Banning Academies of Creative and Innovative Sciences

October 31

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Our mission is to prepare all students for 21st century careers by nurturing each individual to attain his or her full educational potential, and to graduate with the skills necessary to succeed in college and to begin a profession in his or her chosen career field.

Public School Choice 4.0 School Plan

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Vision and Instructional Philosophy

1. What is your school's vision for the child or youth who will matriculate from your school?

Students will matriculate from the Banning Academies of Creative and Innovative Sciences with the skills and habits necessary to succeed in postsecondary education and high-demand 21st century careers, with special emphases in the fields of manufacturing, engineering, computer science, and digital art. They will have acquired appropriate work habits, critical thinking, and social skills that enable them to work productively with colleagues and superiors, and will be prepared to demonstrate those skills in the workforce and in college. They will be intrinsically motivated to succeed, and will have the habits of mind and self-discipline necessary to solve complex problems over extended periods of time.

BACIS students will matriculate with a range of skills and knowledge that transcends any single topic of study. Academy themes focus student learning efforts, but not all graduates will enter one of the selected career fields. They will demonstrate proficiency in course standards through traditional assessments, curricular projects, and a school-wide interdisciplinary electronic portfolio. Graduates will be reflective learners who not only learn the content of their high school courses, but also understand why what they learn is important, how seemingly discrete courses are interrelated, and how the knowledge and skills they gain in school are connected to important "real world" events and problems.

All students will have opportunities to earn entry-level job certifications related to the career focus areas of their respective Academies, and will be strongly encouraged to earn them prior to graduation. As a result, all students will be prepared to enter the workforce upon graduation, and will also have the skills, knowledge, and credentials necessary to be successful in postsecondary educational environments. Students will be prepared to make informed decisions about continuing education, and will be empowered to finance their own educational endeavors by working in their chosen career fields.

Students will not only develop academic knowledge and skills, but also will acquire valuable life and career skills throughout their four years at BACIS. Graduates will possess the "soft skills"[1] that employers value (Attachment B), and understand the importance of demonstrating them in the workplace. They will be able to work both independently and cooperatively, with people of diverse backgrounds and personalities. Students will have increased access to the Search Institute's Developmental Assets for Adolescents[2], the building blocks of healthy development that help young people grow up healthy, caring, and responsible (Attachment A).

All students will be capable users of 21st-century computer technology. They will not be limited, as many young people are, to passive consumption of online content and applications. They will also have experiences, depending on their chosen pathways, that will include creating and publishing high quality multimedia work, producing and manipulating digital artwork, computer programming, and acquisition of IT certifications. Technology skills acquired at BACIS will transfer to a wide variety of careers, and will prepare students to further pursue mastery of professional skills.

2. What is the vision of the school that will help achieve the vision of the successful future graduate described above?

The Banning Academies of Creative and Innovative Sciences (BACIS) will be divided into two autonomous academies, each focused on a different area of study, united by shared practices, values, and philosophies. The Academy of Manufacturing and Engineering and the Academy of Computer Science and Digital Arts will each serve 500-600 students with interests in the Academies' respective career

[1] Soft skills are defined by the Department of Labor's "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success". Its lessons will be taught as part of the Advisory and reinforced throughout the school.

[2] Developmental Assets are a research-based collection of elements in human experience that have long-term, positive consequences for young people. They are integrated into Advisory, helping to make its effects measurable.

themes. The school will also house a magnet center with an additional 200-300 students. Magnet students will choose to follow one of the two Academies' pathways, and will also participate in a supplementary Leadership program. The Magnet Academy will be distinguished from Banning's current college incentive magnet center, in that it will be designed to attract students from throughout the District, to build a diverse community of learners, thus enriching the BACIS experience for all.

Each Academy will be led by a Dean of Instruction, an Assistant Principal-level position, whose primary role will be as his or her academy's instructional leader. Deans of Instruction will be responsible for teacher growth and development, faithful implementation of the instructional program, student discipline, and data-driven decision making within their respective academies. To provide Deans of Instruction with sufficient time and resources to focus on instruction, the BACIS Principal will handle operational matters. A magnet center coordinator will handle student discipline and data-driven decision making within the magnet center, but the Deans of Instruction will lead the growth and development of magnet, as well as non-magnet, teachers.

Small, teacher-led schools provide the best opportunity for creating and sustaining the type of positive school environment that is a necessary prerequisite for learning. Autonomy between Academies must be maintained to foster intimate learning communities that value each and every individual, and prevent students from becoming lost on a big campus. Crossing over between schools, as is often done routinely under SLC school models, would undermine the integrity of the BACIS Academies and will be avoided, except in rare controlled cases that do not negatively impact the small schools or diminish their autonomies.

All courses in BACIS will be standards-based. In courses for which they are not defined by the California Department of Education, standards will be developed locally or adopted from relevant professional organizations. All students can, and will, become proficient in course standards. Mastery of standards will be assessed frequently using computer-based unit tests and progress monitoring assessments. Students who are unable to demonstrate proficiency at the time of assessment will be given additional instruction until they are able to master course standards. Time at BACIS is variable; high standards and expectations are not. Not all students learn at the same rate, and those who need extended time to meet the standards will receive it.

Equity at BACIS will be defined as providing every student with the resources and support needed to reach his or her full potential. Since every child is unique, each will receive a unique combination of supports, monitored by a caring Teacher Advisor. Teacher Advisors will monitor their students' attendance, behavior, and academic progress using both quantitative data, from LAUSD's existing data warehouse as well as BACIS' Comprehensive Data System, and qualitative data, informed by the Teacher Advisor's long-term mentoring relationship with his or her students and families.

Structures and practices will be designed to create and sustain positive and appropriate relationships between staff members, students, and their families. The student-advisor relationship, developed over a four-year period, will ensure that every child is known well by at least one adult on campus. The Advisory curriculum will be structured, in part, to increase student access to Developmental Assets. These leading indicators will enable the school to measure the success of the Advisory program and other social and emotional supports. Peer Advisors, juniors and seniors, will mentor freshmen and sophomores during the Advisory period by working with them in a structured transition program based on the successful Link Crew[3] model. Peer Advisors will ease the transition from middle to high school, and will share their own personal experiences as they prepare for graduation and college entrance. BACIS will not permit students to be lost in anonymity, as frequently occurs in oversized schools.

3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

[3] Link Crew is a year-long freshman induction program with specific lessons designed to help students manage the transition to high school. In Advisory, it will be expanded to two years.

To create a world class community of learning, BACIS structures must support success in an environment of high expectations and research-based practices that define and promote positive relationships, in order to increase opportunities for student success. BACIS students will demonstrate proficiency in the four pillars of Academic Preparedness, Career Readiness, College Knowledge, and Academic Tenacity. These four pillars are measurable and will inform our practice. The information obtained through the indicator system will provide real time data and trends. Data will be used to make informed decisions regarding the unique needs of each student.

Pillar #1 Academic Preparedness

All students and teachers are capable of achieving at high levels, and all will do so, leading to an academically prepared student body. Every student at BACIS will complete a rigorous high school program that teaches them to apply, analyze, and synthesize complex information. The guiding principles of Academic Preparedness are that time is flexible, but standards are not, and that grades are based on mastery of curricular standards.

Academic Preparedness will be measured using the following indicators: frequent MOODLE[4] standards based assessments, SAT/ACT, CAHSEE, and STAR exams. Teachers will use Access Strategies - Cooperative and Collaborative Learning Environments, Instructional Conversations, Academic Language Development, and Advanced Graphic Organizers. Project Based Learning (PBL) will be used to engage students intellectually, facilitate learning, and authentically assess proficiency. These strategies are shown to increase understanding and mastery of content, especially by English Learners, Standard English Learners and Students with Disabilities. These sound instructional strategies will increase graduation rate, timely grade level promotions, and proficiency. BACIS will grow toward 100% proficiency, 100% graduation, and proficiency for all.

Pillar #2 Career Readiness

All graduates will be ready for the 21st century workplace, which requires high-order thinking skills. For the careers that will be available when our students reach adulthood, postsecondary education will be necessary. To pay for a college education, most will need to work in jobs that pay better than minimum wage. To be competitive in the job market after college, it will be advantageous for students to have gained experience in their chosen career fields. Therefore, we regard career readiness and college preparation to be equally important and complementary outcomes.

BACIS students will have the opportunity to earn certifications in both the Academy of Computer Science and Digital Arts and The Academy of Manufacturing and Engineering. The Academy of Computer Science and Digital Arts will prepare students in certification examinations in Computer Science that will be supported by Microsoft and Adobe. Students in the Academy of Manufacturing and Engineering will complete the Pathway to Engineering (PTE) from Project Lead the Way (PLTW). Indicators of Career Readiness will include proficiency in the Common Core State Standards, mastery of soft skills taught in Advisory, employment, e-portfolios, and quantity and quality of reflective practices.

Pillar #3 College Knowledge

All students will build College Knowledge, which will enable them to navigate postsecondary education. A college-going environment will be supported by an advisory program that will include shadowing of juniors and seniors by younger students, as the upperclassmen prepare for college admission. College visitations and informational workshops will also be integral components of advisory; building a college going culture of high expectations.

Teachers will use flexible grouping, differentiated instruction, and access strategies to deliver lessons that will allow our students to demonstrate proficiency in this pillar. College Knowledgeable

[4] MOODLE (Modular Object-Oriented Dynamic Learning Environment) is the online Learning Management System of choice for BACIS. It is free, open-source, and built on constructivist and social constructivist principles.

students will complete A-G requirements, complete SAT/ACT examinations, gain college acceptance, and complete the FASFA. These rigorous instructional strategies will increase the graduation rate, increase college admission rates, and lead to successful completion of postsecondary schooling.

Pillar #4- Academic Tenacity

All students will demonstrate academic tenacity. BACIS students will have positive academic mindsets, empowering them to persist at schoolwork, and develop academic behaviors that persist beyond high school to make them lifelong learners. BACIS students will learn to consistently and tenaciously practice habits intrinsic to the development of college prepared and career ready students.

Teachers will scaffold activities that promote and demonstrate higher order thinking skills, using Bloom's Taxonomy and Costa's levels of questioning to ensure a culture of high expectations and high achievement for all. As a result of pillar four, an Academically Tenacious BACIS student body will show increases in CST and CAHSEE proficiency, graduation rates, grade level matriculation, and attendance. Academic Tenacity will help transform our environment into one of high expectations. A culture of high expectations will contribute to school safety. Students will take great pride in their school, their communities, and themselves, making the campus a safe place, where students' minds and souls are nurtured.

School Data Profile/Analysis

1. Where is the school now? What does the data/information collected and analyzed tell you about the school?

Banning High School's current Academic Performance Index (API) is 682, increased from 659 in 2011, representing a one-year gain of 23 points. In a five year trend from 2008–2012, Banning High School has gained 75 points, for an average increase of 15 points per academic year. This tells us that Banning has been improving continually over time; however, it has only been keeping pace with the rest of LAUSD. Some of the structures and practices that may have contributed to these modest gains include gradual acceptance of content standards in core subjects, inconsistent intervention use, increases in the amount of PD Banked Time, and recent use of PD time to develop resources in subject-alike PLCs.

Banning High School has a large English Learner population, in which 83% of the population is economically disadvantaged [Attachment G]. The Hispanic/Latino population at Banning is the largest group on campus, making up 91% of the student population. English Learners represent 17.5% of the population. This tells us that culturally responsive teaching and SDAIE methodology are important factors that will be addressed in our instructional plan.

The five year trend for the largest subgroup, Hispanic/Latino, shows a 72 point gain in API, averaging 14.4 points per year. A three-year trend shows that 43.5% of the English Learner population has been reclassified Fluent English Proficient, which has contributed to the increases in English Language Arts (ELA). This tells us that most (56.5%) of our English Learners are not currently receiving the support they need to become college prepared and career ready. The second largest subgroup, socioeconomically disadvantaged, posted a five year API gain of 74 points. This population made categorically funded after-school tutoring programs available. These programs have focused on test scores, and have contributed to short-term improvements.

Students with Disabilities make up 15% of the student population. Data show that Special Ed students met API targets last year; however, their scores tend to fluctuate, due in part to the small size of the subgroup. The performance of Special Ed students is on par with the District. 15% of Special Ed students scored proficient in ELA in 2011, one percent shy of the district average. Mathematics proficiency for the same year is at 17%; two percentage points higher than district average. These data

show that Banning High School's disproportionately large Special Ed population is performing about as well as other LAUSD Special Ed students.

Over three years, there has been a 5% growth in the 4-year graduation rate to 55%. In 2012, the graduation rate dropped for the first time in many years. One of the early indicators that predicts graduation rate is the promotion of students from ninth to tenth grade. 56% of ninth graders matriculate to tenth grade, below the district average of 65%. Not coincidentally, the 9th grade promotion rate is almost identical to the 55% graduation rate. This shows that Banning High School is far behind the goal set in the District 2012–2015 strategic plan of 100% graduation. The meager 9th grade promotion rate suggests that this problem is likely to persist for at least the next four years, unless major changes are made at Banning High School, such as those recommended in this plan.

Of those 55% of Banning students who graduate on time, 80% complete A-G courses, exceeding the state average of 75% and district average of 40% [Attachment G]. Despite the 80% A-G course completion rate, only 22% complete all A-G courses with grades of C or better. Variances in achievement can be attributed to inadequate PLC development. As a result, grading scales vary from teacher to teacher, grade categories are weighted differently, and assessments do not consistently measure mastery of standards. Tutoring and interventions are implemented inconsistently, and focused on cramming for the CST, producing short-term gains at the expense of deep understandings. These data show the importance of continuing the intensive PLC development that was begun in 2011-2012, of implementing a thorough intervention program, and of creating a culture of high expectations, in which students no longer regard a "D" to be an acceptable mark.

Banning High School has shown increases in rates of CAHSEE proficiency and passage. The 2011-2012 ELA pass rate is 72.3%, but this percentage has grown by only 0.4% over four years [Attachment G]. Despite low sustained growth in the pass rate, the proficiency rate for ELA has increased by 5.1% over the same time period, even after a 6.7% drop between 2011 and 2012. This shows that although the lowest performing students continue to struggle, the average student is performing better. This may be attributed to Banning's focus on AYP, in which CAHSEE Proficiency is a major factor.

CAHSEE proficiency in mathematics improved consistently from 2008-2011, at 3.125% per academic year resulting in a 12.5% gain, from 34.2% to 46.7% [Attachment G]. The mathematics pass rate is at 76.2%, more modestly increased from 72.7% in 2009. 61.2% of the students who pass the CAHSEE score proficient. This shows that students who could already pass the CAHSEE are scoring higher. Many who start high school with math deficiencies, however, are not learning CAHSEE standards well enough to pass the exam.

Mathematics

In 2012, 20.7% of students scored proficient on the Math CST [Attachment C]. The five year trend in mathematics shows a 13.4% growth in the proficiency rate, an average of 2.69% per academic year. In five years, 25.4% of the student population has moved from far below basic and below basic to basic, proficient, and advanced. On average, the percentage of students scoring FBB and BB has decreased 5.08% [Attachment C]. Possibly contributing to the increase in math performance is the fact that faculty members opted out of class selection rights based on seniority. Instead, they were assigned classes based on past performance of their students in those classes. In exchange, the number of preps assigned to each teacher was minimized, which also paid dividends for students. Like all core teachers, math teachers continuously reflected on their students' mastery of state standards by analyzing prior periodic assessments and common assessments to make informed, data-based instructional decisions.

AGT results for Math show that students performed below expectations in Algebra 1 and Geometry, but well above expectations in Algebra 2 [Attachment D]. This may be due to the fact that Banning has altered the traditional sequence of Math courses to have students take Algebra 2 immediately after Algebra 1. Success in Algebra 2 was predicted, since Algebra concepts are still fresh in students' minds. The AGT Two-by-Two Matrices [Attachment E] break these scores down. They show that although

Banning is low performing in all math subjects, its students show high growth in Algebra 2, and are near the overall District growth average.

Despite growth from 2008 to 2012, data show that Banning's math performance is below the state and district averages. In the 2008, 71.9% of math students performed below Basic on the CST. In 2012, this number decreased to 46.5% [Attachment C]. Remediating students to retake math courses every academic year increases class sizes and reduces the number of students promoting to the next grade level. This harms the instructional program, leaving many students in need of remediation and credit recovery. Data show a general increase in math performance, but continued failure to address the needs of struggling students. Frustration over failure likely contributes to the unacceptably low graduation rate.

English

The 2012 CST proficiency rate for ELA is 39.3% [Attachment C]. The five year trend shows an 18.1% growth in proficiency, an average of 3.62% per academic year. Over five years, 20.7% of the population has moved from far below basic and below basic to basic, proficient, and advanced [Attachment C]. Data show that 75% of the population now reaches basic, proficient, and advanced [Attachment C]. Increases in the ELA scores can be attributed to the selection of staff members with high scores on periodic assessments to teach classes that contribute most heavily to API and AYP.

Despite the positive movement of students from 2008 to 2012, data show that the five year trend and one year average are far below state and district averages. In 2008, 45.2% of students were not proficient in grade-level English. In 2012, this number decreased to 24.5% [Attachment C]. This improvement can be attributed to interventions developed by the Department Chair and a focus on students near performance level cut-off points, who were targeted for Saturday and pull-out interventions.

AGT results for ELA show a 3-year average of 2.3, but only 1.8 in 2011 [Attachment D]. The AGT Two-by-Two Matrices [Attachment E] show more detail. Eleventh grade AGT scores are above the district average, labeling Banning as low achieving, but high growth. Ninth grade scores show both low achievement and low growth, with Banning 9th graders showing the lowest growth in the District. This shows that the Freshman Academy is failing. Furthermore, combined with our high dropout rate, we can infer that gains posted between 11th grades may be due to attrition as much as they are to instruction.

These data show that efforts by the English Department may produce modest gains; however, our students need and deserve more. Literacy should be a shared responsibility. To realize greater gains, the amount of academic engaged time dedicated to ELA standards must increase beyond the time allotted in English class. Common Core State Standards should be integrated into every course.

Science

The 2012 proficiency rate for Science CSTs is 22.8% [Attachment C]. The five year trend in proficiency shows 10.2% growth, an average of 2.04% per academic year. Over five years, the science department has moved 11.6% of the population from far below basic and below basic to basic, proficient, and advanced. This is an average decrease of 2.32% per year [Attachment C]. Data show that the science department is improving slowly. The positive movement can be attributed to a small group of focused instructors working with MOODLE to create common pacing plans, assessments, and intervention programs to improve student achievement in core science courses.

AGT results for Science show 3-year averages near District expectations in the Physical Sciences and just below expectations in Biology and ICS. In 2011, all subjects were near District expectations except Physics, which was slightly below [Attachment D]. Despite the positive movement of students within the 2008 - 2012 academic years; the data suggests that the five year trend and one year average are far below the state and district averages. In the 2007-2008 academic year 52.7% of students were not achieving proficiencies in any core science course compared to 41.1% in the 2011-2012 academic year. The Science Department has tried to implement a modified course sequence that dovetails with Banning's Math course sequence, but incomplete implementation by counselors has limited its effectiveness.

Social Science

The 2012 CST proficiency rate for Social Science is 33.9%. The five year trend in proficiency rates for Social Science shows 18.5% growth, an average of 3.7% per academic year. Over five years, the social science department has moved 16.1% of the population from far below basic and below basic to basic, proficient, and advanced. The average per academic year is 3.22% of population will not be far below basic and below basic [Attachment C]. The increase in student achievement may be attributed to the use of access strategies, cooperative World History CST interventions, and collaborative groups.

AGT results for Social Studies show 3-year averages and 2011 performance below District expectations in World History and well above expectations in US History [Attachment D]; however, this may be due, in part, to the fact that US History is a grade-level exam. Low performing students often drop out or are pushed out before they earn 11th grade credits.

Despite the positive movement of students from 2008 to 2012, data show that the five year trend and one year average are far below state and district averages. In 2008, 53.2% of students were not achieving proficiency in social science. In 2012, 37.1% of students did not meet district and state mandated proficiencies for any core social science course [Attachment G]. This shows that more data is needed to make informed decisions about Social Studies instruction. This is true of other subjects as well, and will lead to aggressive comprehensive data collection at BACIS.

2. Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

The greatest challenge facing school leaders is the creation of a culture of consistently high expectations. Data show that CAHSEE, CST, and subgroup growth is middling. Mediocrity is perpetuated by parent, teacher, and student complacency in an environment of low expectations, lack of a structured data system to support early and differentiated interventions, persistence of language deficiency as a barrier to learning, and absence of programs to identify and assist low performing students.

The Wilmington community has pride in Banning sports, which have a rich history of success. Attendance at football games is overwhelming, even after recent years of poor performance; however, highly competitive academic teams (Academic Decathlon, Robotics, MECHA, etc.) are hardly noticed by the community, and have to fight to exist. If only a small part of the intense pride that parents have in athletics could be diverted to academic programs and classroom performance, there would be a significant change in culture. The energy refocus would enable academics to thrive and grow. This support is not easy to measure and is not evident in indicators that the state and District provide through their web tools.

The *culture of low expectations* is difficult to quantify, but it is apparent when comparing multiple data sources. Even though most students are unable to demonstrate proficiency on standards-based tests, almost 70% earn marks of A, B, or C in A-G courses [Attachment C]. This shows that grades are not based on mastery of state standards. Even more highly inflated grades and lack of agreed-upon standards in non-core courses undermines the ability raise expectations in core subjects. Teachers are role models, and when they are complacent in a culture of low expectations, students sense it. Increased academic rigor, as recommended in the 2011 WASC Visiting Committee Report, will be apparent throughout the school, and will be exemplified in the BACIS e-portfolio and our commitment to PBL.

Standardized practice tests are time-consuming and rarely produce usable data. BACIS needs a *Comprehensive Data System*, populated with results of Unit Tests and Progress Monitoring Assessments, administered through MOODLE. Teachers need access to real time leading indicators for student achievement that will guide instructional decisions. Teacher Advisors and parents need accurate, detailed data to monitor student progress and guide interventions.

Many students struggle to comprehend course standards because they are not yet *proficient in English*. Many of these students have spent most or all of their lives in this country, attending LAUSD schools, but fail to meet the requirements for reclassification. Teachers will be aware of students' needs

for culturally and linguistically responsive instruction, including Access Strategies and other SDAIE methodologies. The EL Master Plan will help guide instruction, PD, and teacher evaluation.

Not all students will meet course standards on the first attempt. Students who are unable to achieve course standards need additional academic engaged time. It is important to intervene before students fail rather than remediating afterward. The current practice of remediation leaves too many students behind. Credit deficiency is an early indicator of dropping out, and will be prevented. BACIS will use its Comprehensive Data System to guide *structured interventions* based on the principles of RtI2.

School Turnaround

1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school?

Introduction

To turn an underperforming Banning High School around and create a world class community of learning, we must create structures that support success in an environment of high expectations, promote successful, research-based practices and programs, and define and promote relationships that increase opportunities for student success. This section is organized around four pillars, research-based indicators of college and career readiness: Academic Preparedness, Career Readiness, College Knowledge[5], and Academic Tenacity. Organizing our turnaround efforts around these four pillars ensures that we will provide students the preparation they need to be successful in college and careers. We will arm our students with the soft skills necessary to understand the processes for accessing higher education, as well as cognitive and metacognitive strategies that allow students to succeed in the college environment, and to enter the workforce with 21st century career skills.

The College Ready Indicator System (CRIS), from the Annenberg Institute for School Reform (AISR) at Brown University, has influenced us to develop a "smart education system", which ensures equitable access for all young people to an education that prepares them for college and career success, and for active informed citizenship. With CRIS, we aim to develop a system of signals and supports that will significantly increase the number of students who graduate ready to succeed in college. By tracking and responding to CRIS indicators, we will work proactively to ensure student success.

We have adopted a research-based indicator system, built around the four pillars of Academic Preparedness, Career Readiness, College Knowledge, and Academic Tenacity. We will evaluate and revise this system as we identify more indicators to enrich our menu of signals and supports. Each of the four pillars encompasses a separate set of skills that can be measured by a distinct combination of indicators. Each indicator is a separate variable that has a consistent and predictable relationship with college ready and career ready skills. Together, the indicators in our system paint a vivid picture of a student and the future for which he or she can reasonably expect to be prepared. Our responses to each student's profile will increase the student's opportunity for success.

Our bi-level indicator system measures factors both in the educational *setting*, and at the individual *student* level. At the student level, the indicators will measure individual progress toward college and career readiness. Student-level indicators include course completion and marks, credits earned, and

[5] Academic Preparedness, Academic Tenacity, and College Knowledge are the three key dimensions of College Readiness measured on the CRIS menu, as defined by the Annenberg Institute for School Reform. Career Readiness has been added because of its importance to our community.

personal knowledge of college and career requirements. At the setting level, indicators track resources and opportunities at our school. At this level, indicators revolve around academic rigor, career preparation, and college-going culture. Setting indicators will be aggregated to indicate trends, rather than specific data points. Our system will identify and distinguish between leading and lagging indicators.

Pillar I. Academic Preparedness

By definition, a*cademically prepared* students have the essential content knowledge and cognitive strategies needed to successfully complete college-level work. This pillar is supported by the principles of flexibility of time versus constancy of high standards, and course grading based on mastery of standards. We have identified the following student-level and setting-level indicators of Academic Preparedness:

- Grade Point Average - All students will be expected to earn grades of A, B, C in all core academic subjects. The resulting competitive GPA will grant them the opportunity not only to graduate from high school, but also be able to compete and gain entrance to a university of their choice.
- Proficiency on CSTs, SBAC exams, and the CAHSEE - The proficiencies earned through standardized examinations will provide evidence of mastery essential academic content knowledge.
- Universal Access to Honors and Advanced Placement Courses - Honors and Advanced Placement courses equip gifted students with strategies needed to succeed in college, and with challenges necessary for intellectual growth. All students will develop higher level thinking skills, time management strategies, and creative problem solving skills.

Structures

Rigorous, Standards-Based Courses

Standards Based instruction ensures that all students learn at high levels. The state and District have made progress in recent years adopting standards and summative assessments for certain core subjects. We will develop or adopt standards and standard-based assessments for all courses. Common Core State Standards will be integrated into every course, and will be taught alongside course content standards. Responsibility for mastery teaching of essential English and Math skills will be shared by all teachers.

Advisories

All students will meet daily in mixed-grade advisories. Faculty Advisors will provide guidance and support to every student. Upperclassmen will ease induction and adjustment of 9th and 10th graders through structured, teacher-supervised activities. By reducing the stress new students experience, Advisory will maximize the effectiveness of available academic time. Daily advisories will personalize the student's experience throughout their four years. Activities will support personal growth, self-reflection, the pursuit of academic achievement and the knowledge to make healthy life choices.

The Teacher Advisor will be primarily responsible for monitoring and responding to student progress and problems, and communicating with students' families. When students start to fall behind, Teacher Advisors will be the first safety net. They will use MyData and the BACIS Comprehensive Data system to routinely monitor student performance in all their classes. When students exhibit deficiencies in academics, behavior, or attendance, the Teacher Advisor will implement, manage and monitor interventions to ensure that every becomes academically prepared, and is challenged to exceed standards.

E-Portfolios

Advisory will serve as a "home base", in which students create interdisciplinary electronic portfolios (e-portfolios), which they will use to reflect on learning, tie together content from different courses, and create connections to college and career. Reflections on rigorous learning activities will engage students in deep learning. Students will learn a process that will be used in a broad range of lifelong learning pursuits. They will use the e-portfolio to set challenging academic goals, measure their own progress

toward them, and revise or build upon them as necessary. E-portfolios will provide our students with a tool to reflect on their educational experiences and to showcase their best work in a digital repository.

Strategies

Research-based culturally responsive pedagogy

As our students work to become Academically Prepared graduates, BACIS teachers will use Access Strategies, Cooperative and Communal Learning Environments, Instructional Conversation, Academic Language Development, and Advanced Graphic Organizers. These strategies are proven to be effective methods to support learning for all students, particularly English Learners, Standard English Learners, and Students with Disabilities.

Project Based Learning

Project Based Learning will be integrated throughout all classes at BACIS. PBL is an effective approach to teaching that provides opportunities for students to explore real-world problems and challenges, while developing connections across the curriculum. Effective projects actively engage and inspire students to seek and obtain deeper knowledge of the subjects they are studying. PBL will help transform the current culture into one of high expectations because it encourages authentic assessment, integrated studies, social-emotional learning and technology integration.

Focus Strategies

Teachers will be expected to adhere to research-supported, frequently used instructional strategies [Attachment H]. Teachers are typically familiar with these strategies, and will implement them in the classroom. Administrators will be expert in these strategies, and will consider them when providing assistance and support to teachers.

Indicators

CAHSEE Proficiency Rate

CAHSEE Proficiency is a major component of the federal AYP calculation, and it is the Annual Measurable Objective (AMO) that has consistently been the most difficult for Banning High School to meet. Since the CAHSEE measures lower level standards than the CST, and the proficiency rate is measured in tenth grade, it is an important indicator of the effectiveness of early high school instruction, and student preparation for higher-level courses.

CST Proficiency Rate

CST Proficiency is an important, objective, student-level indicator. By measuring mastery of state standards demonstrated on criterion-referenced standardized exams, students can be assured that CST proficiency represents college readiness. Students who can perform well on the CST can be confident that they are prepared to compete with a larger, diverse population of high achieving students from different communities.

Results

The first pillar is designed with measurable results in mind. We expect to see an immediate increase in rates of grade-level matriculation, graduation, standardized test proficiency, and attendance. Over the next five years we expect proficiency for all students, 100% graduation, and 100% attendance, except for illness or other excusable absences. At BACIS, we recognize that Academically Prepared students will have more options available to them as they graduate from our school and enter the workforce or begin postsecondary education. Our students will have the skills to be lifelong learners who have mastered strategies to efficiently navigate life.

Table 1 - Summary of Pillar #1: Academic Preparedness

Structures	Daily Advisory, e-portfolio, standards-based courses
Strategies	Access Strategies, Project Based Learning
Results	Increase rate in Matriculation, Graduation, and Proficiency
Lagging Indicators	CAHSEE Proficiency, CST Proficiency, Graduation Rate, Matriculation Rate

Pillar II. Career Readiness

Career Ready graduates have the knowledge base and career skills needed to succeed in the workplace. Our students will be prepared for 21st century careers, and will possess the requisite higher-order thinking skills and soft skills sought by employers. They will be responsible decision makers who manage their own work, setting and achieving their own challenging goals. They will be problem solvers who can effectively communicate and exhibit teamwork and collaborative skills. BACIS students will be actively engaged in their own communities, and will be financially literate [3]. Over the next three years we will increase the number of job certifications students can earn before graduating, giving BACIS graduates immediate entry-level career opportunities in computer science and manufacturing. We will develop mutually beneficial relationships with industry leaders that increase their supply of qualified workers, and prepare our students to fill high-demand positions.

Structures

Daily Advisories

Soft skills are defined by the Department of Labor's "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success". Its lessons will be taught as part of the Advisory curriculum and reinforced throughout the school. Students will learn to demonstrate a whole host of personal attributes, including communication, enthusiasm & attitude, teamwork, networking, problem solving & critical thinking, and professionalism. These soft skills are crucial for career success, and will give BACIS graduates a distinct advantage over other entry-level employees. With these skills, our graduates will excel in the workplace, and will have the potential to become leaders.

Career Academies

Students will earn relevant job certifications in both the Academy of Computer Science and Digital Arts and The Academy of Manufacturing and Engineering. The Academy of Computer Science and Digital Arts will prepare students in certification examination in Computer Science supported by Microsoft and Adobe. These will include Microsoft Office Specialist (MOS) and Microsoft Technology Associate (MTA), with preparation toward Microsoft Certified Professional Certifications, e.g. Microsoft Certified IT Professional (MCITP) and Adobe Certified Associate (ACA). Students in the Academy of Manufacturing and Engineering will complete the Pathway To Engineering (PTE) from Project Lead The Way (PLTW). The two autonomous academies will be equipped with the necessary machinery, computers, tools, and hardware to support the career going environment. Much of it is already at the school, but is being underutilized, as its use is not consciously integrated into the school program.

Electronic Portfolios

E-portfolios are tremendously flexible. They not only allow students to create and enhance a digital profile of their learning, but can act as tangible examples of their technology skills and abilities that they can share with potential employers, demonstrating their skills better than a resume or interview. Each BACIS student will create a project-based, multimedia e-portfolio, focused on his or her career goals. The skills gained in its development will be usable in the workplace, and the portfolio itself will be a valuable job search tool.

Strategies

Peer-Assisted Learning

Teamwork is a hallmark of the modern workplace. In order to succeed, it is important for employees to view themselves as members of a team, to help their co-workers succeed, and to know when to accept and seek the help of others. Learning is a social activity, and the ability to work in cooperative groups and communicate with others is especially important for English Learners and Standard English Learners.

Reflective Practices

Improvement depends on reflection. Students and workers who are able to assess their own levels of expertise and set goals for improvement always have the potential to develop their skills further. BACIS students will develop reflective learning habits as they build their electronic portfolios.

Self & Peer Assessment

As they create their e-portfolios, students continually re-assess the quality of their own work and evaluate its growth over a four-year period. Portfolios are designed to be shared publicly, and students will view and evaluate their fellow students' work.

Project Based Learning

Projects will be designed to be connected to real-life issues which can inspire students to pursue relevant careers. Regardless of the career path ultimately taken by each student, the skills and habits learned in the completion of curricular projects will transfer directly to the workplace. The ongoing development of such skills will be reflected in the online portfolio. This will allow students in upper grades to review the reflections they made throughout their high school careers, and they will be able to see their personal and academic growth over time. Project learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers and the Internet, as well as interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment.

Indicators

Proficiency in the Common Core State Standards

To maximize their value to employers, graduates will be skilled in English and Math, as demonstrated by proficient performance on standards-based state assessments. Common Core standards will be integrated into all subjects, and the responsibility for teaching the Common Core and responding to deficiencies will be shared by all teachers.

EL Reclassification

Students who are not proficient readers, writers, and speakers of English face additional challenges when entering the workforce. Graduates who are unable to communicate effectively in Standard American English have fewer job options available to them. Even though EL reclassification is not a component of API or AYP calculations, it is a vitally important student-level indicator.

Proficiency in Soft Skills

Soft skills will be taught in Advisory, and proficiency will be measured and tracked using the BACIS Comprehensive Data System, just as proficiency in content standards is also monitored. Teacher Advisors will respond to deficiencies in soft skill proficiency.

Access to the Job Market

As the Academies develop partnerships with local businesses, they will make internships available for older students, following the model of the California Partnership Academies. The availability of

internships will be a valuable career readiness indicator. Ideally, internships should be available to all seniors, and all should take advantage of the opportunity.

Graduation Rate

While Banning High School's current 55% four year graduation rate is clearly inadequate, marginal improvements are also unacceptable. When students are allowed to drop out, or pushed out of the school system, their chances for success drop dramatically. Anything less than a 100% graduation rate indicates a need for improvement.

Results

The results of an effective Career Readiness program are measurable, and the goals described by this pillar are attainable. We expect to see an immediate increase in knowledge about career academy industry sectors and their associated careers. BACIS students will have technical knowledge and know about related college majors. Our students will have a strong context for learning in the core subjects and this will improve the basis for development of 21st century skills. BACIS students will not only have fundamental technical skills that will get their foot in the door, they will be equipped with soft skills that will allow more doors to open.

Table 2 - Summary of Pillar #2: Career Readiness

Structures	Daily Advisory, e-portfolio, Project Based Learning, Career Centered Academies
Strategies	Peer Assisted Learning, Reflective Practices, Self & Peer Assessment, Problem Based Learning
Results	Increase in knowledge of careers, technical knowledge, college majors, daily attendance
Lagging Indicators	Common Core State Standard Proficiency, Soft Skill Proficiency, Employment

Pillar III. College Knowledge

The third pillar, College Knowledge, refers to the knowledge base and contextual skills that enable students to successfully access and navigate the college programs that will prepare them for their chosen careers. All students will know the options they have to help fund their education, the student borrower bill of rights, private vs. public school systems, financial aid requirements, admission criteria and application processes. Our students will devise their four year college plans with the input of a knowledgeable Advisor. This will be a major component of the junior year Advisory curriculum. All students will take the PSAT and SAT or ACT, and will complete the FAFSA. The areas identified above will not only create college knowledgeable students, but transform our culture into one of high expectations for all.

Structures

Dual Enrollment

Each academy will actively pursue new opportunities for dual enrollment in college classes. They will start by taking advantage of existing programs, currently used by in Engineering and Design and Computer Science at Harbor College, and will expand to provide additional opportunities related to Career Academy themes.

College Visitations

All students will participate in college visitations. They will begin planning for college in the freshman year, and will learn how to develop a long term plan to get into their preferred college programs.

Informational Workshops

College representatives and industry experts will frequently be on campus, and will be invited to host informational workshops. Students will develop career plans in the BACIS portfolio that will include informed decisions regarding postsecondary education. Students will be exposed to professionals in the career academies' industries, and will learn firsthand what it takes to be an engineer, computer programmer, skilled machinist, etc.

Individual Career Plans

Each student will complete an Individual Career Plan (ICP) as part of the BACIS Portfolio. The plan will include the mandated Individualized Graduation Plan (IGP), as well as career goals and a plan to completion any postsecondary education programs necessary for the student's chosen career. The Teacher Advisor will ensure that each student has the information necessary to complete the ICP, and will guide the evaluation and updates of the plan.

Advisory

Through Advisory, the Teacher Advisor will know each student's plan, and will ensure that students know what must be done to accomplish their goals. The student and Teacher Advisor will work together with the student's family to establish and follow a realistic education and career plan. In addition to a Teacher Advisor, each freshman will be paired with a junior Peer Advisor. The experience of working with a Peer Advisor who is applying to college programs will help promote a college-going culture and inspire underclassmen to increase their college knowledge. Peer Advisors will engage freshmen and sophomores in specific college knowledge activities as part of the Advisory curriculum, increasing their own understanding and motivation in the process.

Strategies

Flexible Grouping

Students will learn to work productively with others, to form study groups, and to choose appropriate partners – skills that will help them succeed in college.

Differentiated Instruction

Through differentiation, students will develop a more complete understanding of their own strengths and weaknesses, and will make more informed decisions regarding appropriate college programs.

Access Strategies

All students will graduate college prepared and career ready, but some enter high school with the added barrier of language issues. Access Strategies help English Learners and Standard English Learners gain access to the same information that is available to those fluent in Standard American English. We will use Access Strategies throughout our college knowledge preparation efforts, with the expectation that English Learners will become proficient during their time in high school.

Indicators

FAFSA Completion

The Annenberg Institute's College Readiness Indicator System cites a trend in the FAFSA Completion Rate as an important and valid system-level indicator of college knowledge. It is also a valuable student-level indicator, since students who understand the college application and financial aid processes should choose to complete the FAFSA.

College Entrance Exams

Students who prepare for college will be more likely to score well on the PSAT, SAT, and ACT. These tests are widely accepted as valid indicators of college success. Increases in performance between the 10th grade PSAT and 11th and 12th grade SAT and/or ACT indicate improvement throughout high school. The choice to take the SAT and/or ACT in 11th grade, and to re-take it as necessary, demonstrates understanding of the purpose of these exams, and serves as an additional college knowledge indicator.

College Acceptance Letters

College acceptance will be celebrated publicly, and the acceptance letter is an important artifact in this celebration. College acceptance will be tracked. The number of acceptance letters and the prestige of college programs students are accepted to will be used as a system level indicator of both college knowledge and college readiness.

Completion of A-G Requirements

The most fundamental indicator of college knowledge is completion of A-G requirements. Students who understand the importance of A-G courses will make the effort to complete them with marks of C or better, and will participate in interventions when necessary.

Results

We expect an immediate increase in students making informed decisions about attending and paying for college instead of making decisions based on rumors, misinformation, and fear of the university system. We expect a higher percentage of our graduates to attend college, and anticipate that more of them will successfully complete their courses of study. We also anticipate that all students will successfully complete all A-G requirements and show proficiency in the Common Core State Standards. Regardless of what they ultimately choose for themselves, all students will have college knowledge and will make informed decisions upon high school graduation.

Table 3 - Summary of Pillar #3: College Knowledge

Structures	College credits in dual enrollment in Advanced Placement Courses, College visits, concurrent enrollment in community college, frequent informational meetings from college experts for the whole student (parent & community)
Strategies	Flexible grouping, Differentiated instruction, Access Strategies
Results	Increase in proficiency in CCSS, completion of A-G with grades of A, B, C, Increase in the ability of students to make informed decisions, Increase in graduation rate, Increase in students attending college and successfully completing postsecondary work
Lagging Indicators	FAFSA completion, SAT/ACT and PSAT scores, College acceptance letters, A-G completion, Graduation from college

Pillar IV. Academic Tenacity

Academic tenacity is a reflection of the underlying beliefs and attitudes that drive student achievement. BACIS will foster a students who are intrinsically motivated to succeed in school, and will carry that motivation through every day of their lives thereafter. Our students will possess self-efficacy, display authentic effort, prioritize time and study environments, and develop resiliency when challenged. They will possess the skills and habits of minds that will lead to a successful future.

Structures

Culture of High Expectations

Banning High School, like many urban schools, suffers from a culture of low expectations. Some teachers demonstrate a belief that Wilmington's youth are not capable of achieving at high levels. Even

well-meaning teachers, who deeply care for their students, are vulnerable to *pobrecito syndrome*, in which empathy and compassion become scapegoats for low expectations, as adults focus on the challenges faced by disadvantaged youth, and lose sight of the high standards they would expect for children from more affluent backgrounds.

BACIS will reverse this culture of low expectations, and create an environment in which every student is expected to achieve at high levels. This expectation will be continually communicated to students, families, and teachers. Students who fail at first to meet minimum levels of competency, as demonstrated, for example, by CST Proficiency, will receive additional support, and may require additional time. Standards, however, will not be lowered. Students with greater challenges will learn to be more academically tenacious.

Culture of Compassion

Compassion goes hand-in-hand with a culture of high expectations. Students will learn that not only do we expect a lot of them; we also care about their success, and want to provide the supports they need to succeed. We will communicate a clear message of compassion. We have to reclaim our students' mindsets. For many, they are entering our classrooms after many years of "academic ossification"; the repetitive mistakes that they have made in prior years of schooling have been ossified into their persona.

In our current culture of low expectations at Banning High School, it is very common for students to own that they have not been successful in school because they lack some inherent test-taking ability that others possess. Students without documented learning disabilities will actually state, "I am not a good test taker." This type of thinking prevents student success. Every student at BACIS will feel empowered to change and will see that our teachers will promote compassionate and safe environment for those behavioral changes.

Clear Academic Expectations

Academic expectations will be clear in each classroom. All courses will be standards-based, and standards will be clearly communicated with all students. Common exams will measure student success. Standards-based progress reports will indicate areas of strength and areas of improvement. "Folder Fridays" will be integrated into Advisory, during which students will reflect weekly on their progress toward mastery of standards. Expectations will be so clear that the responsibility for evaluation can be shared between students and teachers. With clear goals in mind students will be rewarded for their tenacity, and over time, will carry this habit with them throughout their lives.

Electronic Portfolios

The e-portfolio will be central to the student's experience at BACIS. It is an especially important component of the Academic Tenacity pillar because it will display growth in each student's ability over time. Students will reflect on their own progress, and will set challenging learning goals. The rigor of the goals they set for themselves, as well as the tenacity they exhibit in achieving such goals will help them grow into graduates who readily seek and accomplish challenges throughout their daily academic and work lives.

Advanced Placement Program

We will encourage all students to strive for excellence and embrace the challenge of Advanced Placement Classes. In the current culture of Banning High School, our most academically talented students enroll in AP classes with the expectation that they can drop them after norm day if they are too difficult. This clearly is an indicator of low academic tenacity. Students will know the expectations of Advanced Placement courses before enrolling, will be thoroughly counseled in class choices by their Teacher Advisors, and will be expected to commit to any challenges they accept, including AP courses.

Strategies

Scaffolded activities that promote higher order thinking

At BACIS, we will develop activities that build skills and mindsets in order to increase a student's self-efficacy, motivation, and persistence. Bloom's Taxonomy and Costa's Levels of Questioning will be interwoven throughout daily lessons. Teachers will press students to promote rigor in all our classrooms as we transform our culture to one of high expectations. Our students will learn how to deal with challenges and have a can-do attitude.

Project Based Learning

As learning projects are developed and take hold in the BACIS culture, they will incorporate more choice, and projects will become more student-selected and student-directed. When they have choice in their own projects, and expect to be held to high standards, teachers will guide students to set challenging learning goals, and will work on them until they are achieved. Upon meeting one goal students will learn to set new, more challenging goals. Academic tenacity will become apparent over time, not only in the goals they set, but also in the determination they demonstrate in achieving those goals.

Indicators

Standardized Test Scores

The BACIS Comprehensive Data System will display student improvement over time, as data from common Progress Monitoring Assessments are displayed. Our goal in developing BACIS Assessments will be to produce accurate predictors of standardized test scores. Improvements over time should be reflected in the CAHSEE and CST. A system-level increasing trend should reflect increases in academic tenacity.

Project Based Learning

By definition, the completion of a high-quality long-term project over an extended period of time demonstrates academic tenacity. The growth over time in the number and quality of projects will indicate expectations of academic tenacity, and will serve as a lagging indicator.

Grade-Level Matriculation

Many Banning students currently fail to promote from grade to grade on time. Our current 9th grade matriculation rate of 56% is, in fact shockingly close to our graduation rate of 55%. Of students who eventually drop out, the struggles of many can be traced back to 9th grade. The habit of academic tenacity should be developed as early as possible, and will be reflected in students' ability to promote to each grade after only one year in the lower grade.

We have identified the following as the structures that will be in place to give the opportunity to all students to enhance their self-efficacy. A safe, mutually respectful environment will be at the heart of our school's culture. BACIS students will have a can do attitude and will be equipped to navigate challenges.

Results

When students become academically tenacious, they will reap multiple benefits. They will gain the habits of mind and skills expected of 21st Century workers. Because the BACIS student will be better equipped to handle life's situations, proficiency levels will increase across all standardized examinations. Graduation rates and grade-level promotion rates will increase, as will the attendance rate. Aschoolwide increase in academic tenacity will result in a tranformation into a school with a culture of high expectations. Hard work, determination, tenacity, and perseverance are all attributes not only of a good student, but also of a good leader.

Table 4 - Summary of Pillar #4: Academic Tenacity

Strategies	Scaffolded activities that promote higher order thinking skills, Bloom's Taxonomy, Costa's Levels of Questions
Structures	Students cannot drop AP Classes because they are too difficult
Results	Increase in proficiency levels, Environment of High Expectations, Mutual level of respect and support amongst teacher and student
Lagging Indicators	Standardized test scores, Project Based Learning, Matriculation, CST Proficiency, CAHSEE, e-portfolio, Service Learning Project

2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

To build an effective academic culture and climate, teachers and other school staff members will need to develop strong relationships with community members, with each other, and with our students, as we work together to transform the climate and culture of the school to one of high expectations. The most critical step of the entire PSC process is to put permanent substantive structures in place to transform our culture and instructional approach. In order to transform the school effectively, new forms of measurable indicators must be generated, measured, and monitored. Systemic and sustained family engagement encourages students to follow the right pathway to graduation, and to become career ready, by establishing a culture and climate of active involvement by all stakeholders. At our last Focus Group meeting, one Parent Center volunteer said it best (translated from Spanish), "A plan could have the best structures, ideas, teachers, even money, to buy whatever desired, to have a new school and students ready to learn, but if the parents are not involved and the community doesn't support the school, then it is destined to fail."

Parent-School Relationship

As stated in a U.S. Department of Education (DOE) research report, family engagement is not a one-time program and should not be treated as a client service. Schools that effectively engage families share responsibility for the development and sustenance of a positive school culture and climate. Policies that are co-constructed by stakeholder groups create mutually beneficial relationships, in which lessons learned in school reinforce the expectations parents set at home, and parents reinforce school behaviors that benefit students academically.

Parent-school relationships will be purposeful, data driven, responsive, and will honor parents' contributions. At a recent Focus Group meeting, one family member stated, "I want to be able to express my opinions in a safe environment." Our research in this topic has given us a clear pathway into how we can create a culture and climate that is welcoming, safe, meaningful, and that can translate into increased student achievement.

Advisories will not only be essential to the BACIS student experience, they will also be vitally important to parents. The Teacher Advisor will be the first point of contact for parents concerned about their children's progress. Using the Comprehensive Data System, Teacher Advisors will have access to student's performance and progress in each class. Parents will learn that they have a caring adult at the school that they can trust to look out for their children's welfare.

Purposeful, Data Driven, Responsive, and Honoring Parent Contributions

Family engagement must be systemic and sustained. Throughout our school's transformation, the student will receive guidance along a direct path to graduation, college and career readiness. "Folder Fridays" will ensure that a channel of structured communication remains open for each family. Each Friday, students will take home a folder, produced during Advisory, that will include data tools, designed

by and for teachers and parents, to communicate student progress. The data will be transparent and visually engaging so that student and parent can identify areas of strengths and weakness.

Folder Friday data will reflect students' progress toward mastery of standards, and will be dependent on standards-based instruction and use of the BACIS Comprehensive Assessments and Data systems. The weekly document, produced automatically for teachers using MOODLE, will empower parents to understand what their children are learning, and how they are progressing toward mastery of course standards. Parents will respond to the Folder Friday assignment, enhancing two-way communication. The Folder Friday routine will improve parent-school relationships, increase effective communication, allow the parent and student to base decisions on objective data, and empower parents to be active participants in their children's learning.

All parents want to their children to succeed, but some lack the tools or the cultural proficiency necessary to provide teenagers with the types of support they need. We want parents to be a part of their child's learning. While our plan eschews Freshman "houses" that segregate a school's most vulnerable population, we acknowledge that ninth grade students need additional support in order to succeed. The Freshman induction program will assist both parents and their children with the transition to high school, and will ease the transition to high school over the first two years, monitored by Teacher Advisors, Peer Advisors, and Counselors.

Teacher-Teacher Relationship

Teacher-teacher trust is essential to drive school improvement and improved student learning. Teachers within the community must accept new roles and obligations as members of a Professional Learning Community. Trust remains a difficult quantity to measure, but it will be exemplified in an EWA that requires teachers to be open about their own students' performance data, offer assistance when possible, and accept help from others when needed. Teacher performance data will be linked to the four pillars of school turnaround.

A teacher must display integrity, character, and honesty in order to gain the trust of his or her colleagues, students, and supervisors. Openness is a virtue that does not come naturally to teachers, who historically have been isolated in their classrooms. Teacher isolation is a major barrier to school improvement, and will not be part of the BACIS culture.

At BACIS, teachers will facilitate a model of effective communication that involves every staff member in decision making. Involving the teacher in decision making reduces the sense of vulnerability and ensures that all members have voices. This supports constructive teacher-teacher relationships, which are essential to building a culture of trust.

Student-Student Relationship

At all ages, students are very sensitive to "fairness" in and out of the classroom. Student personalities and associations with cliques create alienation. BACIS student culture will be consciously designed to recognize, appreciate, and embrace the differences present in the population. The magnet center, which will be added after the first year of implementation, will increase the diversity of the student body, and expose our students to different cultures and ideas.

The Advisory program's Peer Advisory component will help create beneficial student-student relationships. Soft skills instruction will teach students how to form workplace relationships and the benefits of doing so. Students' self-worth, efficacy, and competency lead to trusting relationships between peers, and is essential to creating a culture of positive communication, enthusiasm, teamwork, networking, and professionalism that will reduce alienation and prevent quarrels between students.

Student-Teacher Relationship

According to Canter and Canter, "The most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students." In BACIS, we want our students to learn in a safe and caring environment. Students will feel welcomed and valued and

have a sense of ownership of our school. Teachers will know their students and nurture productive habits of mind. We will design our classrooms to not only support, but challenge every student to do their very best and produce work that represents rich, rigorous, engaging synthesis of information and meets high expectations.

Advisory will serve as a "home base" for students. Every certificated staff member will have a multi-grade advisory. Six to eight Freshmen will enter each Advisory in the Fall, where they will remain for four years. The curriculum will be designed to develop positive teacher-student relationships. Each student will be guaranteed to know at least one caring adult on campus who will share responsibility for that student's success.

3. How will you support and prepare your faculty and staff teachers to create learning environments and experiences that reflect the school's vision for successful future graduates, the overall vision of the school and the instructional philosophy?

The creation of a positive school culture, based on high expectations and intensive individualized support, begins by staffing the school with people who share the vision. In Good to Great, Jim Collins teaches that great organizations start out by "getting the right people on the bus, the wrong people off the bus, and the right people in the right seats." One of the top priorities in establishing a new culture is finding staff members who share the BACIS vision and will work to promote it. We will establish a rigorous, selective hiring process, designed to carefully screen for faculty who will put students first, and who will continually learn and grow as members of our Professional Learning Community.

In the first few years, special attention will be paid to transforming current culture, since our control over staffing will be limited. The vision will be communicated clearly and frequently. Because the culture of low expectations is so ingrained and so difficult to change, high expectations will be our mantra. The four pillars will be prominent throughout the school.

Since personalization is embedded in the Advisory program, it is essential that the curriculum be established before the start of the school year. Advisories have failed at Banning in the past due to lack of preparation, and it is important that this is not allowed to happen again. A routine will be established early on that will include soft skills instruction, Developmental Assets, e-portfolio building, and Folder Fridays (data analysis and reflections). With a well-designed curriculum and a consistent message, teachers will buy in to the Advisory concept, and will get to know their students' families. Faculty members will actively reach out to family members to learn about students and their needs. Folder Friday assignments will be designed to encourage two-way communication, and to empower parents to get more actively involved in their children's education, especially early in the school year.

Electronic portfolios will be an important part of the school culture for both students and teachers. Teachers will learn to use the e-portfolio system by creating their own professional portfolios, which will be embedded into their professional development. Teacher portfolios will be based on the California Standards for the Teaching Profession, and will be useful tools in both the Educator Growth and Development Cycle and National Board Certification, for those who choose to pursue it.

Professional Development will serve two major functions. Based on successful PD from the 2011-2012 school year, and subsequent data collected from teacher surveys (Attachment F), weekly PD sessions will alternate between PLC Development and individual, differentiated teacher-level instruction in teaching skills. PLC Development will include adoption of standards, development of common assessments, and development of lessons. Teacher-level PD will reinforce the structures and practices described earlier in the Turnaround section. Teachers will learn to use MOODLE and Mahara[6]. They will learn to develop Project Based Lessons. SDAIE methodologies will be reinforced, and teachers will learn about the English Learner Master Plan. PD will be managed through MOODLE to make participants accountable and to keep a record of their work, which will also be included in the teacher portfolio.

[6] Mahara is the e-portfolio system of choice for BACIS. It is learner centered, open source, and already integrated into Banning's MOODLE system.

Implementation

1. How will you monitor the implementation of your proposed turnaround efforts?

Implementation will be monitored using a combined system of leading and lagging indicators. Leading indicators, timely and actionable measurements of student progress, will act as an early warning system. Data obtained will be reported, documented, and analyzed in real time to make informed data based decisions that increase student achievement. All students will strive to achieve these benchmarks. These indicators allow teachers to identify areas for improvement or change instruction. We will use a series of metrics to measure our progress toward achievement of these benchmarks. These leading indicators will drive our instructional focus.

Our turnaround focuses on the four pillars: Academically Prepared, Career Readiness, College Knowledge, and Academic Tenacity. The indicators discussed here will be the leading indicators, as they help us monitor implementation of instructional strategies

Pillar #1 Academic Preparedness

Leading indicators for Academic Preparedness include frequent standards based assessments, administered through MOODLE. These assessments will be analyzed to determine the effectiveness of our instructional efforts. Analysis will identify students for enrichment and/or intervention. The standards based assessments will generate worksheets that Teacher Advisors will include in Folder Friday assignments, to allow for clear communication and transparent data driven analysis for parents, students, and teachers. The tools will clearly indicate to the student and parent when proficiencies have been attained, and which metrics the student has completed as he or she works toward proficiency. Advisories will include lessons in the necessary skills students need to become high achievers. Communication between parents, students, advisors, and course teachers will be paramount to making students academically prepared.

Pillar #2 Career Readiness

The leading indicators for Career Readiness are frequent individual self-assessments during daily advisories, documented in the student's individual e-portfolio. The e-portfolio is designed to include academic work, technical skills, and soft skill goals, all of which will be set by the student. Technical skills are job specific skills that students will develop in their Academies. Soft skills and technical skills will be monitored frequently using the e-portfolio. Students will work toward job certifications, so that they are work ready upon graduation.

Pillar #3 College Knowledge

The leading indicators of College Knowledge are frequent assessments through daily Advisories. Students will set career goals and demonstrate, through the e-portfolio and MOODLE assessments, that they understand educational requirements. They will track their own performance in school and will measure their progress toward entry into the appropriate postsecondary educational programs. Regular portfolio evaluations will reveal knowledge of college programs. PSAT, SAT, ACT, and AP attempts and, when necessary re-takes will be tracked. Students will frequently be surveyed using MOODLE to ensure that they are becoming knowledgeable about college.

Pillar #4 Academic Tenacity

Growth in Academic Tenacity will be indicated by participation in, and completion of, interventions and enrichment activities. Course marks will be tracked and compared to CST performance, for which there should be strong correlations. E-portfolios will serve as valuable indicators of academic tenacity, because teachers will be able to see how frequently students update or revise their work, how they grow over time, and how thoroughly they reflect on their own understandings.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

Turning Banning around will require a major cultural shift, which will require consistent and intensive efforts by all stakeholders. There will be constant, consistent communication of the vision, with frequent references to the four pillars and high expectations.

Problems may arise due to our need to share the campus with another school. Conflicting bell schedules can be problematic, especially if we are not able to secure separate contiguous space for the two schools. If we have to share spaces, division of rooms and resources will need to be negotiated. Potential problems will be minimized if we can divide the schools into separate parts of the larger campus; however, true division would require construction of new science and art classrooms, and possibly office space.

Other obstacles will be overcome with effective Professional Development. Teachers must become proficient with the use of Mahara and Moodle. Online PD is already prepared, and teachers will become proficient by creating their own professional portfolios.

Teachers and students will need to learn how to adapt to a longer period of instruction. Professional Development must focus on best practices for teaching in the block. Since it's likely that both schools will be on some sort of block schedule, PD in this school year will probably be used for that purpose.

Standards based Unit Assessments and Progress Monitoring Assessments for Core subjects must be completed before the start of the 2013-2014 school year. Members from each department are prepared to assemble these assessments and upload them to MOODLE for teacher use.

Electives will need to be adopted, and teachers will need to receive training to teach the elective courses. Development of the Advisory curriculum will need to be completed, incorporating Developmental Assets, Link Crew lessons, AVID strategies, Go Curriculum, and Department of Labor Soft Skills lessons.

A MOODLE hierarchy of roles will need to be established, to include Site Administrators, Content Developers, and teacher-level users. PD will be differentiated to teach each group the skills they need.

An Elect-to-Work Agreement will need to be written, and teachers and administrators will need to adapt to it. The teacher will have a larger investment in the success of our school. This may require teachers to enhance their own professional skills in collaboration, professionalism, making data-driven decisions, communicating with parents and students, and implementing new instructional strategies.

Parents are always welcomed and will be included in developing the instructional program. Special emphasis will be placed on the families of freshmen. This emphasis is important to improve the promotion rate of 9th grade students. Parents will be included in developing BACIS policies, especially Homework Policies, Discipline Policies, Code of Ethics for Student and Parent, and other governing documents. A Governance Board will be established that includes parents, faculty, and community members.

Parents will be an integral part of instruction. Our Friday Folder system will include parents in examining data regarding the proficiency level of their child. Parents will attend workshops in order to be able to read the data and learn how to use the data to make informed decisions regarding how to help their children and make appropriate suggestions to the teacher.

Alternative Governance Models and Autonomies

1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan?

Since BACIS will be a new program in 2013, the governance model cannot be selected until the 2013-2014 school year. We are committed to shared decision making and to maintaining autonomy

between the two BACIS Academies, so that we can continue to nurture the intimate learning environment and sense of community that will contribute to our student success. We intend to establish a governance board that will include community members and business partners from relevant industries.

2. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

Methods of improving pedagogy - Professional Development will be implemented through MOODLE to provide accountability, differentiation, and asynchronous communication, and to enable professional development to extend beyond formal meetings.
Curriculum - Some electives that will be offered have not been pre-approved by LAUSD. For example, Project Lead The Way (PLTW) courses will be used within the Academy of Manufacturing and Engineering.
Assessments - Locally determined unit assessments and progress monitoring assessments will be used in all programs. District Periodic Assessments will be taken on MOODLE instead of CORE K12, and will be phased out when the BACIS Assessment system is developed to the point that PAs are obsolete.
Scheduling - Daily schedules will be determined during Spring 2013. BACIS will likely adopt a block schedule, but since it will be on a shared campus, the exact schedule must be negotiated with any other schools that will exist. Students who need additional time to earn a passing grade in a course, but don't need to repeat the entire course to do so will have the opportunity to extend the semester, so that they have time to demonstrate understanding of standards in which they are deficient.
Internal organization - The school will include two autonomous Academies and a magnet center, to open in Fall 2014.
Professional development - Professional development will be differentiated and determined at the school level. MOODLE will be used as a tool for delivery, accountability, and extension of PD beyond scheduled meeting times.
Budgeting control - BACIS will seek a per-pupil funding model, and spending will be determined locally.
Mutual consent requirement for employees - To maintain integrity of the Academies and support plan implementation, mutual consent will be required before assignments are made. No District-mandated priority placements will be accepted.
Teacher assignments - All teachers will be expected to teach courses aligned with the Academy career themes, and may be required to attend training before they are competent to do so.
Discipline & codes of conduct - BACIS will determine its own code of conduct consistent with California Education Code and District standards and rules governing student conduct, suspensions, expulsions and transfers.

School Planning Team

1. Who are the members of your planning team?

The planning team is made up of current Banning High School teachers. Six teams submitted Letters of Intent Public School Choice 4.0, in addition to the standard UTLA letter. Late in Summer 2012, three teams merged to write what they referred to as the "Banning Schoolwide Plan". Our three remaining teams continued to write, communicating with each other as we worked. As our visions materialized, their similarities became apparent, so in early October, the three teams merged into one, under the umbrella of the Banning Academies of Creative and Innovative Sciences. Many teachers have been invited to participate in the writing process. Several have contributed throughout the past four months, as have teachers and students, but the writing has been done by the five teachers listed below.

a. Who is the leader of the planning team? How was this person chosen?

The leader of our plan emerged as the three teams merged into one. Adam Paskowitz was chosen based on the leadership abilities the team members saw in him when he was an assistant principal. Now as a colleague, he is seen as a professional who makes good instructional decisions based on formal and informal assessments and dedicated review of available data.

b. Who are the members on the planning team? What are the credentials of each member? What process was in place to identify or select members of the planning team?

Noe Baez is the Science Department Chair at Banning High School, where he has been teaching for 12 years. He has held positions on School Site Council and Shared Decision Making Council. He is a MOODLE Site Administrator, and has been a leader in MOODLE development. He has also led outreach to other Local District schools that have been interested in increasing their capacity to offer custom online learning programs. Mr. Baez coaches the Academic Decathlon team, and has been serving students in the Port SLC for seven years. Mr. Baez and Mr. Carter are the leaders of the Academy of Computer Science and Digital Arts. Mr. Baez led the development of the School Data Profile/Analysis section, as well as sections of the School Turnaround section of the PSC Plan.

James Carter has been teaching for 8 years, 5 of which have been at Banning High School. He holds a Master's degree in Education, and served as Lead Teacher of the CAL SLC from 2009 to 2011. He formerly served as Banning High School's RTI Coordinator, and is very familiar with the principles of RtI2, which will be integral to the BACIS program. Mr. Carter is a MOODLE Site Administrator. He led an effort to use MOODLE to enhance RtI2 with common computer-based assessments and adaptive lessons that respond to student misconceptions in Math using instructive videos as feedback. His knowledge of RtI2 and his skill at integrating MOODLE will be especially useful in the first few years of BACIS' development. Mr. Carter led the development of the School Planning Team section of this plan, and is working to develop our MOODLE-based common assessments.

Adam Paskowitz has worked in LAUSD for 16 years, 8 of which have been at Banning – 4 as an administrator, and 4 as a teacher. Since the elimination of his former administrative position due to cuts in categorical funding, Mr. Paskowitz has been chosen in competitive elections to serve as the PATHS SLC Lead, School Site Council Chair, and Shared Decision Making Council member. The election of a former administrator by teachers to leadership positions is a testament to his ability to earn the respect of educators through hard work, knowledge, and integrity. Mr. Paskowitz is a National Board Certified Teacher, holds a Master's degree in Educational Administration, and has completed the coursework for his Ed.D. in Educational Leadership from USC. He is in the early stages of writing his dissertation focused on Project Based Learning. Mr. Paskowitz is a MOODLE Site Administrator. Mr. Baez, Mr. Carter, and he have worked over the past several years to turn Banning High School into a District-wide leader in online learning. Mr. Paskowitz led the development of the Vision and Instructional Philosophy, and tied the six sections of this plan together.

Susan Rupp has worked at Banning High School for 15 years, as a Special Education Assistant, Bridge Coordinator, and Special Education Teacher. She is a former Lead Teacher for the CAL SLC, and is the current UTLA Representative. Ms. Rupp is highly qualified in multiple subject areas, as she has been willing to further her education throughout her career to meet her students' needs. She takes pride in the fact that students in her Special Day Classes perform on par with some general ed classes. Her successes remind us that special ed students can learn to adapt to their learning disabilities and achieve the same high standards that we expect of all students. Ms. Rupp and Mr. Paskowitz lead the AutoPilots Robotics Team, which actively recruits a diverse population of students and exemplifies the principles of PBL. They also joined together to create the original BACIS Team, which now remains in this plan as the Academy of Manufacturing and Engineering. Ms. Rupp led the development of the Implementation section and has reached out to solicit contributions from other educators and parents.

Jennifer Tentes has been teaching at Banning High School for 12 years, and is currently serving students in its Magnet Center. She is the lead writer for the BACIS Magnet Center, and envisions a

program that truly exemplifies the ideals of the magnet school concept of attracting students from around the District to build a rich and diverse student community, filled with new people and ideas. She teaches Advanced Placement courses in Biology and Chemistry, and is the former Academic Decathlon coach. As Coach, she elevated the team's District ranking from 32nd to 13th. Ms. Tentes has helped to develop and implement a New Teacher Academy. She has been involved in Literacy programs and academic language development using Kate Kinsella's pedagogy. She currently reviews the MOODLE common computer-based assessments and adaptive lessons for the Science department. Ms. Tentes led the development of the School Turnaround and Alternative Governance Models and Autonomies sections of this plan. She has also led outreach efforts to include parents and students in the planning process.

Many other educators have contributed to the plan without becoming permanent members of the team, and many hope to contribute to the development of the school in Spring and Summer 2013. These include teachers Ana Hernández, Christina Goodman, Zrinka Botiller, Deborah Conte, Patricia Rice, Carolina Nonay Quesada, and Monica Wilson, Data Coordinator Matthew Adair, Title One Coordinator Oscar Salas, and former Principal Robert Lopez. More teachers have contributed ideas at the weekly Lunchtime meetings the team has held to inform the faculty and to solicit feedback.

2. In what ways did you engage parents in the development of your plan?

Team members don't just teach at Banning High School; they also live in local communities, and have used that fact to engage other community members in informal conversations at grocery stores, children's soccer games, and in various other venues. Often, these informal conversations provide valuable information that would not likely be shared at a formal meeting.

The BACIS team has participated in Parent Workshops in September and October, and has used parents' comments and suggestions in the writing of the plan. Not satisfied with the amount of input received from the "official" parent workshops organized by the Public School Choice office, we have begun holding Design Team meetings for parents, students, and community members that will continue throughout the 2012-2013 school year. Their input has helped us learn what is most important to each stakeholder group. Meeting with school community members has helped us communicate why Banning High School needs major changes in order to improve outcomes, and why we think we're in a position to implement those changes effectively.

In addition to face-to-face meetings, we have also made use of the connect-ed phone system to inform parents. We have a webpage for the school, on which we've posted each section of the plan as drafts are completed, a public calendar, explanatory videos and articles, and a contact form. We recently added a discussion board, and hope to use it for public asynchronous dialogue during the implementation phase.

Attachment A: Search Institute's Developmental Assets for Adolescents

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity
37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

Attachment B: Soft Skills

Soft Skills to Pay the Bills

Mastering Soft Skills for Workplace Success

Soft Skill # 1: Communication

The activities in this section will not only help participants practice and recognize how they provide information to others, but also help them consider how others may prefer to receive information. It is important to reinforce with participants that communication skills involve give and take — and they can, indeed, be learned and strengthened over time.

Soft Skill # 2: Enthusiasm & Attitude

The activities in this section seek to teach participants about the importance of enthusiasm and a positive attitude in the workplace. Participants will hear strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during an interview and on the job.

Soft Skill # 3: Teamwork

The activities in this section seek to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants will learn about positive teamwork behavior and discover how their own conduct can impact others on a team.

Soft Skill # 4: Networking

The activities in this section focus on the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and overcoming fear, informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.

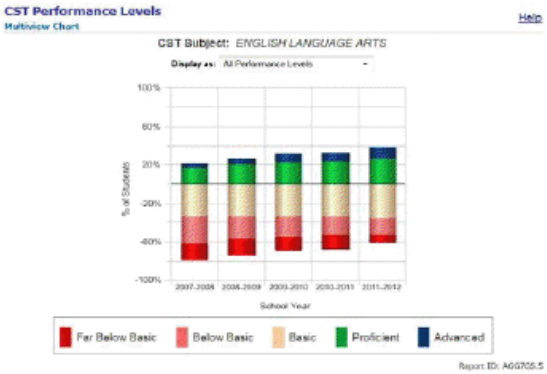
Soft Skill # 5: Problem Solving & Critical Thinking

The activities in this section focus on learning how to solve problems in a variety of ways in the workplace. Participants will hear about how to properly tell the difference among criticism, praise, and feedback and reacting appropriately. The section will also review strategies for making ethical decisions, solving problems on a team with others, and learning how to take into account others' perceptions when assessing actions or statements in the workplace.

Soft Skill # 6: Professionalism

The activities in this section focus on each of the five individual soft skills presented in this publication (communication, enthusiasm/attitude, teamwork, networking, and problem solving/critical thinking), but in a broader framework. This is because professionalism is not one skill but the blending and integration of a variety of skills.

Attachment C: CST Performance Level Data & Course Marks



CST Performance Levels
Summary Table
Help

CST Subject: *ENGLISH LANGUAGE ARTS*

Display as: % of Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Adv	21.2%	26.4%	30.6%	31.6%	39.3%
Advanced	4.9%	6.0%	8.6%	8.8%	13.2%
Proficient	16.3%	20.4%	22.0%	22.8%	26.1%
Basic	33.6%	33.9%	34.0%	34.2%	36.2%
Below Basic	27.8%	23.1%	21.1%	19.2%	16.6%
Far Below Basic	17.3%	16.6%	14.3%	15.0%	7.9%
BB and FBB	45.2%	39.6%	35.4%	34.2%	24.5%

Report ID: AGG7GS.4

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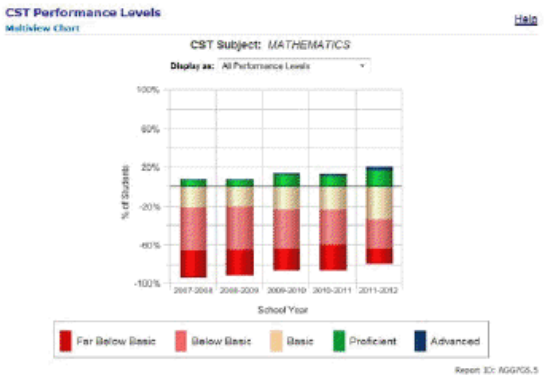

CST Performance Levels
Summary Table
Help

CST Subject: *MATHEMATICS*

Display as: % of Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Adv	7.3%	8.1%	13.6%	13.0%	20.7%
Advanced	0.8%	0.9%	1.9%	1.6%	3.7%
Proficient	6.6%	7.2%	11.7%	11.3%	17.0%
Basic	20.8%	20.3%	23.4%	23.2%	32.8%
Below Basic	45.3%	45.3%	41.3%	37.4%	31.3%
Far Below Basic	26.6%	26.3%	21.7%	26.5%	15.3%
BB and FBB	71.9%	71.6%	63.0%	63.8%	46.5%

Report ID: AGG7GS.4

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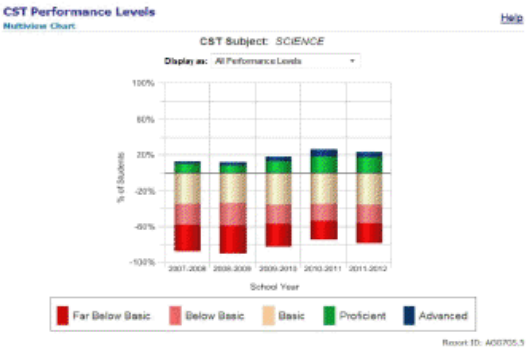

CST Performance Levels
Summary Table
Help

CST Subject: *SCIENCE*

Display as: % of Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Adv	12.6%	12.2%	17.8%	26.1%	22.8%
Advanced	3.0%	3.9%	5.1%	8.3%	6.0%
Proficient	9.6%	8.3%	12.6%	17.8%	16.8%
Basic	34.7%	32.5%	36.1%	34.6%	36.1%
Below Basic	23.4%	25.6%	21.3%	18.9%	19.6%
Far Below Basic	29.3%	29.6%	24.8%	20.4%	21.5%
BB and FBB	52.7%	55.3%	46.1%	39.3%	41.1%

Report ID: AGG7GS.4

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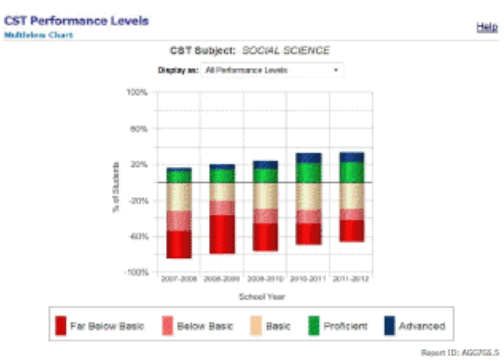
Attachment C: CST Performance Level Data & Course Marks



CST Performance Levels
Summary Table
Help

CST Subject: *SOCIAL SCIENCE*

Display as: % of Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Proficient and Adv	15.4%	19.9%	24.5%	31.5%	33.9%
Advanced	3.6%	6.2%	9.4%	10.7%	12.2%
Proficient	11.8%	13.7%	15.1%	20.8%	21.7%
Basic	31.4%	20.5%	28.5%	29.7%	29.0%
Below Basic	23.4%	17.3%	17.0%	16.1%	13.3%
Far Below Basic	29.8%	42.4%	30.0%	22.8%	23.8%
BB and FBB	53.2%	59.6%	46.9%	38.8%	37.1%

Report ID: AGG7GS.4

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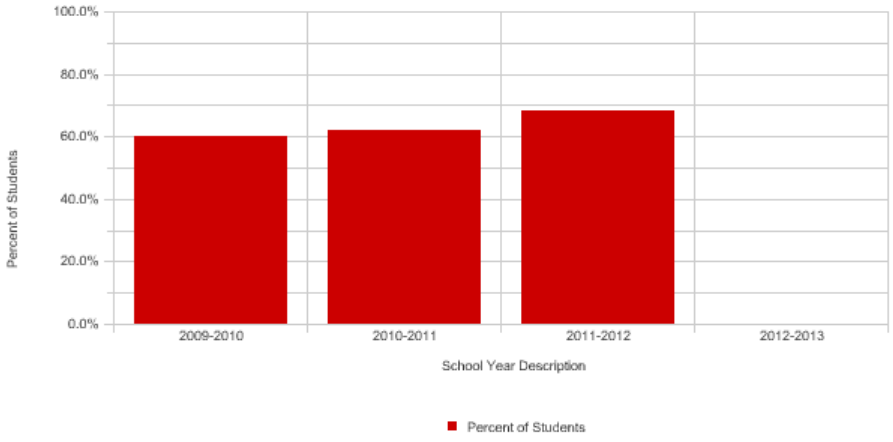
A-G Course Marks, Summary by Subgroup
Students with a "C" or Better
Help

Data refreshed as of: *SEPTEMBER 2012-2013*

Summarize by: Time



Report ID: AGG10BS.1

Secondary Course Marks
Help

Data refreshed as of: *SEPTEMBER 2012-2013*

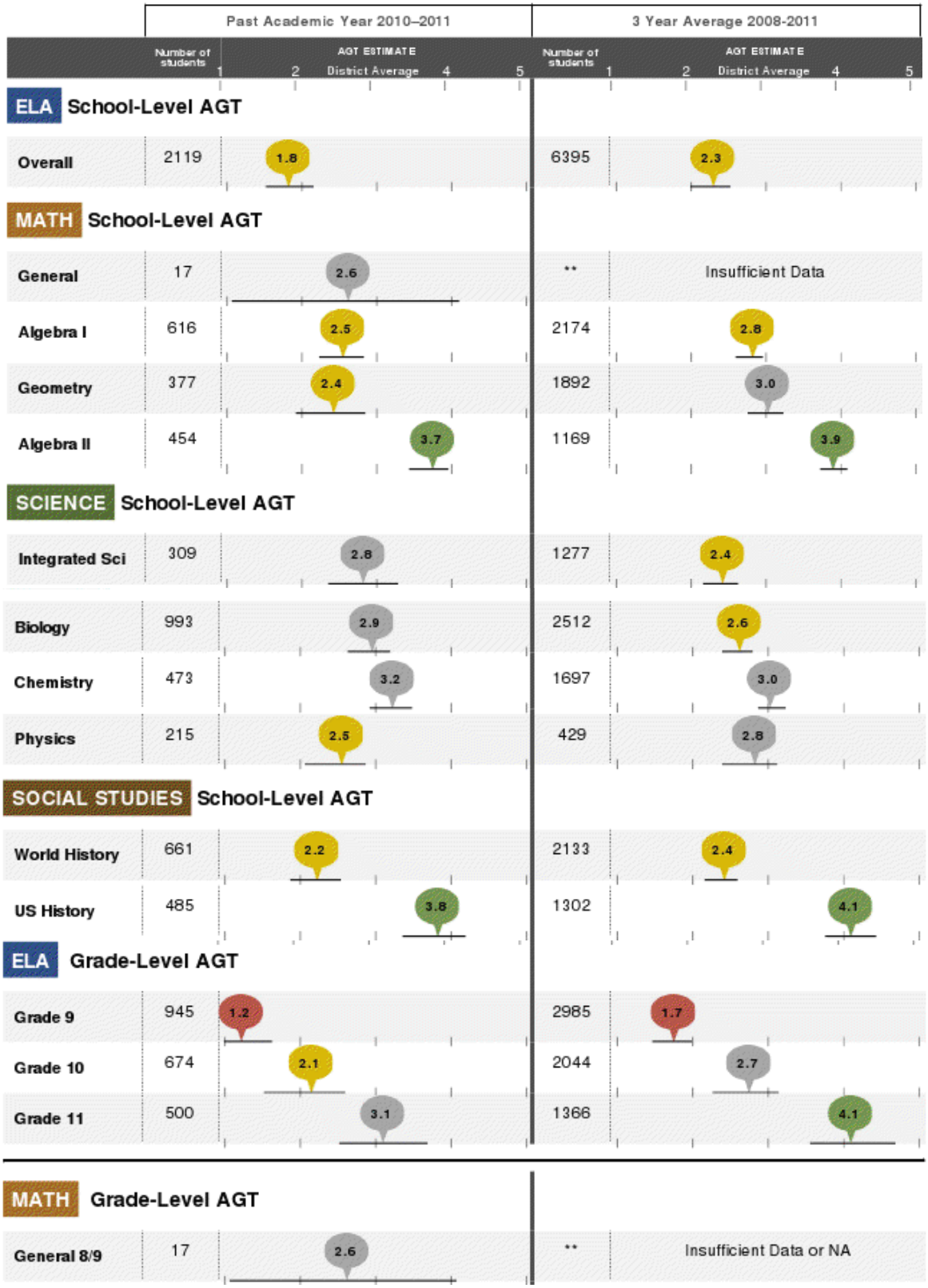
Time Occurrence: *END OF SPRING SEMESTER 2011-2012*

Summarize by: Ethnicity

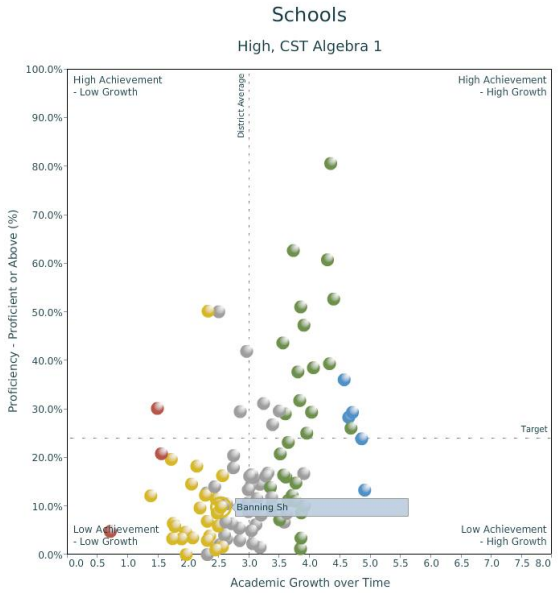
Ethnicity	# of A	# of B	# of C	# of D	# of F	% of A	% of B	% of C	% of D	% of F
AMERICAN INDIAN/ALASKA NATIVE	0	4	9	8	9	0.0%	13.3%	30.0%	26.7%	30.0%
ASIAN	22	13	6	4	8	40.0%	23.6%	10.9%	7.3%	14.5%
BLACK	99	88	117	52	77	22.2%	19.7%	26.2%	11.7%	17.3%
FILIPINO	66	49	30	9	5	41.3%	30.6%	18.8%	5.6%	3.1%
HISPANIC	3,698	3,509	3,998	2,253	2,691	22.4%	21.2%	24.2%	13.6%	16.3%
PACIFIC ISLANDER	52	57	59	30	25	22.7%	24.9%	25.8%	13.1%	10.9%
WHITE	80	53	60	29	39	29.9%	19.8%	22.4%	10.8%	14.6%
ALL ETHNICITIES	**4,017**	**3,773**	**4,279**	**2,385**	**2,854**	**22.7%**	**21.3%**	**24.1%**	**13.5%**	**16.1%**

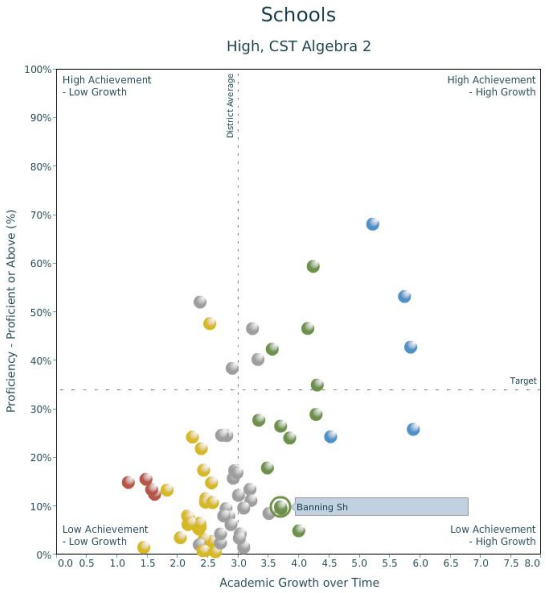
Report ID: AGG15CS.1

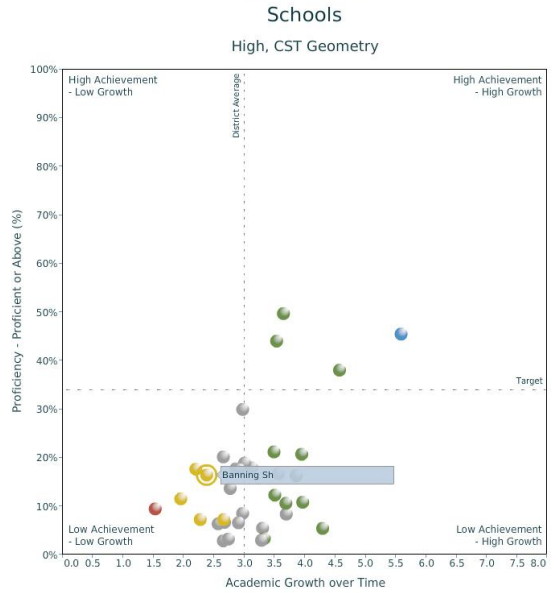
Attachment D: AGT School-Level Results

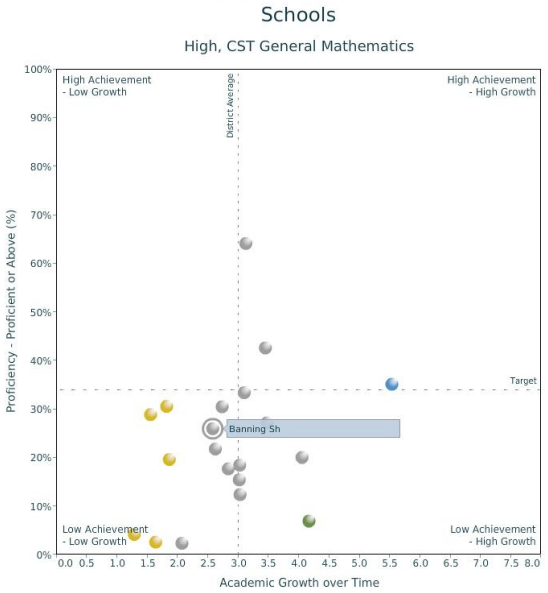


Attachment E: AGT Two-By-Two Matrices

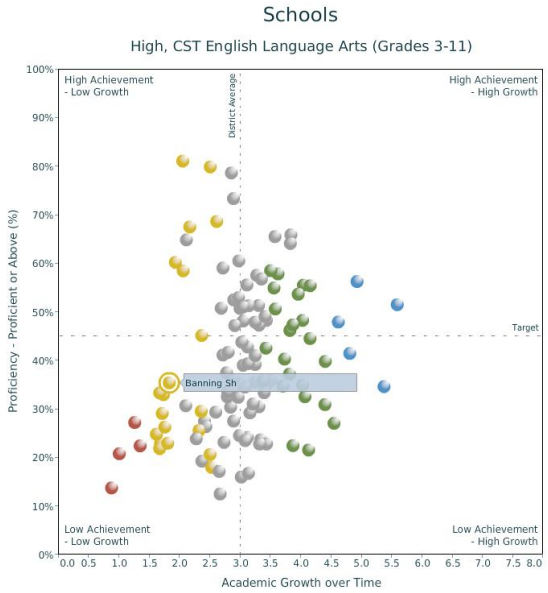


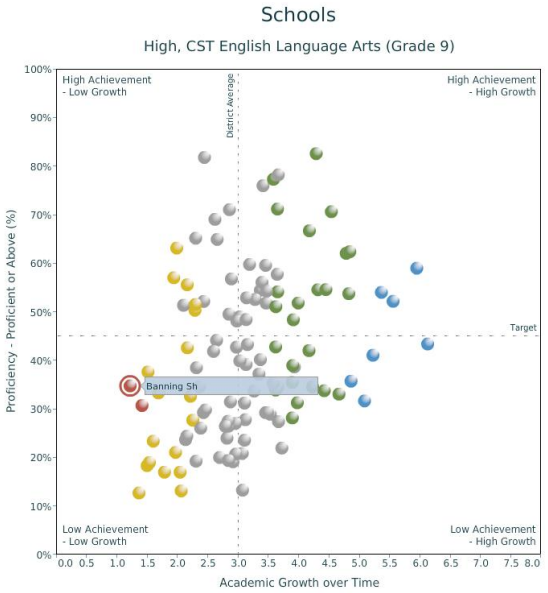


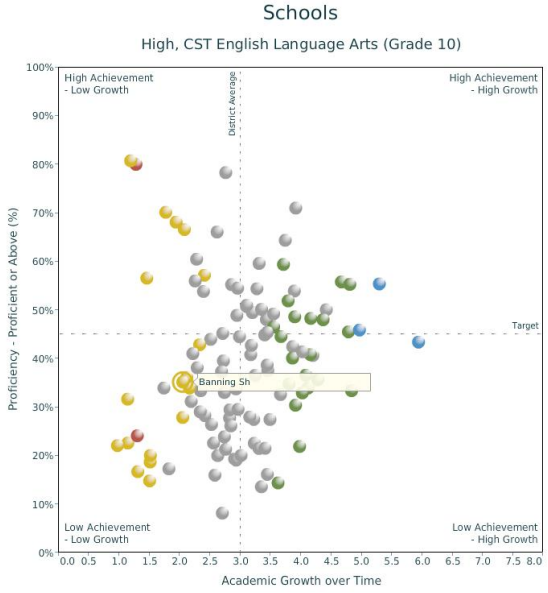


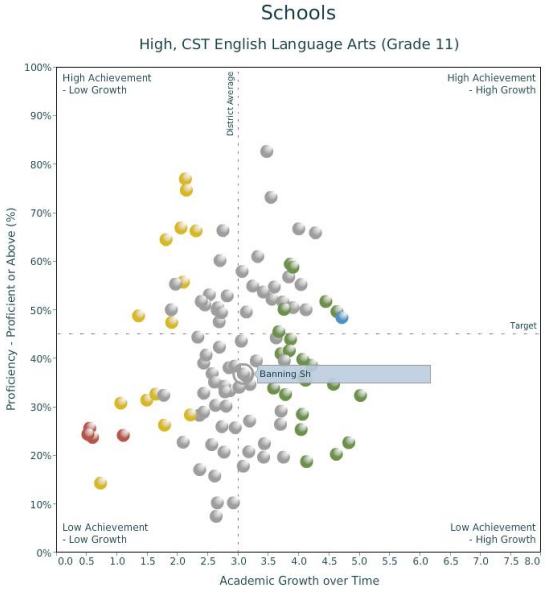


Attachment E: AGT Two-By-Two Matrices



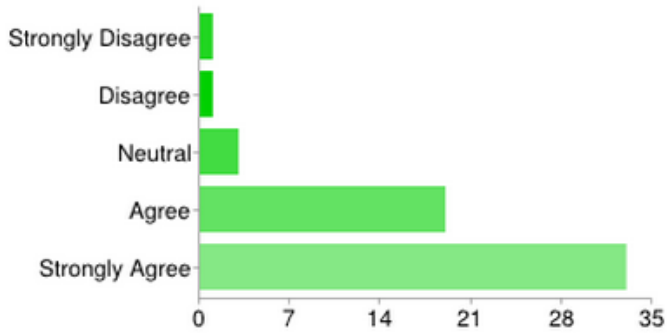






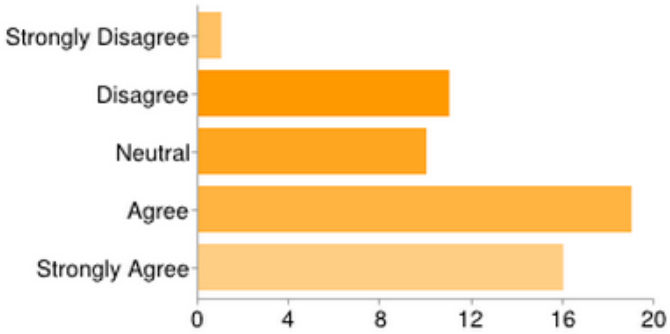
Attachment F: PD Survey Results 2011-2012

Rate how strongly you agree or disagree with each of the following statements - I appreciated the ability to select a PD topic that interested me



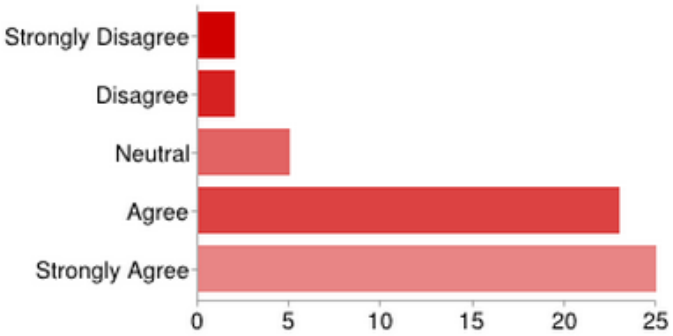
Strongly Disagree	1	2%
Disagree	1	2%
Neutral	3	5%
Agree	19	33%
Strongly Agree	33	58%

Rate how strongly you agree or disagree with each of the following statements - I like the idea of focus on one topic throughout the year



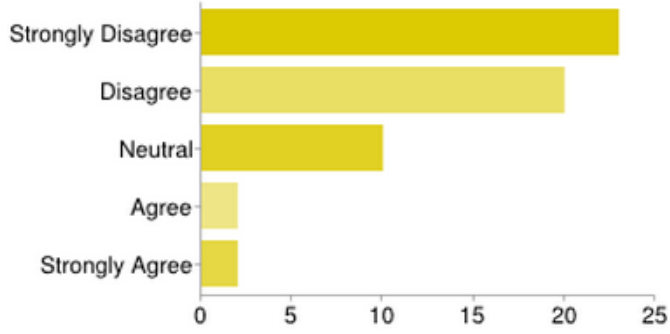
Strongly Disagree	1	2%
Disagree	11	19%
Neutral	10	18%
Agree	19	33%
Strongly Agree	16	28%

Rate how strongly you agree or disagree with each of the following statements - I learned something new during Educator's Choice



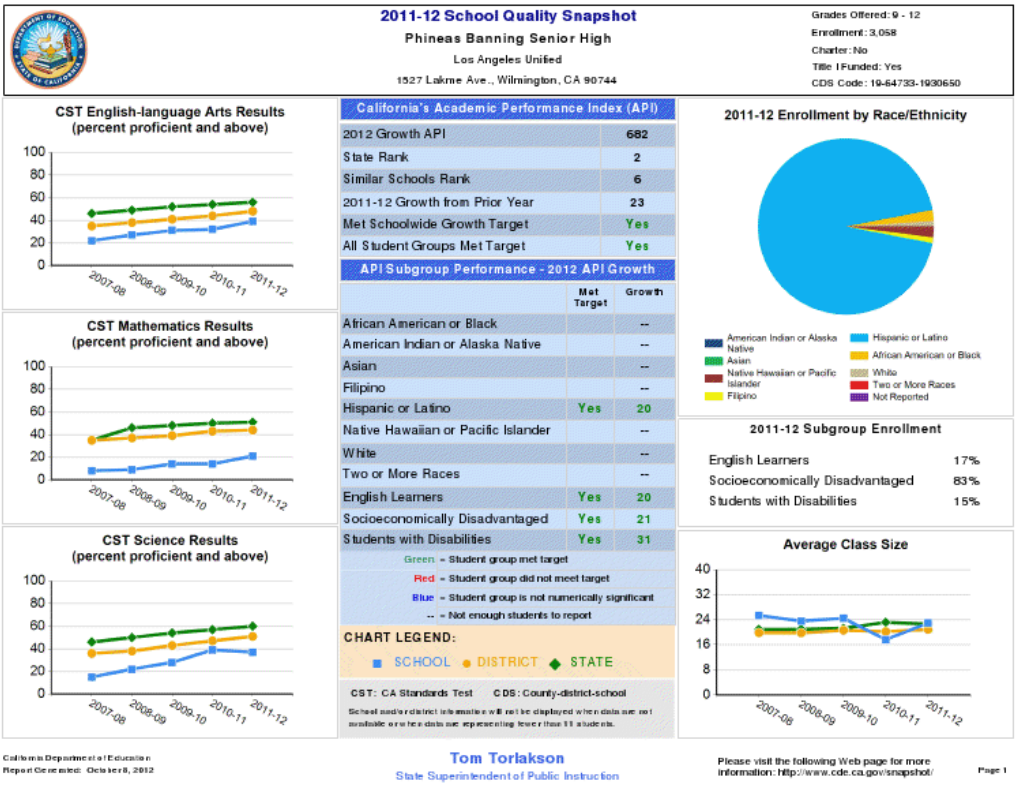
Strongly Disagree	2	4%
Disagree	2	4%
Neutral	5	9%
Agree	23	40%
Strongly Agree	25	44%

Rate how strongly you agree or disagree with each of the following statements - I thought Educator's Choice was a distraction from the ongoing SDAIE PD



Strongly Disagree	23	40%
Disagree	20	35%
Neutral	10	18%
Agree	2	4%
Strongly Agree	2	4%

Attachment G: School Quality Snapshot 2011-2012



2011-12 School Quality Snapshot

Phineas Banning Senior High

Los Angeles Unified

1527 Lakme Ave., Wilmington, CA 90744

Grades Offered: 9 - 12
Enrollment: 3,058
Charter: No
Title I Funded: Yes
CDS Code: 19-64733-1930650

CST English-language Arts Results (percent proficient and above)

CST Mathematics Results (percent proficient and above)

CST Science Results (percent proficient and above)

California's Academic Performance Index (API)

2012 Growth API	682
State Rank	2
Similar Schools Rank	6
2011-12 Growth from Prior Year	23
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino	Yes	20
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	Yes	20
Socioeconomically Disadvantaged	Yes	21
Students with Disabilities	Yes	31

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
-- = Not enough students to report

CHART LEGEND: SCHOOL DISTRICT STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2011-12 Enrollment by Race/Ethnicity

American Indian or Alaska Native; Asian; Native Hawaiian or Pacific Islander; Filipino; Hispanic or Latino; African American or Black; White; Two or More Races; Not Reported

2011-12 Subgroup Enrollment

English Learners	17%
Socioeconomically Disadvantaged	83%
Students with Disabilities	15%

Average Class Size

California Department of Education
Report Generated: October 8, 2012

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

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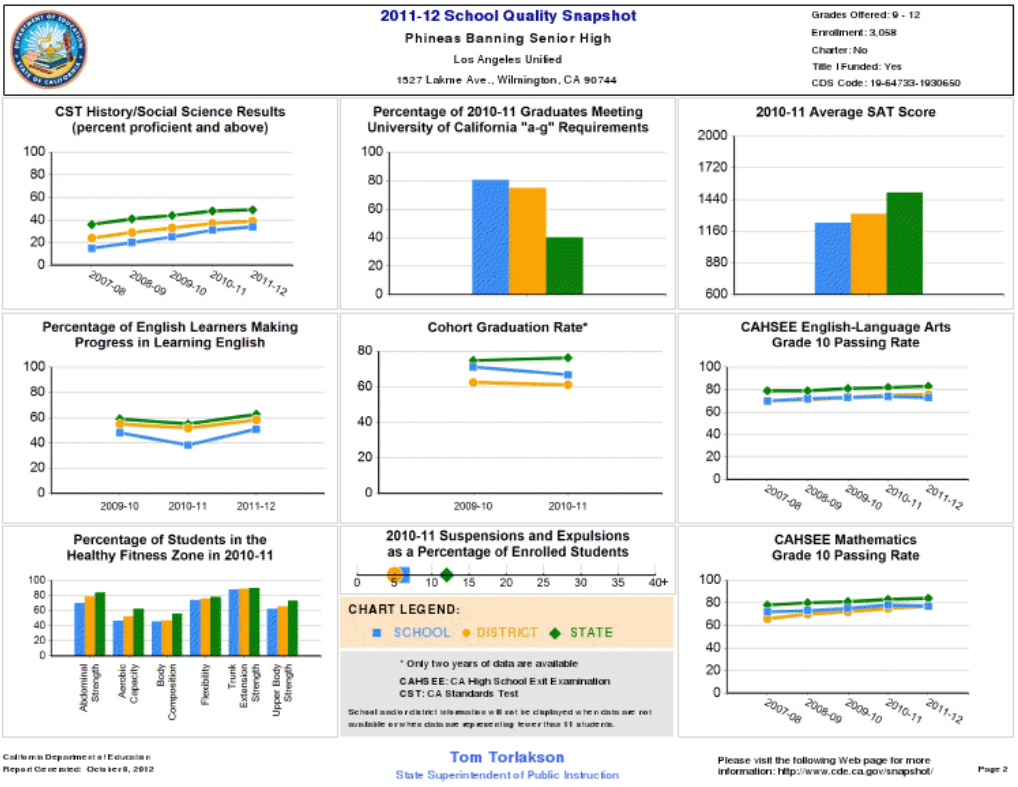

2011-12 School Quality Snapshot

Phineas Banning Senior High

Los Angeles Unified

1527 Lakme Ave., Wilmington, CA 90744

Grades Offered: 9 - 12
Enrollment: 3,058
Charter: No
Title I Funded: Yes
CDS Code: 19-64733-1930650

CST History/Social Science Results (percent proficient and above)

Percentage of 2010-11 Graduates Meeting University of California "a-g" Requirements

2010-11 Average SAT Score

Percentage of English Learners Making Progress in Learning English

Cohort Graduation Rate*

CAHSEE English-Language Arts Grade 10 Passing Rate

Percentage of Students in the Healthy Fitness Zone in 2010-11

Abdominal Strength; Aerobic Capacity; Body Composition; Flexibility; Trunk Extension Strength; Upper Body Strength

2010-11 Suspensions and Expulsions as a Percentage of Enrolled Students

CHART LEGEND: SCHOOL DISTRICT STATE

* Only two years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate

California Department of Education
Report Generated: October 8, 2012

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

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Attachment H: Frequently Used Instructional Strategies

Frequently used Instructional Strategies used in every classroom at BACIS

Instructional Strategy	Examples in the Classroom
Computer Assisted Instruction	Moodle lessons, Khan Academy, certifications, simulations, APEX (credit recovery)
Frequent checks for understanding	whiteboards, clickers, thumbs up thumbs down, exit tickets
Pre and Post tests	Test on standards, sub-standards, concepts, academy themes
Thinking Maps	Circle, bubble, double bubble, tree, flow, multi-flow, brace and bridge maps
Scaffolding	teacher models and eventual shift of responsibility to student
Think, pair, share	Note checks vocab and quiz review, summarizing, developing an opinion
Brainstorming	Creative solutions, building on ideas, breakout thinking, innovation
Visual imaging	Imagining concepts, ideas, objects, engineering and manufacturing ideas, computer digital
Word walls	Words we know, chunking wall,
Manipulatives	Experiments, geometric shaping, lab equipment, 3d models
Structured conversations	Effective conversations between teachers and students, creates relationships, inspires academic conversation
Peer Partner Learning	Reflect on learning, peer teaching, develop classroom social skills,
Problem Solving	Reflective what you could have done and creative what I am going to do.
Learning Contracts	For student/s who are falling behind, contracts allow for extended time to master content, teacher and student/s agree upon parameters.
Anticipation Guides	Constructed guide that facilitate reading in the content area
Working towards interdisciplinary project based learning	Connecting curriculum to the academies themes this will be a 3 to 5 year process

Attachment I: Waiver/Autonomy Checklist

Appendix C

Public School Choice 4.0
Waiver/Autonomy Checklist

School Site: Phineas Banning High School

Proposed School/Design Team Name: Banning Academy of Creative and Innovative Sciences (BACIS)

Proposed Governance Model (mark all that apply):

☐ Traditional	☐ Pilot	☐ Expanded School Based Management
☐ Local Initiative School	☐ Affiliated Charter	☐ Technical Assistance Partner
☐ Limited Network Partner	☐ Full Network Partner	

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

☒ **Methods of improving pedagogy.** Rationale on page(s): 23

School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).

☒ **Curriculum.** Rationale on page(s): 23

Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).

☒ **Assessments.** Rationale on page(s): 23

Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.

☒ **Scheduling.** Rationale on page(s): 23

Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).

☒ **Internal organization.** Rationale on page(s): 23

School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

☒ **Professional development.** Rationale on page(s): 23

Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

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Attachment I: Waiver/Autonomy Checklist

☒ **Budgeting control.** Rationale on page(s): 23

General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

☒ **Mutual consent requirement for employees.** Rationale on page(s): 23

A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

☒ **Teacher assignments.** Rationale on page(s): 23

Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

☐ **Staff appointments (e.g., department chairs).** Rationale on page(s): _____

Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

☒ **Discipline & codes of conduct.** Rationale on page(s): 23

School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

☐ **Health and safety.** Rationale on page(s): _____

School's health/safety matters, aligned with District-wide health/safety mandates.

☐ **Additional Waivers**: (list waivers requested) _____

_____

Applicants selecting "Additional Waivers" must provide a rational the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.