

**APPENDIX B – INFORMATIONAL SUMMARY**

**Mission:** Los Angeles High School, a community school, will be a vibrant, dynamic environment where students will engage in authentic, relevant educational experiences as evidenced by: improved student motivation, increased graduation rate and attendance, and increased involvement in community-building projects. Implementation of innovative instructional programs will be reviewed periodically and assessed for effectiveness and continued improvement. Los Angeles High School will produce students who are college-ready and career-prepared.

**Vision:** Los Angeles High School will be a transformed culture where students aspire to higher educational success. Students will know how academic learning is linked to personal development, aligned from classroom to classroom, related to college and career readiness, embedded in community engagement, and connected to Global perspective. As creative, critical, resilient thinkers, they will communicate articulately, collaborate effectively, and have the ability to utilize appropriate technologies in setting and achieving goals. Students will have leadership qualities, empathy, generosity, and perseverance as they mature into successful adulthood in the twenty-first century.

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

Los Angeles High School is committed to a culture of ongoing school improvement that uses data to inform decisions about instruction, curriculum, professional development, intervention, and student needs.

**Instructional program**

We believe that by providing students access to rigorous and relevant instruction, project-based interdisciplinary learning, differentiated instruction with ample scaffolding, and cognitive apprenticeships embedded within the academic program, all students can become articulate, effective, productive learners who are poised to graduate high school and successfully pursue post-high school educational and career opportunities.

The instructional program will address the needs of a diverse student population and will provide the following support to individual subgroups:

Gifted Students	<ul style="list-style-type: none"> <li>• High engagement at differentiated levels</li> <li>• Opportunities for increase range of taxonomies for gifted</li> <li>• Different levels of complexity and layering</li> <li>• Opportunities for enrichment specific to the gifted student</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>• Access to a rigorous grade level curriculum</li> <li>• Necessary scaffolds through embedded SDAIE strategies</li> </ul>
Students with Disabilities	<ul style="list-style-type: none"> <li>• Real life connections to foster independence and future success</li> <li>• Compliance with IEPs</li> <li>• Access through multiple intelligences as a means to access content</li> </ul>
Socio-Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>• Support for literacy and numeracy with goal of closing achievement gap</li> <li>• Hands on authentic learning</li> <li>• A structured environment and consistency</li> </ul>

Standard English Learners	<ul style="list-style-type: none"> <li>• Interconnected learning to home culture</li> <li>• Opportunities to practice academic language in appropriate situations</li> <li>• Student centered learning with emphasis on personal learning styles</li> <li>• Culturally relevant</li> <li>• cultures and experiences and frame of reference</li> </ul>
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**School Culture**

LAHS is a vibrant learning community where students are focused 100% of the time on pursuing excellence upon entering the door. They are holistically supported by a culture that values diversity; equal access to high quality learning experiences; physical, social and emotional health; talent and skill development; goal-setting and achieving; and solid effort and accountability. LAHS is an environment where creativity and critical thinking are valued and developed in all stakeholders. LAHS is an environment where all are open to and seeks opportunities for improvement. LAHS is an environment where the artificial walls between school and community have been broken down, and instead, bridges built into the community to support students to pursue their aspirations within the community.

**A Day in the Life of Two Students**

Ninth graders Rosalia and Claudia Vasquez are identical twins; but how different can two siblings be? Rosalia is a doer, a social butterfly who knows everyone in town and is constantly out with her friends. Claudia, by contrast, is quiet and keeps to herself. She prefers to sit at home and read about the Mayas, Incas, and Aztecs. These twins' differences are also reflected in their daily lives at Los Angeles High School. What follows is an example of Rosalia's and Claudia's first semester at LA High.

Rosalia and Claudia are programmed into eight classes for the fall semester, following the 2 x 8 bell schedule model. Rosalia is enrolled in the Public Service Academy SLC (HERO) and Claudia belongs to the Global Awareness Academy SLC (Global Team). Both sisters have typical ninth grade English, math, science and PE classes, a standard ninth grade advisory class, and SLC-specific elective courses; but the remaining two classes are different for each girl.

As recommended by her counselor Mr. Rios, Rosalia's remaining classes are additional English and math classes. Upon getting to know her, Mr. Rios noticed Rosalia's academic records, low CST scores, and low grades in both the Summer Bridge Program and her eighth grade Algebra 1 class, and thus recommended intervention courses for her to take. Her parents agreed to the recommended classes and she is currently enrolled in an English intervention course called Read 180, where the class size is limited to 21 students and where students utilize materials and computer programs purchased from Scholastic, Inc. She is also enrolled in a math intervention course called Math Lab, which will help support her Algebra 1 class. These intervention

courses will ensure that Rosalia is exposed to English and math everyday. By contrast, Claudia had excelled in her eighth grade English and math classes and is enrolled in Honors English and Geometry A. As she does not need any intervention, her two remaining classes are Spanish and Health. On the right is a period-by-period schedule of each sister's schedule, where even and odd periods are alternated daily.

Period	Rosalia's Schedule	Claudia's Schedule
<b>1</b>	<b>English 9A</b>	<b>H. English 9A</b>
2	Read 180	Spanish
<b>3</b>	<b>Algebra 1A</b>	<b>Geometry A</b>
4	Math Lab	Health
<b>5</b>	<b>I.C. Science</b>	<b>I.C. Science</b>
6	Humanities	Global Studies
<b>7</b>	<b>PE</b>	<b>PE</b>
8	Advisory	Advisory

## Appendix U English

Today is Monday, an odd period day, where Rosalia and Claudia have similar schedules. Both students begin first period in their respective English classes, with a CST prep question as their warm-up. After first period, students have a 20-minute nutrition followed by third period, which is math for both girls. Rosalia goes to Algebra class and Claudia to Geometry class. After third period, the sisters go to fifth period, which happens to be Inter Coordinated Science 1A for both of them. This class will prepare students for Biology in 10<sup>th</sup> grade and for Chemistry and Physics in future years. Each sister takes the course with her respective SLC science teacher - Claudia with Ms Buenaventura, Rosalia with Mr. Vicks.

Following fifth period is lunch. Both Rosalia and Claudia rush down to get their lunches and carry them to their separate SLC office (each SLC has its own). Claudia goes to the Global Team office and talks to Mr. Martinez who will be her history teacher next year. They share a passion for the history of the great pre-Columbian empires. Mr. Martinez lends Claudia a copy of Bernal Diaz' The Conquest of New Spain. Claudia notices a copy in the Spanish original version. She helps Mr. Martinez as they read though the passage where Bernal Diaz describes the first time he saw Tenochtitlan. Both girls are programmed into PE as their last class of the day, seventh period.

The next day, Tuesday, is an even period day where the sisters have slightly different schedules. Because of Rosalia's need for additional English and math courses, she will begin her day again with English – this time the Read 180 intervention class. Following nutrition is fourth period, where she sees math again, but this time in her Math Lab class. Since Claudia does not need intervention in any subjects, she starts her day with Spanish, her first elective; and after nutrition she has Health class. After lunch, both Rosalia and Claudia report to their respective SLC-specific elective class. Rosalia, who is in the HERO academy, is taking Humanities, and Claudia, from the Global Team SLC, is enrolled in an Intro to Global Studies course. Their final period of the day, eighth period, is the grade-wide advisory course, the fully implemented AVID program, where students work on their study and organizational skills.

For detailed discussion of individual curricular paths that are available to Rosalia and Claudia, and all other Los Angeles High students, see Appendix for Sample Curricular path.

### **Extra- Curricular Activities that will be provided at the school**

Extra- curricular activities allow students to use their time constructively. Extra-curricular activities give students the opportunity to become connected to the school community and at the same time develop skills that will enhance and enrich their high school experience. They provide opportunity to develop skills such as character development, a sense of responsibility to self, team, and community, leadership skills, an understanding of the importance of hard work and dedication, and discipline. Students are able to take risks and learn to work collaboratively to achieve a common goal.

- **Sports:** Football, Volleyball, Soccer, Basketball, Baseball, Softball, Swimming, Water Polo, Cheerleading, Track, Cross-Country,
- Championship Band and Color Guard
- **Student Government**
  - Involvement in school government, councils, and clubs promotes student leadership. Participation as elected members on decision making councils provides students with a voice.

### **After School Program: Champions**

The after school offers an array of activities and encourages all students to participate. One of the goals of the program is to connect students to the student and help shape the attitude of students toward

schools. Champions offers boxing in partnership with Westside Boxing, a community based organization, taekwondo, Lady roman fitness, swimming, fashion design, urban art, theatre, music classes, and spoken word classes

### **Parent Engagement and Involvement**

Los Angeles High School is a welcoming and parent friendly environment. The culture of Los Angeles High School supports strong home- school partnerships and values family assets and their contribution to learning and the overall educational program.

Parents as equal partners will be able to:

- Participate as decision-making stakeholders as elected members of the School Site Council. Our new expanded membership model allows three seats on the School Site Council. (SSC) council.
- Participate as elected members of the School Based Management Council (SBM). Under the proposed governance model, parents as members of this council will be able to have a voice in decisions regarding, curriculum, hiring, schedules, and discipline as voting members and members of the subcommittees.
- Have volunteer opportunities to support the educational program and the development of a strong culture of parent and community engagement. Receive training on effective volunteer strategies including training on how to effectively communicate with high school students and volunteer district policy
- Provide feedback and recommendations regarding student achievement and school improvement through membership on advisory councils.
- Have the opportunity to participate in the evaluation of their children’s teachers by providing feedback through end of course surveys
- Have the opportunity to observe classroom instruction in a structured manner and provide feedback on their observations.
- Participate in parent workshops provided by school staff and outside community agencies to promote
- Be linked to community services based on the individual needs of the student and/or the family
- Receive information in a timely manner

### **Staffing**

Under the Expanded School Based management Model (ESBMM), as positions become vacant, a hiring subcommittee of the Leadership Council will screen, interview and hire teachers, administrators, and classified staff. Under this model, teachers and administrators that have left other schools will not be able to automatically fill a vacant position. All vacant positions will be subject to a hiring process that will include all stakeholders, including parents. Candidates must display characteristics that will support the educational program, show commitment to serving the students and families of Los Angeles High School, and are willing to promote and align professional practice with the mission and vision of the school.