule to ensure that students receive the classes they need to graduate and be prepared for college. Class sizes must be balanced. Supplemental courses in English and mathematics must be offered to ensure that students have the basic skills to be academically successful. Enrichment classes and appropriate electives are also needed.

An effective discipline system is required to ensure high levels of student conduct. Standards of behavior must be clear to students, parents, and school staff. A well-planned system of consequences and positive incentives is needed to ensure high standards of punctuality and classroom conduct. There must be a no-nonsense attitude with high expectations of all students. Suspension should be used only as a last resort.

Administrators must observe in classes every day and provide teachers with feedback to ensure high levels of instruction and continual improvement. The school must also have professional learning communities for teachers to analyze student achievement data and share best practices.

Classroom instruction must be standards-based, well-planned, rigorous, and bell-to-bell. Teachers must use effective methods to check for understanding that involve all students. They must also relate their subject matter to applications in real life and help students develop thinking skills.

The culture of the school must be friendly, welcoming, and motivating. Teachers and staff members must care about students and be willing to do extra to help students succeed. Classroom environments must be positive, with interesting subject-matter displays and displays of student work. Teachers must also make frequent contact with parents to discuss student progress and provide support.

An effective extra-curricular program, including sports and student activities, is also needed to create an effective school environment. Such activities are important because they create interest in school and provide learning opportunities that are not possible in classrooms.

- d. **Successful Opening of South Region High School #2.** This school opened

successfully in September 2011 under the leadership of Local District 7. The campus is organized as four independent pilot schools sharing the same campus. There is a Public Service Community School, a Communications and Technology School, a Green Design Community School, and a Performing Arts Community School. Each school has its own small-school principal responsible for the instructional program.

A fifth principal, classified as an operations principal, is responsible for schoolwide non-academic duties. These duties include campus supervision, schoolwide discipline, facilities, food services, athletics, physical education, and student activities.

Organization of the school in this manner has made it possible for each of the four small-school principals to place a very strong focus on the instructional program, because they do not have to be concerned with school operations.

A key element of the instructional program is the school's eight-period alternate-day bell schedule. This schedule makes it possible for students to be enrolled in eight classes per semester instead of six. As a result, all students can be enrolled in supplemental courses in English and mathematics.

This schedule, which is the same as the one used in the successful restructuring of Fremont High school, is expected to bring about similar improvements in student achievement levels. It is also expected to significantly improve the graduation rate, as well as bring about an improvement in the number of students who are prepared for college. The school enrolls 1,255 students in grades nine through eleven, with a twelfth-grade class being added next year.

Organization of the South Region High School #12 campus in this way will bring together the benefits of small schools with the benefits of the sports and activities programs that are available on campuses of comprehensive high schools. The most important benefit is that the small-school principals will be able to place a very strong focus on classroom instruction because they will not be distracted by the need to take care of school operations.

- e. **The Ability of Local District 7 to Lead this Work.** The administrators and instructional support staff members of Local District 7 have established a successful track record of assisting schools and bringing about continued improvements in student achievement. The support and guidance provided by these staff members has made it possible for the high schools in Local District 7 to see an average improvement in their Academic Performance Index of eighteen points per year over the past five years.

These improvements have come about because of effective leadership provided to principals by the administrative support team. The work of the Local District 7 instructional support staff to provide staff development to teachers has also been

instrumental in the improvements. These efforts have been focused on helping all students learn at high levels in every classroom.

- A-4. *Informational Summary:*** *(Please attach as appendix. Limit four pages for English. Spanish and other translations may exceed the limit.) Create a document using parent-friendly language that briefly highlights key components of your proposal. Your narrative should address the questions listed below.*

A version of this document will likely be shared with parents and community members at applicant team presentations held during the advisory vote recommendation period. Please attach a copy of the summary in English, one in Spanish, and (if applicable) a version in any other primary language spoken in the majority of the homes in the community you will serve.

Please see Appendices M and N for summaries highlighting key components.

B. INSTRUCTIONAL PLAN

The Instructional Plan is what will guide your implementation from year to year. This section is divided into three subsections: (1) Unwavering Focus on Academic Achievement; (2) School Culture, Climate, and Infrastructure; (3) Leadership that Supports High Achievement for Students and Staff.

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

- a. ***Instructional Program:*** *Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.*

Teachers will incorporate five essential elements into all of their teaching to ensure that students are learning at high levels and create a strong foundation to help all students achieve at high levels. This framework meets the needs of students by improving literacy skills, building math skills, and connecting classroom instruction to the real world. Improving thinking skills is also an important part of this framework.

First, teachers will create an engaging learning environment in their classrooms with interesting subject-matter displays and displays of student work. Subject-matter displays are important, because they reinforce learning and demonstrate that the teacher is committed to teaching the subject. Displaying student work is important, because it reinforces learning and provides examples of success.

Second, there will be effective discipline with high standards of student conduct in every classroom. This is essential in creating a purposeful learning environment, where teachers can concentrate on teaching, and students can concentrate on learning. Teachers will receive training in providing positive behavior supports and communicating effectively with parents. There will also be a schoolwide detention system, with effective record-keeping and follow-up to ensure that students serve detention.

Third, there will be a very strong effort to ensure that all teaching is standards-based, well-planned, rigorous, and bell-to-bell. Teachers will be required to post each day's learning standard in big letters that students can read from their seats. At the beginning and end of each class, students will be called upon to read the standard and explain why it is important. Research reported by Robert Marzano (*What Works in Schools: Translating Research into Action*) and Mike Schmoker (*Focus: Elevating the Essentials to Radically Improve Student Learning*) indicates

that the most important factor in student learning is the curriculum that is actually taught by the teacher. Teachers will maximize academic achievement in every classroom by ensuring that all learning activities are standards based and that students are engaged at high levels.

Fourth, teachers will use effective methods to check for understanding in a way that involves all students. This means calling on all students, not just those who raise their hands. It also means circulating around the classroom to observe students as they are working, providing pair-share activities for students to discuss with each other what they are learning, and asking students to use hand signals to indicate their level of understanding. Students cannot learn at high levels if they are not focusing on instruction. And teachers cannot teach well if they do not know whether students understand the material they are presenting. Teachers must check for understanding constantly, and all students must be truly engaged in learning for the entire class period.

Fifth, teachers will connect their teaching to real-life applications and continually help students develop their thinking skills. Connecting instruction to real life is necessary so that students gain deeper content knowledge and truly understand the importance of what they are learning. Without this element, students can become lost because they do not understand the big picture about what they are being asked to learn. It is also important for teachers to constantly reinforce thinking skills. Students must learn how to apply what they have learned. They must also improve their ability to analyze, synthesize, and evaluate.

A very important element in the improvement of student achievement is the structure of the school. The following structures will be in place to help all students learn at high levels.

In addition to the four small-school principals, there will be an operations principal for the entire site who will focus on the schoolwide, non-academic needs of the school. This will include campus supervision, discipline, athletics, physical education, student activities, facilities, and food services. Funding for the position will be shared by each of the small schools. Working directly under the operations principal will be a dean/athletics director and a dean/activities coordinator. Funding for these positions will be shared by each of the small schools. The operations principal and the small-school principals will be directly supervised by the instructional director.

In a traditional high school, the principal is often distracted from paying attention to classroom instruction because of the necessity to provide effective school operations. The operations positions are essential, because they allow the small-school principal to focus on teaching and learning. This model is currently being implemented with success at South Region High School #2.

Another key element in this structure is that each of the separate schools on the

site will be independent and small. During the first year the projected enrollment at each small school will be 300 students. For the second year and each year thereafter, the enrollment is projected to be 375 students. This smallness will improve personalization and create a sense of family so that students feel a genuine sense of belonging to their school. This will foster long-term relationships between teachers and students. It will also create close, long-term relationships between teachers and parents.

The small size of each school will also enable each principal to do a much better job of supporting classroom instruction. During the first year, each school is projected to have ten regular teachers and two special education teachers. The small number of teachers in each faculty will make it possible for the small-school principals and teachers to work much more closely together than is possible in a large school. This will improve supervision of instruction.

Implementation of an advisory period will help teachers create long-term, close connections with students and get to know them well. Advisory teachers will also communicate frequently with parents to provide support.

- b. *Core Academic Curriculum:*** *Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally relevant, will meet the diverse learning needs of the student population you will serve, and address the California State Standards. Discuss how the school will weave community, work-based, and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.*

Instruction will be built around the Los Angeles Unified School District graduation requirements and the University of California A-G Requirements. The goal will be for all students to learn at high levels, meet all requirements for graduation, and become fully prepared for college.

In addition to the core courses that students will take in English language arts and mathematics, they will also take supplemental courses in those subjects to ensure they achieve mastery. This will give them a double dose of instruction in language arts and math. This is the most important academic need of the students who live in the area, as indicated by scores on the California Standards Tests. Core courses and supplemental courses in English language arts and mathematics during the first year will include the following:

Core Courses	Supplemental Courses
English 9A	Academic Literacy 9A
English 9B	Academic Literacy 9B
English 10A	Academic Literacy 10A
English 10 B	Academic Literacy 10B
Contemporary Composition (11)	Writing Seminar A
American Literature and Composition (11)	Writing Seminar B

Core Courses	Supplemental Courses
Algebra 1A	Transitions Advanced Math A
Algebra 1B	Transitions Advanced Math B
Algebra 2A	Math Tutorial Lab A
Algebra 2B	Math Tutorial Lab B
Geometry A	Geometry Foundations A
Geometry B	Geometry Foundations B
Math Analysis A	Trigonometry / Math Analysis A
Math Analysis B	Trigonometry / Math Analysis B

To further increase opportunities for students to achieve success in mathematics, students will retake classes of the same level immediately during the next semester if they do not achieve a passing grade. For example, a student who does not pass Algebra 1A during the fall semester will retake Algebra 1A during the spring semester. And a student who does not pass Geometry B during the spring semester will retake Geometry B during the following fall semester. The master schedule of the school will be adjusted each semester to make this happen. All of the core courses and electives necessary for LAUSD graduation and the University of California A-G requirements will be offered. These will include:

Graduation and A-G Requirements	
English	English 9, English 10, American Literature, Contemporary Composition, Expository Composition, Modern Literature, Speech, AP English Language, AP English Literature
ESL	ESL Beginning 1A, ESL Beginning 1B, ESL Intermediate 2A, ESL Intermediate 2B, ESL Advanced 3, ESL Advanced 4
Mathematics	Algebra 1, Geometry, Algebra 2, Math Analysis, Trigonometry/Math Analysis, AP Statistics, AP Calculus
Science	Biology, Chemistry, Physics, AP Biology, AP Chemistry, AP Physics
Social Studies	World History, U.S. History, Principles of American Democracy, Economics, AP US History, AP World History
World Languages	Spanish 1, Spanish 2, AP Spanish Language, AP Spanish Literature, Mandarin 1, Mandarin 2, Mandarin 3
Physical Education	Advanced Physical Education 1, Advanced Physical Education 2, Adapted Physical Education, Aerobics, Body Dynamics, Auxiliary Cheer, Tennis, Track and Field, Basketball, Soccer, Softball, Volleyball, Baseball, Cross Country, Football

Graduation and A-G Requirements	
Life Skills	Advisory Life Skills
Health	Health
Visual and Performing Arts	Introduction to Art, Art History, AP Studio Art, Design, Choir, Beginning Band, Instruments, Advanced Band, Keyboards, Beginning Dance/Choreography
Business Careers	Business Management, Financial Planning, Budget Maintenance, Banking, Workplace Social Skills
Entertainment Careers	Filmmaking, Jazz Dance, Stage Design, Photography, Music Technology
Health Careers	Exploring Health Careers, Medical Terminology, Hospital Occupations, Physiology, Biomedical Technology
Technology Careers	Digital Imaging, Web Design Fundamentals, Robotics, Explorations in Computer Science, AP Computer Science

As a way to connect their learning to the real world, all students will be required to complete an off-campus service learning project. This is a graduation requirement of the Los Angeles Unified School District to help students understand the importance of what they are learning and apply their knowledge to situations in real life.

The eight-period alternate-day bell schedule will be implemented to bring about higher levels of student achievement and increase matriculation and graduation rates. In this schedule, students are programmed into eight classes per semester. They attend four classes each day on an alternate-day cycle. The length of each class is 81 minutes. In addition, teachers receive an 81-minute conference period every day.

Sample Course Schedule, Eight-Period Alternate-Day Bell Schedule							
Odd Days				Even Days			
Per	Room	Course	Teacher	Per	Room	Course	Teacher
1	124	English 9	Jones	2	124	Academic Literacy 9	Jones
3	212	Algebra 1	Smith	4	212	Transition Adv. Math	Smith
H	120	Advisory	Mendez	H	120	Advisory	Mendez
5	Gym	Adv. PE 1	Clark	6	111	Drawing	Thomas
7	302	Spanish 1	Perez	8	321	Biology	Garcia

All students are enrolled in supplementary classes in English and math. This makes it possible for students to receive instruction in those subjects every day of the school year for 81 minutes a day.

Students earn eighty credits per year. This has a positive effect on graduation rates, because students can only earn sixty credits per year in a six-period traditional schedule. Students are enrolled in core academic classes for the entire school year, which provides an effective structure to raise scores on the California Standards Tests.

Because class periods are longer than in a six-period school day, teachers have enough class time to teach project-based lessons. For example, with an 81-minute class period, science teachers can do a much better job of providing lab activities.

Ninth and tenth graders meet the State of California physical education requirements by receiving 400 minutes of physical education during each ten-day cycle for the entire school year.

A drawback of the eight-period alternate-day bell schedule is that class sizes increase by four students per class when compared to a six-period day. This happens because one-sixth of the teachers have a conference period during each period in a six-period bell schedule, while one-fourth of the teachers have a conference period during each period in a four-period bell schedule.

Overall teaching loads, however, are more reasonable with an eight-period alternate-day bell schedule. In a six-period bell schedule, a typical teacher has five classes to teach each day, 170 students with papers to check, and a 55-minute conference period. In an eight-period alternate-day bell schedule, a typical teacher has three classes to teach each day, 114 students with papers to check, and an 81-minute conference period every day.

- i. ***Curriculum Development.*** *(If applicable) Describe the curriculum development process. In the appendix, attach a timeline that outlines plans to develop curricula for the school.*

There were three steps in the curriculum development process. First, graduation and A-G requirements were identified to ensure that students will receive the necessary classes to graduate and be fully prepared for college.

Second, intervention courses were identified to correspond with the core classes in English and mathematics. These classes are electives that will reinforce core instruction and improve student achievement.

Third, electives courses were identified to reinforce the career theme of the school and meet University of California A-G requirements. They were selected from the existing LAUSD course list.

- ii. ***Management of Multiple Schools.*** *For network partners and charter*

schools, describe the organization's role in developing curricula for the schools you currently manage. Describe how the curriculum is or is not aligned across schools. If you are not currently managing schools, define what this process will look like.

Not applicable.

- c. ***WASC Accreditation:*** *Explain how the school will meet A-G requirements and outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

The curriculum of the school will be built around the LAUSD graduation requirements and the University of California A-G requirements. Ninety-five percent of the courses offered by the school will meet these requirements.

The Western Association of School and Colleges (WASC) will be contacted immediately after approval of this plan. Arrangements will then be made for a two-member, one-day visit to the school during the spring semester of 2013. Instructions in the WASC Initial Visit Procedures Manual will be followed.

If the school receives initial accreditation, the following phrase will be approved for use on student transcripts: "Accredited by the Western Association of Schools and Colleges." The school will be eligible to apply for full accreditation during its third year.

If the school is granted candidacy for accreditation, it will submit a one-year progress report to WASC addressing recommendations that were made during the initial visit. The following phrase will be approved for inclusion on student transcripts: "Approved Candidate for Accreditation, Western Association of Schools and Colleges." The school will be eligible to apply for full accreditation during its third year.

- d. ***Addressing the Needs of All Students:*** *Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of all students, including students with special needs, students of poverty, students with disabilities, gifted students, English learners (ELs), and standard-English learners (SEs), and young children ages 0-5.*

Care will be taken to create an instructional framework that meets the needs of all students. This will include English learners, standard-English learners, students with learning disabilities, and gifted students. There will also be a concerted effort to counteract the effects of poverty.

To meet the needs of English learners and standard-English learners, teachers will place a strong emphasis on developing literacy and helping students become proficient in the use of academic language. This will include activities to improve

reading comprehension and develop vocabulary skills. There will be a strong focus on improving the ability of students to express ideas in speech and writing. There will also be a strong emphasis on helping students improve their listening skills.

Teachers will use specially designed academic instruction in English (SDAIE) to ensure that English learners gain full access to the core curriculum. Teachers will create well-designed lesson plans that include content and language objectives. They will also use culturally relevant literature.

Students with learning disabilities will be mainstreamed as much as possible to receive the same instruction as students in the regular program. A focused effort will be made to identify all gifted students and ensure they receive the services that are necessary to be challenged academically and achieve success.

Poverty is a serious problem in Local District 7, with seventy-one percent of the students classified as economically disadvantaged. The effects of poverty include anxiety, insecurity, low self-esteem, depression, poor nutrition, and other serious issues. The high crime rate in many neighborhoods is another serious problem that makes it difficult for students to concentrate on school. These deterrents cause many students to lose hope, give up on themselves, and quit trying.

To combat this situation, teachers will be asked to create positive environments in their classrooms that are motivating and uplifting. They will be encouraged to provide certificates and other awards to students in recognition of effort and improvement. Advisory teachers, in particular, will be asked to monitor student progress carefully and call home whenever students are absent.

There will be a strong effort schoolwide to provide extra-curricular activities so that students can be in a positive environment after school hours. Culturally relevant instruction will be implemented in classrooms to connect students with school and help them feel a sense of pride. Students will receive awards for high attendance, effort, and improvement to build positive attitudes and help them feel a sense of hope.

Providing the eight-period alternate-day bell schedule will help students to improve their skills in language arts and mathematics, because they will take supplemental classes in those subjects in addition to the core classes. The schedule also improves matriculation rates, because students are able to retake classes quickly if they do not achieve success the first time.

- e. ***Vertical Articulation:*** *Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.*

It will be especially important to have effective articulation with the feeder middle

schools and the high school, especially during the first year. The small-school principal and counselor will be hired as quickly as possible after approval of this plan so that there is close communication with the feeder schools to ensure that students are programmed properly into their classes. Computer systems will be fully installed so that available student records can be transferred electronically. Construction of the master schedule will also begin right away to ensure that students receive the proper classes.

The small-school principal will also establish a working relationship with the nearby adult-school principal. This will make it possible for students to take supplemental courses. Additional classes for parents will also be possible.

- f. ***Early Care and Education:*** *If you will provide services for teen parents and/or early care and education, discuss how you will address the needs of young children (ages 0-5) and their families. If the school site does not offer such services and you plan to include it as part of your school, discuss how you plan to initiate and implement early learning on your campus.*

Not applicable.

- g. ***Service Plan for Special Education.*** *Explain how the school will implement and monitor the special education compliance processes, as well as instruction, including assessment, individualized education plans (IEPs), and the provision of special education support and services utilizing the District's Special Education Policies and Procedures Manual, as required by the Modified Consent Decree. Include the Special Education Service Plan in the appendix.*

A bridge coordinator, school psychologist, and office technician under the leadership of one of the small-school principals will function on a schoolwide basis to provide support for the special education program. A resource specialist program (RSP) and a special day program (SDP) will be implemented in each small school to serve students with special needs.

Students in the RSP program will be mainstreamed into classes in the regular program. RSP teachers will travel to those classes to provide individual instruction and necessary services. They will monitor student progress carefully and work closely with teachers to ensure that all students achieve success. They will also communicate frequently with parents.

Students in the SDP program will be scheduled into classes taught by SDP teachers for English, math, science, and social studies. Students will be mainstreamed for their other classes. SDP teachers will watch student achievement levels carefully and provide interventions as needed to ensure that students achieve success.

The LAUSD Support Unit Central-West will be contacted soon after this plan is

approved to begin the process of ensuring that students with special needs receive the necessary instruction and special services. This unit will identify the students who will be attending the school and assist with arrangements for the hiring of special education teachers to meet their needs. Please see Appendix P for a detailed description of the special education plan.

B-2. Professional Development

- a. *Professional Culture:*** Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.

All teachers will create positive and motivating classroom environments that are interesting and engaging, with subject-matter displays and displays of student work. Teachers will provide achievement certificates and other awards to students as a way to recognize their efforts. They will communicate with parents by telephone whenever students are absent and whenever there are concerns about academic achievement. They will also call parents to report improvements and positive efforts.

Teachers will be expected to work collaboratively with their colleagues in the effort to constantly improve student achievement. This will primarily involve working with other teachers in professional learning communities on banked-time Tuesday mornings. During these meetings, teachers will share their achievement data and talk about student work. They will also discuss best practices that have helped to improve student learning. The key element is that they will not be separated from each other working in isolation. They will be working with other professionals in a collaborative manner to improve learning.

- b. *Professional Development:*** Describe what effective professional development will look like at your school. Identify the school's goals and strategy for ongoing professional development. How are professional strategies tied to the goals identified in Section A and the specific needs of the population? In the appendix, attach a tentative professional development schedule that illustrates your allocation of time for professional activities throughout the year. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with the professional development schedule.

There will be a very high priority on providing teachers with quality professional development to help them improve student achievement. This will begin during the summer, with an anticipated ten days of professional development provided by the school district. Teachers will also participate in professional development activities every Tuesday morning.

Subject-matter professional development will be provided to teachers on improving reading skills and helping students become better writers. Improving student engagement is another priority, and staff development will be provided to

teachers on checking for understanding in ways that involve all students, not just volunteers. Standards-based instruction will be highly emphasized, and teachers will work collaboratively to choose essential standards and develop instructional strategies to help students learn at higher levels. Teachers will also receive professional development on relating subject matter to the real world and building thinking skills.

Professional development will be provided by District instructional staff to improve classroom instruction and student learning. Implementation of the Common Core State Standards is scheduled for 2014, and efforts will begin during the summer of 2012 to familiarize teachers with the new standards and help them begin the planning process to implement them. The Common Core State Standards place a very high emphasis on the development of thinking skills and the use of those skills in real-life situations. Although there are fewer standards than the California Content Standards, the Core standards are taught in greater depth to ensure higher levels of learning.

Members of the Local District 7 instructional staff will also visit classrooms and provide instructional coaching. Please see Appendix F for a complete schedule of professional development activities.

- i. ***Management of Multiple Schools:*** Discuss the role of the local district in providing professional development for schools and campuses across the portfolio.

Local District 7 provides staff development throughout the school year to teachers in its elementary, middle, and high schools. The following sessions have recently been provided: Algebra for All, the Common Core State Standards, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), California Treasures Reading Program, Effective Practices in Mathematics, Algebra I Content Standards, Geometry Content Standards, Geometry Content Standards, Pre-Calculus Content Standards, LAUSD Comprehensive Assessments, and Math Practices.

Local District 7 also schedules monthly staff development meetings for principals on topics such as improving classroom instruction, instructional supervision, the California Content Standards, the Common Core State Standards, effective mathematics practices, and effective practices to improve literacy. All of the principals are organized into professional learning communities where they meet together to discuss achievement data and share best practices. In addition, principal leaders work closely with principals at their schools to monitor classroom instruction and provide coaching in school leadership.

- c. ***Teacher Orientation:*** Describe the orientation program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed

curriculum, utilize effective instructional strategies, and differentiate instruction.

The school district is expected to provide funding for teachers in new schools to have ten days of professional development during the summer of 2012 to prepare for the upcoming school year. Teachers will receive instruction from District instructional support staff on effective teaching practices in English language arts, mathematics, and science. They will be introduced to the Common Core State Standards. Teachers will work to analyze student achievement data and develop strategic plans to improve learning. They will begin working together on learning teams. They will also receive information about the surrounding neighborhood and participate in a bus tour of the community.

- d. ***Professional Development Program Evaluation:*** *Describe how the professional development program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program may be modified to address areas of need that are identified.*

Teachers will provide feedback on all of the professional development provided to them. They will also have input on the planning process for professional development activities. The most important indicators of effective staff development will be the quality of classroom instruction and the level of student achievement that occurs. The small-school principal and the instructional director will visit classrooms frequently to observe the instructional process. Student achievement data will also be analyzed carefully to measure learning.

B-3. Assessments and Schoolwide Data

- a. ***Student Assessment Plan:*** *Describe the schoolwide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific formative and summative assessments that will be used, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school.*

Teachers will administer the LAUSD periodic assessments three times a year in English language arts, mathematics, science, and social studies. The scores from these periodic assessments will be analyzed carefully to determine the specific learning standards that have been mastered and standards that need a greater emphasis. Teachers will administer end-of-course examinations in algebra and geometry that will also provide information about mastery levels. The CAHSEE diagnostic test will be administered to students in grades nine and ten.

In addition to the periodic assessments, teachers will administer ten-question weekly progress-monitoring assessments that are targeted to key content standards. These assessments, which are made available through the LAUSD

Core K-12 website, provide teachers with timely feedback to make effective instructional decisions. Teachers will discuss this data on a weekly basis when they meet together in their professional learning communities. The schedule of assessments will be as follows:

Test	Administration Dates
California English Language Development Test (CELDT)	08/14/2012 to 10/19/2012
CAHSEE Diagnostic Test, Grade 10	09/19/2012 to 09/26/2012
Mathematics Periodic Assessment 1	10/10/2012 to 10/12/2012
English Language Arts Periodic Assessment 1	10/31/2012 to 11/02/2012
History / Social Science Periodic Assessment 1	10/31/2012 to 11/02/2012
Science Periodic Assessment 1	11/08/2012 to 11/13/2012
Mathematics Periodic Assessment 2	12/04/2012 to 12/07/2012
CAHSEE Diagnostic Test, Grade 9	12/11/2012 to 12/14/2012
History / Social Science Periodic Assessment 2	02/06/2013 to 02/08/2013
English Language Arts Periodic Assessment 2	02/13/2013 to 02/15/2013
Science Periodic Assessment 2	02/13/2013 to 02/15/2013
CAHSEE Exam, Grade 10 Census	03/12/2013 to 03/13/2013
Mathematics Periodic Assessment 2	03/13/2013 to 03/15/2013
California Standards Tests (CST)	04/09/2013 to 05/03/2013
California Alternate Performance Assessment (CAPA)	04/09/2013 to 05/03/2013
History / Social Science Periodic Assessment 3	04/10/2013 to 04/12/2013
English Language Arts Periodic Assessment 3	05/15/2013 to 05/17/2013
Algebra and Geometry End-of-Course Exam	05/16/2013 to 05/24/2013
Science Periodic Assessment 3	05/22/2013 to 05/24/2013

- b. *Graduation Requirements:*** Describe the graduation requirements. High schools only: If you plan to implement graduation requirements beyond A-G and District requirements, describe the proposed requirements, including how student progress will be measured to determine readiness to graduate.

Students will be expected to meet all LAUSD graduation requirements. These requirements are closely aligned with the University of California A-G requirements to ensure that students who graduate have taken the classes they need to be prepared for college. Please see Appendix I for a chart showing of the graduation requirements.

- c. *Data Collection and Monitoring:*** Describe the schoolwide data collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform programmatic and instructional decisions and address specific student needs, improve instruction, make adjustments to curricula and other school components, and inform professional development.

Data from all assessments, including the California Standards Tests, the California High School Exit Exam, the LAUSD periodic assessments, and the Core K-12 weekly assessments, will be available on the LAUSD MyData website. Teachers and the small-school principal will view this data and use it for making

instructional decisions.

When viewing results on the California Standards Tests, for example, school staff will be able to analyze the scores of individual students. They will also be able to look at scores for individual classes, as well as the entire school. This will guide them in determining content standards that need more emphasis. It will also help in the effort to provide strategic assistance to students who need extra help.

Detailed information will also be available on performance in specific content strands. Teachers and the small-school principal will use this data to identify strengths and weaknesses in the instructional program. They will use it in working with individual students to identify areas of need. They will also use it in planning staff development activities. In addition to data from assessments, MyData provides information on demographics, attendance rates, suspensions, subject marks, and progress towards graduation.

- i. ***Management of Multiple Schools:*** *For network partners, charter schools, and local district teams, describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school, campus, district, or network levels.*

The principal leader and the Local District 7 instructional support staff review performance data regularly to identify areas of need and provide strategic assistance to schools. This data is shared among all of the high school principals in Local District 7 when they meet as a professional learning community during their monthly principals' meeting. The information is also used in planning professional development. Principals are expected to examine this data frequently and be able to articulate achievement levels, strengths, and areas of need.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

- a. ***Description of School Culture.*** *Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.*

The school will have a purposeful learning environment with a culture of high expectations. Teachers will provide high levels of instruction and students will work hard to achieve at high levels. There will be a very strong emphasis on mastery of literacy skills, and instruction in mathematics will include projects where students use math in real-life applications. The small-school principal will

visit classrooms frequently and provide feedback to teachers on strategies to improve learning. Parents will visit the school frequently to provide support and observe in classrooms.

The campus will be disciplined and safe, with students wearing uniforms, arriving on time to their classes, and cooperating fully with their teachers. A full extra-curricular program will be offered, including student government, clubs, dances, and lunchtime activities. There will also be a full athletics program with teams in all major sports. The operations principal will work closely with students and staff members to ensure that all areas of the campus are supervised carefully. Students will enjoy going to the school and see it as a very positive part of their lives.

- i. ***Management of Multiple Schools:*** *For network partners, charter schools, and local district teams, include an explanation of whether and how the organization will transfer the culture of the existing schools/campuses under your management to the PSC school. How will the organization leverage current expertise within the existing network to accomplish this transfer?*

The small-school principals and the operations principal will begin working closely with the principal leader or instructional director immediately after they are selected. There will be a strong focus on all students achieving at high levels in every classroom, with a strong emphasis on improving achievement in English language arts and mathematics.

The emphasis on improving classroom instruction will be emphasized frequently to the new principals through the coaching they receive from their instructional director. It will also be communicated to the new principals during monthly principals' meetings.

- b. ***Student Support and Success.*** *Describe exactly what student success will mean at your school. What will you do to ensure students are successful?*

Structures will be in place throughout the school to encourage students to achieve at high levels and always do their best. On a monthly basis, students will be eligible to receive certificates from the principal for working hard and performing at high levels in their classes.

Schoolwide positive behavior supports will be implemented to recognize students for high levels of conduct. In addition to being posted in classrooms, student work will be posted in hallways and offices to recognize achievement and provide examples to students of successful efforts.

College posters will be placed in hallways and throughout the campus to create an atmosphere where students are thinking about higher education. Guest speakers

will be brought to the school to talk with students about achieving success and performing at high levels. Teachers will recognize success on a weekly basis by issuing achievement certificates. Parents will be invited to the school frequently to participate in activities.

- c. ***Social and Emotional Needs.*** Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis. Describe how the effectiveness of these programs will be measured.

The social and emotional needs of students will be addressed through individual and group counseling sessions. Counselors and advisory teachers will form close relationships with students to provide a sense of caring and security. Interactions between adults and students will reflect respect, caring, and cultural understanding.

Positive relationships among students will be encouraged through club activities and activities in classrooms that cause students to interact with each other. Participating in service learning is a requirement for graduation, and students will be encouraged to seek opportunities that provide assistance to people and help to improve the community. The main goal will be to help every student feel a sense of belonging to the school and caring about other people.

The effectiveness of these supports will be measured through satisfaction surveys completed by students in their advisory classes prior to five, fifteen, twenty-five, and thirty-five week progress reports. The effectiveness will also be gauged by the general mood of students throughout the campus and in classrooms.

- d. ***College and Career Readiness.*** Describe the specific programs that the school will provide to expose students to college and career opportunities, as well as support them to be successful in whichever pathway they choose.

Preparing students for college and providing them with information about careers will be an important priority. The counselor will provide students with information about college when meeting with students individually and in groups. The counselor will also present college information to students during visits to advisory classrooms.

A peer counseling program will be developed to create a team of students who will go to advisory classrooms and provide students with college information. College information will also be provided to parents during evening and Saturday meetings.

Funding for field trips will be solicited to provide visits to college campuses. Teachers will be encouraged to form a college club where students visit college

campuses on weekends. The counselor will also assist students with applying to college and seeking financial aid. Pictures of students and copies of college acceptance letters will be posted in hallways and offices to create college awareness.

Counselors will use email to maintain contact with students after they graduate. Former students who are attending college, participating in career training, or serving in the military will be invited back to the campus as guest speakers to talk about their experiences.

- e. ***School Calendar/Schedule.*** Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement. Attach a copy of the school calendar as well as the daily schedule for faculty and student.

There will be an eight-period alternate-day bell schedule. Students will attend even-numbered periods one day, and odd-numbered periods the next, as follows:

Regular Bell Schedule					
Period	Start	End	Passing Minutes	Period Minutes	Instructional Minutes
1 or 2	08:00	09:21	0	81	81
3 or 4	09:28	10:49	7	81	88
Advisory	10:56	11:21	7	25	32
Lunch	11:21	11:56	0	35	0
5 or 6	12:03	01:24	7	81	88
7 or 8	01:31	02:52	7	81	88
Total	N/A	N/A	28	N/A	377

Tuesday Staff-Development Bell Schedule					
Period	Start	End	Passing Minutes	Period Minutes	Instructional Minutes
1 or 2	09:30	10:28	0	58	58
3 or 4	10:35	11:35	7	60	67
Advisory	11:42	12:07	7	25	32
Lunch	12:07	12:42	0	35	0
5 or 6	12:49	01:47	7	58	65
7 or 8	01:54	02:52	7	58	65
Total	N/A	N/A	28	N/A	287

An important advantage of this bell schedule is that staff development is scheduled every Tuesday morning. This provides consistency and a stable pattern for teachers to participate in professional learning communities. By scheduling professional development in the morning, teachers are fresher and able to gain more from the professional development activities. Doing so also prevents conflicts that occur when teachers are involved in after-school extra-curricular

activities. Scheduling professional development in the morning is also much better for students, because they receive less free time in the afternoon to get in trouble.

The school will operate on the single-track LAUSD early-start traditional calendar. The first day of school will be August 14, 2012, and the final day will be June 4, 2013. Winter break is scheduled for December 17, 2012 through January 6, 2013. Spring break is scheduled for March 25, 2013 through March 29, 2013 (see Appendices G and H for complete calendars).

Class sizes will be set according to LAUSD staffing ratios, which currently average 38-to-one in grades nine through twelve. The master schedule of the school will be constructed very carefully to ensure that no class exceeds forty students.

- f. **Policies.** Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.

LAUSD Course Requirements for Graduation	
	Credits
English	40
College Preparatory Mathematics	20
Laboratory Science	20
Social Science	30
Visual and Performing Arts	10
Applied Technology	10
Health	05
Life Skills, Advisory, or AVID	05
Physical Education	20
Electives	70
Total	230

The school will follow all LAUSD requirements for matriculation between grades and graduation. Fifty-five credits will be required for matriculation to ninth grade, 110 credits to tenth grade, and 170 credits to twelfth grade.

Students are also required to complete a service learning project as one of the requirements for graduation. They must also pass the California High School Exit Exam (CAHSEE) in English language arts and mathematics. Please see Appendix I for a detailed listing of graduation requirements.

Students will be expected to conduct themselves at high levels. The following code of conduct will be in effect. The rules stated are aligned with all LAUSD policies. A well-structured detention plan with strong record keeping will be used as the primary consequence if students violate rules. Suspension will be used

only as a last resort.

<p style="text-align: center;">Student Code of Conduct</p> <p style="text-align: center;">Focus on Learning</p> <ol style="list-style-type: none">1. Attend school every day and be ready to learn at high levels.2. Dedicate two hours each night to homework and studying.3. Read for pleasure in a book each day.4. Show courtesy and respect to your teachers and fellow students.5. Set high goals for yourself and think about your goals every day. <p style="text-align: center;">Show Courtesy and Respect to All</p> <ol style="list-style-type: none">1. Wear your uniform (white-collared shirt and khaki pants) every day.2. Report to your classes on time.3. Keep your cell phone turned off and put away during school hours.4. Hats, markers, matches, and tobacco are not allowed.5. Refrain from displays of physical affection. <p style="text-align: center;">Be Responsible for Your Actions</p> <ol style="list-style-type: none">1. Tardiness, profanity, or failure to follow school or classroom rules will cause twenty-five minutes of detention.2. Failure to serve detention will result in a parent conference and/or additional disciplinary action.3. Serious offenses such as fighting, gambling, gang behavior, possession of drugs, or possession of a weapon will be grounds for suspension, citation, arrest, opportunity transfer, and/or expulsion.

B-5. Parent and Community Engagement

- a.** ***Background.** Describe the community you will serve. Include an analysis of the strengths, assets, values, and critical needs of the community. Discuss how the school aligns with community needs and expectations.*

The community surrounding the school is composed of single-family homes, apartments, small stores, and small businesses. Data from the United States Census indicates a median household income of \$22,000 per year. The unemployment rate during 2011 has averaged seventeen percent, compared to a nine percent unemployment rate nationwide. The percentage of residents living in poverty is forty percent compared to fourteen percent for the state of California.

Twenty percent of the adult males and eighteen percent of the adult females are high school graduates. Two percent of the adult males and two percent of the females have earned a college degree. Ten percent of the males and ten percent of the females have had no schooling.

The most serious problem in the community is the high unemployment rate, which has a terrible impact on people every day. There are critical needs for better and affordable housing, affordable child care, and safe places for children to play and interact with each other. There is a need for grocery stores that sell fresh food and restaurants that offer healthy eating choices. Health-care services, which have been cut drastically, are also a critical need.

Teachers, administrators, and classified staff will address these needs by working together to help all students learn at high levels every day. This means working together and striving to ensure that all students become proficient in all subjects. It also means providing encouragement to students and helping them gain positive attitudes.

- b.** ***Strategies.** Describe your team's history and experience serving this or a similar community. Explain the team's vision for engaging this community and the underlying theory that supports it. Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the school will provide for parents and guardians.*

Most of the members of the Local District 7 support team have chosen to work in the community for their entire career. As with all schools in Local District 7, the goal of the school will be to serve the community. The participation of parents will be actively sought to ensure they feel a sense of belonging to the school and have a strong voice in governance of the school.

The four small schools on the site will work together to operate a combined parent center. This will provide an easy way for parents to become involved in the school and work as volunteers. The center will be staffed by a parent resource liaison and provide information to parents on helping their children achieve at high levels, apply to college, and seek financial aid. Information about community resources and support for families will also be provided. Computers with Internet access will also be available to parents.

Written communications to parents will be sent home in English and Spanish. Parents will also receive weekly automated telephone calls to inform them of school events. Back-to-school night, open house, and parent conference nights will be held to foster strong communication between parents and teachers.

Parents who wish to volunteer in classrooms or on the campus will be welcomed. The LAUSD Parent Community Services Branch will assist parents in obtaining the necessary tuberculosis and criminal background screenings. Official identification badges will be provided to school volunteers.

Each small school on the campus will have its own School Governance Council. Members of each council will analyze student achievement data, read and discuss

educational research, and visit other schools to observe successful practices. The council will also make decisions on school policies, the elect-to-work agreement for certificated staff, and budgets. The council will meet once every month, and fifty percent of the members will be parents. The small-school principal will also meet with parents once a month in focus groups to listen to suggestions and hear concerns. Translation services will be provided at all of these meetings to ensure that all parents have a full voice.

The school will conduct parent and stakeholder elections for the governance council according to LAUSD guidelines. The school will also provide training to council members and ensure that parents have a full voice in the school governance process.

The Local District 7 Compensatory Education Advisory Committee (CEAC) will work in partnership with the school to conduct the Annual Title I Parent Meeting. Members of the District English Learner Advisory Committee (ELAC) will work with the school staff to advise and make recommendations on the following legally required topics: (1) advising the governance council on the development of the Single Plan for Student Achievement and those sections related to English learners; (2) assisting in the development of the school's needs assessment; (3) assisting in the development of the school's language census; and (4) assisting in the development of the school's efforts to make parents aware of the importance of regular school attendance.

- c. ***Key Community Partnerships.*** *Discuss the specific ways in which community members will be included in the ongoing success of the school. Describe the role of key community partnerships throughout the first five years of the school and explain: (1) how such partnerships will further the mission and vision of the school, and (2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, describe how you will develop and cultivate community partnerships with early education programs and stakeholders. Please do not include letters of support.*

Local District 7 maintains relationships with the Community Coalition, the Los Angeles Education Partnership, Community Mental Health Professionals, the Family Crisis Center, Community Build, Bradley Milken Family Services Center, and the Watts Labor Community Action Center. There are relationships with the Concerned Citizens of Los Angeles, the Brotherhood Crusade, Pandora, Triumph Learning, the Hubert H. Humphrey Comprehensive Health Children's Bureau of Southern California, Superior Markets, L.A. Works for School Beautification, the Los Angeles Police Department Boot Camp for Boys and Girls, the Boy Scouts, the Girl Scouts, and L.A. Care. Local District 7 also works closely with Los Angeles Southwest College, California State University at Dominguez Hills, and the California Institute of the Arts.

These organizations will be asked to support the school by providing services to

families and parents. They will also be asked to provide after-school activities to students. The Los Angeles Education Partnership has been asked to assist with staff development activities for teachers. These organizations will be asked to support the school by assisting in the effort to help all students achieve at high levels, particularly in English language arts and mathematics.

In most cases the outreach to these organizations will be coordinated by the operations principal. The small-school principal will also seek support from community organizations.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

- a. ***School Type.*** Briefly explain the rationale for applying to operate your school as a traditional, pilot, expanded school-based management model (ESBMM), network partner, affiliated charter, or independent charter school. Explain how you will handle the logistics and any challenges related to implementing a particular model, particularly if you will be transitioning the school from a different existing model.

Not applicable.

- b. ***School-Level Committees.*** Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making. Describe the process for gaining input from all stakeholder groups in making key decisions.

The decision-making body of the small school will be the School Governance Committee, which will fulfill the responsibilities of the School Site Council and the Shared Decision-Making Council in making decisions to improve student achievement. Meetings will be held once a month. During the meetings there will be discussions regarding achievement data. There will also be conversations about research and best practices to improve learning.

The School Governance Committee will have decision-making responsibility in setting the school's mission, vision, and goals; staff development programs; discipline policies; activity schedules; school equipment, and selected budgets. It will develop the Single Plan for Student Achievement. It will also provide the principal with yearly written feedback.

The committee will have eight members, consisting of two students, two parents, two teachers, one "other" school employee, and the small-school principal. All meetings will be open to the public. Students, parents, and teachers will be

invited to make presentations to the governance council to express their views. The council will also conduct surveys and solicit information from stakeholders.

The committee will elect a chairperson, a vice-chairperson, and a secretary. Decisions will be made by consensus. A vote will be taken if the committee deadlocks and is unable to reach consensus.

The election process will begin October 1 and conclude by October 31. Members will hold office from November 1 through October 31 of the following school year.

The school employees will be nominated and elected through a process involving all faculty and staff. There will be an initial meeting to explain the election process and the filing process for candidates. An additional meeting will be held for the candidates to give speeches. There will then be a voting process by secret ballot.

The parents and community members will be elected through a process as set forth in Bulletin 5430.0, Categorical Advisory Committees and School Site Councils. First, there will be an orientation meeting in which parents and community members are informed of the election process. There will then be a second meeting within ten days when voting will take place.

The student representatives will be elected through a school-wide process involving all students. Information will be provided to students during the advisory period describing the filing voting processes. An assembly will be held in which candidates will give speeches. An election will then be conducted in which all students will have the opportunity to vote via secret ballot.

- c. ***Governance Council.*** *Pilot schools only. Describe the composition of the Governance Council and the process for membership selection.*

Not applicable.

B-7. School Leadership

- a. ***Principal Selection.*** *Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision. Also describe the process that will be used to select the school leader. In the appendix, attach a formal job description of the principal.*

As soon as possible after this plan has been approved and selected by the superintendent, a personnel selection team shall be formed to select the principal. The team will be comprised as follows:

- i. Four teachers from the relieved schools, selected by the design team.

- ii. An administrator from the design team who will serve as an interim member of the selection committee.
- iii. Two parent representatives whose children are expected to attend the new school, selected by parents from the School Site Councils of the relieved schools.
- iv. A classified employee from one of the relieved schools, selected by classified employees.
- v. A student body president from the relieved school or a student member of the School Site Council at a relieved school.
- vi. A designee of UTLA.
- vii. A designee selected by the superintendent of schools.

The vacancy will be advertised on the LAUSD website, and applicants will have two weeks to submit their materials to the appropriate district office. Training by the Human Resources Division will be provided to members of the selection committee. The committee will evaluate all applications and determine the candidates to receive interviews. The committee will then conduct the interviews and recommend one finalist. The personnel team's recommended selection will be subject to the independent concurrence/consent of the superintendent or designee.

For the position of small-school principal, primary consideration will be given to teaching skills, the ability to analyze classroom instruction, the ability to work with teachers and provide instructional leadership, the ability to construct a master schedule, organizational skills, leadership skills, and people skills.

For the position of operations principal, primary consideration will be given to teaching skills, the ability to implement an effective school-wide discipline program, the ability to work with at-risk students, the ability to work with parents, organizational skills, knowledge of athletics and student activities programs, leadership skills, and general people skills. Please see Appendix D for the job descriptions of these positions.

- b. ***Leadership Team.*** *Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation, and evaluation of the instructional program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals, and hold each other accountable for meeting such goals.*

The staff of the school will be comprised of ten regular teachers, two special education teachers, one counselor, one small-school principal, and one office technician. The instructional leadership team will be elected through a vote by all staff members, and be composed of two classroom teachers and one additional school employee. The small-school principal will also be a member of the team.

This team, which will also comprise half of the school site council, will meet once a month to serve as an advisory group to the small-school principal. The team will discuss student achievement, classroom instruction, and staff development needs. There will also be careful analysis of periodic assessment scores, attendance rates, and discipline infractions. The focus will be on improving learning and ensuring that all students achieve success.

B-8. Staff Recruitment and Evaluation

- a. ***Staffing Model.** Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel, along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision, and instructional program. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and English-learner students.*

The school will open with three English teachers, two math teachers, two science teachers, a social studies teacher, a Spanish teacher, one physical education teacher. There will be two teachers in special education, one for the resource specialist program and one for the special day program. One of the English teachers will also provide ESL instruction. There will be one counselor, one office technician, and the small-school principal. The school will grow by three teaching positions during the second year when the senior class is added. Staffing is expected to remain the same during the third year.

The site operations staff will be composed of the operations principal, a dean/athletics director, a dean/activities director, and four physical education teachers. The front office will be staffed by a school administrative assistant and one office technician. A parent resource liaison will operate the parent center. A school psychologist and a bridge coordinator will provide support to the special education program. There will be two school police officers and four campus aides.

This model makes it possible for the small-school principal to place a very strong focus on classroom instruction. It also creates a structure for the counselor to form close relationships with students and parents, to follow up on students who are having attendance problems, and to provide students with college information. Teachers will receive strong instructional support because the small-school principal will be able to place a very strong focus on teaching and learning.

The model also makes it possible for the operations principal to place a very strong focus on the effective support of school operations, campus supervision, and schoolwide discipline. As a result, school operations will be conducted in a more efficient manner and the small-school principals will rarely need to be involved in non-instructional issues. Please see Appendix D for a list of administrative responsibilities.

- b.** ***Recruitment and Selection of Teachers.** Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Note that pilot school applicant teams must attach a copy of your draft elect-to-work agreement that teachers will be required to sign.*

The Principal, in close consultation with the school design team, shall make a tentative determination as to the anticipated number and type of faculty positions anticipated based upon the district's enrollment projections and planned master schedule.

The designated members of the design team shall have preference for assignment to the school, and in the event of staff reductions occurring within the first year of the school's operation, shall be insulated from such displacements.

A personnel selection team shall be formed to select the faculty comprised as follows:

- i.** Four teachers from the relieved schools, selected by the design team.
- ii.** The principal.
- iii.** Two parent representatives whose children are expected to attend the new school, selected by parents from the School Site Councils of the relieved schools.
- iv.** A classified employee from one of the relieved schools, selected by classified employees.
- v.** A student body president from the relieved school or a student member of the School Site Council at a relieved school.
- vi.** A designee of UTLA.
- vii.** A designee selected by the superintendent of schools.

The personnel selection team shall, with the independent, concurrence/consent of the principal, be permitted to select District transfer applicants to fill a number of the new positions so that the total of such selections, when combined with the number of designated members of the design team, will constitute up to 50

percent of the initial full complement of faculty at the new school.

All teachers who accept a position will sign a Commitment to the Instructional Plan of the school. All other initial positions at the new school shall be filled under Article XI, Section 16.0 of the UTLA Contract, with the following modifications:

- i. There will be design team presentations at the relieved schools regarding the features and details of the approved instructional plan, before voluntary transfer requests are to be submitted by staff at relieved schools.
- ii. Assignment of staff shall be a collaborative process (through a District/UTLA joint committee composed of a design team designee, the new principal, a UTLA designee and a District representative), to assist in the transfer process, taking into account credentials, experience, and instructional program/students needs.
- iii. All such placements will be subject to concurrence by the transferring teachers with the school's agreement relating to Commitment to the Instructional Plan.

Subsequent Openings: Once the full initial complement of faculty has been selected as provided above, subsequent openings at the new school will be filled by eligible applicants through the personnel selection team process, including the independent role of the principal in such decisions, or in compliance with the eventual governance plan adopted by the school to the extent that such governance plan specifies different staff selection matters.

Recruitment of counselors, deans, and teachers will begin immediately after principals have been selected. Teachers will be chosen based upon their ability to create a positive classroom environment; their ability provide effective discipline; their skill in providing instruction that is well-planned, standards-based, rigorous, and bell-to bell; their skill in checking for understanding using methods that involve all students; and their ability to relate what they are teaching to situations in real life and build thinking skills. The ability to connect with at-risk students, their skill in working with parents, and their ability to work collaboratively with other teachers will also be important factors.

Counselors will be selected based upon their ability to provide effective counseling services, their ability to work with at-risk students, their ability to provide college information to students, and their ability to work effectively with parents.

The dean/athletics director and the dean/activities coordinator will be selected based upon their ability to administer schoolwide discipline, coordinate the athletics program, and coordinate student activities. They will also be considered

based upon their ability to work with at-risk students, their ability to work with parents, and their ability to bring about positive change in students.

- c. ***Performance Reviews.*** Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff. For internal teams, explain how the following four measures will be incorporated into evaluations: observation of teacher practice, contributions to student outcomes, stakeholder feedback, and contributions to school community.

The instructional director will engage in formal visits approximately once a month to assess the instructional program of the small school and school operations.

Formal visits by the instructional director to the small school will focus on classroom instruction. Documentation of classroom visits by the small-school principal and feedback given by the small-school principal to teachers will be examined. The director will then visit classrooms with the small-school principal to assess room environments, discipline, standards-based instruction, checking for understanding, connecting learning to real-life situations, and building thinking skills. The instructional practices observed in these classrooms will also be discussed. The small-school principal will then receive written feedback from the director (Appendix J).

During formal visits to assess the school site, the instructional director will focus on maintenance and cleanliness of the facilities, student punctuality and conduct, the human environment of the campus, and campus supervision. The director will discuss the observations thoroughly with the operations principal. Written feedback will then be provided to the operations principal (Appendix J).

Stakeholder feedback will be provided through satisfaction surveys completed by students and parents. These surveys will ask for feedback regarding the quality of the instructional program and counseling services. They will also request information regarding safety, extracurricular activities, and the condition of facilities.

Small-school principals will be expected to visit classrooms and provide feedback to teachers every day. These visits and feedback given to the teachers will be documented in a set of central notebooks or on a website. These notebooks will also contain achievement data. They will serve as a tool for analyzing the instructional program and planning staff development.

The small-school principal will be expected to monitor the instructional program carefully and work closely with teachers to provide assistance and guidance. Continual improvement in the instructional program and student achievement will be expected. This will be the basis for the Stull evaluation, which will be completed by the instructional director.

B-9. Sharing a Campus.

- a. For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explain how you will ensure all operations run smoothly on site. Describe how you will ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules. Note that the final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement (see Appendix for sample). If you are proposing to collaborate with any other applicant teams for the campus, please indicate which applicant teams you plan to partner with.*

The school site will be shared by four separate schools. All of the schools will function under the authority of instructional director, who will be responsible for making sure that the schools work together in a way that ensures a positive learning environment.

Each small school will have its own separate section of the classroom building and a small-school office which will be managed by the small-school principal. The schoolwide facilities consisting of the outside areas, the physical education buildings, the performing arts building, and the multi-purpose room will be managed by the operations principal. The operations principal will also be responsible for the cafeteria, library, health office, school police office, and main office. Cleanliness and maintenance of the entire campus, including the small schools, will also be the responsibility of the operations principal. The operations principal will also be responsible for procedures in the event of an emergency.

In some cases it will be necessary for the small schools to share courses due to low overall enrollments. For example, it is anticipated that the site will have only one AP Calculus class. It will also be necessary to share electives in courses such as music and drama. Students will be allowed to cross over to other small schools to take classes with limited enrollments.

All of the schools will have the same bell schedule. This is needed to prevent tardiness and truancy. It is also necessary for the coordination of physical education program.

Each school will be required to function independently. A high level of cooperation among the schools, however, will also be needed because they will all be together on a shared campus. All principals will be expected to work together and coordinate their efforts to ensure harmony and cooperation. The instructional director will meet once a week with the five principals to discuss instructional issues, operations, and working together. He will also provide individual guidance to the principals.

C. INTERNAL MANAGEMENT

Briefly highlight the areas in which autonomies are necessary for the implementation of your instructional plan and proposed budget-development process.

- C-1. *Waivers.*** *Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.*

Not applicable.

- C-2. *Budget Development.*** *Review the budgetary flexibilities granted via Budgeting for Student Achievement (see appendix). Outline your school's priorities from start-up through year three. Explain how you will engage and incorporate input from a broad cross-section of stakeholders.*

The most important budget priority for the first three years will be to hire the necessary teachers to keep class sizes at a manageable level. It will also be a top priority to use funds from the four small schools to purchase the operations principal, the deans, and the campus aides. These positions are needed to ensure safety and strong discipline.

The next most important priority will be to purchase instructional technology so that students are able to learn at high levels. For example, it will be a very high priority to purchase the necessary laptop carts and tablet computers so students can take advantage of the instructional resources that are available on the Internet.

The norm-based budgeting model will be requested so that the school receives maximum funding for staffing and the purchase of necessary equipment and supplies.

Development of the budget will be a transparent process that begins with surveys of faculty members to determine their needs. Faculty meetings will then be held to discuss requests for the purchase of specific items. The School Governance Committee will then engage in a process to determine specific priorities and develop the budget.

D. OPERATIONAL MANAGEMENT

D-1. Portfolio Development

- a. **Portfolio Growth.** *For charter schools and network partners, describe your organization's proposed scope of growth over the next five years, both in LAUSD and beyond (years, number and type of schools, target cities, etc.)*

Not applicable.

- b. **Operations.** *For charter schools and network partners, provide evidence of the organization's successful management of the non-academic operations of schools/campuses in your portfolio (e.g. back-office support, facilities maintenance). Indicate "N/A" if you have not managed schools/campuses before.*

Not applicable.

- c. **Portfolio Evaluation.** *For charter schools, network partners, and local districts, identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate. Indicate "N/A" if you have not managed schools/campuses before.*

The administrative and instructional staff of Local District 7 provides leadership to Fremont High School, Hope Continuation School, King-Drew Medical Magnet High School, Johnson Community Day School, Lanterman High School, Riley Cysis High School, Rodia Continuation School, and Youth Opportunities Unlimited Alternative High School. South Region High School #2, which opened in September 2011, is also served by Local District 7. It is comprised of a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School.

The Academic Performance Index (API) scores for the high schools in Local District 7 show steady growth averaging 18 points per year over the last five years. In addition, all of the high schools in Local District 7 had double digit improvements in their API scores during the 2010-2011 school year.

It is encouraging that the schools are improving. However, there is a great deal of work needed to ensure that every student learns at high levels and becomes fully prepared for college and higher education.

The biggest need for improvement is in literacy. This is being addressed through the efforts of principals to ensure that language arts courses are standards-based and rigorous. Members of the language arts instructional staff in Local District 7

are also working closely with teachers and schools to improve skills in reading, writing, and critical thinking.

The next most important need is to improve student achievement in mathematics. Best practices for raising achievement in mathematics have been identified at Edison Middle School and Bethune Middle School, both in Local District 7. In a methodology known as DARTS (Diagnostic Assessments, Rescue assignments, Translations, and Story problems), teachers examine student achievement on a weekly basis through the use of the LAUSD Core K-12 assessments. Teachers create rescue assignments based upon learning standards that were not mastered, and students continue working on those standards until the entire class reaches a success level of eighty percent. Students also receive focused instruction on writing mathematical expressions and solving story problems. These practices have raised proficiency in mathematics from ten percent to 29 percent at Bethune, and from nine percent to 38 percent at Edison. High school administrators and teachers will be visiting these schools to learn from their best practices.

The average attendance rate for high school students is another area that will be targeted. The most effective practice for improving the attendance of high school students is for teachers to call parents. Every high school in Local District 7 will be designating a specific class period this year in which teachers will call parents whenever a student is absent. Teachers will submit records of these phone calls and be recognized for their efforts to improve attendance.

D-2. Organizational Responsibilities and Goals. (For charter schools and network partners)

- a. ***Core Functions.*** Describe the core functions of the organization in relation to the schools/campuses it operates or will operate, both now and in five years.

Not applicable.

- b. ***Leadership.*** Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school. Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization planning to operate schools for the first time, please discuss how your organization will staff up to support the new work.

Not applicable.