



**PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY**  
**FOR: LIBRA ACADEMY**  
**PROPOSED BY: LIBRA ACADEMY (LISA DAVIS, PRINCIPAL)**  
**FOR: SOUTH REGION HS #7 (LINDA MARQUEZ HS)**

**Mission & Vision of the School**

**VISION**

**LIBRA Academy** promotes academic excellence, social responsibility and self-awareness in all students. **LIBRA Academy** implements a rigorous academic and advisement program that ignites our students' curiosity to explore college and career options while challenging them to utilize the 21<sup>st</sup> Century skills of adaptability, collaboration and critical thinking to become productive global citizens.

**LIBRA** envisions its graduates emerging from high school with a love of learning, as well as a comprehensive body of knowledge as reflected in the A-G course selections. Our students gain the essential skills of effective communication, critical analysis, collaboration, and innovation that will help them build a life that is aligned with what they are passionate about and one that offers them satisfying and viable options in the complex and changing 21<sup>st</sup> Century workplace. The stakeholders of **LIBRA Academy** maximize our students' potential to become well-rounded individuals and productive citizens.

In order to help our students achieve academic excellence and personal responsibility, **LIBRA** designs and implements a viable curriculum that is culturally relevant, standards-based, and supports students in their mastery of the essential 21<sup>st</sup> century skills of critical-thinking, effective communication, and intellectual inquiry.

**Designing Data Driven & Student Centered Instructional Programs**

**Major Strengths**

- 2010 received 726 API due to a 57% proficiency rate on ELA CST and a 10% 9<sup>th</sup> grade retention rate
- LIBRA has increased API to 812 in 2011 by reviewing data & implementing academic and behavioral interventions.
- High scores in both U.S. History and Biology largely contributed to overall improvement
- 57% demonstrated proficiency in Biology & 60% demonstrated proficiency in History with focused on hands-on labs and projects as well as explicit vocabulary instruction to maximize student learning
- Proficiency in Math went from 13% in 2010 to 29% in 2011
- Math teachers credit the implementation of a Math Lab to supplement Algebra 1 for low performing students.
- English program developed intervention program to target students designated as Below Basic or Far Below Basic
- 9<sup>th</sup> grade interventions resulted in 57% proficiency and 12% Below Basic or Far Below Basic performance
- 10<sup>th</sup> grade in-school and intersession interventions resulted in 84% passing the CAHSEE on their first try
- LIBRA continues to develop hands on labs, interdisciplinary projects, and intervention classes to improve both student learning and student performance

**Opportunities for Improvement**

Despite the overall improvement, LIBRA faculty and staff have identified several areas for growth, including instruction for English learners (EL) and students with disabilities (SWD).

- **EL** students make up 51% of LIBRA students
- 35% of EL students demonstrated proficiency in English in 2011 compared to 54% proficiency for all students
- English department developed in-school intervention class to specifically target low-performing 9<sup>th</sup> grade ELs
- Teacher uses High Point texts & web 2.0 tools to supplement the 9<sup>th</sup> grade curriculum & ensure universal access



- LIBRA had four **SWDs** in 2010-2011 and six in 2011-2012
- 25% proficiency for SWDs represents vulnerable population without appropriate interventions when the number of SWDs grows next year
- Faculty and staff members have made a concerted effort to attract more students with disabilities to reflect the Huntington Park community
- SWDs will remain in general education classrooms & staff will continue to attend professional development workshops to address the specific needs of students with IEPs and discuss best practices for this population, including SDAIE and other strategies that allow students to learn through different modalities.
- Staff decided to focus on reading and writing across the curriculum to further engage students in all content
- Developed a universal rubric based on the Six-Traits of writing rubric
- Will implement & use common writing standards to create and score common formative assessments (CFA)
- CFAs will then provide data for skills to target during class or intervention sessions.

**Instructional Program**

**English Language Learners**

- Scaffolding Techniques
- Build academic vocabulary into all lessons
- Provide both modeling and feedback related to language usage in both speech and writing
- Extend opportunities for academic English interaction
- Build and activate background knowledge
- Use of realia, visual scaffolding, cooperative learning, leveled questions

**Gifted Students**

- Accelerated pacing
- Differentiation of instruction
- Tiered lessons
- Enrichment opportunities
- Individualized projects

**Special Education**

- Accommodations and modifications as specified in 504/IEP plans
- Co-teaching/Co-planning model with Special Education teacher and General Education teacher
- Regular data-analysis of student achievement data
- Differentiation and tiering of curriculum

**Standard English Learners**

- Close readings
- Use of writing process for multiple purposes
- Develop grade-level, appropriate academic vocabulary
- Provide culturally relevant and responsive education (CRRE)

**School Culture**

LIBRA Academy has several structures in place that illicit a positive school culture. In Advisories the focus is on teaching the whole-child with development guidance as the core belief. A positive discipline policy has been created in order to have common school- wide expectations that students, staff and parents are all aware of. Intervention time is embedded during the school day, fostering a school-wide belief that failure is not an option at LIBRA.

LIBRA Academy prides itself in our culture of support for students, they are encouraged to take risk and experience empathy from colleagues and teachers. Many students have shared that “teachers care and teachers help you in many ways to pass your classes”

**Typical Day**

For most of our students, a typical Wednesday at LIBRA begins before 6:00 a.m. because the daily routine for many of them includes walking to school or dropping off younger siblings.

“We always leave my brother first since he goes to Gage [Middle School].” – Mayra (11th Grade)



Early risers go to Mr. Filtzanidis who opens the gates for the Running Club at 6am.

By 7:00 a.m. LIBRA staff members begin giving out breakfast to students while they chat with friends at the lunch tables. Other students take the extra time to work on assignments in Ms. Dolhi’s classroom until staff members all begin directing students to their classrooms at 7:25.

By 7:30 most students have started a warm-up routine to begin the first 90-minute block.

“Today I came just in time to go to my first block of the day, block C. I had chemistry this morning. We had a lab project [...] It was pretty fun. We wore goggles, gloves, and long [...] aprons.” – Jenny (11th Grade)

“When I enter Ms. Romero’s [Life Skill] class I take a seat and take out my homework chart. We then all start doing our work or activity.” – Carmen (9th Grade)

Students take a welcomed fifteen minute break at 9:00 a.m.

**Extra-curricular Activities:**

- All sports teams in collaboration with Huntington Park HS
- Cheer/Band
- Leadership
- Journalism Club
- Math Club
- Spanish Café Club
- Dance and Choir
- Community Service Club

**Parent Engagement & Involvement**

Families are important to LIBRA Academy and as mentioned before will be included in all aspects of the school. LIBRA welcomes parental input and especially encourages participation with our Advisory Program. One component of our 9<sup>th</sup> grade students’ advisory class provides a DVD and booklet to be taken home that involves “family talk” at home around topics the students are learning about in Advisory.

LIBRA Academy believes that the vital first step in developing a positive and productive relationship with our parents and community is to maintain regular communication. At LIBRA, we utilize various resources to communicate our program to our stakeholders. Among the forms of communication we use are:

- Newsletters
- Monthly calendar mailing and announcement flyers
- Coffee with the Principal monthly meetings
- Website
- Connect-Ed phone messages
- Personal phone calls
- Periodic home visits
- Pamphlets/brochures
- Parent workshops/meetings/assemblies

**Staffing**

Staffing autonomy allows for our Selection Committee to select highly qualified teachers motivated to providing an excellent education for students, collaborate with professionals, model student advocacy, and promote life -long learning. The Election-to –Work agreement allows teachers to voluntarily agree to teach at the Pilot School in 1 –year increments or the Selection Committee determines the teacher is not a good candidate for the school.

Candidates are interviewed by our Selection Committee utilizing a set of questions with a rubric, and a scenario or in-basket situation they must answer (see appendix). Positions are posted on the LAUSD HR site and announcements are



sent to neighboring schools for possible recruits.

**Applicant Team Contact Information**

**Lead and/or Team Member Name(s): Lisa Davis, Principal**

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