



Public School Choice 3.0

# Los Angeles High School Internal Redesign Team



## REBUILDING ROME

Los Angeles High School  
(Home of the Mighty Romans)

## TABLE OF CONTENTS

<b>A-1. MISSION AND VISION .....</b>	<b>3</b>
<b>A-2. SCHOOL DATA ANALYSIS .....</b>	<b>5</b>
<b>A-3. APPLICANT TEAM ANALYSIS .....</b>	<b>11</b>
<b>A-4. INFORMATIONAL SUMMARY (SEE APPENDIX U) .....</b>	<b>11</b>
<b>B-1. CURRICULUM AND INSTRUCTION .....</b>	<b>12</b>
a. Instructional Program .....	12
b. Core Academic Curriculum .....	21
c. WASC Accreditation .....	30
d. Addressing the Needs of All Students.....	30
e. Vertical Articulation .....	31
f. Early Care and Education .....	32
g. Service Plan for Special Education .....	32
<b>B-2. PROFESSIONAL DEVELOPMENT .....</b>	<b>33</b>
a. Professional Culture .....	33
b. Professional Development.....	34
c. Teacher Orientation.....	36
d. PD Program Evaluation .....	37
<b>B-3. ASSESSMENTS AND SCHOOL-WIDE DATA .....</b>	<b>39</b>
a. Student Assessment Plan:.....	39
b. Graduation Requirements: .....	45
c. Data and Collection Monitoring.....	46
<b>B-4. SCHOOL CULTURE AND CLIMATE .....</b>	<b>51</b>
a. Description of School Culture .....	51
b. Student Support and Success.....	53
c. Social and Emotional Needs.....	53
d. College and Career Readiness.....	54
f. Policies .....	56
<b>B-5. PARENT AND COMMUNITY ENGAGEMENT .....</b>	<b>57</b>
a. Background: .....	57
b. Strategies: .....	58
c. Key Community Partnerships:.....	59
<b>B-6. SCHOOL GOVERNANCE AND OVERSIGHT .....</b>	<b>61</b>
a. School Type:.....	61
b. School Level Committees.....	62
<b>B-7. SCHOOL LEADERSHIP .....</b>	<b>64</b>
a. Principal Selection:.....	64
b. Leadership Team:.....	65
<b>B-8. STAFF RECRUITMENT AND EVALUATION .....</b>	<b>67</b>
a. Staffing Model.....	67

b. Recruitment and Selection of Teachers .....	68
c. Performance Reviews. ....	69
<b>B-9. SHARING A CAMPUS.....</b>	<b>71</b>
<b>C-1. WAIVERS.....</b>	<b>71</b>
<b>C-2. BUDGET DEVELOPMENT .....</b>	<b>71</b>
<b>D-1. PORTFOLIO DEVELOPMENT .....</b>	<b>71</b>
<b>D-2. ORGANIZATIONAL RESPONSIBILITIES AND GOALS.....</b>	<b>71</b>
<b>REFERENCES.....</b>	<b>72</b>

## **Table of Contents for Appendix**

<b>FINAL LETTER OF INTENT .....</b>	<b>APPENDIX A</b>
<b>COMMITMENTS AND EXPECTATIONS .....</b>	<b>APPENDIX B</b>
<b>ASSURANCES FORM.....</b>	<b>APPENDIX C</b>
<b>SERVICE PLAN FOR SPECIAL EDUCATION.....</b>	<b>APPENDIX E</b>
<b>APPLICANT HISTORY DATA SHEET.....</b>	<b>APPENDIX F</b>
<b>SAMPLE CALENDAR .....</b>	<b>APPENDIX K</b>
<b>SAMPLE BELL SCHEDULE .....</b>	<b>APPENDIX L</b>
<b>PERFORMANCE PLAN.....</b>	<b>APPENDIX P</b>
<b>IMPLEMENTATION PLAN .....</b>	<b>APPENDIX R</b>
<b>SCHOOL DISCIPLINE POLICY AND PROCEDURES .....</b>	<b>APPENDIX T</b>
<b>INFORMATIONAL SUMMARY – ENGLISH, SPANISH AND KOREAN.....</b>	<b>APPENDIX U</b>
<b>PROFESSIONAL DEVELOPMENT CALENDAR.....</b>	<b>APPENDIX V</b>
<b>ORGANIZATIONAL CHART .....</b>	<b>APPENDIX W</b>
<b>COMMITMENT.....</b>	<b>APPENDIX X</b>
<b>EVALUATIONS.....</b>	<b>APPENDIX Y</b>
<b>PRINCIPAL EVALUATION .....</b>	<b>APPENDIX Z</b>
<b>RESULTS OF THE PSC ADVISORY VOTES.....</b>	<b>APPENDIX AA</b>

## A-1. Mission and Vision

**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 and attendance rates, 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 a Global perspective. As creative, critical, resilient thinkers, students will be able to communicate articulately, collaborate effectively, and have the ability to utilize appropriate technologies in setting and achieving goals. Students will understand the importance of leadership qualities, empathy, generosity, and perseverance as they mature into successful adulthood in the twenty-first century.

### CORE BELIEFS AND VALUES

**CORE BELIEF:** We believe that by providing students access to rigorous and relevant instruction, which include: project-based interdisciplinary learning, differentiated instruction, and cognitive apprenticeships embedded within the academic program, all students can become articulate, effective, productive learners who are on target to graduate high school and successfully pursue post-high school educational and career opportunities.

- **AUTHENTIC INTELLECTUAL WORK:** Our curriculum will be: standards-based, challenging, and stimulating. Critical thinking skills will promote oral and written communication proficiency. Our students will engage in personalized, relevant project-based learning, completing culminating projects with a spoken and written component. Providing students access to A-G requirements, and cognitive apprenticeship with community businesses, agencies, and institutions, will prepare them to be college and career-ready.
- **GLOBAL & HOLISTIC AWARENESS:** Los Angeles High School will address the need of the whole student. This holistic instructional approach will result in our students acquiring academic proficiency and communication competency, along with interpersonal, social, critical and creative thinking skills.
- **HIGH EXPECTATION FOR ALL STAKEHOLDERS:** Students will track their own educational progress, set realistic goals and take initiative to become self-motivated for academic achievement. Teachers will influence students to reach their maximum potential by utilizing research-based methodologies to inform instruction. Intervention and enrichment in response to student learning needs will be culled from data analysis, observation, and relationships with students.
- **COMMITMENT AND PERSEVERANCE:** Developing coping strategies and resilience, students learn how to plan long and short-term goals. Working towards realization of goals, students will have access to peer, family, and all stakeholder support. Setting and achieving attainable goals will motivate students to complete their education and directly connect them with real world experiences.

- **SCHOOL PRIDE, LEGACY AND COMMUNITY INVOLVEMENT:** By creating a personalized learning environment, we will enhance the learning success for all students. This humanistic community context approach will build relationships and encourage collaboration among all stakeholders who will accept responsibility for designing and implementing quality educational experiences and student achievement.

### **VALUES ABOUT TEACHING AND LEARNING**

Los Angeles High School’s culture of high expectations, character development, and accountability for all stakeholders promotes an entire school community where students strive for academic success. We place a high priority on implementing the following components into our teaching in order to support students to achieve their goals.

- A professional culture where educators collaborate with community partners so as to provide opportunities for students to envision multiple career pathways, apprenticeships, internships, and practical workplace experience.
- Performance-based, authentic, common assessments to measure multiple levels of proficiencies.
- A data-driven accountability system to ensure analysis of results and inform processes for continuous instructional and overall program improvement.
- A tiered intervention system (RTI2) to afford students expanded time for credit recovery and an individualized academic, emotional, and social support system to enhance the learning process of all students.
- Writing across the curriculum so that students develop English writing proficiency.
- Authentic partnerships for multiple pathways to enhance students understanding of skills and requirements need to prepare them for the 21<sup>st</sup> century.

Additionally, students will develop the skills and intellectual capacities needed for success in the workplace, civic life, and in personal affairs. These competencies are embodied in these school-wide learning outcomes:

**Content Knowledge** All students will be expected to attain high levels of proficiency and accuracy in coursework offered at Los Angeles High School.

**Collaboration Skills** These skills include teamwork, relationship management, conflict resolution, peer evaluations, and other essential group dynamics.

**Oral Communication Skills:** These skills include a student’s ability to communicate appropriately during presentations (eye contact, awareness of audience, articulation, volume, posture, etc.).

**Written Communication Skills** These skills include a student’s written mechanics, spelling, grammar, content, and organizational skills.

**Critical Thinking, Logical Reasoning and Creativity:** These skills include a student’s ability to articulate questions, develop a hypothesis, examine a problem, test a solution, use evidence to support a conclusion as well as develop creative approaches to problem-solving and expression.

**Technology Skills:** These skills include computer literacy, internet skills, retrieving and managing information via technology, as well as effective use of various technological mediums.

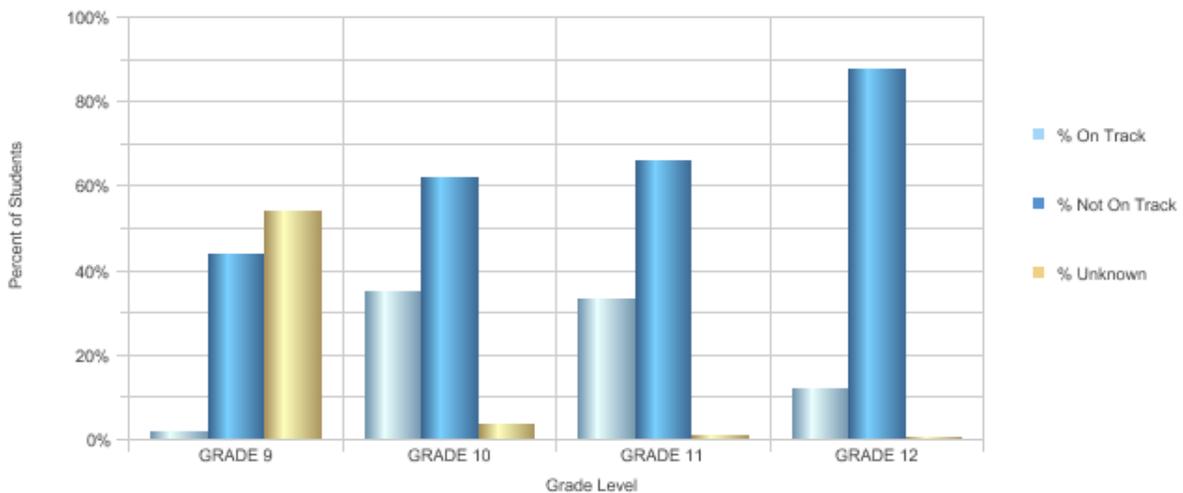
**Work Ethic and Professionalism:** These include submitting work on time, being on task during class, completeness of work, and other workplace related skills.

## A-2. SCHOOL DATA ANALYSIS

**PRIORITY I:** 100% graduation rate and increase 4 year cohort graduation rate.

Strengths	Weaknesses	Goals
<ul style="list-style-type: none"> <li>Steady growth in cohort graduation rate. 12% increase in graduation in the 4 year cohort from 2009-10 to 2010-11.</li> <li>A low counselor to student ratio of 300 to 1</li> <li>A steadily improving CAHSEE pass rate, which in 2009-10 reached 73.5% in ELA and 70.1% in Math for 10th graders taking the test for the first time (64% is district average)</li> </ul>	<ul style="list-style-type: none"> <li>Not enough students matriculate from one grade to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students matriculating from 9<sup>th</sup> to 10<sup>th</sup> grade by 11 percentage points per year, (from 48% to 65%) over three years.</li> <li>Increase the number of students matriculating from 10<sup>th</sup> to 11<sup>th</sup> grade by 11 percentage points (from 65% to 89%) over three-years.</li> <li>Reduce Small Learning Communities from five to four, so that AP classes and other learning opportunities can be more equitably distributed and accessible for students.</li> <li>Develop teacher leaders who can effectively lead the development of each SLC, incorporating parent, community and student input.</li> </ul>

Progress Toward Four-Year Graduation as of October 2011



**PRIORITY I ACTION STEPS:**

- Implement 2 x 8 bell schedule
- Embedded intervention/enrichment throughout the regular school year for ELA and Math.

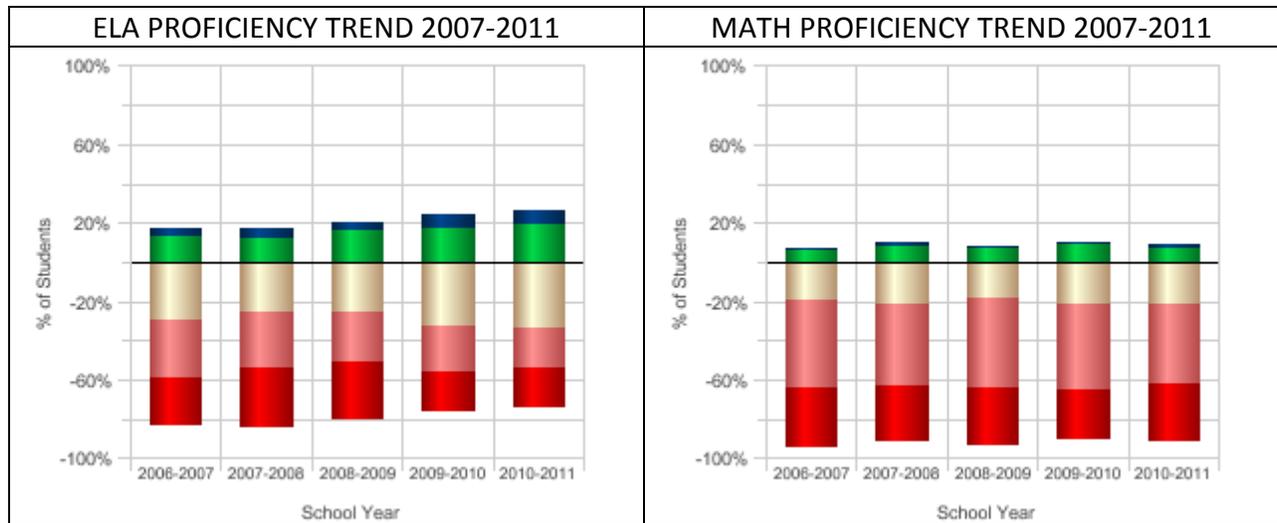
- Implement advisories to promote personalization and relationships

**PRIORITY II: Proficiency for All**

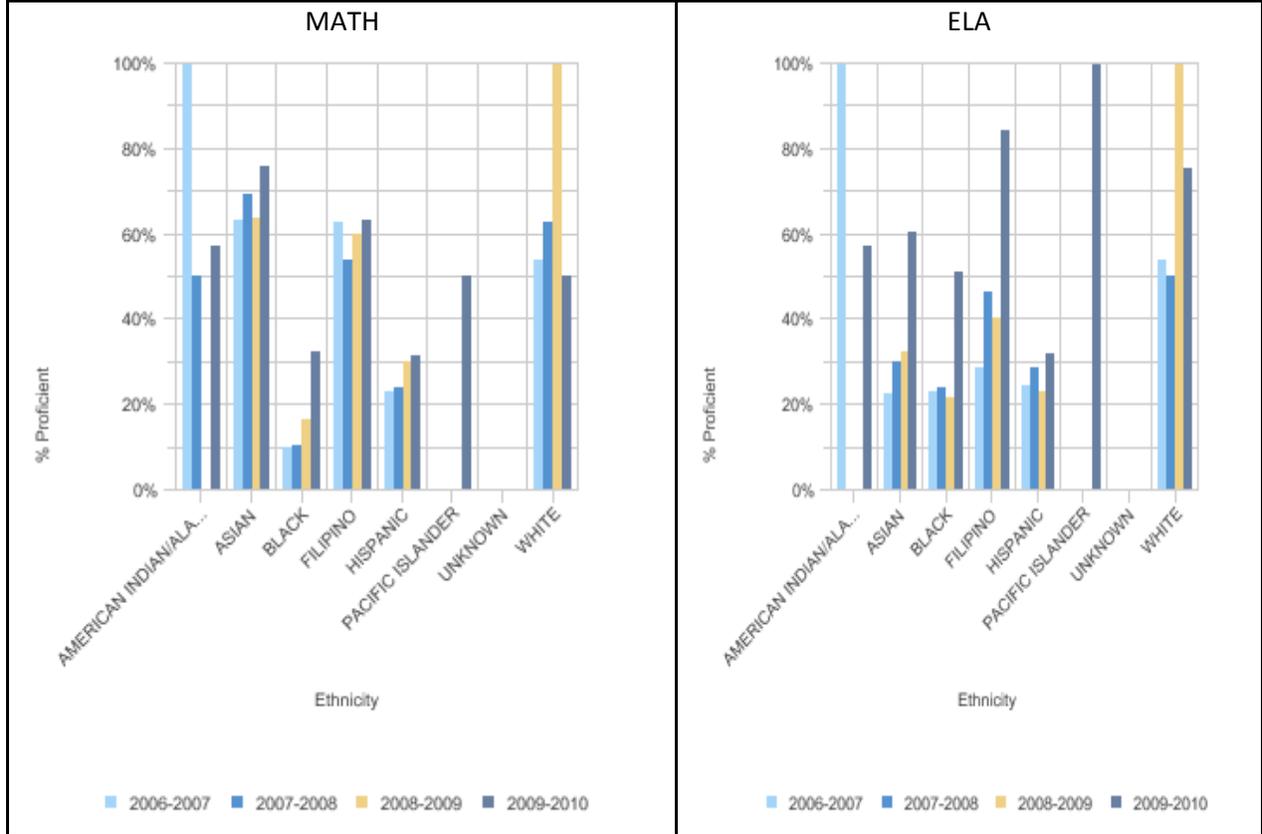
Strengths	Weaknesses	Goals
<ul style="list-style-type: none"> <li>• Students in Special Education scoring proficient or Advanced in English and Math (exceeds district average per school report card)</li> <li>• In CST ELA 9<sup>th</sup> and 11<sup>th</sup> grade we had an increase in number of students scoring proficient and advanced and a decrease in the number of students scoring FBB and BB from 2009-10 and 2010-11</li> <li>• A growing percentage of English Learners with (49% proficient on CELDT, 52% passing English courses with C or better).</li> </ul>	<ul style="list-style-type: none"> <li>• CST trends in mathematics indicate that 9 % of students scored proficient in all math areas.</li> <li>• ELA Pass rate is insufficient to prepare students for career and college</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proficiency in Math from 9% to 20% over three years.</li> <li>• Increase CELDT proficiency rate from 49% to 70% over three years.</li> </ul>

**PRIORITY II Action Steps**

- Increase the level of relevance in the educational experience
- Implement cognitive apprenticeships that emphasize cooperative learning
- Differentiate instruction for EL and African American students.



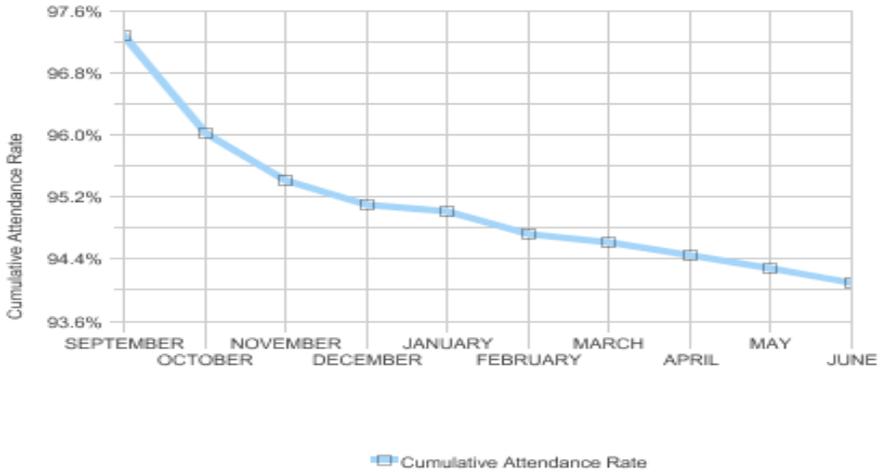
**% Proficient 3-Year Trend, Disaggregated by Sub-Group**



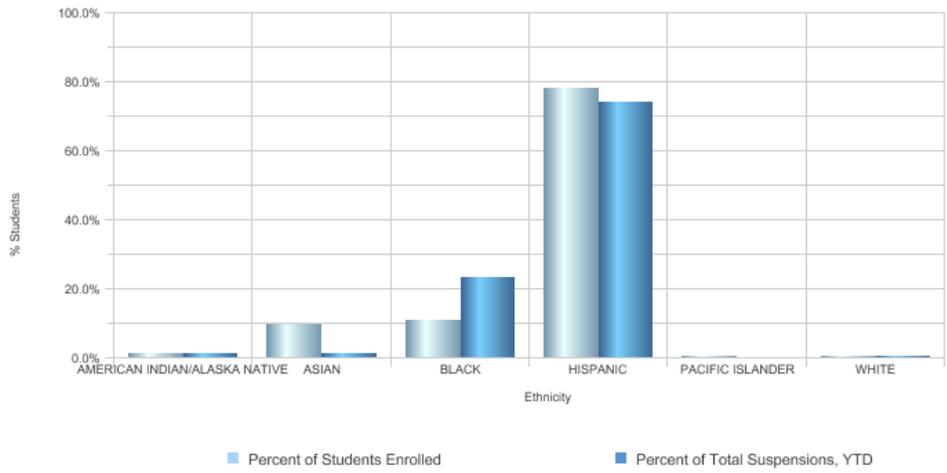
**PRIORITY III: 100% Attendance**

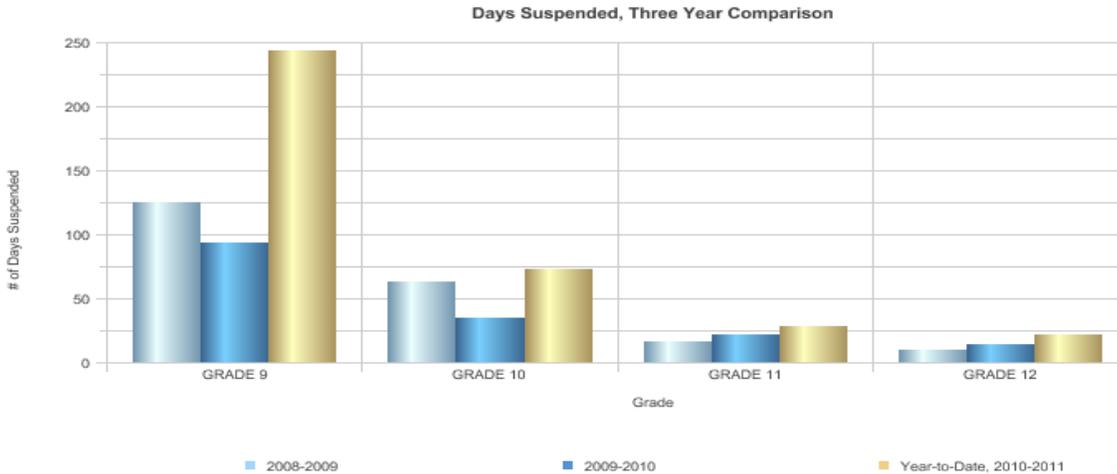
Strengths	Weaknesses	Goals
<ul style="list-style-type: none"> <li>Student attendance rate increased by 2.6% from 2009-10 to 2010-11</li> <li>The percentage of students with 96% attendance or higher increase by 7.1% from 2009-10 to 2010-11</li> </ul>	<ul style="list-style-type: none"> <li>The attendance rate in 2010-11 was 93%.</li> <li>While the total suspension rate was 10% in 2010-11, the suspension rate for African American students was disproportionately high at 21%, and Students with Disabilities was 15%.</li> <li>376 instructional days were lost due to suspension in the 2010-11 school year.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance goal for 2011-12 is 95%, and the three year goal is 98%.</li> <li>Decrease suspension rate to no higher than 4% within three years. Ensure that intervention supports systems are in place for African American and students with disabilities to maximize learning time</li> <li>Raise student motivation and attitudes toward school</li> <li>Establish effective school-home communication systems</li> </ul>

2010-11 Cumulative Attendance Rate by Month



Comparisons of Enrollment and Suspensions by Subgroup 2010-11





**PRIORITY III Action Steps:**

- Implement linked learning to increase motivation and engagement with special focus on linking classroom learning to community issues.
- Enrich student learning in real world contexts
- Use of Pupil Services and Attendance counselors (PSA), counselors, and teachers to contact and support students and families where necessary.
- Maintain updated parent/guardian contact information to enhance home-school communication
- Develop and maintain attendance recovery programs.

**PRIORITY IV: Parent and Community Engagement**

<b>Strengths</b>	<b>Weaknesses</b>	<b>Goals</b>
<ul style="list-style-type: none"> <li>• The number of parents who felt welcome on campus, increased by approximately 11 percentage points (from 80.3% to 89.7%)</li> <li>• The number of parents who stated they have opportunities to talk with their child's teacher about schoolwork increased by 35 percentage points (from 29.4% to 40.1%).</li> <li>• Large, dynamic parent center that offers opportunities for parent involvement (offers parent workshops, coffee with the principal meetings and volunteer opportunities).</li> </ul>	<ul style="list-style-type: none"> <li>• 14% of parents responded to School Experience Survey</li> <li>• 40% of the parents reported that they have no communication with their child's teacher</li> <li>• The number of parents, who attend school-wide parent conferences, is between 15-20%.</li> <li>• Lack of a cohesive system in which to update parent contact information.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of parents who respond to School Experience Survey to 20% in 2011-12, to 30% in 2012-13, and to 35% in 2013-14.</li> <li>• Increase the communication between teachers and parents by 50% (from 40% to 90% over three years)</li> <li>• Increase efforts to update parent contact information.</li> <li>• Increase the number of parents that participate in parent involvement activities by 15% annually</li> </ul>

**Priority IV Action Steps:**

- Develop and maintain key partnerships with community based organizations and alumni groups
- Implement Authentic Intellectual Work through project-based learning
- Complete projects that address community issues and concerns
- Parents serve as a community resource for community-based projects
- Projects will be displayed and presented to parents and community during community fairs and parent receptions

**PRIORITY V: School Safety**

<b>Strengths</b>	<b>Weaknesses</b>	<b>Goals</b>
<ul style="list-style-type: none"> <li>• Increased the number of deans from one to three.</li> <li>• Increased the number of security and surveillance cameras on campus.</li> <li>• Percent of parents who felt their child is safe in the neighborhood around the school was 76%, higher than district average.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students responding that they feel safe on campus has decreased from 85.2% in 2009-10 to 73.6% in 2010-11.</li> <li>• The number of students reporting gangs and graffiti as a problem has increased and continues to be above district average.</li> <li>• 75% of parents reported they feel their child is safe on school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• By 2012-13 have 88% of students reporting that they feel safe on school grounds.</li> <li>• By 2012-13 have 86 % of parents reporting that they feel their child is safe on school grounds.</li> </ul>

**PRIORITY V Action Steps:**

- Implement character development, social skills, collaboration skills curriculum in Advisories
- Promote a culture of Responsibility, Respect, and Safety by implementing a school-wide positive behavior support plan.
- Promote student Self-awareness and stress management through the Youth Empowerment Seminar (YES)

### **A-3. APPLICANT TEAM ANALYSIS**

The applicant team at Los Angeles High School (LAHS) includes a unique combination of stakeholder groups and partnerships. It includes a collaboration between the Los Angeles High School Internal Redesign Team, The Alumni Association and the Alumni on Campus Education Reform Initiative (AOCERI), all of whom submitted letters of intent for LAHS. These organizations decided to merge their efforts because it provided the most comprehensive approach to improve the quality of education at LAHS.

The **Internal Redesign Team** includes the students, parents, community, staff, faculty and administration of Los Angeles High School. With the involvement of the Internal Redesign Team, LAHS has achieved the following accomplishments:

- 73 point increase in API in the last two years.
- In the past two years, our English Learners are scoring more proficient on the CELDT and passing English classes with 'C' or better at a higher rate than the district average.
- In the past two years, students in special education who scored proficient or advanced on the CST are above the district average.

**AOCERI** and the **LAHS Alumni Association** have both been involved in changing the culture of LAHS. They have been involved in mentoring, tutoring, campus beautification and reconnecting the school with the pride and legacy of the schools past.

#### **Partnerships**

The ability of the LAHS stakeholder groups to transform our school will be bolstered by partnerships that we have formed with organizations such as: The Los Angeles Education Partnership (LAEP), the Encorps Teacher Program, and the Institute of Standards Curriculum and Assessment (ISCA),

#### **LAEP**

LAEP specializes in taking a comprehensive approach to educational transformation by assisting schools in developing career academies and effective professional development. LAEP will assist LAHS in these areas as we seek to crystallize our small learning community themes and pathways.

#### **EnCorps**

EnCorps' leadership, which included ex LAUSD Board President, Caprice Young, has extensive experience in school transformations. The mission of EnCorps is to transition corporate professionals into second careers in education to help ensure that every child in disadvantaged communities receives an excellent math and science education. LAHS will serve as the training grounds for these transitioning Science, Technology, Engineering, Art and Math (STEAM) professionals.

#### **ISCA**

ISCA is headed by Charlotte Higuchi and Day Higuchi (former UTLA President), who have a combined 45 years of experience with education in the Los Angeles area. ISCA's mission is to improve teaching as a means to advance student learning through the Lesson Design Study process. This approach was successfully employed at the Obama Global Academy (PSC 1.0).

### **A-4. INFORMATIONAL SUMMARY (SEE APPENDIX U)**

## B-1. CURRICULUM AND INSTRUCTION

### a. Instructional Program

“A teacher, who is attempting to teach without inspiring the pupil with a desire to learn, is hammering on cold iron.” This quote, by the great champion for universal public education, Horace Mann, speaks to the core of the educational philosophy at Los Angeles High School (LAHS). This philosophy is rooted in the fact that academic achievement is inextricably linked to student motivation (Leo, 2011). It could be argued that motivation is the very root from which student achievement emanates.

An analysis of student motivation at Los Angeles High School makes it clear that any effort to transform student achievement at the school must revolve around the task of inspiring students. According to the responses from students on the most recent and available results of the School Experience Survey (2010-2011 school year), students at Los Angeles High School rank below the district average in nine of the first eleven questions that relate to issues of motivation (primarily in the areas of “School Support” and “School Involvement”).

Analysis of another indicator of motivation, student attendance, adds to the case for framing the educational philosophy at Los Angeles High School around the concept of motivation. In the established LAUSD Performance Meter, the third goal sets the expectation that all students will have attendance rates of ninety-six percent or higher. Yet during the 2010-2011 school year, only during the months of September and October did the students of Los Angeles High have an attendance average equal to or higher than the goal that has been established in the Performance Meter. In fact, the attendance average decreased each month as the school year progressed. By this measure, one can infer that students at Los Angeles High School get less motivated as the school year continues. We must reverse this trend.

To address the issue of student motivation, Los Angeles High School will implement an educational framework that is designed to provide every student with an educational experience that is relevant to their interests, their goals and their lives. According to a study conducted by David Kember, Amber Ho and Celina Hong in 2008, relevant educational experiences are the strongest link to high levels of student motivation in school. Los Angeles High School’s educational framework seeks to capitalize on this link and utilize relevance in our efforts to address the level of motivation in our students.

Relevance is one of the key elements in a recent educational philosophy that is commonly referred to as the “New Three R’s.” This philosophy states that the traditional three R’s – reading, writing and arithmetic, have been joined by a new trio – rigor, relevance and relationships. While Los Angeles High School will seek to acknowledge and address the importance of all R’s, both traditional and new, we have our own vision of the “New Three R’s” which places a special emphasis on relevance: **‘Rigor is relative and it is driven by relevance.’**

What is rigorous for one student may be easy for the next student. Inherent in this statement is the concept that teachers must know their students and design personalized lesson plans in order to provide instruction that is within each student’s zone of approximate development. In other words, rigor is relative. At Los Angeles High School, we will strive to challenge each student at a level that is appropriate for that student, while continuously striving for mastery of core academic content.

The drive for mastery will be powered by relevance. As Charles Schwab, an American steel magnate once stated, “A man can succeed at anything for which he has unlimited enthusiasm.” While unlimited enthusiasm can indeed be a rare thing, the stakeholders at Los Angeles High School subscribe to the idea that enthusiasm, even in limited amounts, can lead to effort and that effort, with the assistance of a dedicated school community can lead to greater student achievement. The design of the educational framework at Los Angeles High School is intended to build a base level of enthusiasm by providing learning experiences that are relevant to the interests, goals and lives of our students

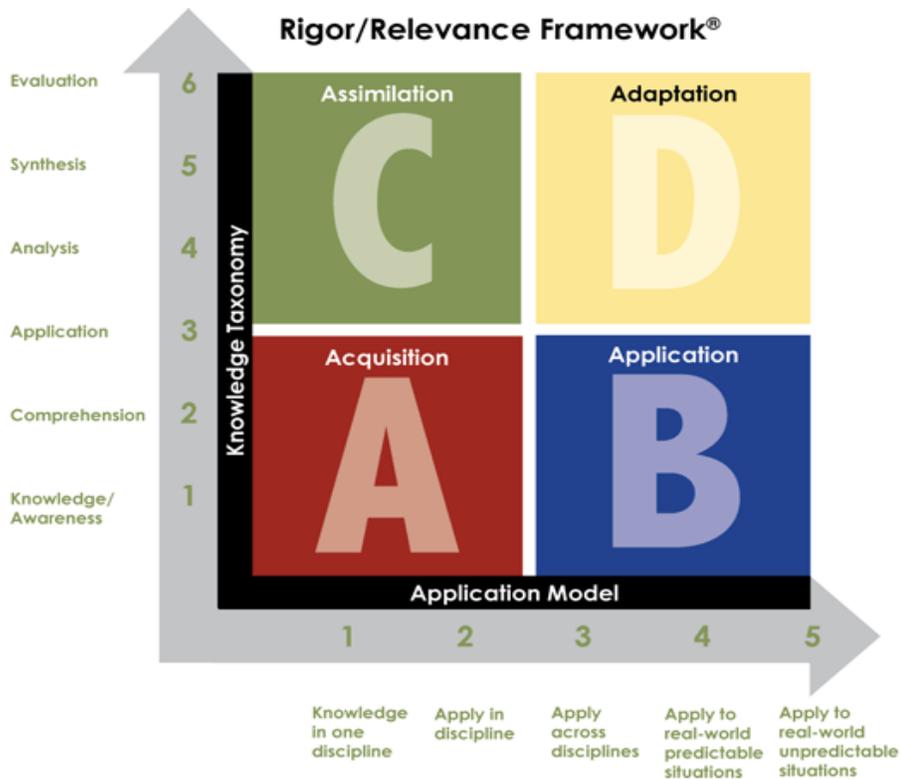
The emphasis that the educational philosophy of Los Angeles High School will place on the “New Three R’s” will be supported by our use of the Rigor/Relevance Framework that was developed by the International Center for Leadership in Education to enhance curriculum, instruction and assessment (leadered.com). The framework is based on the six levels of Bloom’s Taxonomy to enhance higher standards and student achievement in education. The six levels of Bloom’s Taxonomy increase with student mastery of content:

- 1) Knowledge:** Students exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers. Teachers teach vocabulary, terminology, specific facts, classifications/categories, and introduce principles and generalizations, theories and structures, etc.
- 2) Comprehension:** Students demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.
- 3) Application:** Students use new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way
- 4) Analysis:** Students examine and break information into parts by identifying motives or causes. Teachers guide students make inferences and find evidence to support generalizations. Students analyze elements, relationships and organizational principles
- 5) Synthesis:** Students accumulate information together in a different way by combining elements in a new pattern or proposing alternative solutions. As a cumulative activity, students are able to produce a plan or proposed set of operations and derive to a set of abstract relations
- 6) Evaluation:** Students are able to present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of internal evidence and external criteria.

According to Bloom’s Taxonomy, learning starts with just acquiring knowledge and being able to recall that knowledge in a simple manner. The most advanced and desirable level of mastery involves the ability to combine acquired knowledge and use it in logical and creative ways to solve multistep problems, develop unique solutions and produce culminating projects.

The Rigor/Relevance framework will be used in the development of instruction and assessment. According to the International Center for Leadership in Education, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals. Starting with 9<sup>th</sup> grade, Los Angeles High School students will learn how to advance their learning habits and move from basic memorization to understanding/analyzing/evaluating/creating and putting their knowledge into practical applications (leadered.com).

Teachers at Los Angeles High School will use the following chart from the Rigor/Relevance Framework to put into practice efficient learning, comprehension and critical thinking of specific standards-based topics.



A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

Just as we earlier made the case that motivation and student achievement are inextricably linked, others have made the argument that so to, are theory and practice. While the theory behind the educational framework at Los Angeles High School is embodied by the statement that, ‘**rigor is relative and it is driven by relevance,**’ we recognize that unless this theory is accompanied by sound educational practice, then no improvement will be effected at our school. To address this concern, the educational framework at Los Angeles High School will be based on four instructional pillars, all of which are interwoven with a common thread of relevance: **linked learning, cognitive apprenticeships, authentic intellectual work and advisories**. Utilizing these instructional pillars and choosing a new bell schedule will allow us to focus on the following areas of the teaching and learning process: instructional planning (linked learning), scaffolded learning experiences (cognitive apprenticeships), assessment of learning (authentic intellectual work) and intervention/re-teaching/enrichment (advisories). (See Appendix L for sample of the bell schedule and student programming)

Pillar w/Instructional Emphasis	Description of Pillar	Rationale
<b>1. Linked Learning</b> - emphasized in the lesson planning phase	<b>Learning that is linked to student interests, to community needs and issues, to career preparation/opportunities and from classroom to classroom.</b>	- Creates confidence due to cognitive resonance. - Especially effective with at-risk male students. - Reinforces relevance
<b>2. Cognitive Apprenticeships</b> - emphasized during the classroom learning phase	<b>Collaborative approach that involves intellectual scaffolding, or learning from peers and others who have mastered the content or have expertise,</b>	- Effective with EL, SWD and African-American students. - Connects students to industry professionals. - Reinforces relevance
<b>3. Authentic Intellectual Work</b> - emphasized in the assessment phase	<b>Project-based approach to assessment that requires original and meaningful application of knowledge and skills.</b>	- Highly engaging for EL, SWD and gifted students. - Reinforces relevance as students present to & address the needs of the community.
<b>4. Advisories</b> - emphasized during intervention and enrichment	<b>Multi-faceted approach that keeps cohorts of students and a teacher mentor together for all four years. Allows for personalization and reinforcement of SLC themes.</b>	- Leads to increased student achievement. - Particularly effective with at-risk students. - First line of intervention.

### Instructional Pillar #1 – Linked Learning

The first instructional pillar, linked learning, is a term that has many connotations. To some, linked learning is a way to connect classroom learning to student interests as well as their personal and cultural backgrounds. Others think of linked learning as an interdisciplinary approach where the instruction and learning that takes place in one classroom has cognitive resonance in other classrooms and in other disciplines. Still others do not view linked learning as either an interdisciplinary approach nor as a way to connect to student interests, but as a way to link together strong academics, demanding career and technical education and real world experience through projects, service and work-based opportunities. In the instructional program at Los Angeles High School, linked learning will assume all of the aforementioned roles.

The first place where learning will be linked at Los Angeles High School is in instructional planning. We recognize that great classroom instruction begins with great lesson planning. The planning phase is the very foundation on which instruction and learning are developed. It is the place where rigor is calibrated to levels that are appropriate for each individual student and where the interests, cultures and backgrounds of students are taken into account to ensure that instruction is relevant. This is why linked learning will play such an integral role in the instructional program at Los Angeles High. Linked learning begins in the planning phase as educational experiences are crafted that will challenge students and connect to their lives' in meaningful ways.

To create this level of personalization, teachers must really get to know their students. This process will begin before teachers are even introduced to students. Before the school year starts, teachers in our small learning communities will work in teams to analyze attendance, grade, assessment and anecdotal data about students that they will share. This will allow teachers to become knowledgeable about

important parts of the educational history of each student and then take that knowledge into account as lesson planning begins.

Once students arrive on campus, the effort to create a personalized learning experience will be aided by a second instructional pillar, advisories. While advisories will serve multiple functions in the instructional plan at LAHS (see below), this space is devoted to explaining how they will help teachers get to know their students better and thereby support the concept of linked learning. The advisory class will enroll a cohort of 15-20 students who will stay together, along with their advisory teacher, during their all four years at LAHS. The advisory class will increase personalization by helping students set goals for academic and personal growth, giving them opportunities and a space to talk about academic and personal issues that may impact their success in school and by providing them with an adult on campus who knows them personally and can serve as a mentor and liaison for them. Advisories have been shown to increase graduation rates and decrease dropout rates because **student anonymity is lessened** and is especially beneficial for disadvantaged students (Balfanz & Legters, 2006; Darling-Hammond, 2007), which makes it well-suited for the student population at Los Angeles High School, of which 67% are economically disadvantaged (according to the Performance Meter Data Summary Sheet for LAHS).

Effective, school-wide communication is the key to making advisories function as a support to linked learning. If an advisory teacher is going to be able to share information with content teachers about students, then it is imperative to have a system in place that will allow this to happen in an efficient manner. One way that we will address this concern at Los Angeles High School is through the effective use of technology and data collection systems (email, MyData) to access and share information (more on that in Section B3). Effective communication will also be aided by restructuring our professional development to place more emphasis on teacher collaboration (more on that in Section B2). A new bell schedule, which will allow teachers in small learning communities to have common planning time, will also supplement our efforts to make communication on campus more effective (see appendix). All of these will support our commitment to link classroom learning to the interests and backgrounds of our students by allowing teachers to more effectively communicate about students.

The concept of linked learning will benefit in more than one way from enhanced communication. The first link, to student interests and backgrounds, is dependent on effective communication. So to, is the second link, from classroom to classroom. At LAHS, linked learning will involve an interdisciplinary approach to teaching.

This interdisciplinary approach will be based on the career themes of each of the four small learning communities that will exist at LAHS. These communities will include career-based academies focused on environmental studies, medicine and technology (Global TEAM), public service (HERO), arts, media and design (REACH) and a Math and Science Magnet (a more full description of each community is provided later in this section). The theme and career pathway development for each small learning community will be assisted through our partnership with the Los Angeles Education Partnership (LAEP). LAEP will conduct two week sessions with each community to help them crystallize their themes, follow up with each community throughout the school year and provide professional development designed to increase teacher collaboration. In each small learning community, grade level teams of teachers will collaborate to design units and projects that will emphasize its career themes. Teachers will collaborate in grade level teams as well as vertical/department level teams through our professional development program and during the common planning time that will be created through our new bell schedule.

Interdisciplinary teaching and learning will benefit students at Los Angeles High School in several ways. Research shows that collaboration that revolves around instruction has a significant impact on student achievement (Newmann & Wehlage, 1995, Corcoran & Silander, 2009). This will help us improve graduation rates and college preparation as outlined in our mission statement. Another benefit of interdisciplinary teaching is cognitive resonance. The ideas and topics discussed in one classroom should echo off the walls of other classrooms. When instruction is linked from classroom to classroom, students experience an increase in background knowledge and learning becomes more relevant. For these reasons, cognitive resonance has been shown to have a positive impact on student confidence and knowledge (Aschbacher, 1992).

As we work to build a more relevant educational experience for the students at LAHS, we will not only link learning to student interests and from classroom to classroom, but also to real world applications that expand beyond the walls of our school. When students see the relevance of what they are learning in a real world context, motivation increases. This approach is especially effective with at-risk male students (Kemble, 2008), which makes up a significant proportion of LAHS' student population. As students explore the aforementioned career pathways that are associated with each small learning community, the relevance of their education will become more evident. Students will apply their learning in the community through service learning projects. They will participate in job shadowing and internship opportunities that are related to the career pathways that are associated with their small learning community.

Another link between classroom learning and job industries will be provided through LAHS' partnership with the Encorps Teaching Program. This program will place transitioning professionals from science, technology, engineering, arts and math industries (STEAM) on the LAHS campus to serve as interns and student-teachers. These transitioning professionals will provide an additional source of expertise. The STEAM professionals on our campus and will help to reinforce relevance. They will serve as tangible examples of careers that are possible in math and science. They will also create connections between their former companies/industries and LAHS. Through these connections, we hope to create additional opportunities for students to apply and enrich their learning in real world contexts.

### **Instructional Pillar #2 – Cognitive Apprenticeships**

While the first instructional pillar, linked learning, focuses on lesson planning, it is the second pillar, cognitive apprenticeships that will have the most direct impact on the student learning process at LAHS. The cognitive apprenticeships learning model seeks to maximize the impact that collaboration has on student achievement. Collaboration is emphasized as students (apprentices) learn and acquire skills from those who have already mastered the knowledge or skill (peers, teachers, industry professionals). This collaboration is a form of intellectual scaffolding that attempts to provide assistance to the apprentice at a skill level that is just beyond what the apprentice could do on their own. This approach is what Lev Vygotsky (1978) referred to as zone of proximal development. Collaborating with students in their own individual zone is one of the most effective techniques for fostering development.

At LAHS, cognitive apprenticeships will be supported by several instructional strategies. These include: modeling, coaching, scaffolding, articulation, reflection and exploration. Because cognitive apprenticeships involve working with each student within their own zone of proximal development, additional instructional strategies will be required to help tailor instruction to each individual student. These will include: differentiated instruction, writing across the curriculum (articulation), good first teaching (Rtl<sup>2</sup>), academic vocabulary development, graphic organizers, instructional conversations (articulation), cooperative learning, SDAIE and Culturally Relevant and Responsive Education (CRRE).

Teachers at LAHS will receive professional development in some of these instructional strategies through lesson design seminars that will be conducted by another of our key partners, the Institute for Standards Curriculum and Assessment (ISCA). These seminars will involve cohorts of 5-6 teachers developing interdisciplinary lessons that utilize selected instructional strategies and will serve to enhance the impact of cognitive apprenticeships on the instructional program at LAHS.

Cognitive apprenticeships will emphasize the importance of context and relevance within the learning process. In 1989, a study conducted by John Brown, Allan Collins and Paul Duguid found that skills and concepts that are taught independent of their real-world are less likely to be retained. This is where linked learning and cognitive apprenticeships will work in tandem to increase the relevance of the educational experiences at LAHS. As we link learning to our surrounding community and to work-related opportunities, learning will take place in a real world context. It will also bring more experts into the developmental zones of our students and increase the positive impact that they will get out of the apprenticeship experience.

### **Instructional Pillar #3 – Authentic Intellectual Work**

Just as cognitive apprenticeships place an emphasis on the importance of context to the learning process, so to, does the third instructional pillar, authentic intellectual work (AIW). AIW takes into account the assertion that the context in which learning takes place is critically important to the quality of the learning that takes place (Godden and Baddeley, 1975). Thus, one goal of AIW is to make classroom learning more authentic and linked to the real world. A second goal is to require students to extensively think about and use basic knowledge and skills as they develop towards higher skill and thought levels. The two goals of AIW make it a perfect fit for the educational framework at LAHS which is based on the rigor/relevance framework.

At LAHS, authentic intellectual work will be incorporated through the use of project – based learning (PBL). Based on our small learning community themes; projects completed by our students will use inquiry to address a complex issue, problem or challenge. Projects will require students to utilize the knowledge and skills that are associated with two or more of their classes to create a product that will include a written component and be presented at parent receptions and community fairs. The projects will require students to think critically, solve problems, communicate and work as a team. All of these are skills that are increasingly in demand in the 21<sup>st</sup> century job market (Newmann, 2000).

The most important aspect of the projects is that they will be a part of authentic intellectual work and will provide teachers opportunities to assess the learning of their students through multiple modalities. Given that project-based learning has been shown to increase engagement, motivation and confidence in students (Belland, Glazewsk, & Ertmer, 2009), using PBL to assess student learning increases the probability that assessments will catch the very best that students have to offer. In addition to this, PBL has been shown to be very effective with English language learners, students with disabilities and gifted students (Hertzog, 2005), which are three significant subgroups in terms of LAHS' performance.

### **Instructional Pillar #4 – Advisories**

At LAHS, advisories will have multiple functions in the instructional program. Advisories will support the efforts of teachers to link learning to the interests and cultural backgrounds of students. They will also function as a point of cohesion for the interdisciplinary lessons and projects that will take place in the small learning communities. Perhaps the most important function of advisories will be to support the primary lines of intervention. As advisory teachers will know students best, they will, in many cases, be

the person who can provide critical information to content teachers about students. More information about advisories will be provided in the curriculum section of the plan.

### **Addressing the Priorities of Los Angeles High School**

This section describes how the aforementioned instructional program addresses the priorities that were established in Section A-2. Particular focus is placed on how the instructional pillars address each priority. For additional description of how LAHS will address the priorities that were established in A-2, please refer to the Performance Plan in Appendix P.

#### Priority #1: 100% graduation rate and increase the 4 year cohort graduation rate.

While each part of the proposed instructional program is geared towards helping LAHS improve its graduation rate. This space is dedicated to discussing how the 2X8 bell schedule will support our efforts to increase the graduation rate at LAHS.

The data provided by the 2010-2011 school report card indicates that LAHS students, 9<sup>th</sup> graders in particular, are increasingly deficient in credits by the end of the school year. The proposed bell schedule will allow all students to take 8 classes per semester. This will allow students to take two additional classes each semester beyond what they currently take. Over the course of a school year, students will be able to earn 80 credits as opposed to the 60 that they can currently earn during the regular school year.

The proposed bell schedule not only holds benefits for earning credits toward graduation, but it will benefit instruction as well. One way that it will benefit instruction is by allowing better First Teaching (RtI<sup>2</sup>). In the proposed bell schedule, classes will be taught using the 90 minute block schedule model. This will allow lessons to be taught on a deeper level and allow learning to reach the higher levels of bloom taxonomy. The proposed bell schedule will also for embedded re-teaching, intervention courses, and enrichment opportunities. Struggling students will have the opportunity to take intervention classes that will support their courses in the areas of math and English. Likewise, gifted students will have the opportunity to take enrichment courses to further enhance their learning and support in advanced placement courses.

#### Priority #2: Proficiency for all.

The design of the proposed instructional program at LAHS emphasizes the impact of relevance on student achievement. We assert that increased relevance will lead to increased student achievement and thereby proficiency. In particular the second instructional pillar, cognitive apprenticeships, will help students progress toward proficiency. Cognitive apprenticeships, as a cooperative learning technique, have been shown to be particularly effective with English learners (Waxman and Tellez, 2002) and African American students (Ladsen-Billings, 1994). These two subgroups had the second and third lowest proficiency rates out of all of the subgroups at LAHS in 2010-2011. Using the cognitive apprenticeship approach to make instruction more relevant and differentiated (as outlined in the section above on cognitive apprenticeships) will play a significant role in helping students progress towards proficiency.

#### Priority #3: 100% attendance

As alluded to in our mission statement, students' attendance record is often reflects their level of motivation and engagement in their educational experience. As a way of addressing the motivation and engagement levels of our students, LAHS will implement an instructional program that places an emphasis on the concept of linked learning. Above all else, linked learning is a proven strategy for

making education more relevant. It is our assertion that increased relevance will have a positive impact on student motivation, engagement and ultimately, attendance. While we have previously outlined the types of links that we intend to create, it is perhaps the link between the classroom and the community that will be most effective in motivating and engaging our students.

#### Priority # 4: Increased parent and community engagement

Through the partnerships that have been established with groups such as the Alumni on Campus Education Reform Initiative, LAHS has already begun to increase its level of community engagement. In order to tap the true potential that increased parent and community engagement possesses however, the lines that divide the classroom, the home and the community must begin to blur. As these lines begin to blur, the third pillar in the LAHS instructional framework, authentic intellectual work (AIW) will become integral to our efforts to increase parent and community engagement.

AIW will serve as the assessment portion of the instructional program at LAHS and will be implemented through project – based learning. While the projects will be based on the themes and career pathways that are associated with our small learning communities, considerable effort will be made to ensure that the projects involve the community partners for each small learning community and address issues and challenges that are relevant to our community. Parents, as critical members of the surrounding community, will serve as a resource for students as they work to complete projects that address issues in the community. Once projects are completed, parents and community members will then become the audience to which students will display and communicate their findings. These are but a few of the ways that AIW will help LAHS increase its parent and community engagement.

#### Priority 5: School Safety – Advisories/PBL (Authentic Intellectual Work)

At Los Angeles High School, one of our priorities is to ensure that all stakeholders feel safe and welcome on our campus. Two of our instructional pillars are directly related to raising the level of school safety on campus as evidenced by the results of our school report card. Advisories provide our students with opportunities to develop characteristics cohesive with the overall mission, vision and culture of the school. The advisory curriculum will focus on many aspects of collaboration and social skills needed to develop as contributing individuals in society; it will also allow students to build self-confidence, self-awareness and the importance of being part of a changing high school community. By incorporating advisory periods, students will have regular access to at least one adult on campus who will work with them and advocate for them when needed. Having the same advisory teacher and peers throughout the four years at Los Angeles High School, will ensure that students will develop strong relationships and continue to build on the feeling of community.

Authentic Intellectual Work is a second pillar of our instructional program that ensures school safety levels will continue to rise at Los Angeles High School. Through our highly structured and clearly defined SLCs, students will feel part of a close-knit community, enabling them to feel more connected with their teachers and peers. Additional to this, by focusing on authentic intellectual work through a project based learning curriculum aligned with our SLC themes, students will develop problem solving skills by completing projects with connections to the community. Working closely with community members to complete these projects will enable students to develop communication skills and also make them aware of the connection between themselves and the community. Furthermore, the structured SLCs will allow students to be active participants on campus through leadership and SLC councils and work closely with community members to ensure the success of their SLC.

## b. Core Academic Curriculum

Along with the curricular emphasis on instructional pillars for success and the Rigor and Relevance framework, Los Angeles High School will implement the following **structural changes** to our curriculum:

- a new imbedded intervention/enrichment-friendly schedule
- further thematic development of the small learning communities
- merging of the 9<sup>th</sup> Grade House into four thematic SLCs
- an advisory – SLC thematic elective class to provide intervention and enrichment
- emphasis on project-based learning and community involvement
- weekly collaboration/planning time for teachers on Fridays

We have selected a new schedule to provide enrichment opportunities and interventions for core content areas. Through the establishment of the Two-by-Eight Block Schedule, at-risk students will be enrolled in double block content intervention classes in Mathematics, English and Science with the same teacher as in Algebra 1, English 9 and Biology. In these intervention classes, the teachers will provide scaffolding, additional support and in-depth instruction. Counselors will determine which students need additional intervention; the science support elective will be offered for one semester, alternating with an SLC thematic elective for the second semester.

The Two by Eight bell schedule will enable acceleration by offering advanced students the opportunity to satisfy most graduation credit requirements up to one semester early. This will allow on-track students to take additional A through G and SLC specific electives, AP courses or college credit courses in their junior and senior years. Partnerships will be explored with universities and community colleges in order to house a variety of college courses on campus and to facilitate enrollment.

Our new bell schedule will support teacher collaboration through the inclusion of a weekly Late Start Friday schedule for Professional Development (PD) as outlined in our PD plan. Our PD will take place in the morning, allowing teachers to have energy and fresh minds for unit planning and collaboration. At the same time, our students will have the opportunity to report to the library or a computer lab early in the morning to complete their projects and other assignments.

Our 9<sup>th</sup> Grade house will merge into three SLCs where students will be exploring the themes in advisory classes. The freshmen will get opportunities to complete projects and participate in inspirational and thematic assemblies and fieldtrips.

- **Global Team** – emphasis on Global Awareness, Environment and Global Health Issues
- **HERO** – emphasis on Public Service, Community Organizing, Social Justice and Protective/ Guidance Services
- **REACH** – emphasis on Mass Media, Arts/ Design, Music Performance and Theater Production

The existing Magnet program puts emphasis on Math/ Science and college culture.

The following chart represents the thematic description of three small learning communities and the magnet school. It lists the vision for each SLC; it's the current and prospective electives, the thematic projects and the potential community partners.

**Los Angeles High School - PSC 3.0 Plan  
Small Learning Communities Development**

Small Learning Community	Theme	Electives	Possible Careers	Community Connection
<p align="center"><b>Global TEAM</b></p>  <p align="center">Technology: Environment &amp; Medicine</p>	<p><b>Global Awareness:</b> Understanding Cultures Understanding People</p> <p><b>Environmental issues</b> Global Warming Renewable /Sustainable/ Green resources Saving the Planet</p> <p><b>Global Health Issues:</b> Public Health Healthy Lifestyles Nutrition</p>	<ul style="list-style-type: none"> <li>• Physiology A &amp; B</li> <li>• AP Environmental Science</li> <li>• Environmental Studies</li> <li>• Marine Science</li> <li>• Marine Biology with a lab</li> <li>• Environmental Technology</li> <li>• Introduction to Biotechnology</li> <li>• Exploring Health Careers</li> <li>• Advanced Food</li> <li>• Culinary Arts</li> <li>• Computer Science</li> <li>• Informational Technology-Global Society</li> <li>• World Literature</li> <li>• Cultural Awareness</li> <li>• International Relations</li> <li>• Geography A &amp; B</li> <li>• Urban Ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Analyst / Urban Planning</li> <li>• Alternative Energy Expert</li> <li>• Engineer - chemical, mechanical, civil</li> <li>• Informational Technology expert</li> <li>• Scientist/ Marine Biologists</li> <li>• Wildlife Rehabilitation</li> <li>• Biochemist</li> <li>• Health &amp; Biological Sciences</li> <li>• Health Careers</li> <li>• Nursing</li> <li>• Food Inspector</li> <li>• Chef</li> </ul>	<ul style="list-style-type: none"> <li>• Resource conservation – Santa Monica Mountains</li> <li>• Heal the Bay</li> <li>• Generation Earth</li> <li>• ACE – Alliance for Climate Education</li> <li>• Natural History Museum/ Science Center</li> <li>• Aquarium of the Pacific</li> <li>• Ballona Wetlands</li> <li>• Port of Long Beach</li> <li>• Cedars Sinai or Kaiser Permanente</li> <li>• Sanitation District of Los Angles County</li> </ul>
<p align="center">Slogan:</p> <p align="center"><b>We live the dream, we're Global Team!</b></p>	<p align="center"><b>Mission:</b></p> <p>We work to ensure that all students have skills and knowledge to continue their post-secondary education focusing the fields of biotechnology, environmental science, alternative energy, health sciences and hospitality.</p>	<p align="center"><b>Field Trips</b></p> <p>Heal the Bay Beach Clean-up, Port of LA, Aquarium of the Pacific, Natural History Museum, CA Science Center, Griffith Observatory, Los Angeles County Arboretum and Botanic Garden, etc.</p>	<p align="center"><b>Possible Job Experience:</b></p> <ul style="list-style-type: none"> <li>• Hospitals</li> <li>• Health Clinics</li> <li>• Animal Shelters</li> <li>• Heal the Bay</li> <li>• Recycling centers</li> <li>• Resource conservation centers</li> </ul>	<p align="center"><b>Projects:</b></p> <ul style="list-style-type: none"> <li>• Heal the Bay Beach Clean-up: Environ. Awareness Campaign</li> <li>• Weaving a Recycling Web</li> <li>• Global Power Project</li> <li>• Recycling Technological Waste</li> <li>• Disease Awareness and Prevention</li> </ul>

Small Learning Community	Theme	Electives	Possible Careers	Community Connection
<p style="text-align: center;"><b>HERO</b></p>  <p style="text-align: center;">Public Service</p>	<p><b>Public Service Community Organizing Social Justice Legal Services Protective/ Guidance Services Government / Politics</b></p>	<ul style="list-style-type: none"> <li>• Humanities A &amp; B</li> <li>• Intro to Sociology</li> <li>• Intro to Psychology</li> <li>• Intro Anthropology</li> <li>• Speech A &amp; B</li> <li>• Asian Studies</li> <li>• Latin American Studies</li> <li>• World of Education</li> <li>• Conflict Resolution</li> <li>• Legal Terminology</li> <li>• Exploring Education</li> <li>• Law Youth</li> <li>• Legal Assistant</li> <li>• Legal Terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Social worker</li> <li>• Psychologist/ counselor</li> <li>• Paramedics</li> <li>• Firefighter</li> <li>• Search &amp; Rescue</li> <li>• Law Enforcement</li> <li>• Criminal Law</li> <li>• CSI</li> <li>• Legal Assistance</li> <li>• National Guard</li> <li>• Politician</li> </ul>	<ul style="list-style-type: none"> <li>• Constitutional Rights Foundation</li> <li>• Teach for America</li> <li>• UCLA</li> <li>• LAPD</li> <li>• LAFD</li> <li>• Superior Court</li> <li>• Local Government offices</li> <li>• Mid-city/ Olympic Neighborhood Council</li> <li>• Interact / Rotary Clubs</li> </ul>
<p style="text-align: center;">Slogan:</p> <p style="text-align: center;"><b>Be a Leader, be a Hero!</b></p>	<p><b>Mission:</b></p> <p>We commit to public service, connecting with and influencing the local and global communities. Students will leave prepared to analyze social issues and work towards solving them — using skills that include those of the legal, educational and human services professions.</p>	<p><b>Field Trips:</b></p> <p>Museum of Tolerance, African-American Museum, Japanese American National Museum, Superior Court, UCLA, CSULA, USC</p>	<p><b>Possible Job Experience:</b></p> <ul style="list-style-type: none"> <li>• Constitutional Rights Foundation</li> <li>• Courts</li> <li>• LAFD</li> <li>• Schools</li> <li>• Libraries</li> <li>• Shelters</li> </ul>	<p><b>Projects:</b></p> <ul style="list-style-type: none"> <li>• Urban Problems Project</li> <li>• Mock Trial Lesson</li> <li>• Teaching About the Bill of Rights</li> <li>• Chavez Foundation Voter Registration Campaign</li> <li>• Teens at the Home Front</li> <li>• Workplace Safety Project</li> <li>• Peer Counseling</li> </ul>

Small Learning Community	Theme	Electives	Possible Careers	Community Connection
<p style="text-align: center;"><b>REACH</b></p>  <p style="text-align: center;">Arts, Media and Design</p>	<p><b>Mass Media</b>  <b>Computer/ Web Design,</b>  <b>Fine Art</b>  <b>Multimedia</b>  <b>Music Performance</b>  <b>Theater Production</b>  <b>Fashion / Costume design</b>  <b>TV/Radio/Film</b></p>	<ul style="list-style-type: none"> <li>• Cinema A &amp; B</li> <li>• Journalism A &amp; B</li> <li>• Film Integrated Art</li> <li>• Web Design</li> <li>• Cartoon/ Animation</li> <li>• New Media 2 A &amp; B</li> <li>• Drama A &amp; B</li> <li>• Intro Theater</li> <li>• Theater Production</li> <li>• Painting A &amp; B</li> <li>• Photography</li> <li>• Filmmaking</li> <li>• Instruments</li> <li>• Band</li> <li>• Jazz Ensemble</li> <li>• Chorus SH</li> </ul>	<ul style="list-style-type: none"> <li>• Journalist</li> <li>• Editor</li> <li>• Photographer</li> <li>• Artist</li> <li>• Musician or Music producer</li> <li>• Actor</li> <li>• Fashion / costume designer</li> <li>• TV/ Film production</li> <li>• Game designer</li> <li>• Graphics / Web designer</li> <li>• Stage Technician</li> <li>• Sound Engineer</li> <li>• Advertisement industry</li> </ul>	<ul style="list-style-type: none"> <li>• LACMA</li> <li>• LA Times</li> <li>• TV Studios</li> <li>• SONY</li> <li>• LA Recording School</li> <li>• LA Film School</li> <li>• Vivendi</li> <li>• Universal Studios</li> <li>• FIDEM</li> <li>• Radio Stations KPCC / KPFK</li> </ul>
<p style="text-align: center;">Slogan:</p> <p style="text-align: center;"><b>Reach for Excellence</b></p>	<p style="text-align: center;"><b>Mission:</b></p> <p>REACH is a learning community in which teachers work to ensure all students have the skills and knowledge needed in real life experiences. We encourage students to express themselves in creative ways.</p>	<p style="text-align: center;"><b>Field Trips:</b></p> <p>Columbia Film School, Fashion Institute, Imax Theater, Disney Hall and the Los Angeles Music Center, LACMA, Latin American Art Museum, MOCA, Pacific Design Center, Grammy Museum, Hollywood Bowl, etc.</p>	<p style="text-align: center;"><b>Possible Job Experience:</b></p> <ul style="list-style-type: none"> <li>• LACMA</li> <li>• LA Times</li> <li>• Universal Studios</li> <li>• Movie studios</li> </ul>	<p style="text-align: center;"><b>Projects:</b></p> <ul style="list-style-type: none"> <li>• School Beautification Project</li> <li>• New Deal Photo Project</li> <li>• Coming to America Video</li> <li>• Monitoring the Media</li> <li>• “America As Art” Project</li> <li>• Oral History Projects</li> </ul>

Small Learning Community	Theme	Electives	Possible Careers	Community Connection
<p><b>Math and Science Magnet</b></p> 	<p><b>Mathematics</b></p> <p><b>Science</b></p> <p><b>Engineering</b></p> <p><b>College Preparation</b></p>	<ul style="list-style-type: none"> <li>• AP Calculus AB</li> <li>• AP Statistics</li> <li>• AP Physics</li> <li>• AP Chemistry</li> <li>• AP Biology</li> <li>• AP Computer Science</li> <li>• AP Psychology</li> <li>• AP English Literature and Composition</li> <li>• AP English Language and Composition</li> <li>• AP U.S. History</li> <li>• AP Government/ Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Architect</li> <li>• Engineer</li> <li>• Business / Accounting professional</li> <li>• Scientist</li> <li>• Physicist/ Astronomer</li> <li>• Atmospheric Scientists</li> <li>• Chemists and Research Scientist</li> <li>• Environmental Scientists</li> <li>• Geoscientists</li> <li>• Researcher</li> <li>• Statistician</li> <li>• Mathematician</li> <li>• Educator</li> <li>• Physician</li> <li>• Pharmacologist</li> </ul>	<ul style="list-style-type: none"> <li>• Jet Propulsion Lab – MESA competition</li> <li>• MESA –UCLA Math Center</li> <li>• UCLA GSEIS</li> <li>• USC Math/Science Upper Bound program</li> <li>• Cal Poly Pomona</li> </ul>
<p>Slogan:</p> <p><b>Get College Ready</b></p>	<p><b>Mission:</b></p> <p>The focus of the Magnet School is preparation for admission to four-year colleges and universities. Our goal is to ensure that students not only are accepted into public and private colleges and universities, but also that they have the academic skills and social maturity to succeed in any four-year program.</p>	<p><b>Field Trips:</b></p> <p>Local universities, colleges, college fairs, Jet Propulsion Lab, etc.</p>	<p><b>Possible Job Experience:</b></p> <ul style="list-style-type: none"> <li>• Libraries</li> <li>• Hospitals</li> <li>• Schools</li> <li>• Banks</li> <li>• Research labs</li> </ul>	<p><b>Projects:</b></p> <ul style="list-style-type: none"> <li>• New Deal Letter Writing Project</li> <li>• Natural Resources and Conflict Awareness</li> <li>• MESA competition</li> <li>• Academic Decathlon</li> <li>• Voices of Freedom Project</li> <li>• STEAM Water Conservation</li> </ul>

- SLC thematic projects are completed in Advisories and compiled in portfolios in combination with grade level intervention and enrichment curriculum.
- The complete description of the projects is found at the LAUSD website under Service-Learning Lesson Plans at [http://notebook.lausd.net/portal/page?\\_pageid=33,179449&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,179449&_dad=ptl&_schema=PTL_EP)

### **Advisories - Structure and Curriculum**

LAHS advisory class is a five credit elective class that meets three times a week for 90+ 90+ 68 minutes. Each class consists of 15 - 20 students of the same grade level. LAHS advisories have strong educational focus on developing academic skills, high school survival skills, standardized testing preparation, college readiness and exploring and planning for future careers. Along with providing intervention, advisories focus on SLC thematic projects increasingly starting with 9<sup>th</sup> grade. We implement parts of the Career and Technical education Framework into project-based learning and the advisory curriculum.

#### **Within this framework, the advisory curriculum varies by grade level:**

- The 9<sup>th</sup> grade advisories are focused on helping students with the transition to high school. Students are working on organizational and study skills along with the emphasis on HW tutoring, high school survival skills and CST preparation. Teachers coach AVID skills and introduce Cornell Notes, peer collaboration, organization and other strategies to close the achievement gap by preparing all students for college/ career success in a global society.
- ESL One and Two students are scheduled in ESL advisories with focus on language acquisition, homework, peer tutoring, collaborative learning, cultural and social enrichment. ESL Three and Four students are fully integrated into grade level advisories.
- In 10<sup>th</sup> grade advisories, we continue the intervention approach and focus on SLC themes, standardized test-taking strategies, CAHSEE/ CST preparation, cultural/social enrichment and further implementation of AVID skills. During second semester, career exploration and college preparation is added to the curriculum; students complete SLC thematic and career-related projects. Students participate in reflective discussions, sharing thoughts and brainstorming ideas. They divide in small groups and research on the topic. The culminating projects will be technology -based presentations such as PowerPoint, videos, photo reports and other multimedia presentations.
- The 11<sup>th</sup> grade advisories emphasize the SLC thematic service learning, career exploration, CST and SAT preparation, and continue use of AVID strategies. Teachers develop meaningful service learning projects that meet the needs in the community and provide opportunity for classroom knowledge to be applied and tested in real-life settings. These projects promote student responsibility and establish community partnerships.
- The 12<sup>th</sup> grade advisories focus on SLC themes and related job shadowing and internships; they also work on college related portfolio. Students write and revise their college essays, prepare for the SATs and discuss post-graduation plans and expectations. Senior advisory class will collaborate closely with the college counselor to help students with their college and financial

aid applications. In the second semester, seniors will be focusing on peer counseling, job experience, the community involvement and also develop senior exit projects.

- In addition, LAHS plans to offer an AVID class to 9<sup>th</sup> grade students and introduce Cornell Notes, peer collaboration, organization and other strategies to close the achievement gap by preparing all students for successful graduation and for college. AVID class will provide our 9<sup>th</sup> grade students with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. (CA Department of Education website at <http://www.cde.ca.gov/ci/gs/ps/avidgen.asp>)
- Implementation of the Advisories decreases disruptions of academic classes since most of the informational and motivational assemblies such as SLC orientations, senior assemblies, college fairs and informational sessions, motivational speakers; band and dance production performances are scheduled **during the advisory period**. It will also increase students' awareness about school activities and their involvement in extracurricular programs.

## **Academic Curriculum in Regards to Teaching and Learning**

### **1. LAHS teaching is based on CA Content Standards:**

- We prepare students for the standardized testing and enforce learning the prerequisite knowledge and skills for the consequent courses;
- Teachers follow pacing plans in classes such as Algebra 1, Geometry, Biology, World History and US History; such plans are developed by collaboration within the department;
- At the end of each month, teachers reflect on efficacy of the pacing plans during department meetings with the support of the department chairs
- Teachers in Language Arts departments collaborate closely on choice of novels, projects and activities to ensure students achieve proficiency in reading comprehension and writing skills.

### **2. Teachers do not limit their instruction to the standards only:**

- Teachers emphasize ideas and skills that are significant to the subject;
- They build an in-depth understanding and allow students to explore ideas in different contexts;
- Teachers emphasize culturally relevant experiences such as projects and curricular fieldtrips;
- Teachers provide data-driven ongoing intervention to ensure understanding.

### **3. The entire faculty reinforces career readiness projects:**

- The projects aligned with SLC themes and the CTE framework, see the following website for project description at Career Technical Education Framework for CA Public Schools at <http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>
- Teachers of English, Social Studies, Art, Computer/ Life Skills/ Theme-related electives classes create and implement interdisciplinary projects starting with reading SLC theme related literature and conducting research on the assigned topic. As a culminating task, students create a project involving writing an essay, creating a poster, a PowerPoint presentation, a video clip or other multimedia presentation. Department chairs, Lead

teachers and the administration ensure there is at least one large project per semester in all the above-mentioned classes.

- Math and Science teachers provide support for the above-mentioned projects and implement real-life mini projects related to the SCL themes.
- Teachers and counselors make sure that all students including English Learners, Standard English Learners, Gifted, and Special Education students are involved in SLC themes projects with high levels of expectations and the grade level appropriate culminating task such as a project, a fieldtrip, or a service learning project. We ensure equity in practice, not just in theory.

#### **4. The entire faculty reinforces college awareness:**

- We prepare our students for admission to four-year colleges and universities by ensuring their success in completion of the A-G curriculum;
- Teachers and counselors make sure that all students including English Learners, Standard English Learners, and Special Education students have opportunities to take college preparation A-G classes;
- All elective A-G classes emphasize the SLC specific themes through projects and culmination tasks. See CTE framework for references.

#### **5. All teachers demonstrate:**

- Thorough subject matter knowledge and working knowledge of the California Standards for the Teaching Profession, see CA Department of Education at <http://www.cde.ca.gov/pd/ps/te/> for references;
- Proven passion for teaching and dedication to make a difference;
- Commitment to create and implement the interdisciplinary, SLC theme relates projects in core and elective classes;
- Commitment to rigorous instruction at all levels including ESL and special education classes;
- Willingness to pursue ongoing professional training including preparation to teach Advisories, Honors and AP classes;
- Expertise in teaching techniques such as differentiation or SDAIE strategies;
- All teachers make interdisciplinary connections and present content standards through theme-base projects: Interdisciplinary curricular planning enables our teachers to combine interesting ideas in making content standards relevant and create real-life connections;
- Theme-based service learning projects are offered by SLCs;
- Advisory teachers assist students in completion of these service learning projects in grades 10 -12;
- At the end of each month, teachers reflect on efficacy of the pacing plans during department meetings with the support of the department chairs.

#### **6. Track Record of Proposed Curriculum:**

Over the period of four years LAHS learning outcomes will be reflected in the following measurable and attainable categories:

- Increased graduation rates as a result of improved matriculation from one grade level to the next one;
- Improved attendance as a result of improved school climate and enhanced students' motivation;
- Increased CAHSEE passing rates: CAHSEE preparation in advisories help most 10<sup>th</sup> grades pass the exit exam;
- Improved CST scores: test-taking strategies taught in advisories help to increase the number of students passing standardized tests with proficiency;
- District assessment – weekly teacher collaboration will improve participation and students test scores;
- Improved passing rates for Advanced Placement Tests as a result of implementing Rigor and Relevance and enhanced students' knowledge, skills and attitudes;
- Increased percentage of students accepted to four-year universities and to community colleges as a result of college related portfolios completed in advisory classes;
- Increased collaboration among students reflected in culminating projects in advisories and participation service learning activities.

#### i. Curriculum Development - Advisories

*LAHS supports all teachers and provides time and opportunities for developing the **advisory curriculum** starting with Spring semester of 2012 school year and continues through the plan implementation years.*

Timeline:

##### March through June, 2012

- We will dedicate some of our PD time to curriculum development (at least three hours per month) to advisory planning, training and other organizational issues and concerns that our faculty might have regarding teaching the advisory class.
- Teachers get familiar with the Instructional Pillars and the Rigor and Relevance Framework. They analyze the Career Technical Education standards and look at the sample of interdisciplinary units presented in the CTE framework.
- In department meetings, time will be utilized to design intervention and standardized test preparation strategies that will be imbedded in the advisories.
- In SLC meetings, we discuss the thematic development of the SCLs and plan for the new and the revamped electives to be offered in 2012-2013 school year.
- Teachers create the thematic framework of the interdisciplinary projects.
- Students are involved in the development of Advisory curriculum through providing feedback from student organizations and the LAHS newspaper publications.

##### July, 2012 – Summer Institute (at least one week long)

- We organize additional opportunities for all teachers to further develop SLC themes and create the interdisciplinary advisory and service-learning projects for the upcoming school year;
- SLC Professional Learning Teams (PLTs) will focus on lesson design and delivery through the inquiry cycle;
- Department Learning Teams will work on developing interventional charts, test-taking strategies instruction and share appropriate research-based strategies for improved student understanding of concepts and skills for CST, CAHSEE and other standardized testing;

- All professional development will be monitored through appropriate sign-in forms, agendas, and evaluations.

#### 2012-2013 School Year

- LAHS holds curriculum development and collaboration sessions by departments, SLCs and in Professional Learning Teams biweekly during the PD time on Fridays from 8:00 to 9:30 AM.
- We use students' data such as their grades, CST test scores, assessment in addition to classroom observations, to ensure that our advisories serve the purpose of providing the intervention and the enrichment opportunities.
- We identify the needs of our students and addressed them with PLTs, the counselors and the SLCs faculty members.
- Utilizing PD money from Title One funds, we will ensure that project-based learning workshops are offered to develop the SLC themes and provide differentiated instruction to ensure that LAHS becomes a learning community for all.
- Through the year, departments, SLCs and PLT members share their successful strategies, exemplary project ideas and samples of student work. Re-teaching opportunities are discussed and planned. Time for reflection on methodology and teaching practices is embedded into the process of Advisory curriculum development. All of this work is woven together by the unifying vision of "Rebuilding Rome" at LAHS.

#### **ii. Management of Multiple Schools:** (Not applicable to LAHS)

#### **c. WASC Accreditation**

Los Angeles High School's College Board Code/Federal School Code: 051680

Los Angeles High School is currently undergoing the sixth year self-study WASC Accreditation process. As part of the process we have engaged in the collaborative process of monitoring the progress of the school wide action plan sections, analyzing, and using the WASC criteria to involve shareholders through Focus and Home groups in the examination of the program using the information from the past years about student achievement and program changes.

Through the completion of the self-study process the school will have accomplished: the involvement and collaboration of all staff and other shareholders to support student achievement, the clarification and measurement of what all students should know and the ability of examining the expected school-wide learning results and the academic standards, the gathering and analyzing of data about students and their achievement, the assessments of the entire school program and its impact on student learning in relation to expected school-wide learning results, academic standards, the alignment of long-range action plan to the school's areas of need and the development/implementation of an accountability system for monitoring the accomplishment of the plan.

#### **d. Addressing the Needs of All Students**

Los Angeles High School's instructional program will include a variety of ways to present information to students to enable them to succeed. For example, project based learning will reinforce the notion of

differentiated instruction and effectively improve the achievement of English learners, Standard English Learners, Students With Disabilities, Gifted Students and those who are economically disadvantaged. An interdisciplinary curriculum and collaborative projects support cooperative learning and will be highly beneficial to the diverse learners on our campus. The use of project based learning supports the educational success of all students by accessing prior knowledge, providing hands on learning activities, enabling students to achieve proficiency, providing student to student interaction and allowing for reflection. Furthermore, our 2x8 schedule allows for additional embedded intervention and enrichment opportunities including SLC focused electives for all students. This schedule also encourages the development of community partnerships including internships, job shadowing and other real life experiences that will help prepare all students for life after high school.

Los Angeles High School and its cooperating members will provide English as a Second Language (ESL) classes for students who need intensive support in acquiring English Language skill. All students will take classes within their SLCs as available. Students who are English Language Learners (ELL) and Standard English Learners (SEL) will be supported by Specially Designed Academic Instruction in English (SDAIE) strategies and scaffolding in the general education classrooms. Los Angeles High School will also make sure that students are tested annually for reclassification. In the 2010-11 school year, 44 % of the student population were Reclassified English Learners (RFEP), 28% of students on campus were classified as English Language Learners, of these 8.8% of students were reclassified as fluent during the school year.

Students with disabilities will continue to take classes and receive a free, appropriate public education (FAPE) in the Least Restrictive Environment (LRE) as specified by their Individual Education Plans (IEP). Through the Small Learning Communities, Los Angeles High School will offer a full range of Special Day Programs (Specific Learning Disabilities/SLD), Mentally Retarded Mild (MRM), Community Based Instruction (CBI) and Resource Specialist Programs (RSP). In all settings, teachers and other faculty members (including Special Education Teacher Assistants) will use strategies including SDAIE and scaffolding to ensure all students have access to the general education to the greatest extent possible. Resource teachers and aides will continue to support RSP students in their general education English and Math classes, with additional support in other core classes through the learning center and additional tutoring/monitoring. Special Day and Resource teachers will be responsible for monitoring the progress of students on their SESACs in all classes to ensure that they are benefitting from the educational experience in line with their IEPs. In the 2010-11 school year, 13% of the student population at Los Angeles High School were classified as Students with Disabilities and had an active, fully implemented IEP.

In 2010-11 school year, 7% of the student population was classified as gifted and talented. Students at Los Angeles High School who are classified as gifted at Los Angeles High School will have opportunities for enrichment and Advanced Placement classes. The GATE coordinator will continue to ensure that the gifted and talented students will have honors, AP and other classes to provide challenging learning opportunities.

#### **e. Vertical Articulation**

Over the past several years Los Angeles High School has offered several opportunities for a smooth transition from Middle School to High School. Our plan includes strategies that have been employed and introduce some further avenues for making this transition seamless.

Initial articulation between LAHS and Johnny Cochran Middle, our primary feeder school, takes place at the Local District 3 Professional Development when counselors and the APSCS sit together to discuss programs offered and to set timelines for site visitations with feeder schools. At this meeting, we review data and design the upcoming program for our incoming 9<sup>th</sup> grade students.

Los Angeles High School's 9<sup>th</sup> grade counselors visit the feeder middle schools to meet with individual students and to program them for the next school year. We establish dates for the middle schools then to organize a site visitation for incoming students to provide an opportunity to see our campus and observe high school classes in session. This also provides them with an opportunity to see some of the extra curricula activities offered through our athletic program, our 30-year award winning band, the Magnet Program, MESA, the Academic Decathlon program and explore different themes of the three SLCs, the small class sizes that are available due to our QEIA funding, the variety of AP and Honors courses offered.

In the Spring semester, we organize the 9<sup>th</sup> grade Orientation and Family Fair, so that the students, their parents and younger siblings have an opportunity to visit the campus and to find out about the myriad of services we provide to students and their families. Families are introduced to the Eisner Pediatric Clinic, our after school partner, Champions, which offers a variety of enrichment opportunities, as well as our Los Angeles High School Community Adult School program which has been a major component in providing opportunities for the programs during the summer preceding their attendance by offering intervention classes such as Basic Reading and Basic Math.

The 9<sup>th</sup> Grade orientation held one week before the start of the Fall semester also provides opportunities for students and their parents to meet the important contacts such as the Administrative Team, 9<sup>th</sup> grade house counselors and teachers, sponsors of extracurricular activities. In the orientation, we introduce our discipline and academic expectations. Parents can purchase uniforms and to have an opportunity to enroll their children in programs that provide various services such as Champions, Asian Pacific Counseling and Treatment Center as well as Share and Care program.

Local District 3 also provides the forum for a Magnet Fair at Johnny Cochran Middle School where parents and students learn about our Math and Science Magnet, their expectations and class offering. At the same time, the Special Education Division of Transition Services provides an opportunity for incoming students with disabilities to have an onsite visit.

Additional articulation occurs when the Access-to-Core coaches meet monthly at the Local District 3. Access to Core is one of the integrated components that factors into the instructional program at LAUSD. Access-to-Core program supports teachers in using the best instruction strategies to make subject material comprehensible to English learners.

**(See Appendix R for Implementation Plan)**

f. **Early Care and Education:** (Not applicable to LAHS)

g. **Service Plan for Special Education:** (See Appendix E)

## B-2. PROFESSIONAL DEVELOPMENT

### a. Professional Culture:

#### **Benchmark:**

Scoring 90% or higher agree or strongly agree on the annual School Experience survey in the Teacher/Staff response section entitled “Overall Support, Commitment and Collaboration.”

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.” (DuFour, 1998 – Professional Learning Communities at Work)

As stated by DuFour, it is essential that school personnel work together and model this collaboration for the students they teach; only this will ensure complete success of any ‘school improvement’ plan. DuFour’s Professional Learning Communities, mirror those which we expect our students to participate in (Small Learning Communities) focusing on the notion that we are all part of the same team and that working together can only aide our success. Ensuring that teachers and staff collaborate and feel part of the same team is essential to the success of students and the school itself. The notion that all staff are equally important and that communication between stakeholders takes place on a regular basis will promote this same feeling of collaboration in all aspects of the school, influencing the students on campus and improving school pride of all stakeholders. Also demonstrating that all teachers and staff are ‘on the same page’ will ensure that all students receive equal access to a rigorous and relevant education; holding all teachers to the same standards and therefore ensuring every single student receives an effective education.

The vision for a professional culture at Los Angeles High School is directly aligned with the overall mission and vision of the school itself. Los Angeles High School is committed to establishing and nurturing a collegial and collaborative staff that are professionally accountable for student success. The professional culture will be based on high expectations for student achievement, measurable goals for student success and aligned to a well-defined curriculum that ensures individual student goals are met. Faculty members at Los Angeles High School will be held to the same high standards expected of our students and we will strive to support student success through modeling collaborative skills which are essential for success in and beyond the high school classroom.

Staff collaboration will be organized as Professional Learning Communities (PLCs). PLCs will be established in both departments and Small Learning Communities to ensure that the needs of every single faculty member are being met. Los Angeles High School believes that collaboration is the key to professional success and the use of PLCs will allow for differentiated professional development, to meet the needs of all. In shaping our professional culture, Los Angeles High School will focus on the three core ideals of PLCs:

1. PLCs are student-centered: staff will use the four instructional pillars to focus on what students have learned, not merely what has been taught. This emphasis on student learning means that we ask ourselves what students have learned, how student learning will be evaluated, what we will do when students struggle with learning, and what we will do once students have demonstrated mastery.

2. PLCs are deliberately collaborative: staff will spend each semester working closely with both members of their department and SLC, with specific emphasis on one of these areas per semester (Fall- Department/Spring – SLC). Within the school day, classes will be scheduled to allow for common planning time with teachers having shared conference periods. Additional to this, the proposed bell schedule allows for regular, structured PD time every Friday morning, which will enable teachers to work in their PLCs more closely. Los Angeles High School recognizes the importance of working as a group and understands that collaboration is the key to the success of not only the students, but of the entire school.
3. PLCs are professionally accountable and reflective. At Los Angeles High School, it is essential that members of Staff “own” student success or failure and understand the role they can play in this. We commit to addressing the factors that are within our control rather than looking elsewhere for someone to blame or expounding on factors outside of our control that impact student learning. We also commit to using data to evaluate ourselves, our outcomes, our successes and our struggles to ensure that we are clearly guided in the right direction and we are able to adapt as necessary to ensure success.

The professional culture of Los Angeles High School will focus on common attainable goals, data driven instruction and adaptability whenever necessary; this commitment to excellence will establish and assert positive staff morale. Los Angeles High School will function as a student-centered learning environment; therefore educators must act as facilitators rather than dictators of student learning and will commit to this role wholeheartedly.

**b. Professional Development:**

**Benchmark:**

Scoring 90% or higher agree or strongly agree on the annual school experience survey in the Teacher response section concerning ‘Overall Opportunities for Professional Development.’

“A school staff must focus on learning, rather than teaching, work collaboratively on matters related to learning and hold itself accountable for the kinds of results that fuel continual improvement...to help all students learn...”(DuFour, 1998).

For many years, according to DuFour, schools have written mission statements that talk about the notion of “learning for all,” but this has become a cliché, not because it cannot work, but due to the fact that schools rarely follow up on their promise to provide this type of learning. Ensuring that teachers feel their Professional Development is beneficial to both themselves and their students will only help to improve and sustain a culture of learning at Los Angeles High School. The notion that teachers are constantly learning and education is constantly changing will encourage students to see themselves as life-long learners and instill this idea into the overall culture of the school. Teachers’ professional needs will be met and overall improvements surrounding instruction, collaboration and communication will continue to develop.

Professional Development (PD) at Los Angeles High School will provide teachers and staff with the strategies, techniques and time necessary to ensure collaboration is more than just a buzz word and becomes an essential part of everyday teaching and learning. We endeavor to implement an open door policy and encourage all staff and teachers to feel welcome in all classrooms; so that observing instruction is no longer an anomaly but a regular occurrence. This will provide multiple and constant

opportunities for dialogue and accountability for the individual and for student learning, primarily through departmental and SLC rounds, throughout the school year. Teachers will discuss the progress of students in their departments and SLCs and discuss best practices for achieving and maintaining successes. This regular dialogue will ensure that all teachers are held accountable for collaborative pacing, planning and professionalism that continually develops throughout the school year and does so for years to come.

Professional Development at Los Angeles High School will focus on three key areas. According to M. Kennedy ('Defining Optimal Knowledge for Teaching Science and Mathematics,' 1997), "professional development can influence teachers' classroom practices significantly and lead to improved student achievement, when it focuses on: (1) how students learn particular subject matter, (2) instructional practices that are specifically related to the subject matter and how students understand it; and (3) strengthening teachers' knowledge of specific subject-matter content." In order to achieve this focus, the 'rounds' system will be implemented both departmentally and within Small Learning Communities. In Fall 2012, teachers will work in Departmental Rounds teams, to observe, comment, reflect and evaluate teaching and learning in the classrooms and how this effects student learning. In Spring 2013, the focus will be on Small Learning Community Rounds, when the process will be repeated, giving teachers a well-rounded view of teaching and learning at Los Angeles High School. The intention of this process, is to encourage and intervene as necessary to ensure that all students are receiving the highest quality of education possible. As City, Elmore etal 2009 state, "Our work in schools is about bridging this knowledge gap between educators and their practice. The rounds process is an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement. The practice works because it creates a common discipline and focus among practitioners, with a common purpose and set of problems."

The vision of Los Angeles High School is to promote collaboration and a sense of community and by facilitating the presence of teachers in other classrooms; this will demonstrate the notion that learning is a lifelong experience and will highlight the importance of this to our students. To ensure that this process is effective and produces the highest quality reflection, it is necessary for a master schedule that allows for collaboration and common planning time, both departmentally and by Small Learning Community to be effectively created. There will be time built into the schedule to allow for this to take place at least once per week, with scheduled Professional Development (banked time) once a month.

The Professional Development plan at Los Angeles High School will be an ongoing process and will continue to adjust to accommodate the needs of our teachers, faculty and also our students. Throughout the year, analysis of data will allow for our PD focus to change if necessary to ensure that all students are receiving a relevant education. For example if data shows that students are unsuccessful in meeting a particular standard on periodic assessments, then professional development will be put in place to allow teachers to focus on best practices. In order to ensure that these changes take place and can be implemented without difficulty, the process will begin in the Spring 2012 semester, by focusing PD on collaboration and enabling teachers to feel more at ease with each other. This will encourage communication through both departments and SLCs and ensure that as the new school year (2012-13) begins, teachers and staff understand the expectations and are able to participate fully in the professional development process. In the summer 2012, an institute will be held to further develop and maintain the notion that Los Angeles High School promotes continuous learning and ensure that Small Learning Communities are collaborating to provide structure to the students on the first day of the new school year. Additional to this, during both the Spring and Summer of 2012, teachers will be provided with Professional Development opportunities in the areas essential to the successful implementation of

our instructional plan. Teachers and all faculty members will receive professional development in teaching block schedules and how to plan for extended class periods; they will have opportunities to do this both in departments and Small Learning Communities.

Once the school year begins, Professional Development will be held on a weekly basis (taking advantage of the proposed bell schedule which allows for PD time every Friday morning); teachers and staff will be placed into Professional Learning Communities and meet on a regular basis both during the assigned PD time and as needed. Throughout the school year, teachers will work in their PLCs in 'ROUNDS' firstly by department (in Fall 2012) and then by SLC in Spring 2013. Monthly observations will take place and feedback given in relation to the rubric, outlined in the teacher evaluation portion. Teachers will be expected to primarily focus on one of the key domains (with chairs, leads and administrators focusing on the remaining three domains). This will allow for a more well-rounded evaluation and enhance the PD opportunities as they focus on the strengths and needs of the individual teacher. Fishman et al (2003) found in their study that teachers learn best through observing, being observed, teaching, planning for implementation, sharing ideas and reviewing student work."

Simultaneously, teachers will also participate in PD by SLC and Department focusing on different topics essential to the pillars of learning, including Rti, differentiation, project-based learning and how to manage this in the classroom, analyzing student work and data effectively and tracking professional growth. Professional development will encourage, nurture and sustain collaboration established during the summer 2012 institute; teachers will develop assessments, lesson plans and thematic units as members of Small Learning Communities and Departments to ensure that all students are able to achieve success. Through these structured professional development meetings, teachers will have the opportunity to focus on data analysis including student assessment scores (both statewide and local) and ensure that lesson planning is altered accordingly to meet the changing needs of our students and that instruction is data driven. Furthermore, teacher evaluations will be included in this process to ensure that teachers work to their strengths but also build on and develop their areas of greatest need; analyzing data to see exactly what the students know and how this could be taught effectively to ensure success. (See Appendix V for Professional Development Calendar Overview)

**c. Teacher Orientation:**

**Benchmark:**

Having 90% commitment from all teachers and full participation in the summer institute 2012, as evidenced by individual, departmental and SLC based planning.

The most important aspect of a successful educational program is having a faculty that is knowledgeable, committed and determined to promote a rigorous, relative and relevant curriculum that enables all students to be successful. It is primarily important that teachers come together and have a clear understanding of what this level of curriculum entails, including the expectations placed upon them as educators but also on the students at Los Angeles High School.

Los Angeles High School is seeking autonomy over professional development topics, calendar and implementation of professional development to ensure direct alignment with our overall mission and vision. This level of autonomy will work to increase ownership of professional development and ensure that all teachers feel that they are working towards the same goals; building on the collaborative culture of the school. Alignment with our instructional focus is essential to the success of the school and by

working collaboratively we encourage all teachers to develop professionally in a variety of ways, including focusing on data driven instruction, project based learning and linked learning. Providing teachers with ample opportunities to work collaboratively will ensure that our instructional focus remains strong and continues to develop over time.

Orientation for the 'new' Los Angeles High School will begin in fall 2011, with open discussion and clearly presented ideas concerning the vision and the direction the school will take. Ultimately once Spring 2012 starts, teachers will know what to expect from the upcoming school year and will decide if they want to continue at Los Angeles High School; teachers dedicated to the success of the school will work on building relations and maintaining expectations. Throughout Spring and Summer 2012, this culture of collaboration and learning will evolve to ensure that when school opens in Fall 2012, every single teacher is prepared, knowledgeable and determined to succeed in preparing our students for their future and ensuring success.

Throughout the years, the expectation is that new teachers will want to join our team and we understand the importance of nurturing and building relationships with everyone on our campus. Through Professional Development, teachers will work collaboratively and provide support for each other by Department and SLC; this will be seen through the monthly ROUNDS and will enable teachers to adjust their instructional techniques accordingly. For new teachers, they will be given additional support in the form of a mentor teacher (either by Dept or SLC) and they will meet as needed, or electronically to discuss issues or concerns. New Teachers on campus will be categorized in three main ways:

1. NQT (Newly Qualified Teachers – those with less than 2 years experience in teaching, this will include University and District Interns)
2. RQT (Recently Qualified Teachers – those with 2-5 years experience in teaching)
3. NRT (New Roman Teachers – those with more than 5 years experience but new to LAHS)

The levels of support will vary depending on the experience of individual teacher and may change throughout the school year as necessary. All new teachers/new to campus teachers will have the opportunity to meet with their mentors and observe good teaching at Los Angeles High School to ensure their success and ease of transition.

**d. PD Program Evaluation:**

**Benchmark:**

Scoring 90% or higher agree or strongly agree on the annual school experience survey in the Teacher response section concerning "Made recommendations for future professional development based on teachers' needs."

In order to continuously evolve as a school and as educators, we need to ensure that reflection and evaluation become part of our everyday life. Encouraging teachers and faculty to reflect on the Professional Development they receive will ensure that they are more likely to fully participate in the PD process and will actually feel they are developing professionally.

Evaluation in general is something that Los Angeles High School desires in all areas and effective evaluation throughout the school will help to ensure our continued success. At the end of each professional development session (or unit, depending on the number of PD sessions used to cover a

topic), teachers will have an opportunity to provide feedback and evaluate the success of the PD sessions. Through this process, it will become clear if there are areas that need additional attention or reworking and will also allow for teacher input for the sessions to come. One main focus will be how successful the implementation of strategies and techniques is in the classroom and the impact this intense professional development has on our students. Gathering and analyzing student data (especially through teacher-made projects) will help to guide the professional development of all teachers and faculty at Los Angeles High School. The data gathered during these evaluations will be provided to the department chairs and Small Learning Community Lead Teachers to guide further professional development sessions and ensure that all teachers continue to work in a collaborative way. Reflection will also become an essential part of Professional Development at Los Angeles High School, similar to the expectation we have for our students; teachers will learn to constructively critique their performance and that of their peers and reflect on the improvements that are necessary to guarantee a high level of teaching and learning.

Teachers will reflect and evaluate their PD at all times, at the end of PD sessions, in their SLCs and in their Departments. By using the ROUNDS system, Professional Development can be altered to fit the needs of individual or small groups of teachers as necessary. Although a PD calendar is in place for the 2012-13 school year, there is definite room for change depending on the input from faculty members during the Spring and Summer 2012 PD periods. Ultimately ensuring that all teachers feel their opinion counts, is vital to the success of the school; taking a top-down approach and simply telling teachers what they need to know, is destined to fail – teachers need to be treated as learners; we expect our students to advocate for themselves and their individual needs: the expectation for teachers, faculty and all staff members is exactly the same.

Los Angeles High School will be based on a culture of collaboration and the notion that every single voice is important (student, parent, teacher, community member, administration); effective evaluation and reflection is essential to this.

## B-3. ASSESSMENTS AND SCHOOL-WIDE DATA

### a. Student Assessment Plan:

#### Instructional Philosophy

“A teacher, who is attempting to teach without inspiring the pupil with a desire to learn, is hammering on cold iron.” This quote, by the great champion for universal public education, Horace Mann, speaks to the core of the educational philosophy at Los Angeles High School (LAHS). This philosophy is rooted in the fact that academic achievement is inextricably linked to student motivation (Leo, 2011). It could be argued that motivation is the very root from which student achievement emanates.

Our assessment and data plan will be aligned with our instructional philosophy and the school’s curriculum. The purpose of the assessment plan is to support high academic standards and to improve performance on state-mandated testing. School-wide learning outcomes underlying the curriculum of rigor, relevance and relationship should create graduates who are college and career ready.

**Content Knowledge:** All students will be expected to attain high levels of proficiency and accuracy in coursework offered at Los Angeles High School.

**Collaboration Skills:** These skills include teamwork, relationship management, conflict resolution, peer evaluations, and other essential group dynamics.

**Oral Communication Skills:** These skills include a student’s ability to communicate appropriately during presentations (eye contact, awareness of audience, articulation, volume, posture, etc.).

**Written Communication Skills:** These skills include a student’s written mechanics, spelling, grammar, content, and organizational skills.

**Critical Thinking, Logical Reasoning and Creativity:** These skills include a student’s ability to articulate questions, develop a hypothesis, examine a problem, test a solution, use evidence to support a conclusion as well as develop creative approaches to problem-solving and expression.

**Technology Skills:** These skills include computer literacy, internet skills, retrieving and managing information via technology, as well as effective use of various technological mediums.

**Work Ethic and Professionalism:** These include submitting work on time, being on task during class, completeness of work, and other workplace related skills.

#### DATA TEAM

Our efforts to improve student achievement must be guided by ongoing data analysis. The Data Team, under the leadership of the Testing Coordinator, must lead efforts to transform the culture of the school into a data-driven environment that establishes a culture of continued school improvement and accountability for student learning.

The Data Team will analyze data from many different sources, including MyData sets, and suggest goals, targets, and activities to help students achieve these goals. The Data Team, a subcommittee of the Leadership Council, will be composed of at least one representative of each SLC, counselors, administrators, students, community, parents and any other stakeholder that may impact the process of assessing student need. They will meet once a month or more as necessary to analyze broad patterns in the data and to make appropriate recommendations. Their findings (areas of student need) will inform bi-weekly department and Small Learning Community meetings and will support teachers in their work of designing and revising lessons in each core content area. The Data Team’s findings will help the

school community prioritize and focus on attainable academic and social goals, and acknowledge and build on successes. Further, the Data Team's findings will inform Professional Development initiatives.

MyData allows us to assess the effectiveness of our efforts by multiple indicators, -- including equity and access to A-G classes, attendance and habitual truancy rates, suspension rates, academic class grades, and standardized test scores. The school report card allows us to monitor four-year graduation rate, progress towards graduation, proficiency rates, college preparedness, and academic proficiency by subgroup.

The Data Team will analyze these multiple data sets for evidence of improvement and progress towards goals and identify gaps in student achievement that must be addressed. We understand clearly that transformation of curriculum and instruction, scheduling, leadership and teacher professional development, collaboration, evaluation, systems of accountability, as well as increased community involvement must be aligned towards supporting student learning. Therefore, we will study the data for evidence of success in implementation of our plan, and utilize the results to revise our efforts as we strive to continually improve our functioning as a learning community.

#### **DEPARTMENT: FORMATIVE ASSESSMENTS**

Formative assessments will be designed to provide information needed to adjust teaching and learning while they are still occurring. Teachers will share best practices in formative assessment including observation, exit tickets, questioning techniques, writing prompts, projects, and homework, to determine how students are learning on a daily basis. Traditional methods of quizzes and tests will be used to measure student mastery; reviewing students' test corrections will provide insight into how students are learning from their mistakes.

Teachers will also learn to break down each learning task into manageable parts and track student mastery of each part as they progress. This data will be made visible for students so they too can track their learning and develop pride in their growth and progress. Teaching effectiveness will be measured by self-reflection, peer observation with debriefing, examination of student work, parent and student surveys, and teacher leader mentoring.

In the analogy to learning to drive a car, formative assessments include observing the student driver's process in learning the required skills during practice sessions, and providing feedback so the student can improve their performance.

#### **DATA TEAM: SUMMATIVE ASSESSMENT**

Summative assessments can be likened to the driving test, which determines whether the student has earned the right to be issued a license.

Summative assessments will start in the classroom. Each unit within each core class will have a final accountability measure that establishes whether or not students have mastered the content being taught. Teachers will develop a common pacing plan within their subject and department. This will promote collaboration and sharing of best practices, and lead to the development of common assessments.

External to the classroom are district-assessments, which are used by departments to evaluate the effectiveness of instruction and identify strands that teachers may need to rethink their methods of instruction. As teachers analyze these, they can also gain information about what may need to be retaught before the final summative assessment, the CST.

State-mandated tests, which help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific areas, will also be administered as directed. They will be administered by the Testing Coordinator. The Data Team will work towards changing the culture so that teachers can recognize these tests as a tool teachers can use to identify gaps.

**DATA TEAM: PLANNING**

For planning purposes, the data team will monitor core class pass-fail rates to determine courses needed for the next year’s instructional program. This information will be used in planning for honors and AP classes, and to provide opportunities for students to meet graduation requirements.

SAT and ACT testing rates, college application rates, and AP Exam pass rates will be monitored by the counseling staff to serve as a needs assessment tool.

**SMALL LEARNING COMMUNITIES: ATTENDANCE AND EARLY WARNING SIGNS**

Small Learning Communities (SLCs) will track early warning signs of school withdrawal – primarily attendance indices (absences, tardies, or skipping class)—in the context of academic performance and emotional or behavioral problems. The information will be used to develop communication and support systems to address the needs, so that a school-home (agency) collaboration can develop an intervention for the student. This constitutes the basis of “Check and Connect,” a model cited by the What Works Clearinghouse of the US Department of Education ([Checkandconnect.org/](http://Checkandconnect.org/)). Students at risk will be referred to a mentor, who will work one on one with the student. The model is structured to maximize personal contact and opportunities to build trusting relationships. Student levels of engagement (such as attendance, grades, and suspensions) are "checked" regularly and used to guide the monitors' efforts to increase and maintain students' "connection" with school.

**RESOURCE COORDINATING TEAM (RCT):** The team developed a referral form to gather data about students at risk. The Coordination of Services Team (COST), an interdisciplinary team, collects and monitors referrals and service delivery data. The team documents Positive Behavior Management actions and monitors the effectiveness of action plans. The team also does Crisis Monitoring.

**PROFESSIONAL DEVELOPMENT SUB-COMMITTEE: PROFESSIONAL DEVELOPMENT**

The Data Team will analyze data received from the 360 Degree Feedback process and from teacher self-assessment and peer observation. This will be used to identify Professional Development needs.

Professional development will be targeted and may vary from department to department and from SLC to SLC. The allocation of resources, therefore, must also be data-driven.

Professional development needs will be communicated to the Professional Development committee within the Leadership Council so they can plan professional development.

**ASSESSMENT SCHEDULE**

<b>Formative</b>	<b>Grade level/ Timing</b>	<b>Rationale</b>	<b>Purpose</b>
Observation	All grades, daily	Students will be observed to ascertain learning preparedness, engagement in subject matter, and level of comprehension as course	Teachers will be able to determine the effectiveness of their instruction, and make adjustments where necessary to provide students greater

		material is presented.	access to content.
Questioning techniques	All grades, daily	Teachers will develop Power Standards and high level relevant questions to promote student inquiry into lesson topics. High level relevant questions promote academic conversation and practice using content vocabulary.	Students develop skills in oral and written communication related to each content area. When students find the lesson relevant, their engagement level and learning increases, leading to success across content areas.
Writing prompts	All grades, daily	Students will engage in writing across content areas to promote acquisition of academic language and to promote reflection about both the content and their learning progress. When students reflect, they are able to see the connection between academic material and real world life experience.	When students are given the opportunity to reflect on their learning, they become intrinsically motivated to continually improve in both effort and achievement. This leads to success across all content areas. Students retain a record of their learning progress.
Homework	Students will be provided with a rubric for each assignment so they know the level of effort required to obtain each grade.	Homework will be monitored to see that students are mastering the specific content strand presented in class.	Homework is assigned to promote acquisition of skills and academic language required to master California Content standards.
Projects	Each SLC will design a culminating project across content areas for each grade level per semester.	Culminating projects promote linked learning, connections between core academic areas and to life experience.	Student work will be relevant and authentic; it will strengthen communication and collaboration, supporting students to become life-long learners.
Exit tickets	Students respond to a written prompt at the end of a lesson. This formative assessment will be given in all subjects and grade levels.	Students will have a way to informally summarize their learning experience and its relevance to their lives.	Teachers can use these exit tickets to promote student accountability for their learning on a daily basis. This also supports students to become self-motivated for academic achievement.
Quizzes	Quizzes will be given once or twice a week in all subjects in all grade levels.	These are short term incremental assessments as students' progress through a unit. To maintain a level of understanding as students progress through the unit.	To ensure that the work is engaging and motivational, and that teachers get feedback as to the effectiveness and relevance of instruction to students' goals.
Surveys	Will be administered	To get feedback for teachers	Promote reflection, provide

	to students and parents.	to analyze the effectiveness of their instruction and relevance to student learning.	data for teachers to collaborate in developing best practices.
<b>Summative</b>			
Chapter / Unit Tests	Test results, determined by Pacing Plans for each A-G course	To assess student mastery of the Unit	So students meet personal, social and career goals relating to content area.
Capstone Projects	All grades, end of semester in each A-G course/ designed by SLC to be interdisciplinary and related to career strand	To give students an opportunity to organize, construct meaning, and communicate their learning; to prepare students for meaningful engagement in college, career, and community involvement.	So students can relate and apply what they've learned to real-life situations.
Periodic Assessment	Periodic assessments will be administered according to the LAUSD testing schedule.	As students are tested in each subject, teachers obtain data to inform instruction. Students learning needs will be addressed as teacher groups analyze test results and reteach standards that have not been mastered.	Periodic assessments serve as a tool to monitor progress and analyze strengths and weaknesses in the various content strands. Teachers can develop strategies for improving instruction in order for students to be successful life-long learners.
CAHSEE Diagnostic	Will be administered to 9 <sup>th</sup> graders in the spring and 10 <sup>th</sup> graders in the fall.	Tenth graders are tested in the fall to analyze strengths and weaknesses in math and English to prepare students to take the CAHSEE in the spring. Ninth graders are tested in the spring to determine whether students will need CAHSEE intervention classes to prepare them to pass the CAHSEE in the tenth grade.	Intervention classes will be designed according to test results so student's needs in the various strands can be addressed.
CAHSEE	July-August – non grads  March -- 10 <sup>th</sup> graders take the CAHSEE	In July for non-graduates who have completed all other requirements for graduation  To ensure that tenth graders are making adequate yearly progress towards NCLB criteria.	To ensure that these non-grads become graduates.  Students who pass the CAHSEE in the tenth grades can focus on acquiring the required credits for graduation.
CSTs	CSTs will be administered	To address students' knowledge of the California	Improvement in test scores shows that our school is held

	according to California State calendar.	content standards. Students in California are expected to know specific content for each grade and course. CSTs are used to for calculating a school's Academic Performance Index (API) and Academic Yearly Progress (AYP).	accountable for academic progress and that students are college and career ready.
CMA California Modified Assessment	May, same time as CSTs, Students with an IEP who scored below basic or FBB two consecutive previous years on CSTs	To allow students who become overwhelmed by high concentration print to take a test with more white space on the page, less reading, and fewer options per question.	Assess students' knowledge at the same level as their peers, but without the stressors that are generated by their specific reading disabilities.
CAPA California Alternative Performance Assessment	May, same time as CSTs; students of 9-11 <sup>th</sup> grades who have moderate to severe disabilities, who are unable to participate in CSTs and CMAs	To assess the ability to perform ELA, Math and Science tasks.	To make sure that students with severe disabilities will have the skills to transition into independent living.
CELDT	CELDT are administered in the Fall within the first month of school.	<ol style="list-style-type: none"> <li>1. To identify English Learners</li> <li>2. To determine the level of English language proficiency of these students</li> <li>3. To assess yearly progress in listening, speaking, reading and writing in English.</li> </ol>	As students meet the criteria (4 or 5 on CELDT, Basic on CST ELA or teacher recommendation), they will be mainstreamed into regular classes. Students will be monitored for the next two years to assess progress.
Early Assessment Programming	The writing skills test is administered to 11 <sup>th</sup> graders prior to the CSTs.	Designed to bridge the gap between high school standards and college expectations	To substantially increase the college-readiness and college success of high school students entering the CSU system.
AP Exams	AP Exams are administered according to the College Board schedule, during the first two weeks of May.	AP classes are offered to provide challenging college level academic work, so that students can expand their knowledge and develop college-ready reading, writing and math skills.	Students will be strongly encouraged and supported to develop the discipline required to pass courses at the college level, to ensure that students will be prepared to succeed at the college level.

**b. Graduation Requirements:**

We will follow district policy on Graduation Requirements and A-G.

**TRACKING STUDENT PROGRESS TOWARD GRADUATION REQUIREMENTS**

***CLEAR COMMUNICATION:***

- Before students begin high school, and in each transition between grade levels, a general orientation will be held to inform students about the high school credits system and courses required to pass in order to promote to the next grade level
- Students are regularly reminded of the A-G requirements that go above and beyond the graduation requirements to prepare them for post-secondary options.

***COLLEGE GOING AND CAREER READINESS CULTURE:*** Los Angeles High School will promote a college going culture. The idea of college is reinforced through a variety of activities, advisory and counseling processes that students engage in throughout their high school career.

- Each school year begins with a month dedicated to college going culture.
- Advisory is structured to include career interest surveys, career research, and college research.
- Community, business, and alumni will be tapped by our speakers' bureau to provide career-relevant talks, mentorships, assemblies to increase career readiness literacy
- Advisory curriculum will include career foundation skill-building activities within theme-based SLCs
- Periodic school-wide activities will be scheduled throughout the year to further promote college-going culture, with teachers wearing college gear, display college pennants, etc.
- Several college and career fairs will be scheduled throughout the year with representatives from local college admissions representatives, local business and community representatives, and alumni
- College application workshops will be hosted by the college counselor and local college admissions representatives
- All 10th grade students will take PSAT free of charge (October) and 11th grade students qualify for a fee waiver. Prior to the test, students are informed about the PSAT and SAT process as an important marker in the college admissions process. 10th and 11th grade teachers will integrate PSAT test prep. Into lessons in September.
- Two College Knowledge Nights are hosted for students and parents to learn more information about college options and preparation. These events target 10-11th graders.
- Parent workshops in College readiness and application process
- Even more resources and time are planned to support students in the 12th grade to make sure they have the skills and knowledge to put them on a path toward college.
  - Daily workshops and college representatives available for students to have support in the college application process.
  - Students will be able to get individual assistance from the college reps and trained peer college counselors during all school hours.
  - Representatives also work in a proactive way by going out to the classrooms to reach more students and disperse information to prepare all students in all grade levels for the college transition.

The effectiveness of these activities will be monitored by student survey, high school graduation rates, and college application/acceptance rates.

***CREDIT RECOVERY:***

- Students will be informed about remediation and credit recovery options in the case that they did not successfully complete courses

- Students will be programmed into these courses as soon they are available to ensure that they stay on track for grade-level transitions.
- In advisories, student progress towards graduation will be monitored. Students will be guided in resiliency building activities and to problem-solve and seek support to ensure on-time graduation

**ANNUAL:**

- Counselors promote clear, high expectations for all students by having at least one individual conference with each student and a parent to review requirements annually and support students with their grade-level transitions and preparation for post-high school plans.
- In advisories, students will research at least 5 colleges and will know some very basic info about each. This will be part of an ongoing process where students are guided through the application, essay writing, recommendation request etiquette, and financial aid application processes. Advisory curriculum will be planned to include this college application process during the course of each school year.

**PROGRESS REPORTS:**

- At each report card period, every 5 weeks, SLC lead teachers and counselors review students grades to flag students in danger of failing courses and immediately meet with them to discuss intervention plans to keep the student on track for success.

**c. Data and Collection Monitoring**

**State Mandated Testing:** Our goal is to incrementally raise our Academic Performance Index and our Academic Yearly Progress. Each Small Learning Community will set and aim for annual growth targets. Each SLC will identify students who need assistance in mastering standards. Teams will examine data and find commonalities between subjects for these students so as to build on strengths and address areas of weakness. Patterns will be seized as opportunities for whole-class focus, while individual's unique learning profiles will be addressed in a more personalized manner.

**California High School Exit Exam:** Our essential goal is to get 100% of our 10<sup>th</sup> graders to pass the CAHSEE with proficiency to meet one of the criteria of the Adequate Yearly Progress Report (**AYP**).

1. **9<sup>th</sup> Graders:** We will test incoming 9<sup>th</sup> graders to determine their placement in Mathematics and ELA. The data will be utilized to personalize instruction for students who score Below Basic or Far Below Basic. Those students will be placed in a two hour block Algebra and/or English / intervention class.
2. **10<sup>th</sup> Graders:**
  - a. We will emphasize test-taking strategies and utilize the CAHSEE diagnostic (in ELA, including Writing and Math) to analyze results which will provide an instructional guide to assist students to reach proficiency on the actual CAHSEE.
  - b. Students who earned at least a C in English AB and/or Algebra, but did not score at least Proficient on the CST or pass the End of Course Algebra test will be placed in a two block algebra/ intervention class.
  - c. Students who received below a C will be placed in separate Algebra/intervention class.

- d. Students who failed English 9 and/or scored Below Basic and Far Below Basic will be placed in Developing Readers Writers Program—an English intervention class alternating days with grade level English class.
3. **11<sup>th</sup> and 12<sup>th</sup> graders:** Students who have not yet achieved a passing score on the CAHSEE will be programmed into a mandatory five-credit elective CAHSEE prep class for first semester. This will allow them to progress toward proficiency in CAHSEE while focusing on their regular A-G requirements. Personalized instruction will be determined by analyzing their past CAHSEE test results and focusing on the strand(s) in which students need the most support. The class will be taught by strategically selected teachers who can best meet student learning needs.
4. **Non-Grads:** Twelfth graders who have completed all graduation requirements but have yet to pass the exit exam will be offered CAHSEE prep classes immediately following the end of the school year to prepare them for the upcoming July assessment. Emphasis will be placed on personalized instruction and test-taking strategies to better prepare them to pass. They will then qualify to matriculate in the August graduation.

### **California Standards Testing (CST):**

Our goal for CST is for students to meet and exceed their expected growth targets and to move students in each performance level up one to two levels.

Collaborative common planning time is used to support teachers to provide standards-based instruction in every core course, focusing on test taking strategies, practicing CST released questions. We use District Assessment data to inform instruction.

For students who are repeating a course, we will have their prior CST results analyzed to personalize instruction and to address their areas of weakness.

The following timeline shows how assessment results will be linked to curricular adjustments, professional development, and instruction in order to meet identified student needs. Assessment review and improvement planning processes will be timely and incorporate teachers and administrators. Reviews will be designed to effectively support the instructional program.

Data will be reviewed and analyzed weekly during 90 minute sessions, as well as during common planning time. Pre-semester planning and post-semester reflections will occur during additional professional development time. The budget subcommittee of the leadership council will work together with the Data and Professional Subcommittees to align funding resources with professional development needs.

### **ASSESSMENT DEVELOPMENT TIMELINE**

#### **July 2012:**

#### **COUNSELING DEPARTMENT**

- Assess student the needs of incoming freshmen by obtain data from feeder schools about incoming freshmen through vertical alignment.
- Determine course programming needs based on data analysis

#### **CORE CONTENT DEPARTMENTS and SLC**

- Collaborate in assessing possible reasons for learning gaps, assess the effectiveness of teaching strategies, and develop common assessments.

**TESTING COORDINATOR**

- no-grad students to
- Conduct needs assessments to develop support for all students and intervention strategies for students with at risk factors

**August 2012****WHOLE FACULTY**

- monitor progress by assessing the we

**SLC**

- Theme-based projects will be introduced to students
- Intervention based on grades: analyze student work bi-weekly
- Identification of at-risk students via referrals; begin home/school collaboration in problem solving intervention

**DEPT**

- Project based learning for each grade level; each member of the department to participate in the development of project-based assessment
- ROUNDS: Teacher Observation Day. Teachers focus on one of the domains of evaluation. Post-discussion will take place between observer and teacher to focus on strengths/areas of need.

**AP COORDINATOR**

- AP students sign commitment to take the AP Exam

**ESL COORDINATOR**

- CELDT testing ongoing to determine readiness for reclassification – ongoing
- 11<sup>th</sup> and 12<sup>th</sup> graders programmed into CAHSEE PREP class

**September 2012****SLC**

- Intervention based on grades: analyze student work in grade level groups
- RTI2 will continue based on first report card
- Identification of at-risk students via referrals; begin “Check and Connect” home/school collaboration in problem solving intervention
- Check-in about how cross curricular theme-based project work is going

**DEPT**

- Analyze student work on final project for first unit
- Instructional Plan revisited based on data; best practices shared
- ROUNDS: Teacher Observation Day. Teachers focus on one of the domains of evaluation. Post-discussion will take place between observer and teacher to focus on strengths/areas of need.

**WHOLE FACULTY**

- Workshop on Differentiated Instruction meeting the needs of all students: SDAIE, Strategies for accommodating students with special educational needs
- Begin school-wide focus on CAHSEE/SAT/ACT – instruction in test-taking strategies, introducing released questions, analysis and discussion of areas of common need (reading comprehension)

**AP COORDINATOR - TEACHERS**

- Enroll AP Math and Science students in AP Readiness @ UCLA – monthly attendance

**October 2012****SLC**

- Intervention based on grades: analyze student work bi-weekly
- Continue focus on home/school collaboration in problem solving intervention

- Check-in about how cross curricular theme-based project work is going

**DEPARTMENT**

- Analyze prior years' District Assessment to revise instructional practices in preparation for LAUSD periodic assessment; best practices shared
- Check-in about how reading, writing and math across the curriculum is informing theme-based SLC projects
- ROUNDS: Teacher Observation Day. Teachers focus on one of the domains of evaluation. Post-discussion will take place between observer and teacher to focus on strengths/areas of need.

**WHOLE FACULTY**

- Workshop on Mathematics across the curriculum (CAHSEE Support)

**AP COORDINATOR - TEACHERS**

- Check-in on AP Readiness @ UCLA – monthly attendance and common concerns/articulate and establish goals based on student learning needs

**November 2012**

- Administer CAHSEE to 11<sup>th</sup> and 12<sup>th</sup> graders

**DEPARTMENT**

- Develop end-of-semester assessments
- District Periodic Assessments administered
- Student and parent surveys administered

**WHOLE FACULTY**

- Workshop on analyzing data from parent and student surveys, focus on identifying strengths and needs and goal-setting; adding to professional growth log

**VOLUNTEERS**

- Meet to reflect on results of "Check and Connect" mentoring identified students

**December 2011**

**SLC/DEPARTMENT:**

- Summative analysis of student surveys given in November to identify the strengths and areas of need with PBL – what changes need to be made by SLC/Dept/Individuals to make this more effective?

**WHOLE FACULTY:**

- Assess the effectiveness of the Professional Development Activities.
- Data Team analyses data and assesses the Professional Development needs for the following semester.

**DEPARTMENT**

- Administer end of semester assessments

**FINAL DEPARTMENT 'ROUNDS'**

- Teachers work in their 'Rounds' focusing on one of the domains of evaluation. Post-discussion will take place between observer and teacher to focus on strengths/areas of need. (Assessment of Professional Practice)

**February 2013**

**WHOLE FACULTY**

- Analyzing data from survey completed at the end of the semester and begin to discuss overall strengths and areas of need. What will we change/ continue to use?

**CST /CAHSEE PREPARATION**

- Begin School-wide focus on CST& CAHSEE – discussing ways to do this effectively.

**SLC**

- Focus on theme project for this semester and reflect on the success of fall 2012. Teachers plan cross-curricular projects and how to incorporate them.

**DEPARTMENT**

- Focus on projects for the semester – how successful was previous semester ( Assess the instructional program)
- Analyzing data of final grades and reflect – how did project based learning and Rti impact our overall success rate by Department?
- Second District Periodic Assessment Administered
- School-wide focus on CST – distribute CST released questions in core subjects to determine which standards students to identify areas of mastery and need

**SLC 'ROUNDS' TEACHER OBSERVATION DAY AND PD**

- Teachers work in their 'Rounds' focusing on one of the domains of evaluation. Post-discussion will take place between observer and teacher to focus on strengths/areas of need.

**March 2013**

**SLC/DEPARTMENT**

- Focus on analyzing data from periodic assessments and improvements needed to instruction.

**CST PREPARATION:**

- Identify gaps in instruction and mastery of skills. Asses the instructional needs in preparation for state assessments.

**SLC 'ROUNDS' TEACHER OBSERVATION DAY AND PD**

- Teachers work in their 'Rounds' focusing on one of the domains of evaluation. Teachers will participate in observations in order to provide feedback on instructional practice. ( assessing performance)

**TESTING COORDINATOR**

- Administer CAHSEE Census

**May 2013**

**DEPARTMENT:**

- Focus on final assessments – ensure that these are complete and differentiated to meet the needs of all students as necessary. All teachers will be presenting their students with these assessments at the end of the semester and will analyze the data at the beginning of Fall 2013
- CST administered
- Student and parent surveys administered

**June 2013**

**SLC 'ROUNDS' TEACHER OBSERVATION DAY AND PD**

- Final Administration of District Periodic Assessment
- Finals; Final Project Presentations
- Analysis of surveys; Reflections on Professional Practice
- Summary analysis of school year progress: Teachers meet with administrator for STULL

## **B-4. SCHOOL CULTURE AND CLIMATE**

### **a. Description of School Culture**

Our goal is that all students feel known and appreciated for their unique strengths and talents; and supported in cultivating their potential to become successful young adults and productive citizens. Adult staff will be committed to helping each student find at least one area of excellence, as research shows that excellence in one area spills over into other areas of life. Implementation of changes detailed below in each category will contribute to a school culture that provides the conditions for our students to develop their unique excellence.

#### **High Behavioral and academic expectations; reinforces the school's vision, mission, and instructional program**

A culture of Accountability and Continual Improvement will be implemented to support the school's vision and mission--ensuring that students are supported to strive towards college and career readiness.

- Orientation programs for students and parents will be held at the beginning of each school year to clarify behavioral and academic expectations.
- Parent/student handbook will be distributed to supplement communication of expectations. It will also be available on the school website.
- Positive Behavioral Support and classroom management will be an integral part of professional development, and will be tailored to teacher and student needs as determined by analysis of data
- AVID program will be implemented for incoming ninth graders to support a successful transition to high school.
- Teachers will meet weekly in SLCs and Departments to discuss student work, formative and summative assessment data, and instruction, analyzing areas of strength and need.
- Through SLCs students showing signs of school withdrawal behavior (absences, tardies, ditching) will be referred to "Check and Connect" and will be assigned a mentor in this program that research has shown to be successful in dropout prevention.
- SLCs will monitor grades for student fails. SLC teachers will meet biweekly and during common planning time in grade level teams to address the needs of students with fails, brainstorming instructional revision, intervention, or classroom management best practices to address student needs.
- Advisory class will implement a multi-faceted curriculum, which will include programs including YES (Youth Empowerment Seminar" to offer youth practical tools to manage stress and emotions. Outcomes will be students will exhibit greater motivation to succeed in school and to successfully face life's challenges".

#### **Develops and maintains a culture that is safe, supportive, sustainable, promotes student learning, alleviates negative behavior and maximizes learning**

LA High school culture will be safe and supportive, while promoting student learning. Negative behaviors will be redirected to constructive activity.

- Pre-Planning the year's calendar of activities, professional development, collaboration, special events will communicate a culture of sustainable activity.
- Year start orientation by the Dean's and Counseling Departments will communicate clear expectations.
- Deans' Office will implement the positive behavior policy to promote positive student behavior with rewards and consequences, provide students with due process rights, and address potential safety issues that may arise.

- District policy requires that we submit an updated safety plan for district approval on a yearly basis. School police officers support the dean's office to address potential safety issues that may arise.
- An August workshop on classroom management for teachers will promote a culture of safety that alleviates negative behavior.
- Volunteers through the Development Office / Alumni On Campus will participate in activities such as community fair (flea market, farmers market, career day, speakers bureau, other projects to be determined) to support a positive culture of success.
- Students who show at risk warning signs through negative behaviors will be involved in problem-solving intervention sessions with teachers, counselor, dean, administrator, COST team as necessary to minimize disruption to safe supportive culture.
- An annual awards assembly will celebrate successful students' accomplishments, including academic, team, leadership, effort, improvement. Rewards include scholarships, which will be funded by various internal and community groups.
- Wherever possible, reinforcement of positive behaviors through incentives will be used to foster an environment of professional and responsible behaviors, including perfect attendance, and attaining proficiency on CAHSEE and CST.

**Proposes structures, activities, traditions, routines that will shape and reinforce the school's identity as well as support a personalized learning environment for students and staff**

Our goal is to establish a LA High as a place where education is revered as the key to opportunity. It will be a culture where students can see that education affords opportunity through academic and extra-curricular activities, to identify interests, talents and develop skills that will provide enrichment for a lifetime.

- The professional nature of the teaching profession will be held in high regard. To that end, the time that teachers require to exercise their professional responsibilities will be provided within the school day and week.
- Time will be set aside for special activities such as announcements, pull-outs, assemblies, field trips, phone calls, support groups, counseling, etc will be confined to appropriate time periods so as not to interfere with instruction.
- Each administrator and coordinator will teach at least one class per semester to demonstrate their commitment to a culture of excellence, and to become more closely acquainted with students, and to keep current with content area, classroom management strategies, and issues facing teachers and students.
- Leadership class will develop a calendar of activities that promote student involvement, including supporting the development of clubs
- Athletic competition provides team-building and character-building experiences while promoting athletic skill development and physical prowess. We will develop our athletic program to provide this avenue for students, while strengthening the academic requirements for student participation. Students participating in athletic teams will be scheduled into Advisory during last period so that students will receive academic support as well as game strategy analysis, and game-specific theoretical approaches.
- SLC theme development (including multiple pathways, service learning, career technical education) will further develop opportunities for students to identify and develop their interests and talents.
- Traditions such as African American History Month, Latino History Month, Asian Pacific History Month, and Women's History Month are celebrated with daily recitations, art displays, speaker assemblies, performances, and special lunch days. These form the foundation upon which students can celebrate diversity of cultural heritage.
- Announcements, slogans, posters communicate and reinforce expectations.

## **b. Student Support and Success**

### **Communicates high expectations for the success of all students**

- Orientation programs for students and parents will be held at the beginning of each school year to communicate our high expectations for student behavioral and academic achievement.
- Administrators and coordinators teaching one class per semester will communicate high expectations for the success of all students.
- SLC orientations will be design to showcase opportunities within differentiated SLCs for students to explore their interests
- Culture of inclusion: all students have access to career pathway exploration within their SLCs and during extracurricular activities
- Data on student performance will be analyzed by counselors prior to the school year so that students can be programmed into classes that will support maximum skill development and learning no matter what their starting points.
- Weekly teacher professional development sessions will be geared to review student work and performance, so that strands where student needs are evident can be addressed in lesson study and intervention for individual students where appropriate.

### **Identifies high-quality strategies and practices that are aligned to the vision of school culture and climate**

- The Professional Development Subcommittee of the Leadership Team will respond to Formative and Summative Assessment data about student and teacher performance to design professional development in any high-quality strategies required to meet learning needs. Initial focus will be on strategies in classroom management, project based learning, writing across the curriculum, reading comprehension, and mathematics across the curriculum.
- **Team Teaching:** Encorps teacher interns will provide us with STEAM professionals to assist in the classroom with tutoring, mentoring, and lesson design. As they share their experiences in their field, students will gain valuable information about career paths that may be open to them.
- **Check and Connect** is a model that has been identified as one of the most successful dropout prevention programs out of 28 programs submitted to the U.S. Department of Education's What Works Clearinghouse. Training will be implemented for volunteers who want to participate in our efforts to mentor students showing early warning signs of school withdrawal.
- **Linked Learning / Authentic Intellectual Work** are strategies we will use to shape our curriculum. Evidence shows that students engaged in relevant endeavor are motivated to pursue learning and achieve excellence.

## **c. Social and Emotional Needs**

### **Defines an approach and staff members responsible for identifying and supporting the social and emotional needs of all students**

- Counselors
  - Work with students to promote personal, social, emotional and academic growth
  - Work with students to identify potential career paths
  - Analysis and data relative to attendance, behavior and achievement
  - Monitor student attendance and grades and develops strategies to support teachers and students in problem-solving.
  - Provide professional development to teachers to enhance student/teacher interactions
  - Provide workshops to support parents in effective parenting, supporting student achievement
- PSA Counselors
  - Responsible for addressing attendance issues with students and their families

- Mitigate and close the achievement gap for students of low socio-economic status, providing support for families when family circumstances are interfering with student attendance
- Homeless Student Liaison provides support for students, including clothing, transportation, someone on campus
- Psychologists (1.8 positions)
  - Clinical counseling loads
  - Refer some cases to partner agencies
- Partnerships with Community agencies provide additional support in meeting
  - Share and Care
  - Asian Pacific Counseling

**Aligns with expected needs of the students**

- When basic needs of students are not being met, they are not able to the academic program. Thus a teacher would initiate a problem solving meeting between parent/guardian, counselor, dean as necessary to determine next steps.
- Prior years referral data has become a needs assessment tool so that we can anticipate students social emotional needs and align resources accordingly, including counseling, support groups, structured activity.

**Supplementary programs, activities, and services supporting students’ social and emotional needs, beyond academics, are easily accessible to all students.**

- Clubs – are sponsored by teachers at request of students. Clubs meet during lunchtime, once a week.
- Champions – after school activities determined by student interest, including Tae Quan Do, Drama, Music, Spoken Word, Environmental Stewardship
- Service – Community service and service learning is coordinated through SLCs.
- ROTC – Students can enroll in this program which develops leadership, responsibility, and service ethic.
- Mentoring – Alumni on Campus
- Counseling and Support groups are coordinated by the School Psychologist

**Supports will be monitored regularly in order to improve effectiveness.**

- Leadership coordinates clubs, setting school-wide opportunities to promote club memberships
- The Leadership Council (ESBMM) will monitor supplementary programs, activities and services that support students’ social and emotional needs beyond academics.

**d. College and Career Readiness**

**Specific strategies and programs are outlined to expose students to college/career opportunities and prepare them for college/career success**

- **SLC Theme Development:** SLC professional development will support teachers to develop each SLC’s themes, to integrate a range of career pathways into core curriculum to familiarize students with real-world college and career opportunities.
- **Career Technical Education** has been identified as a program that contributes to student motivation and success. The Career Technical Education standards and framework bolster standards-based education by incorporating cutting-edge knowledge about career options, technology, and skills required for success in adult life. One of the strands of our Advisory program will allow students to gain access to career pathway knowledge and career foundation skills. In the context of theme-based SLC core content classes and with the support of

community and alumni to share experience in their respective fields, students will have enriched exposure to college/career opportunities.

- **Encorps** teacher interns are STEAM career professionals who wish to change their own career paths and bring their knowledge and experience to the teaching profession. As they share their experiences in their field, students will gain valuable information about career paths that may be open to them.

#### **Programs and strategies are in place to help students set and achieve goals in pursuing post-secondary education**

- Combined efforts of the Counseling department and the Career and College Office will lead initiatives to disseminate information to students via assemblies, weekly notices, college and career fairs, college and career days, peer mentoring, and teacher involvement.
- AVID classes are designed to enhance support for students to experience high school academic success, and pursue college and career. Continued use of AVID curriculum will be implemented either through AVID 10<sup>th</sup> through 12<sup>th</sup> grade classes, or through Advisory
- The Advisory program will be designed to provide personalization for students in navigating their high school career and pursuing options that will enhance college and career readiness.

#### **Students are offered multiple pathways to satisfy A-G requirements**

- Students can enroll concurrently in Community College and earn high school and college credits while meeting A-G requirements.
- Students can make up credits through APEX Learning (online learning).

#### **Support programs are in place and accessible to prepare all students for college (exposure to post-secondary opportunities, assistance with application/financial aid process, etc)**

- The Career and College office creates multiple opportunities for students to gain access to college preparedness
  - Workshops for students
  - Workshops for parents
  - Assemblies
  - Career and College Fairs
  - College tours
  - A computer center where students can research colleges
  - A weekly newsletter disseminating information about the college application process
  - Publicize SAT / ACT testing preparedness workshops and testing dates
  - Assistance in navigating the College Board Website
  - Meetings with Representatives from colleges and universities
  - Application workshops with Representatives from community colleges

#### **e. School Calendar and Schedule**

- We will implement the Balanced Calendar (See Appendix K for Calendar).
- Los Angeles High School will use the autonomy of ESBMM to do the following with our schedule and calendar:
  - Align with articulated vision/mission and instructional plan of the school
  - Meet state requirements
  - Maximize student learning
  - Address the needs of all students as well as provide extra support to ensure that all students are able to meet and exceed academic goals
  - Allow sufficient time for core subjects

- Include non-academic programming
- Support and promote teacher collaboration
- Contain flexible periods that include long blocks of instructional time to meet the learning needs of students
- See Professional Development B2 and Assessment Calendars B3 for specific activities.
- Features of our Schedule:
  - We will implement the 2 x 8 schedule in which students attend classes 1-4 on Monday and Wednesday, and 5-8 on Tuesday and Thursday.
  - On Friday mornings, students will have a late start schedule while teachers will have a 90 minute professional development.
  - Students will have access to various resource areas (libraries, computer labs, homework center, Champions) to work on assignments and projects, receive tutoring, study, or participate in extracurricular activities.
  - Students who need intervention in English or Mathematics will be programmed into an intervention class on the day alternating their core class.
  - Students who are ready for enrichment will be able to take electives.
  - Two more course periods per semester will allow students to make up missed credits.
  - Students involved in Athletics will no longer miss class periods because their PE and Advisory will both be the last 90 minute period of the day.
  - Interruptions to instruction will no longer be necessary because students will be able to take care of other matters during their advisory period.
- **Small class sizes allow teachers to develop relationships with students and address student needs more effectively, thus increasing personalization.** See Appendix K and L for Calendar and Schedule.
  - Target class sizes will conform to QEIA norms. No Core Class can have more than 27 students. Ninth grade core classes must have no more than 19 students.
  - In Special Education, the number of students generates the number of teachers needed. Every fourteen students generate a special day class position. Every 28 students generates a RSP position.
  - Students will select their SLC and will be grouped into cohorts within their small learning communities.
  - Small Learning Communities have approximately 450 students, with 11-15 staff members per SLC.

#### f. Policies

**Student behavior policy promotes positive student behavior with rewards and consequences; provides student due process rights; and addresses potential safety issues that may arise**

Los Angeles High School will implement the District's School-wide Positive Behavioral Support Plan by defining clear expectations for students, and attaching fair consequences and support systems with the ultimate goal to shape student behavior and provide opportunities for improvement. All staff will be expected to implement this plan and avoid using punitive measures as first response to student misbehavior. Guidance and strategies for both students and staff will be embedded as a way to support the overall educational program and maximize student learning. (See Appendix T for details about Policies.)

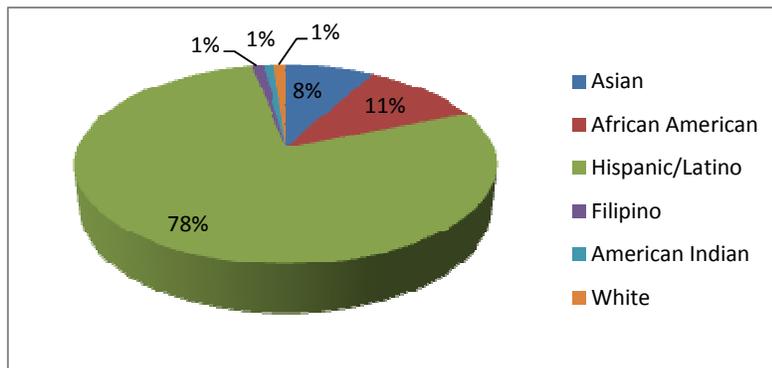
**The retention and graduation policies reflect high expectations and ensure that students are prepared at key grade transitions**

Los Angeles High School will use District retention and graduation policies.

## B-5. PARENT AND COMMUNITY ENGAGEMENT

### a. Background:

Los Angeles High School has a rich history- bearing the name of our city- and is the oldest high school in Los Angeles. Los Angeles High School is a large urban school, located in the mid-city area, and was opened in its current location in 1917. The new attendance boundary embraces a diverse community yielding a diverse student population. The chart below illustrates the student demographic information by ethnicity:



Seventy- nine percent of parents/ guardians report another language other than English as their home language. While a large percentage of parents declined to state their educational level ( 43%), 28% of parents report not having a high school diploma, 18% report having a high school diploma, and 11% report having some college, college grad, and post-graduate degrees. For many of the students whose parents did not attend college, they will, in fact, be the first in their immediate families to attend college.

### Strengths

The surrounding community is a safe community. Los Angeles High School is located in a middle class area with low crime rate.

The school is located near a shopping center providing employment opportunities for parents and students.

Increasingly, more parents have been willing to become volunteers on campus and have the desire to be involved in meaningful parent involvement activities that support the educational program.

Increasingly, the surrounding community businesses are willing to support programs at Los Angeles High School.

### Community assets

The Community has opportunities for students to become involved in the neighborhood through volunteer participation.

Community based organizations offer services to students and families. They also provide opportunities for volunteer participation and to develop leadership skills.

There is a strong alumni presence on the campus. Two alumni groups provide support to the overall instructional program. Alumni on Campus and the Alumni Association will continue to provide support to the school by providing opportunities for students and resources to the school.

### **Values**

The most important and enduring beliefs that the community shares is that: our students deserve a quality education, and it is important to for the school, families, and the community to work together supporting the overall educational program Los Angeles High School.

### **Critical Needs:**

- In order to effectively communicate with school staff, and parents whose home language is not English, we need to have access to oral interpretation and written translation of school information materials.
- A large portion of the student population relies on public transportation to commute from home to school and from school to home. A strong partnership between the school and the Metropolitan Transportation Authority is needed in order to ensure enough buses are available to meet the needs of the students. Many walk long distances to get to school. Strong police presence as well as a friendly community is needed to ensure students are safe on their way to and from school.
- As the Mid-City area undergoes redevelopment there will be a need for qualified workers.
- The Community needs the schools to be accountable for student learning
- The community needs socially conscious youth that celebrate diversity and can meaningfully contribute to its improvement.

### **b. Strategies:**

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

Parents, as equal partners, will be able to:

- Participate in the decision-making process as elected members of the School Site as well as Leadership Councils which provide feedback and recommendations through membership in advisory councils.
- Have volunteer opportunities to support the educational program and the development of a strong culture of parent and community engagement. Parents will receive training on effective volunteer strategies including how to effectively communicate with high school students and district policies.
- Have the opportunity to participate in the evaluation of their student'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 literacy, knowledge of educational programs, and A-G college curriculum.
- Be linked to community services based on the individual needs of the student and/or the family
- Participate in the evaluation of teachers , administrators and the instructional program

## **Parent Center**

In collaboration with community – based organizations, the Los Angeles High School Parent Center will:

- Host an array of workshops aimed at educating parents on topics critical to the development of strong families and communities and student achievement. Topics will include: Teens and drugs, parenting, college requirements, effective communication, effective discipline, nutrition, etc.
- Host book club meetings to promote dialogue and literacy.
- Host monthly “Coffee with the principal” meetings to give parents a platform in which to express concerns, ask questions, and offer suggestions.
- Establish a structured volunteer program that will enable parents to donate time or expertise to enrich the educational program. Parent Volunteers will receive training on effective communication with students and school staff.
- The Parent Center will continue to publish a monthly parent newsletter that will ensure parents are receiving important information on an ongoing basis.

### **c. Key Community Partnerships:**

#### **Membership in decision making councils**

- Community members will be able to participate in the decision making-process and be represented as elected members of the school site council with equal voting rights as all other members of the council. One seat is occupied by a community member on the School Site Council as agreed by Los Angeles High School parents.
- Under the Expanded School Based Management governance model, partners and community members will be able to provide input and recommendations on the overall educational program through the Partners in Education Advisory Council (PEAC)

#### **Addressing the needs of the community**

- **Alliance for a Better Community**

In partnership with the Parent Center, Alliance for a Better Community will offer workshops for students and parents on how to track student progress and develop college going plans as a family.

- **Planned Parenthood**

In partnership with the Los Angeles High School Parent Center, Planned Parenthood will host a series of workshops for parents and community members on topics critical to the development of strong families. Teen Sexuality, Effective Communication Strategies, Domestic Violence and Substance Abuse prevention are among the topics.

- **On A Mission, Inc.**

In partnership with Los Angeles High School, On a Mission Inc. will provide workshops for boys on character development and confidence building activities, connect families with behavior modification programs to help reduce risk factors. Services through this community- based organization will focus on addressing the needs of boys, especially African American boys.

- **Eisner Pediatric Center**

This partnership allows the school to offer on-site medical services to our students through the Teen Clinic. This partnership supports the health of students and reduces the need for students to be absent from school to receive medical services off campus.

- **Share and Care and Asian Pacific Counseling Centers**

This partnership allows the school to support the socio-emotional needs of our student population. They provide clinical counseling and connect families with outside resources to meet the needs of students and families.

### **Involving the community in building developmental assets in our students**

- **Alumni on Campus (AOC)**

Mission: To coordinate input of stakeholders in the creation of public school as community, furthering development and improvement of the mission of Los Angeles High School.

Vision: The office of Alumni on Campus will implement programs that serve at risk students, improve campus culture, create community of alumni, and improve relations with the surrounding community.

Alumni on Campus will be a sustainable, viable partner in ongoing discussions regarding the continual improvement of Los Angeles High School.

- **Rotary Club**

The Rotary Club will continue to sponsor Los Angeles High School's Interact Club and provide opportunities for students to be active participants in the improvement of the community.

- **ARC ( After- School Program)**

The partnership with ARC allows the school to provide enrichment as well as extra- curricular activities for our students. One of the goals of the program is to connect the students to the school and help mold the attitudes of students toward school. It helps enhance the overall educational experience of the students at Los Angeles High School. ARC also supports the academic program by providing extended learning opportunities beyond the school day.

- **Los Angeles Police Department**

The partnership with the Los Angeles Police Department provides the school with resources to address the needs of students in the areas of safety and positive behavior support. Friends for Safe Schools, a community based organization sponsored by the Los Angeles Police Department, offers workshops for parents on effective parent-child communication techniques as well as character development classes for students with at- risk factors.

- **Los Angeles Community Adult School**

In partnership with Los Angeles High School will continue to provide credit recovery opportunities and intervention classes to the Los Angeles High School students.

- **Colleges and Universities**

In partnership with Wes LA Community College and USC upward bound programs Los Angeles High School students will receive mentoring, academic support and at the same time promotes a college going culture. The Upward Bound program is a pre -college program that motivates students to attend college and provide them with the opportunities to take summer courses and experience college life.

## **B-6. SCHOOL GOVERNANCE AND OVERSIGHT**

### **a. School Type:**

We believe that the Expanded School Based Management Governance Model (ESBMM) is the best model for Los Angeles High School in order to carry out the mission and vision of the school. This model will provide the school with flexibilities, accountability and local control to promote academic excellence and full engagement of the school community. Under this model, responsibility and decision-making over school operations and the educational program is transferred to the administrator, teachers, parents, students and community members through the School Leadership Council.

The ESBMM governance model adheres to all legal requirements including setting the school vision, approving annual budgets, and the selection of the school leader. Input is received from Committees and Councils (including the School Site Council), which are collectively led by the School Leadership Council, which to the extent permitted by applicable laws, regulations, and collective bargaining agreements, members of the School Leadership Council will be actively involved in selection of personnel, evaluations of teacher and administrator performance, design and implementation of professional development, development and approval of annual budgets

#### **How autonomies will be used**

- Greater flexibility in funding will allow us to use the resources available to meet the needs of students. The Leadership Council will be able to ensure that resources are allocated based on student need as determined by achievement data and needs assessments. The Leadership Council will enforce fiscal responsibility and the transparency of the budget development process.
- Control over curriculum will allow us to implement theme based curriculum that will support the further development of strong Small Learning Communities in order to make instruction more relevant and engaging and advisory curriculum that will enhance and promote the development of essential skills that students will need to be college and career ready.
- Control over Professional Development (PD) will allow us to make all decisions regarding Professional Development at the school site. This autonomy allows us to tailor the professional development and implement data driven and researched based professional development activities. This autonomy will allow us to determine what education and training the staff needs in order to implement the school strategic goals as part of the on-going implementation of evaluation and improvement systems.
- In accordance with district policy regulating instructional minutes, we will use the control over bell schedule autonomy to create a bell schedule designed to maximize student learning according to the mission, vision, and goals of the school. All relevant state laws and regulations apply.

- Hiring Autonomy will be used in the hiring of all vacant positions including certificated, classified and administrative positions. A hiring sub-committee of the leadership council will be responsible for implementation of the hiring process.

## **b. School Level Committees**

### **School Leadership Council**

The School Leadership Council under the ESBMM governance model will have representation from all stakeholder groups (Teachers, parents/community, students, non-certificated staff) and will ensure that the school's mission, vision, and school wide systems support a high performance school focused on student achievement. The School Leadership Council will promote the embedded beliefs and behaviors found in the culture of a high performing school. The Leadership council is a decision making council and its members are elected.

Leadership Council subcommittees will be formed to build leadership capacity in the decision – making process. All stakeholders will be able to join subcommittees. Additional subcommittees will be formed as needed.

### **Leadership Council Sub-committees:**

#### **Hiring**

As positions become vacant, a hiring subcommittee of the Leadership Council will screen, interview and hire teachers, administrators, and classified staff. All vacant positions will be subject to a hiring process that will include all stakeholders, including parents. This autonomy will allow us to select ideal candidates and not accept “must place” candidates without undergoing a hiring process. 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.

#### **Discipline**

The discipline subcommittee will collaborate with support staff in the implementation of the school-wide positive Behavior Support Plan. This subcommittee will monitor suspension rates and the overall implementation of the school safety plan. The subcommittee will make recommendations to the Leadership Council on ongoing campus safety and student behavior issues.

#### **Data Team**

The data team will be responsible for implementing the school-wide data analysis system that will allow us to make decisions that are data driven. The data team will be responsible for analyzing and disseminating data to the different stakeholders. A Data will drive decisions, and will inform ongoing discussion about improvement in areas such as attendance, student discipline, curriculum and instruction, bell schedule, assessment, intervention and professional development.

#### **Professional Development**

The professional development subcommittee will be responsible for ensuring that school-wide professional development plan is implemented and data driven. The Professional development subcommittee will work closely with the budget and data subcommittees in order to align student and staff needs with funding and resources and will make recommendations to the Leadership Council.

**Budget**

The budget subcommittee will be responsible for evaluating and identifying funding sources to support the educational program. The budget subcommittee will collaborate with the professional development and data team to ensure that resources are aligned to student and staff needs. The budget subcommittee in collaboration with all stakeholders will annually develop a budget based on student need and will assist in the identification of supplemental funding sources.

**Partners in Education Advisory Council (PEAC)**

The creation of this council will give a voice to the community and our partners under an ESBMM governance model. Our partners and community agencies will be able to make recommendations to the Leadership Council.

**School Site Council (SSC)**

The School Site Council is the decision-making body for Consolidated Application Programs operated at the school to improve student achievement (Ed Code 64001)

The SSC responsibilities are to develop, monitor, and modify the Single Plan for Student Achievement and the Categorical Budgets. The content of the Single Plan for Student Achievement will be directly aligned with school improvement goals and will be based on a careful analysis of the data in order to ensure that the needs of the student population are being met.

The SSC will develop and approve the Single Plan for Student Achievement in consultation with all stakeholders with the Compensatory Education Advisory Committee, the English Learners Advisory Committee, the Gifted and Talented Advisory Committee, and the Special Education Advisory Committee. The SSC will update and revise the Single Plan for Student Achievement annually, including proposed expenditures of funds allocated to schools that receive categorical funding.

The composition of the council is as follows: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel at the school; parents of students attending the school and community members elected by such parents. All members will have equal voting rights. (For organizational chart, see Appendix W)

## **B-7. SCHOOL LEADERSHIP**

### **Visionary Leadership**

Visionary Leadership occurs when there is a shared vision and visible commitment of all stakeholders to the principles of improvement and performance excellence. We will demonstrate Visionary Leadership when as a school we:

- a. Set and communicate the direction for student-focused, learning oriented environment to guide the activities and direction of the school
- b. Involve all stakeholders in creating the mission, vision and expectations for the school
- c. Participate and support actively in the development and alignment of processes, systems, and strategies for continuous improvement and performance excellence
- d. Stimulate innovation and build capacity throughout the school
- e. Take responsibility for the vision, mission, values, expectations, and performance of the school
- f. Take responsibility for student achievement and participate on school improvement teams
- g. Serve as role models to reinforce the school vision, mission, core values, and expectations
- h. Create a sense of urgency to achieve our goals

### **a. Principal Selection**

Under the Expanded School Based Management Model (ESBMM), Los Angeles High School will select a principal through a rigorous selection process that will involve all stakeholders. Like teachers, the Principal and additional administrative staff must demonstrate commitment and willingness to do whatever it takes to ensure the success of students.

### **Los Angeles High School seeks a visionary leader who:**

- In collaboration with all stakeholders, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs
- Articulate and promote high expectations for teaching and learning and facilitate change in order to improve student achievement
- Communicate effectively to various stakeholders regarding progress with school improvement goals
- Uses research and/or best practices in improving the educational program
- Provide leadership for assessing, developing and improving climate and culture
- Systematically and fairly recognizes and celebrates accomplishments of staff and students
- Provide leadership, encouragement, and structure for staff to continually design more effective teaching and learning experiences for all students.
- Ensure staff members have professional development that directly enhances their performance and improves student learning
- Promote collaboration with all stakeholders
- Be accessible and approachable to all stakeholders
- Be highly visible and engaged in the school community
- Comply with state and federal mandates and local board policies
- In collaboration with stakeholders recruit, select, induct, and retain staff to support quality instruction
- Address current and potential issues in a timely manner

- In collaboration with stakeholders, manage fiscal and physical resources responsibly, efficiently and effectively
- Protect instructional time by monitoring the implementation of operational procedures to maximize learning
- communicate effectively with both internal and external audiences about the operations of the school
- Engage family and community by promoting shared responsibility for student learning and support of the school improvement process
- Promote and support a structure for family and community involvement in the school improvement process
- Collaboratively establish a culture that welcomes and honors families and community and seeks ways to engage them in student learning
- Demonstrate ethical and professional behavior
- Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance
- Foster and maintain caring professional relationships with staff.
- Demonstrate appreciation for and sensitivity to diversity in the school community
- Is respectful of divergent opinion
- Collaborates with service providers and other decision makers to improve teaching and learning
- Advocate for the welfare of all members of the learning community
- Design and implement appropriate strategies to reach desired goals
- Collaborate with stakeholders in implementing comprehensive evaluation systems that is predicated on a spirit of providing feedback for growth
- Is familiar with the Instructional Pillars and Career Academies model

These characteristics are directly aligned with the mission and vision of the school. Los Angeles High School needs an effective leader who can facilitate change as we move forward with a reform process which establishes a school culture that is vibrant, provides relevant educational experiences, promotes innovative instructional programs, and hold all stakeholders accountable for student success. (See Appendix Z for Principal Description)

#### **b. Leadership Team**

In order to build leadership capacity Los Angeles High School will form a Leadership Team that will collaborate with the Leadership Council to implement and facilitate an ongoing, data driven school improvement process.

##### **Instructional Leadership Team (ILT)**

- Will be composed of Lead Teachers, Department Chairs, Administrators, Coordinators, and coaches and will meet regularly to Participate and support actively in the development and alignment of processes, systems, and strategies for continuous improvement and performance excellence
- Stimulate innovation and build capacity throughout the school
- Will meet regularly and will collaborate with and advise the Leadership Council

##### **Administrative Team**

School –based administrators will support the overall educational program by assisting the Principal and all stakeholders in communicating and implementing the mission and vision of the school. The administrative team will be expected to be committed to support the implementation of school-wide improvement plans. The administrative team will be an active participant in the establishment of

operational procedures and school-wide systems to facilitate effective instruction, service delivery to students, professional development, and community outreach.

Administrators will support the Small Learning Communities by working collaboratively with Lead Teachers and the faculty to identify and provide resources to develop the themes of the Small Learning Communities.

### **Small Learning Community Lead Teachers**

Over the next five years each Small Learning Communities will develop a clearer identity and autonomy, each developing its own governing council. The role of lead teachers will expand as they facilitate the development of cross-curricular projects and linked learning in the community. Lead Teachers will lead the data analysis process within the SLC. Lead Teachers are a part of the Instructional Leadership Team. Lead Teachers will also participate in the evaluation of teacher and administrative performance.

### **Department Chairs**

- Will lead the department efforts in assisting teachers in analyzing data to identify gaps in learning and develop strategies to close the achievement gap and develop enrichment activities for proficient, advanced, and gifted and talented students. Participate in the evaluation of teachers and administrators
- Will assist new teachers in adjusting to a new environment and align professional practice to the school's mission and vision. Department Chairs are part of the Instructional Leadership Team.

### **Parent Leaders**

Parent Leaders will assist the school's overall improvement efforts by:

- Develop and conduct workshops for other parents
- Develop outreach strategies to increase parent involvement and communication between home and school.
- Parent leaders will participate in the decision –making process of the school through membership in decision making councils (Leadership Council and School Site Council) and advisory councils (Compensatory Education Advisory Committee, English Learner Advisory Committee).

### **Student Leadership**

Students will be actively involved in the overall effort to improve student achievement.

- Promote, self- discipline among students to instill school pride, student character, and resilience
- Develop, implement student activities that will link students to the school
- Develop and implement mentoring programs that will assist incoming freshmen successfully transition into high school. Also, welcome new students and provide assistance in adapting into a new environment
- Participate in decision- making councils to ensure that student voice is represented
- Encourage students to take responsibility for their education by promoting the importance of attendance, proficiency on State Assessments, appropriate conduct on school grounds , solve conflicts in a proactive manner , community involvement through peer and cross age tutoring and community service.

## B-8. STAFF RECRUITMENT AND EVALUATION

### a. Staffing Model

To meet our QEIA requirements Los Angeles High School will adopt the following staffing model. In order to close the achievement gap \$1000 revenue for students in grades 9-12 was funded to improve teacher and principal training, reduce class size, and add counselors to improve student achievement. Our student population consists of a percentage of low-income, minority, and English learners. Since receiving this revenue in 2006 Los Angeles High School has maintained QEIA funding by meeting all (7) QEIA requirements yearly.

#### Teachers

1. 100% of teachers must be highly qualified with the proper credentials for the core subject in compliance with No Child Left Behind (NCLB)
2. Teacher's average experience must be equal to or exceeding the district's average.
3. One-third of our teachers and paraprofessional must participate in 40 hours of professional development.
4. There can be no teacher vacancies or misassignments.

#### Williams Settlement

5. Each core class must have sufficient instructional materials for core classes
6. Facilities can pose no emergency or urgent threat to health and safety.
7. Academic Performance Index (API) growth target must be met annually

ACADEMIC AND NON-ACADEMIC POSTIONS TO IMPLEMENT THE INSTRUCTIONAL PROGRAM				
<b>Class Size Reduction to satisfy QEIA</b> <ul style="list-style-type: none"> <li>• <b>Core Classes</b> (ELA, ELD, Math, History-Social Science) - <b>Rule of 27</b></li> <li>• <b>Non-Core School-wide</b> (foreign language, art, computers etc.) Class Average = 37</li> </ul>	<b>Instructional Areas Targeted Growth on CST</b>			
	2011-12	<b>2012-13</b>	2011-12	<b>2012-13</b>
	FBB/B	<b>FBB/B</b>	Prof/Adv	<b>Prof/Adv</b>
	<b>English</b> 34%	<b>English</b> 29%	<b>English</b> 34%	<b>English</b> 43%
	<b>Math</b> 55%	<b>Math</b> 48%	<b>Math</b> 15%	<b>Math</b> 23%
<b>2011 – 2012 Norm Count as of CBEDS</b> <ul style="list-style-type: none"> <li>• Student enrollment = 1924 <ul style="list-style-type: none"> <li>○ Regular School = 1636</li> <li>○ Magnet School = 288</li> </ul> </li> <li>• Counselor ratio = 300:1</li> </ul>	<b>Small Learning Communities (SLC) Enrollment projection for 2012-2013 school year</b> <ul style="list-style-type: none"> <li>• <b>Counselors needed - 8</b> <ul style="list-style-type: none"> <li>○ Global Team = 544 / 2 positions</li> <li>○ Hero = 546 / 2 positions</li> <li>○ Reach = 546 / 2 positions</li> <li>○ Magnet = 288 / 1 positions</li> <li>○ 1 College Counselor position</li> </ul> </li> </ul>			
<b>Regular School:</b> Core classes <ul style="list-style-type: none"> <li>• <b>9<sup>th</sup> Grade: Class average 19.4</b> <ul style="list-style-type: none"> <li>○ Academic positions needed = 12</li> </ul> </li> <li>• <b>Grade level (10 – 12): class average 25</b> <ul style="list-style-type: none"> <li>○ Academic positions needed = 55</li> </ul> </li> </ul> Non-Core Classes <ul style="list-style-type: none"> <li>○ Non-Academic positions needed = 24</li> </ul>	<b>Magnet School:</b> Core classes <ul style="list-style-type: none"> <li>• <b>9<sup>th</sup> Grade: Class average 19.4</b> <ul style="list-style-type: none"> <li>○ Academic positions needed = 3</li> </ul> </li> <li>• <b>Grade level (10-12): class average 25</b> <ul style="list-style-type: none"> <li>○ Academic positions needed = 8</li> </ul> </li> </ul> Non-Core classes <ul style="list-style-type: none"> <li>○ Non-Academic positions needed = 4</li> </ul>			

<b>STAFF PERSONNEL NEEDED TO SUPPORT THE SCHOOL</b>	
<b>Staff Support</b>	<b>Positions Needed</b>
Attendance recovery	2 PSA Counselors
School cultural and discipline	2 Intervention Support Coordinators
Data analysis and academic growth & Mandated Test	1 intervention support Coordinator
English & math core subjects and Professional Development	1 access to Core Coach
Mental Health	2 school psychologists
School Safety	8 campus aides
Parent Involvement	8 community representatives
Student with Disabilities	32 paraprofessionals
Physical Health	1 school nurse
SLCs and offices school-wide	10 clerks and 3 Office technicians
Administrative Support	1 School Administrative Assistant
Save and orderly environment	6 custodians & 1 plant manager
Information technology and multi-media communications	1 Technology Coordinator 2 Technology Assistants
Community partnership and Internships	1 Community Liaison
Athletics and Recreational Activities	1 Athletic Director
Socio-economic and disadvantaged students	Title 1 Coordinator
English Language Learners	1 Bilingual Coordinator
Bridge between Special Education and Regular Education	1 Bridge Coordinator
Assist students with research and support core instruction	1 Librarian
<b>Administrative Staff</b>	<b>Positions Needed</b>
School Leadership	1 Principal
Student counseling Services and Global Team SLC	1 Assistant Principal
Operations and Reach SLC	1 Assistant Principal
Attendance and Hero SLC	1 Assistant Principal
Curriculum and Magnet SLC	1 Assistant Principal
Professional Development and Plan Implementation	1 Instructional Specialist

#### **b. Recruitment and Selection of Teachers**

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 at Los Angeles High School. It is not in the best interest of the school to accept “must place” teachers or administrators. All vacant positions will be subject to a hiring process that will include all stakeholders, including parents, students, and teacher leaders. Candidates must display characteristics that will support the educational program, show commitment to serving the students and families of Los Angeles High School, are willing to promote and align professional practice with the mission and vision of the school and are willing to take responsibility for student achievement and commitment to contribute to the school community. (See Appendix X for Commitment Form)

### **c. Performance Reviews.**

Los Angeles High School will adopt a comprehensive effective performance review process that is predicated on a spirit of providing feedback for growth. The performance review process will include feedback from the following stakeholder groups: Teachers (self –reflection) parents, students, colleagues and administrators. A 360 degree feedback or multi-rater feedback is holistic approach that will involve stakeholders and holds the school community accountable for student achievement and overall school improvement. As part of this process beginning with the 2012-2013 school year teachers, administrators, and staff will be required to reaffirm their commitment to doing whatever it takes to ensure the success of the students of Los Angeles High School through a commitment form. (See Appendix V)

Professional Development of all staff at the school will be ongoing and all staff will be required to keep a Professional Growth Log (PGL) which will be used as part of their overall evaluation but will also encourage self -reflection of the individual. The PGL will contain varied forms of evidence to ensure that teachers are fulfilling the professional teaching standards as outlined by the state of California, including sample lesson plans, student work etc. Although the actual documentation does not have to be present, teachers must ensure that they clearly state where each piece of evidence can be found. Each member of staff (including administration and classified) will be held to similar standards and will have to reflect on their own successes and areas of growth throughout the school year.

Feedback surveys were designed to support the processes of self-awareness, reflection, and communication. One set of surveys is for teachers to assess each other, and for teachers to assess the Lead Administrator. The Framework for Teaching and Learning, based on the California Standards for the Teacher Profession were used in the design of the teacher performance surveys and the California Professional Standards for Educational Leaders were used to design the surveys for administrator performance feedback.

Additional surveys were designed for parents and students to use in assessing teachers, counselors and administrators. The perspectives and expectations of parents and students were considered in designing these surveys. Parent and student surveys were developed with the input of parents and students.

Teachers and counselors will be assessed by students and parents at the end of each semester. These evaluation instruments will be converted into online surveys, and the data will be collected into a database for analysis by Department Chairs, SLC Lead teachers, and the Leadership Council. Students will be provided time after final exams to take the online surveys. The data will inform professional development objectives and overall professional practice.

The goal is to integrate a comprehensive evaluation and reflection process for teachers and staff. The overall performance of teachers and counselors will be evaluated by the supervising administrator through the stull process and the responses received from the multi-rater feedback approach. Feedback of colleagues will account for forty percent and the parent and student feedback combined will account for 30 percent of the overall evaluation under a hundred percent comprehensive system.

Administrators will be assessed by teachers at the end of each semester. Feedback will be sent to the Local District administrative staff to be used in the evaluation process of school based administrators by senior local district administrative staff.

All school personnel will reflect on their professional growth log in response to these evaluations. This information will furnish material for discussion between peer partners and mentor/staff partners. Again, the purpose of the feedback and evaluation process will support professional growth, promote a learning culture for both students and staff, and allow for the development of support structure for teachers, administrators and staff in need of support and professional development. The ultimate goal of a comprehensive performance review process is to enhance professional practice that will ultimately result in measurable and improved learning outcomes for students. (See Appendix Y for Surveys)

## **B-9. SHARING A CAMPUS**

- Not applicable for LAHS

## **C-1. WAIVERS**

- As outlined in Section B-1, LAHS is proposing to implement a 2x8 bell schedule. While bell schedules is one of the autonomies granted under ESBMM, we do intend to file an official waiver of Article 4, Section 8.2 that governs changes in bell schedule.
- Additionally, a second waiver request will be submitted for Article 4, Section 8.2 in order to allow LAHS to operate on a Balanced Traditional Calendar beginning with the 2012-2013 school year.

## **C-2. BUDGET DEVELOPMENT**

- Internal teams participating in PSC 3.0 as a focus school will participate in the District's Budgeting for Student Achievement (BSA) initiative. The initiative is comprised of four key elements: transparency, flexibility, accountability and support and equity.
- Los Angeles High School will involve all stakeholders in the development of budget plans under the leadership of the Leadership Council and budget subcommittee to ensure transparency and equity. The budget development process will be inclusive and will match identified need with funding resources. Stakeholders will engage in a process where priorities are identified and funds are allocated to meet the need. We will use unrestricted per pupil dollar allocations and QEIA funds to meet our staffing needs and fulfill the accountabilities. Categorical per pupil funding allocations will be used to supplement the school's core program. Los Angeles High School will also continue to participate in The School- Based Coordinated Program (SBCP) The SBCP program will provide flexibility to the school sites in the use of certain categorical resources. The goal of the program is to ensure that all students, including those with special needs- English Learners (EL) , Gifted and Talented Education , and Educationally Disadvantaged- are provided and enriched instructional program.
- Los Angeles High School funding priorities based on student need and the identified needs that will support the implementation of the instructional program. Staffing and Professional development will be a priority as we implement our ambitious instructional program. Donations and the Harrison Trust will also Additional resources to support the instructional program will be identified through the Leadership Council and the Partners in Education Advisory Council.

## **D-1. Portfolio Development**

- Not applicable to LAHS

## **D-2. ORGANIZATIONAL RESPONSIBILITIES AND GOALS**

- Not applicable to LAHS

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