APPENDIX

Los Angeles Unified School District
Public School Choice Motion

LETTER OF INTENT

The Letter of Intent provides formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the New Campuses or one of the Focus Schools for the school year beginning 2012-2013. A complete Intent to Apply Packet includes a Letter of Intent and a signed PSC Commitments and Expectations form; the complete packet is due no later than **6:00 pm on Thursday, March 31, 2011** and must be submitted to psc@lausd.net. Applicants are required to submit a Letter of Intent in order to be eligible to submit a proposal October 2011. If you have questions regarding the packet, please contact LAUSD at (213) 241-5104.

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **Local District 7 / United Teachers Los Angeles**	
Address: **Local District 7, 10616 S. Western Avenue, Los Angeles 90047** **UTLA, 3303 Wilshire Boulevard, 10th Floor, Los Angeles 90010**	**Phone Number:** **Local District 7: 323-242-1300** **UTLA: 213-487-5560**
Website *(if applicable)*	**Email Address:** **Russ Thompson: RLT4802@lausd.net** **Christopher Arellano: carearellano@utla.net**
School site for which your team is submitting a Letter of Intent:	**Augustus Hawkins High School (South Area HS #3)** **Entertainment Careers High School**
School type for which your team is applying:	☐ Traditional ☐ X Pilot ☐ ESBMM ☐ Network Partner ☐ Affiliated Charter ☐ Independent Charter
For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?	**Local District 7 and UTLA are applying for all four schools on the site. Each school will have a separate CDS code.**

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Dr. George J. McKenna III	[illegible]	323 242-1300	GEORGE.MCKENNA @LAUSD.NET	LD7
2. Russ Thompson	Russ T	323 242-1442	RLT4802 @LAUSD.NET	LD7
3. Laurice Sommers	Laurice Sommers	323-242-1338	penny.sommers@lausd.net	LD7
Nanetta Arceneaux	Nanetta Arceneaux	(323) 242-1341	nanetta.arceneaux@lausd.net	LD7

(Please add lines and pages as necessary)

LETTER OF INTENT (CONTINUED)

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)*

Local District 7 / United Teachers Los Angeles

School site for which your team is submitting a Letter of Intent:	**Augustus Hawkins High School (South Area HS #3)** **Entertainment Careers High School**

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
5. GEORGE Brown	George Brown	323/404-2593	gwb.2000 2000 @YAHOO.COM	Flournoy ES
6. DARYL NARIMATSU	Daryl Narimatsu	323 242 1314	daryl.narimatsu @lausd.net	LD7
7. CECILIA DUENAS	Cecilia Duenas	323-242-1412	cecilia.duenas @lausd.net	LD7
8. EARL BARNER	Earl Barner	323 242 1426	EEB1271 @ LAUSD.net	LD7
9. Chris Downing	Chris Downing	(323)242-1302	christopher.downing @lausd.net	LD7
10. Mary Jackson Freeny	Mary Freeny	3232421375	Mary.Jackson-Freeny@lausd.net	LD7
11. Elmer Choe	[illegible]	323 242 1360	exc[illegible]@lausd.net	LD7
12. Reginald Brookens	Reginald Brookens	323 242-1334	reginald.brookens @lausd.net	LD7
13. Sonia Flores	Sonia Flores	323)242 1414	sonia.flores @lausd.net	LD7
14. Taneda Hailey	Taneda Hailey	323-242-1385	taneda.hailey@lausd.net	LD7
15.				
16.				
17.				
18.				
19.				
20.				
21.				

PSC 3.0
Commitments and Expectations Form

Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by ***6:00 pm on Thursday, March 31, 2011.*** *Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

We agree to:

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

Appendix B

PSC 3.0
Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Augustus Hawkins High School (South Area HS #3) Entertainment Careers High School
Name of Team Representative	Dr. Russ Thompson, Principal Leader, Local District 7
Signature of Team Representative	

Design Team Member Name	Signature
Dr. George J. McKenna III	[signature]
Russ Thompson	Russ T
Laurice Sommers	Laurice Sommers
Nanetta Arceneaux	Nanetta Arceneaux
George Brown	George Brown
Daryl Narimatsu	Daryl Narimatsu
Cecilia Duenas	Cecilia Duenas
Earl Barner	Earl Barner
Chris Downing	Chris Downing
Mary Jackson-Freeny	Mary Freeny
Elmer Choe	[signature]
Reginald Brookens	Reginald Brookens
Sonia Flores	Sonia Flores
Taneda Hailey	Taneda Hailey

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

LOCAL DISTRICT 7 HIGH SCHOOLS

	Demographic										Performance																		
		Ethnicity				Other Groups			API		CST Proficiency														Others				
	2010-11 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010-11 Growth API	Net API Gain over 5 Years	% Proficient ELA 2010-11	Change from ELA 2009-2010	% Proficient Math 2010-11	Change from Math 2009-10	SWD % Proficient ELA 2010-11	SWD % Proficient Math 2010-11	EL % Proficient ELA 2010-11	EL % Proficient Math 2010-11	FRPL % Proficient ELA 2010-11	FRPL % Proficient Math 2010-11	Latino % Proficient ELA 2010-11	Latino % Proficient Math 2010-11	African-American % Proficient ELA 2010-11	African-American % Proficient Math 2010-11	Reclassification Rate 2009-10	Reclassification Rate 2010-11	Dropout 4 Year Rate 2009-10	4 year Retention Rates for Students Entering 9th Grade 2010-11	Graduation Rate Over 4 Years 2009-10
Fremont High School	4,337	9%	90%	0%	0%	71%	36%	12%	571	79	16%	2%	4%	1%	1%	0%	1%	1%	17%	4%	16%	4%	7%	2%	10%	5%	28%	37%	60%
Hope Continuation School	90	10%	89%	0%	0%	64%	43%	1%	526	103	6%	1%	0%	-7%	*	*	0%	0%	7%	0%	6%	0%	*	*	3%	0%	73%	3%	48%
Johnson Community Day Sch.	66	21%	79%	0%	0%	62%	38%	3%	407	*	7%	0%	3%	-1%	*	*	0%	0%	7%	2%	10%	4%	0%	0%	*	0%	*	*	*
King-Drew Medical Magnet H.S.	1,647	56%	42%	1%	0%	75%	3%	2%	769	62	56%	4%	21%	4%	16%	0%	5%	8%	56%	22%	61%	27%	51%	15%	26%	18%	5%	72%	94%
Lanterman High School	229	14%	79%	2%	1%	76%	76%	100%	916	265	*	*	*	*	*	*	*	*	*	*	*	*	*	*	0%	0%	5%	0%	100%
Riley Cyesis High School	201	22%	77%	0%	0%	84%	37%	9%	493	51	6%	1%	1%	0%	0%	0%	0%	0%	6%	1%	7%	2%	3%	0%	7%	6%	73%	17%	45%
Rodia Continuation School	61	25%	74%	0%	0%	70%	28%	5%	528	-38	4%	4%	0%	0%	*	*	*	*	2%	0%	6%	0%	0%	0%	8%	0%	90%	22%	28%
SRHS #2, Communications	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SRHS #2, Green Design	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SRHS #2, Performing Arts	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SRHS #2, Public Service	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Youth Opport. Unlim. Alt. H.S.	333	17%	82%	0%	0%	65%	37%	6%	605	108	7%	-2%	0%	-3%	0%	*	0%	0%	8%	0%	7%	0%	10%	0%	4%	9%	62%	22%	52%
Average	871	22%	77%	0%	0%	71%	37%	17%	602	90	15%	1%	4%	-1%	4%	0%	1%	2%	15%	4%	16%	5%	12%	3%	8%	5%	48%	25%	61%

* Data not available or not applicable

LOS ANGELES UNIFIED SCHOOL DISTRICT
Today's Learners, Tomorrow's Leaders

SOUTH REGION LEARNING COMPLEX #2

Communications and Technology School

Principal, Small School

The Los Angeles Unified School District seeks an outstanding Small School Principal to lead the students, staff, and community at the Communications and Technology School at South Region Learning Complex #2 towards improved academic success.

South Region Learning Complex #2 will open in September 2011 on a single-track calendar with four small high schools sharing the same campus. There will be a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School. Each small school will be led by its own principal, who will be responsible for providing a rigorous instructional program that is standards-based and aligned with the school's career theme.

The projected enrollment at this small school will be 300 students in grades 9-11 during the first year, and 375 students in grades 9-12 beginning in the second year. The Communications and Technology School will focus on the use of media technology to engage students in a rigorous, standards-based curriculum. Students will become socially concerned and involved, and media and technology literate. They will learn to communicate powerfully, think critically, and effect change in their communities. The campus is located at 6100 South Central Avenue, Los Angeles, CA 90001.

The Ideal Candidate will have strong instructional leadership skills and the ability to support teachers by providing feedback and organizing professional development; knowledge of counseling and the ability to build an effective master schedule; strong interpersonal skills; strong organization skills; the ability to work collaboratively with fellow staff members; the ability to work effectively with students, parents, and community members.

IMPORTANT NOTE: For an annualized employee who is changing basis during the year, **this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).**

SALARY: MST 40G – D Basis ($79,007 - $98,400) - 226 paid days
(Subject to furlough days approved by the Board and/or Superintendent for the 2011-2012 school year; above rates will be adjusted accordingly.)

Required Experience

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program
- Two years experience at a middle or senior high school, grades 6-12
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

Minimum Requirements include:

- A valid California Administrative Services Credential
- A valid California K-12 Teaching Credential
- Master's degree from an accredited college or university
- Multicultural coursework*
- District Master Plan requirements*

***Out-of-District candidates have one year to complete this requirement**

Check the District website for more detailed requirements for this position and employment updates at http://certificated.lausd.k12.ca.us/admin_vacancies

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number), and three letters of recommendation, one from the current administrator, a teacher, and a parent/community member.

Submit materials to:

Dr. Russ Thompson, Principal Leader
Local District 7
10616 South Western Avenue
Los Angeles, CA 90047
(323) 242-1492

DEADLINE DATE: APRIL 1, 2011

FAXED COPIES WILL NOT BE ACCEPTED

The Los Angeles Unified School District intends that all qualified persons shall have equal opportunities for employment and promotions.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Today's Learners, Tomorrow's Leaders

SOUTH REGION LEARNING COMPLEX #2
Site Operations Principal

The Los Angeles Unified School District seeks an outstanding Site Operations Coordinator to lead the students, staff and community at South Region Learning Complex #2 School towards improved academic success.

South Region Learning Complex #2 will open in September 2011 on a single-track calendar with four small high schools sharing the same campus. There will be a Communications and Technology School, a Green Design Community School, a Performing Arts Community School, and a Public Service Community School. Each small school will be led by its own principal, who will be responsible for providing a rigorous instructional program that is standards-based and aligned with the school's career theme. The projected enrollment at each small school will be 300 students in grades 9-11 during the first year, and 375 students in grades 9-12 beginning in the second year.

The Site Operations Coordinator will be responsible for campus-wide discipline and supervision, the athletics program, physical education, student activities, the physical plant, and emergency operations. The campus is located at 6100 S. Central Avenue, Los Angeles, CA 90001.

The Ideal Candidate will have strong leadership and management skills; the ability to work effectively with students, parents, and community members; strong organization skills; the ability to work collaboratively with staff members; knowledge of athletics programs; the ability to perform school-wide discipline and supervision duties.

IMPORTANT NOTE: For an annualized employee who is changing basis during the fiscal year, this change may result in an annualized "settlement" (i.e., the process by which the District resolves an under or overpayment).

Salary: MST 40G, Temporary Adviser (0508) - D Basis ($79,007 - $98,400) - 226 paid days
(Subject to furlough days approved by the Board and/or Superintendent for the 2011-2012 school year.)

Minimum Requirements include:

- Eight years of successful full-time public school certificated service
- Two years in an administrative position
- A valid California Administrative Services Credential
- Master's degree from an accredited college or university
- Completion of required Multicultural coursework and Master Plan requirements*

*Out-of-District candidates have one year to complete this requirement

Check the District website for more detailed requirements for this position and employment updates at http://certificated.lausd.k12.ca.us/admin_vacancies

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number) and three letters of recommendation, one from a current administrator, a teacher, and a parent/community member.

Submit materials to:
Dr. Russ Thompson, Principal Leader
Local District 7
10616 South Western Avenue
Los Angeles, CA 90047
(323) 242-1492

DEADLINE DATE: May 6, 2011
FAXED COPIES WILL NOT BE ACCEPTED

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South Region High School #2
Administrative Responsibilities
September 13, 2011

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Principal Operations	Principal Public Service Community School School A, 8867	Principal Communications and Technology School School B, 7718	Principal Green Design Community School School C, 7719	Principal Performing Arts Community School School D, 7721
Campus supervision Campus discipline Facilities Physical education Athletics	Instructional program Counseling Master schedule Staff development Testing	Instructional program Counseling Master schedule Staff development Testing	Instructional program Counseling Master schedule Staff development Testing	Instructional program Counseling Master schedule Staff development Testing
Activities calendar Bell schedules Cafeteria Cafeteria staff Cheerleaders Civic center perimits Custodial staff Dances Deans Detention room Emergency operations Financial manager Main switchboard P.E. teachers Payroll PE lockers Peer mediation School keys School nurse School police Student activities Student body budgets Student store Substitute teachers Welcome center Yearbook	Attendance Budgets/purchasing Classroom discipline Detention follow-up Field trips, buses Governance councils Hall lockers Lesson plans Parent conferences Periodic assessments Pilot school model Registration/checkouts Substitute teachers	Attendance Budgets/purchasing Classroom discipline Detention follow-up Field trips, buses Governance councils Hall lockers Lesson plans Parent conferences Periodic assessments Pilot school model Registration/checkouts Substitute teachers	Attendance Budgets/purchasing Classroom discipline Detention follow-up Field trips, buses Governance councils Hall lockers Lesson plans Parent conferences Periodic assessments Pilot school model Registration/checkouts Substitute teachers	Attendance Budgets/purchasing Classroom discipline Detention follow-up Field trips, buses Governance councils Hall lockers Lesson plans Parent conferences Periodic assessments Pilot school model Registration/checkouts Substitute teachers
	Textbook distribution Library	ESL program Special education	Categorical programs Title I coordinator	School web site SIS/ISIS

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Participation on State Assessments	86%	97%	Teachers in advisory classes will call parents whenever students are absent to ensure high rates of attendance throughout the school year. Students with perfect attendance during testing will receive certificates and be eligible to win prizes solicited from local businesses. Testing procedures will be planned carefully to ensure that all absent students take make-up tests.	Participation rates on the California Standards Tests (CST), the California Alternate Assessment Program (CAPA), and the California High School Exit Exam (CAHSEE).		
Graduation Rates (2009-2010)	63%	78%	Implementation of an eight-period alternate-day bell schedule will enable students to take sixteen classes per year instead of the twelve classes that are available on a traditional bell schedule. This will enable them to quickly retake any classes that are failed. Advisory teachers and counselors will monitor attendance and grades carefully, and meet with parents to ensure that all students are progressing towards graduation.	Graduation data furnished by the California Department of Education and the Los Angeles Unified School District.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Students Earning A-G Grades of C or Higher	19%	34%	Teachers will meet collaboratively in professional learning communities four mornings each month on banked-time days to examine student achievement data and share best practices. They will also discuss the progress of individual students and strategies to help every student achieve success.	A-G progress report available in MyData.		
CAHSEE Pass Rates	48%	63%	In addition to their core classes in English language arts and mathematics, all students will take supplemental classes in English language arts and mathematics to boost their skills. This will be made possible through implementation of an eight-period alternate-day bell schedule.	California High School Exit Exam (CAHSEE) scores furnished by the California Department of Education and available on MyData.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Retention Rate (Students On Track for Graduation)	48%	63%	Advisory teachers and counselors will monitor students closely via report card grades and MyData, and communicate with parents frequently to ensure that all students are achieving success. Students will be able to quickly make up classes without waiting for summer school through implementation of the eight-period alternate-day bell schedule.	Information from report cards and MyData.		
English-Learner Reclassification Rates	10%	25%	Students who exit ESL but are not yet reclassified as fluent English proficient (RFEP) will be monitored closely by advisory teachers, regular teachers, and counselors to ensure they are achieving success in their classes and making progress towards fluency. Specially designed academic instruction in English (SDAIE) will be provided in all classes to help students build language skills. Students will monitor their own progress towards fluency and receive achevement certificates for achieving fluency.	Information on California English Language Development Test (CELDT) scores, California Standards Test (CST) scores, and subject marks available in MyData.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Graduates Completing All A-G Reqirements	41%	56%	The master schedule will be structured so that 95 percent of all classes offered will be those required for graduation and/or A-G course requirements. Advisory teachers will monitor subject grades carefully and communicate frequently with parents if students are falling behind.	Graduation data furnished by the Los Angeles Unified School District and reports on grades in A-G courses from MyData.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: All Students Leaving CST FBB/BB/B	3%	18%	Activities to improve literacy will be included in all courses to improve skills in reading and writing. Teachers will teach content-area reading skills in all classes to help students build vocabulary and comprehension skills. Students will participate in sustained silent reading during advisory periods to improve general reading skills. Students will write frequently and maintain learning logs in all classes where they summarize what they have learned and react to the ideas that were presented. Student writing assignments will be posted in hallways and offices to emphasize the importance of writing skills. Teachers will include activities to build critical thinking skills throughout their instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: English Learners Leaving CST FBB/BB/B	0%	15%	Teachers will place a very high priority on ensuring that all students become fluent in the use of academic language. Specially designed academic instruction in English (SDAIE) will be utilized throughout all instruction to constantly build academic language skillls. These strategies will be utilized for all students, including standard English learners. Counselors and teachers in advisory classes will use MyData to monitor the language status of students on a regular basis and provide guidance to help students reclassify at higher rates. Parents will be encouraged to enroll in adult classes to build English skills.	Achievement data from California English Language Development Test (CELDT), the California Standards Test (CST), and LAUSD periodic assessments.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: Special Education Leaving CST FBB/BB/B	5%	20%	Special education students will be mainstreamed into the regular program to ensure they receive high levels of standards-based instruction and do not feel the stigma of being separated from students in the regular program. Resource specialist teachers will travel with these students to monitor them closely and provide necessary interventions to bring about high achievement. They will also communicate frequently with parents. Teachers will receive training on inclusion strategies to ensure that students receive high levels of instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
ELA: African-American Stu. Leaving CST FBB/BB/B	6%	21%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utililized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
ELA: Latino Students Leaving CST FBB/BB/B	2%	17%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utililized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
ELA: White Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
ELA: Asian Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
ELA: Econ. Disadvantaged Leaving CST FBB/BB/B	2%	17%	See above.	See above.		
ELA: All Students Reaching CST PROF/ADV	18%	33%	See above.	See above.		
ELA: English Learners Reaching CST PROF/ADV	1%	16%	See above.	See above.		
ELA: Special Education Reaching CST PROF/ADV	5%	20%	See above.	See above.		
ELA: African-American Reaching CST PROF/ADV	16%	31%	See above.	See above.		
ELA: Latino Students Reaching CST PROF/ADV	18%	33%	See above.	See above.		
ELA: White Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
ELA: Asian Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
ELA: Econ. Disadvantaged Reaching CST PROF/ADV	18%	33%	See above.	See above.		

A-G: Course Requirements for Entrance into the University of California. CAHSEE: California High School Exit Exam. CAPA: California Alternate Performance Assessment. CST: California Standards Tests. ELA: English Language Arts. FBB/BB/B: Far Below Basic / Below Basic / Basic. PROF/ADV: Proficient / Advanced. Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: All Students Leaving CST FBB/BB/B	3%	18%	Teachers will emphasize the use of mathmatics in real-life situations and provide project-based learning activities. Teachers will use the results of weekly assessments to determine areas for re-teaching. Teachers will identify a limited number of essential standards and continue teaching those standards until there is an eighty percent mastery level. Students will retake classes of the same level immediately during the next semester if they do not achieve a passing grade the first time. (For example, students who do not pass Algebra 1A during the fall semester will take Algebra 1A again during the spring semester.) Teachers will check for understanding frequently and use pair-share activities in which students reinforce their learning by reviewing skills with each other. Students will be asked to keep daily math journals where they describe the steps for solving math problems and summarize what they have learned each day.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: English Learners Leaving CST FBB/BB/B	1%	16%	Teachers will provide specially designed academic instruction in English (SDAIE) to help students understand mathematics concepts.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: Special Education Leaving CST FBB/BB/B	0%	15%	Special education students will be mainstreamed into the regular program to ensure they receive high levels of standards-based instruction and do not feel the stigma of being separated from students in the regular program. Resource specialist teachers will travel with these students to monitor them closely and provide necessary interventions to bring about high achievement. They will also communicate frequently with parents. Teachers will receive training on inclusion strategies to ensure that students receive high levels of instruction.	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: African American Stu. Leaving CST FBB/BB/B	2%	17%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utililized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Math: Latino Students Leaving CST FBB/BB/B	3%	18%	Students will receive culturally relevant instruction to maximize learning. Learning activities that require movement and use of the kinesthetic learning modality will be utililized to help male students learn at high levels	Achievement data from the California Standards Tests (CST) and the LAUSD periodic assessments.		
Math: White Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
Math: Asian Students Leaving CST FBB/BB/B	N/A	N/A	N/A	N/A		
Math: Econ. Disadvantaged Leaving CST FBB/BB/B	3%	18%	See above.	See above.		
Math: All Students Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Math: English Learners Reaching PROF/ADV	2%	17%	See above.	See above.		
Math: Special Education Reaching PROF/ADV	0%	15%	See above.	See above.		
Math: African-American Reaching CST PROF/ADV	5%	20%	See above.	See above.		
Math: Latino Students Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Math: White Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
Math: Asian Students Reaching CST PROF/ADV	N/A	N/A	N/A	N/A		
Math: Econ.Disadvantaged Reaching CST PROF/ADV	6%	21%	See above.	See above.		
Attendance Rate 96% or Above	45%	60%	Teachers in advisory classes will call parents every day whenever students are absent to ensure high rates of attendance through the school year. Students with high rates of attendance will be eligible for drawings to win tangible awards soliticited from local businesses.	Attendance rates available in MyData and ISIS. Telephone logs and records of student awards.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Reducing Suspension Rates	6%	3%	Schoolwide positive behavior supports will be provided to guide students towards positive behavior. Alternatives to suspension will be utlilized, including detention and parent conferences. Suspension will be used only as a last resort.	Suspension reports from MyData.		
Building a Positive School Culture for Students	N/A	95% of students participating in a school culture survey will indicate that the school culture is positive.	Teachers in all courses will be asked to create positive and motivating classroom environments that are interesting and engaging, with subject-matter displays and displays of student work. Teachers will also be encouraged to award achievement certificates to students to recognize effort, improvement, and positive attitudes. Tangible rewards will be solicited from local businesses to assist in this effort. The principal will meet regularly with students in focus groups to get their ideas on building a positive and encouraging school culture.	Results from a school culture survey containing questions about classroom environments and school climate.		

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Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Helping Students Develop College Goals	N/A	95% of students participating in a school culture survey will indicate they have specific college goals.	A college-going culture, including an extensive peer-counseling program, will be established in which students hear constantly that they are expected to achieve at high levels and become fully prepared for college. Counselors will provide college information to students during advisory classes. Available funding will be allocated to provide field trips to college campuses. The principal will meet with students in focus groups to get their ideas on strategies to help them develop college goals.	Results from a school culture survey in which students are asked to indicate their college goals.		
Helping Students Develop Career Goals	N/A	95% of students participating in a school culture survey will indicate they have specific career goals.	Teachers will be asked to relate their teaching to career themes, thinking about the future, and developing career goals. The principal will meet with students in focus groups to get their ideas on building a positive and encouraging school culture. The principal will meet with students in focus groups to get their ideas on strategies to help them develop career goals.	Results from a school culture survey in which students are asked to indicate their college goals.		

A-G: Course Requirements for Entrance into the University of California. CAHSEE: California High School Exit Exam. CAPA: California Alternate Performance Assessment. CST: California Standards Tests. ELA: English Language Arts. FBB/BB/B: Far Below Basic / Below Basic / Basic. PROF/ADV: Proficient / Advanced. Baseline data is from Manual Arts High School.

Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target
Building a Positive School Culture for Staff Members	N/A	95% of teachers will indicate in an survey that the school culture is positive and they are receiving strong support in their efforts to help students learn at high levels.	The principal will check weekly lesson plans to ensure they are standards-based. Classroom observations will be focused upon creation of a positive learning environment, high standards of student conduct, standards-based instruction that is well planned, rigorous, and bell-to-bell. The principal will visit classrooms and meet individually with teachers to provide feedback and guidance. Teachers will meet weekly in professional learning communities to discuss the progress of students and develop best practices. The principal will meet regularly with teachers and staff members in focus groups to get their ideas on bringing about school improvements. Teachers and staff members will receive recognition for their efforts to improve student achievement.	A survey asking teacher to rate the school culture, the working environment, and the support for their efforts to help students learn at high levels.		

Augustus Hawkins High School
Professional Development Schedule
2012-2013

Day	Date	Hours	Topics
Friday	July 27, 2012	8:00 to 3:00	Team-building activity Campus tour Essentials of classroom instruction, part 1 Standards-based instruction, part 1 Issue classroom keys
Monday	July 30, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data Essentials of classroom instruction, part 2 Creating a positive classroom environment Standards-based instruction, part 2
Tuesday	July 31, 2012	8:00 to 3:00	Team-building activity Bus tour of community Social and emotional needs of students Professional learning communities
Wednesday	August 1, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data, ELA Providing effective classroom discipline Standards-based instruction Professional learning communities Curriculum planning
Thursday	August 2, 2012	8:00 to 3:00	Team-building activity Analysis of student achievement data, math Checking for understanding Standards-based instruction Professional learning communities Curriculum planning
Friday	August 3, 2012	8:00 to 3:00	Team-building activity Using MyData: individual students Connecting instruction to the real world Standards-based instruction Professional learning communities Curriculum planning
Monday	August 6, 2012	8:00 to 3:00	Team-building activity Using MyData: achievement by classrooms Building thinking skills Marva Collins video Standards-based instruction Professional learning communities Curriculum planning

Day	Date	Hours	Topics
Tuesday	August 7, 2012	8:00 to 3:00	Team-building activity Using MyData: schoolwide achievement Harry Wong video Standards-based instruction Professional learning communities Curriculum planning
Wednesday	August 8, 2012	8:00 to 3:00	Team-building activity Essentials of classroom instruction, review Harry Wong video Standards-based instruction Professional learning communities Curriculum planning
Thursday	August 9, 2012	8:00 to 3:00	Team-building activity Checking for understanding Connecting instruction to the real world Building thinking skills Professional learning communities Curriculum planning
Friday	August 10, 2012	8:00 to 3:00	Pupil-free day Logistics for opening day Emergency procedures Curriculum planning
Tuesday	August 14, 2012	8:00 to 9:15	Faculty meeting
Tuesday	August 21, 2012	8:00 to 9:15	Professional learning communities
Tuesday	August 28, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 4, 2012	8:00 to 9:15	Faculty meeting
Tuesday	September 11, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 18, 2012	8:00 to 9:15	Professional learning communities
Tuesday	September 25, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 2, 2012	8:00 to 9:15	Faculty meeting
Tuesday	October 9, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 16, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 23, 2012	8:00 to 9:15	Professional learning communities
Tuesday	October 30, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 6, 2012	8:00 to 9:15	Faculty meeting
Tuesday	November 13, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 20, 2012	8:00 to 9:15	Professional learning communities
Tuesday	November 27, 2012	8:00 to 9:15	Professional learning communities
Tuesday	December 4, 2012	8:00 to 9:15	Faculty meeting
Tuesday	December 11, 2012	8:00 to 9:15	Professional learning communities
Tuesday	January 8, 2013	8:00 to 9:15	Faculty meeting
Tuesday	January 15, 2013	8:00 to 9:15	Professional learning communities
Tuesday	January 22, 2013	8:00 to 9:15	Professional learning communities

Day	Date	Hours	Topics
Tuesday	January 29, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 5, 2013	8:00 to 9:15	Faculty meeting
Tuesday	February 12, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 19, 2013	8:00 to 9:15	Professional learning communities
Tuesday	February 26, 2013	8:00 to 9:15	Professional learning communities
Tuesday	March 5, 2013	8:00 to 9:15	Faculty meeting
Tuesday	March 12, 2013	8:00 to 9:15	Professional learning communities
Tuesday	March 19, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 2, 2013	8:00 to 9:15	Faculty meeting
Tuesday	April 9, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 16, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 23, 2013	8:00 to 9:15	Professional learning communities
Tuesday	April 30, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 7, 2013	8:00 to 9:15	Faculty meeting
Tuesday	May 14, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 21, 2013	8:00 to 9:15	Professional learning communities
Tuesday	May 28, 2013	8:00 to 9:15	Professional learning communities
Tuesday	June 4, 2013	8:00 to 9:15	Faculty meeting

Augustus Hawkins High School

2012-2013 School Calendar

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															H
September			H																												X
October																															
November												H										H	H								X
December																	V	V	V	V	V			V	V	V	V	V			V
January	V	V	V	V																	H										
February																		H										X	X	X	X
March																									V	V	V	V	V		
April																															X
May																											H				
June																															X

First Day of School: August 14, 2012
Last Day of School: June 4, 2013
Number of Instructional Days: 180
Number of Holidays: 8

School Hours

Mondays:	8:00 a.m. to 2:52 p.m.
Tuesdays:	9:30 a.m. to 2:52 p.m.
Wednedays:	8:00 a.m. to 2:52 p.m.
Thursdays:	8:00 a.m. to 2:52 p.m.
Fridays:	8:00 a.m. to 2:52 p.m.

Admissions Day Observed: August 31, 2012
Labor Day Observed: September 3, 2012
Veterans Day Observed: November 12, 2012
Thanksgiving Holiday: November 22-23, 2012
Winter Vacation: December 17, 2012 through January 6, 2012
Dr. Martin Luther King Day Observed: January 21, 2013
Presidents' Day Observed: February 18, 2013
Spring Vacation: March 25, 2013 through March 29, 2013
Memorial Day Observed: May 27, 2013

MEMBERS OF THE BOARD

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

On September 13, 2011, the Board of Education decided to proceed with implementation of a District-wide Early Start Instructional Calendar for the 2012-13 school year. Only two schools, Del Olmo Elementary and Cahuenga Elementary, will remain on the Multi-Track Calendar for the 2012-13 school year.

All students in grades K-12 will continue to be on a two-semester instructional calendar. Under the District-wide Early Start Instructional Calendar, the first day of instruction for students will be August 14, 2012 and the last day of instruction will be June 4, 2013. Summer school information will be forthcoming. Other important holidays to note include:

Admission Day observed on August 31, 2012
Labor Day observed on September 3, 2012
Veterans Day observed on November 12, 2012
Thanksgiving observed on November 22, 2012 and November 23, 2012
Winter Recess from December 17, 2012 through January 6, 2013
Dr. Martin Luther King, Jr. Day observed on January 21, 2013
Presidents' Day observed on February 18, 2013
Spring Break from March 25, 2013 through March 29, 2013
Memorial Day observed on May 27, 2013.

For the first time in decades, virtually the entire school district will be on one academic calendar. This consistency across all schools will hopefully be appreciated by the families of LAUSD students. However, it is critical to know that the 2012-13 school year will begin three weeks earlier. It is our hope that, with this ample notice, families will be able to make plans accordingly and will be prepared for the start of an earlier school year in 2012-13.

LAUSD appreciates all our families for partnering with us to ensure the vision of all youth achieving. We thank you for your cooperation and your attention. Please call your school office if you have any questions.

Sincerely,

Dr. John E. Deasy

LOS ANGELES UNIFIED SCHOOL DISTRICT
Early Start Instructional Calendar Year 2011-2012
Local Districts 1, 2, 5 and 6 Schools

HOLIDAY
DIA DE FIESTA

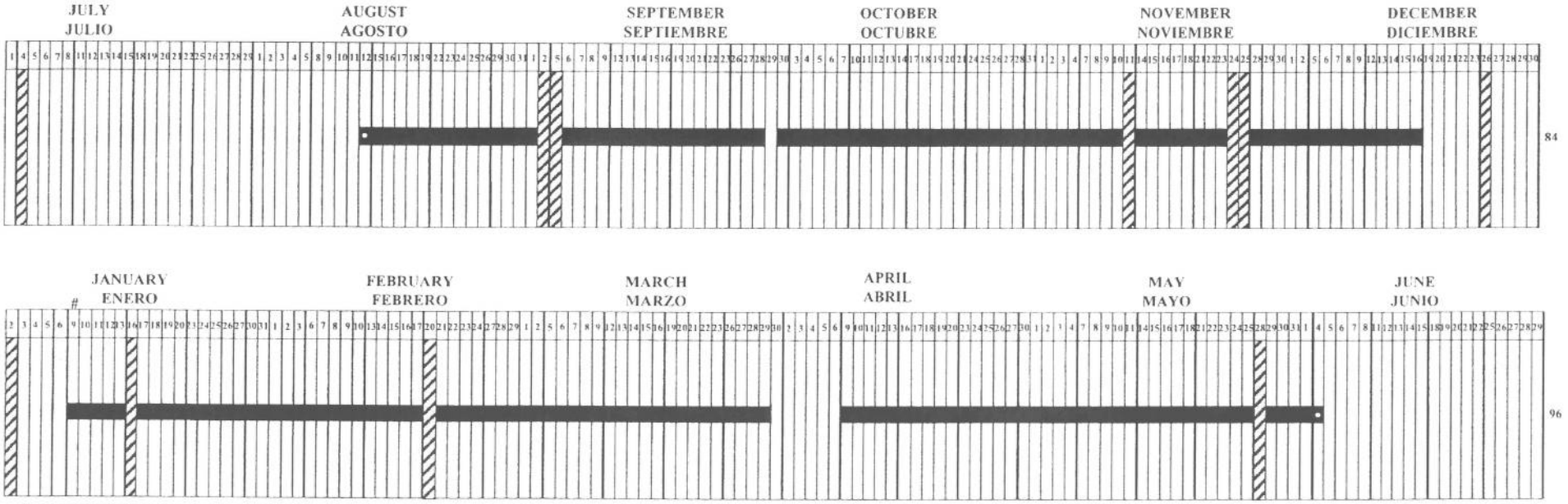
Board Approved
4/12/2011

Local District 1 Schools
Canoga Park Senior High
Chatsworth Senior High
Grover Cleveland Senior High
John F. Kennedy Senior High
James Monroe Senior High
Northridge Academy Senior High
Daniel Pearl Journalism and Comm. Magnet
Reseda Senior High
Taft Senior High

Local District 2 Schools
Verdugo Senior High
Sylmar Senior High
Van Nuys Senior High

Local District 5 Schools
Thomas Jefferson Senior High
Abraham Lincoln Senior High
LEMA at Lincoln Senior High

Local District 6 Schools
Jaime Escalante ES
Maywood Academy Senior High



IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

LOS ANGELES UNIFIED SCHOOL DISTRICT
2010 - 2011 Graduation Requirements and *Minimum* College Admission "A-G" Requirements

SUBJECTS	HIGH SCHOOL GRADUATION Grades 9 – 12 *230 credits needed to graduate*	UNIVERSITY OF CALIFORNIA "A-G" Requirements *Grades of C or better*	CALIFORNIA STATE UNIVERSITY "A-G" Requirements *Grades of C or better*	PRIVATE COLLEGES *Grades of C or better*	COMMUNITY COLLEGEE *Grades of C or better*
Social Studies *"A" Requirement*	**30 credits** World History AB US History AB Principals of American Democracy Economics	2 years: World History, US History, or Principles of American Democracy **AP courses are recommended**	2 years: World History, US History, or Principles of American Democracy **AP courses are recommended**	World History, US History, Principles of American Democracy & college preparatory electives recommended **AP courses are recommended**	No subject requirements. Must be 18 years of age, a high school graduate or Possess a high school proficiency test certificate
English *"B" Requirement*	**40 credits** English 9, English 10 11th grade American Lit & Cont Comp 12th grade Comp. & an English Lit. Elect	4 years: College Preparatory English **AP/additional courses are recommended**	4 years: College Preparatory English **AP/additional courses are recommended**	4 years: College Preparatory English **AP/additional courses are recommended**	
Mathematics *"C" Requirement*	**20 credits** College Prep Math: Alg. 1, Geometry, Alg. 2 or higher levels Adv. App. Math (11th graders must be enrolled in math) **Additional coursesrecommended**	3 years: Algebra 1, Geometry, Algebra 2 **AP/additional courses are recommended**	3 years: Algebra 1, Geometry, Algebra 2 **AP/additional courses are recommended**	College preparatory Math each year **AP/additional courses are recommended**	***Please note:*** *Students are most successful when they continue to take the college preparatory courses suggested for each semester.* *Students are also encouraged to enroll in honors, Advanced placement and other rigorous courses*
Lab Science *"D" Requirement*	**20 credits total** 10 credits Biological Science (Biology) 10 credits Phys. Sci. Chemistry, Physics, or ICS 1	2 years: Lab Science **3-4 courses are recommended**	2 years: Lab Science **3-4 courses are recommended**	3-4 years: Lab Science	
World Languages *"E" Requirement (Language Other Than English)*	Not required for graduation, but recommended	2 years: Same World Language **AP and 3-4 courses are recommended**	2 years: Same World Language **AP and 3-4 courses are recommended**	3-4 years: Same World Language **AP courses are recommended**	
Visual/Performing Arts *"F" Requirement*	**10 credits** Visual/Performing Arts	1 year: Visual and Performing Arts (same discipline)	1 year: Visual and Performing Arts (same discipline)	Visual & Performing Arts courses may count as electives	
Electives *"G" Requirement*	**70 credits**	1 year or more: Advanced courses in Math, English, Visual/ Performing Arts, Lab Science, World Language, and/or Social Sciences	1 year: Advanced courses in Math, English, Visual/ Performing Arts, Lab Science, World Language, and/or Social Sciences	College preparatory electives in the subject area of interest	
Applied Technology	**10 credits**		Career Technical Ed. courses accepted		
PE	**20 credits**	None	None	None	None
Health	**5 credits**	None	None	None	None
Life Skills	**5 credits**	None	None	None	None
Total Credits to graduate	**230 credits**				
Additional Non-Course Requirements	1. Computer Literacy 2. Career Pathway 3. Service Learning				
Assessments	California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT plus ACT Writing Analytical Writing Placement Exam (Subject A)	SAT Reasoning Test or ACT Placement exams in: English EPT and Math ELM	SAT Reasoning Test or ACT SAT Subject Tests are required for some colleges	Placement exams for English, Mathematics and Chemistry

*E Requirement may be met by evaluation of foreign transcripts, examination and/or assessment of proficiency in Language other than English

Appendix J

[redacted]

From: [redacted]
Sent: [redacted]
To: [redacted]
Cc: [redacted]
Subject: [redacted], OBSERVATION REPORT, [redacted]

To [redacted], Principal, [redacted]

Cc [redacted]

On [redacted] from 1:30 p.m. to 2:15 p.m., I came for an unannounced visit to observe classrooms at [redacted] When I visit a classroom I am looking for the following fundamentals: (1) Is there an interesting and engaging learning environment, with subject-matter displays and displays of student work? (2) Is classroom discipline handled in an effective manner to bring about high standards of student conduct? (3) Is the teacher implementing standards-based, well-planned, rigorous, bell-to-bell instruction? (4) Is the teacher using effective methods to check for understanding that engage all students?

I am also looking for the following fundamentals on a school-wide basis: (1) Is there an effective discipline system, including positive incentives, to ensure high standards of student conduct? (2) Are there supplemental learning activities for students who need extra help in English and mathematics? (3) Do administrators observe in classrooms every day and provide feedback to teachers? (4) Does the school have professional learning communities for teachers to analyze student achievement data and share best practices?

During period six we visited the classroom of [redacted] We observed the following: (1) Student work needs to be posted as soon as possible. (2) The conduct of the students was satisfactory. (3) The learning standard for the day was not posted. Corrective action is needed right away to ensure that learning is standards-based. (4) When checking for understanding, [redacted] needs to call on all students, not just the volunteers. This will increase student engagement and provide him with accurate feedback on the learning taking place.

During period eight we visited the classroom of [redacted] We observed the following: (1) The learning environment was satisfactory. (2) The conduct of the students was excellent. (3) The learning standard for the day was not posted. Corrective action is needed right away to ensure that learning is standards-based. (4) The methods used to check for understanding were effective. Learning will improve, however, if more wait time is provided during questioning.

Please express appreciation to [redacted] for their efforts and dedication. Please provide them with the necessary feedback and guidance to help them reflect on their teaching. Thank you for the leadership you are providing to improve student achievement.

Best regards,

[redacted]

[redacted]
Director/Principal Leader
Los Angeles Unified School District, [redacted]

Appendix K

2010 - 11 Growth Academic Performance Index (API) Chart

School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
9/22/2011

School: Mary McLeod Bethune Middle
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-6058143
School Type: Middle

2011 Growth API Links

- School Report - Growth
- School Chart
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics
These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	Percent
Black or African American	12
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0

**These percentages may not sum to 100 due to responses of other, multiple, declined to state, or non-response.*

Participants in Free or Reduced-Price Lunch (STAR)	99
Participants in Gifted and Talented Education Program (STAR)	6
Participants in Migrant Education Program (STAR)	0
English Learners (STAR)	31
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	43
Students with Disabilities (STAR)	10

Enrollments**(STAR)	Percent
Grade 2	0
Grades 3-5	0
Grade 6	0
Grades 7-8	100
Grades 9-11	0

***This is a percentage of all enrollments in grades 2-11.*

Parent Education Level (STAR)	
Percentage with a response***	53
Of those with a response:	
Not a high school graduate	60
High school graduate	27
Some college	9
College graduate	3
Graduate school	1

****This is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	1.59

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CALPADS)
(These data will not be available until October.)

Grades	Average
K-3	

PERFORMANCE METER - DATA SUMMARY SHEET

Appendix K

BETHUNE MIDDLE SCHOOL
155 W 69TH ST LOS ANGELES 90003

Student Demographics (2010-11)

Total Students Enrolled: 1,381			
African American	14%	English Learners	29%
American Indian	0%	Reclassified ELs (RFEP)	42%
Asian	0%	Students with Disabilities	11%
Filipino	0%	Economically disadvantaged	100%
Latino	86%	Identified Gifted - All	6%
Pacific Islander	0%	Identified Gifted - African Amer	2%
White (not Latino)	0%	Identified Gifted - Latino	6%

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK*
2006-07	549	570	21	No	1	2
2007-08	570	600	30	No	1	3
2008-09	598	607	9	No	1	3
2009-10	606	620	14	No	1	3
2010-11	620	667	47	No	1	3

AYP

Met AYP 2010-11	No
Criteria Met	16
Criteria Possible	25
PI Year	5
Year Entered PI	1997-1998

GOAL 3: 100% Attendance

Attendance Rate

	2009-10	2010-11	Chg
Staff	91.4%	93.2%	1.8
Student	93.8%	93.2%	-0.6
Student transiency	32.6%	26.2%	-6.5

Percentage with 96% or Higher Attendance

	2009-10	2010-11	Chg
Staff	51.4%	59.2%	7.8
Student	52.3%	51.7%	-0.5

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11
% of Parents that responded	19.9%	42.6%
% Strong Agree or Agree		
Opportunities for Involvement	80.4%	85.6%
Feel Welcome at school	85.2%	91.4%
Talk with Teacher About Child's Schoolwork	39.4%	50.5%

GOAL 5: School Safety

Student Suspensions

	2009-10	2010-11	Chg
% Students Suspended			
All	9.9%	13.0%	3.1
African American	23.7%	32.8%	9.1
Latino	7.6%	9.9%	2.3
SWD	3.0%	19.2%	16.2
Instructional Days Lost to Suspension	364	345	-19

Student Survey

	2009-10	2010-11	Chg
% of Students that responded	48.5%	82.6%	34.1
% Strong Agree or Agree			
Feel safe on school grounds	85.5%	63.8%	-21.7

GOAL 2: Proficiency For All

English Learner Progress

	2009-10	2010-11
Scoring Proficient on CELDT	45.8%	51.1%
Scoring Basic or Above on CST ELA	17.6%	21.5%
Passing English/Adv ESL with "C" or above	68.2%	59.5%

	2008-09	2009-10	2010-11
Reclassification Rate Trend	16.7%	17.4%	7.0%

English Learner Accountabilities

	MET	2009-10	2010-11
AMAO 1 - CELDT Annual Growth	Yes	45.8%	51.1%
AMAO 2 - Attaining Eng Prof < 5 Yrs	No	13.4%	15.4%
> 5 yrs	Yes	32.8%	32.0%
AMAO 3 - Proficiency in ELA	No	14.4%	17.8%
Proficiency in MATH	No	19.6%	25.5%

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CST ELA	16.4%	14.1%	-2.4
CST Math	18.4%	18.8%	0.3

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CMA ELA			
CMA Math			

CST TRENDS: English Language Arts

CMA Results included when > 10 students tested

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	2,461	2,402	2,223	2,150	1,339	14.6%	18.5%	20.4%	20.9%	25.6%	4.7	11.0	2.8
African American	364	341	285	300	166	9.9%	11.4%	12.3%	18.0%	13.9%	-4.1	4.0	1.0
Asian													
Latino	2,088	2,053	1,933	1,842	1,167	15.3%	19.7%	21.6%	21.3%	27.2%	5.9	11.9	3.0
White													
English Learner	1,030	985	861	721	405	0.6%	1.7%	1.9%	1.8%	2.2%	0.4	1.6	0.4
SWD	231	238	237	201	128	0.4%	0.8%	4.2%	5.5%	0.8%	-4.7	0.4	0.1
Socio-Eco Disadv	2,275	2,232	2,204	2,135	1,331	14.9%	18.5%	20.5%	21.0%	25.8%	4.8	10.9	2.7

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	2,456	2,395	2,222	2,149	1,330	9.9%	12.9%	14.0%	21.4%	28.8%	7.4	18.9	4.7
African American	364	340	285	302	165	3.0%	4.7%	2.8%	7.9%	9.7%	1.8	6.7	1.7
Asian													
Latino	2,083	2,047	1,932	1,839	1,159	10.9%	14.2%	15.7%	23.4%	31.3%	7.9	20.4	5.1
White													
English Learner	1,025	980	862	720	401	1.7%	3.2%	3.0%	4.2%	6.7%	2.5	5.0	1.2
SWD	228	235	237	201	128	1.8%	1.7%	2.5%	3.5%	3.1%	-0.4	1.3	0.3
Socio-Eco Disadv	2,272	2,226	2,203	2,134	1,321	10.3%	13.0%	14.1%	21.5%	29.0%	7.5	18.7	4.7

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2009-10	2010-11	Chg	CHANGE IN BB/FBB 2009-10	2010-11	Chg
ELA Gr 7	647	5.1%	19.0%	30.9%	25.7%	19.3%	21.0%	24.1%	3.1	49.5%	45.0%	-4.5
ELA Gr 8	692	7.4%	19.7%	32.5%	20.5%	19.9%	22.0%	27.0%	5.0	44.2%	40.4%	-3.8
Math Gr 7	646	12.2%	19.2%	25.4%	30.7%	12.5%	24.9%	31.4%	6.5	48.1%	43.2%	-4.9
General Math	42	0.0%	0.0%	11.9%	52.4%	35.7%	10.6%	0.0%	10.6	63.0%	88.1%	25.1
Algebra I	642	10.0%	18.1%	20.1%	33.6%	18.2%	27.1%	28.0%	0.9	54.1%	51.8%	-2.3
History-Soc Sci	692	26.4%	18.6%	25.9%	11.8%	17.2%	33.3%	45.1%	11.8	37.9%	29.0%	-8.9
Science Gr 8	689	22.9%	15.8%	22.9%	17.9%	20.5%	36.2%	38.8%	2.6	40.3%	38.4%	-1.9

based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

BETHUNE MIDDLE SCHOOL

Appendix K

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary:								60%	67%	74%
B. English Language Arts, Secondary:	19%	20%	21%	26%				45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced								69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced	13%	14%	21%	29%				36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts								49%	55%	62%
F. Proficiency in Algebra	13%	16%	27%	28%				38%	47%	55%
G. Reclassification Rates	17%	17%	17%	7%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	55%	57%	52%	52%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	52%	54%	51%	59%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		36%	39%	50%						
B. Parent participation on School Experience Surveys		19%	20%	43%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	387	212	364	345				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)			86%	64%				86%	88%	90%

Appendix K

2010 - 11 Growth Academic Performance Index (API) Chart

School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
9/22/2011

School: Manual Arts Senior High
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-1935519
School Type: High

2011 Growth API Links

- School Report - Growth
- School Chart
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics
These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	Percent
Black or African American	17
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0

**These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.*

Participants in Free or Reduced-Price Lunch (STAR)	91
Participants in Gifted and Talented Education Program (STAR)	5
Participants in Migrant Education Program (STAR)	0
English Learners (STAR)	35
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	39
Students with Disabilities (STAR)	12

Enrollments** (STAR)	Percent
Grade 2	0
Grades 3-5	0
Grade 6	0
Grades 7-8	0
Grades 9-11	100

***This is a percentage of all enrollments in grades 2-11.*

Parent Education Level (STAR)	
Percentage with a response***	74
Of those with a response:	
Not a high school graduate	52
High school graduate	33
Some college	8
College graduate	5
Graduate school	2

****This is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	1.72

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CALPADS)
(These data will not be available until October.)

Grades	Average
K-3	

PERFORMANCE METER - DATA SUMMARY SHEET

Appendix K

MANUAL ARTS SENIOR HIGH
4131 S VERMONT AVE LOS ANGELES 90037

Student Demographics (2010-11)

Total Students Enrolled: 1,180			
African American	17%	English Learners	33%
American Indian	0%	Reclassified ELs (RFEP)	37%
Asian	0%	Students with Disabilities	11%
Filipino	0%	Economically disadvantaged	89%
Latino	82%	Identified Gifted - All	5%
Pacific Islander	0%	Identified Gifted - African Amer	3%
White (not Latino)	0%	Identified Gifted - Latino	5%

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2006-07	511	514	3	No	1	3
2007-08					1	2
2008-09		537		N/A		
2009-10	536	539	3	No	1	2
2010-11	542	575	33	No	1	2

AYP

Met AYP 2010-11	No
Criteria Met	1
Criteria Possible	23
PI Year	5
Year Entered PI	1997 1998

GOAL 1: 100% Graduation

College Readiness - A-G Courses

Grade	2009-10 % Taking A-G Sequence	2009-10 % A-G with C or Better	2010-11 % Taking A-G Sequence	2010-11 % A-G with C or Better
9th Grade	64.7%	16.4%	80.1%	27.7%
10th Grade	65.1%	14.7%	73.5%	17.9%
11th Grade	37.3%	14.4%	41.1%	14.4%
12th Grade	47.3%	19.3%	41.8%	15.4%

CAHSEE Pass Rate (as of May)

	2009-10	2010-11	Chg
10th grade	36.6%	47.9%	11.3
11th grade	63.7%	61.0%	-2.7
12th grade	82.3%	82.6%	0.3

Graduation and Dropout Rates

	2008-09	2009-10	Chg
Graduation Rate (NCLB)	67.4%	63.2%	-4.2
4-year Dropout Rate	27.4%	26.6%	-0.8

	2009-10	2010-11	Chg
Four Year Cohort Rate	51.0%	48.3%	-2.7

Advanced Placement

	2009-10	2010-11
Students taking at least one AP course	10.7%	11.7%
Students passing at least one AP course	86.8%	84.9%

GOAL 3: 100% Attendance

Attendance Rate

	2009-10	2010-11	Chg
Staff	94.6%	93.5%	-1.2
Student	92.2%	92.7%	0.5
Student transiency	44.3%	49.4%	5.1

Percentage with 96% or Higher Attendance

	2009-10	2010-11	Chg
Staff	66.5%	53.4%	-13.1
Student	51.1%	44.9%	-6.2

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11
% of Parents that responded	23.3%	5.7%
% Strong Agree or Agree		
Opportunities for Involvement	87.4%	89.2%
Feel Welcome at school	84.5%	90.3%
Talk with Teacher About Child's Schoolwork	54.2%	49.4%

GOAL 5: School Safety

Student Suspensions

	2009-10	2010-11	Chg
% Students Suspended			
All	6.3%	5.8%	-0.5
African American	8.4%	9.1%	0.7
Latino	5.8%	5.1%	-0.7
SWD	1.3%	2.6%	1.3
Instructional Days Lost to Suspension	498	414	-84

Student Survey

	2009-10	2010-11	Chg
% of Students that responded	39.2%	49.3%	10.1
% Strong Agree or Agree			
Feel safe on school grounds	83.2%	67.8%	-15.4

GOAL 2: Proficiency For All

English Learner Progress

	2009-10	2010-11
Scoring Proficient on CELDT	34.3%	33.5%
Scoring Basic or Above on CST ELA	19.1%	22.9%
Passing English/Adv ESL with "C" or above	49.8%	54.9%

	2008-09	2009-10	2010-11
Reclassification Rate Trend	9.9%	9.6%	7.1%

English Learner Accountabilities

	MET	2009-10	2010-11
AMAO 1 - CELDT Annual Growth	No	34.3%	33.5%
AMAO 2 - Attaining Eng Prof < 5 Yrs	No	6.6%	8.7%
> 5 yrs	No	21.3%	19.3%
AMAO 3 - Proficiency in ELA	No	15.1%	16.1%
Proficiency in MATH	No	17.4%	22.0%

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CST ELA	5.1%	21.1%	16.0
CST Math	0.9%	2.9%	2.1

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CMA ELA		15.7%	
CMA Math		20.2%	

CST TRENDS: English Language Arts

CMA Results included when > 10 students tested

Subgroup	Students Tested 2006-07	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced 2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Change	5 yr Change	Avg per yr
All Students	2,782	2,205	2,535	2,707	2,245	12.9%	13.2%	13.7%	15.4%	18.0%	2.6	5.1	1.3
African American	441	392	439	387	312	9.8%	8.9%	10.0%	10.6%	16.0%	5.4	6.2	1.6
Asian													
Latino	2,315	1,791	2,070	2,257	1,917	13.5%	14.0%	14.5%	16.2%	18.3%	2.1	4.8	1.2
White													
English Learner	1,024	790	985	1,059	722	2.1%	1.1%	2.0%	2.6%	1.2%	1.4	-0.9	-0.2
SWD	265	201	251	256	19	0.4%	0.5%	0.4%	0.4%	5.3%	4.9	4.9	1.2
Socio-Eco Disadv	2,353	1,884	2,042	2,453	2,110	13.3%	13.5%	14.2%	15.7%	17.9%	2.2	4.6	1.2

CST TRENDS: Mathematics

Subgroup	Students Tested 2006-07	2007-08	2008-09	2009-10	2010-11	% Proficient & Advanced 2006-07	2007-08	2008-09	2009-10	2010-11	1 yr Change	5 yr Change	Avg per yr
All Students	2,622	2,014	2,357	2,501	2,108	1.6%	2.7%	3.2%	3.2%	6.0%	2.8	4.4	1.1
African American	433	366	411	361	300	0.9%	1.9%	1.0%	2.5%	4.7%	2.2	3.8	1.0
Asian													
Latino	2,165	1,629	1,920	2,085	1,793	1.7%	2.7%	3.7%	3.4%	6.1%	2.7	4.4	1.1
White													
English Learner	956	698	909	980	672	0.3%	0.4%	0.6%	0.4%	1.6%	1.2	1.3	0.3
SWD	252	181	215	233	34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0	0.0	0.0
Socio-Eco Disadv	2,222	1,717	1,907	2,279	1,982	1.7%	2.8%	3.3%	3.1%	6.0%	2.9	4.3	1.1

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2009-10	2010-11	Chg	CHANGE IN BB/FBB 2009-10	2010-11	Chg
ELA Gr 9	904	3.2%	14.0%	32.9%	24.4%	25.4%	15.4%	17.3%	1.9	56.0%	49.8%	-6.2
ELA Gr 10	703	3.7%	13.1%	36.4%	25.7%	21.1%	15.2%	16.8%	1.6	57.7%	46.8%	-10.9
ELA Gr 11	638	3.9%	16.5%	32.3%	24.8%	22.6%	15.6%	20.4%	4.8	55.5%	47.4%	-8.1
General Math	17	0.0%	0.0%	5.9%	35.3%	58.8%	0.0%	0.0%	0.0	93.3%	94.1%	0.8
Algebra I	715	1.5%	6.4%	11.9%	45.2%	35.0%	3.0%	8.0%	5.0	86.0%	80.2%	-5.8
Geometry	842	0.7%	4.2%	9.5%	46.8%	38.7%	2.1%	4.9%	2.8	88.3%	85.5%	-2.8
Algebra II	386	0.5%	3.4%	6.2%	24.4%	65.5%	3.7%	3.9%	0.2	89.5%	89.9%	0.4
HS Math	147	0.7%	8.8%	19.0%	40.8%	30.6%	13.9%	9.5%	-4.4	67.4%	71.4%	4.0
World History	846	5.0%	9.6%	22.5%	17.3%	45.7%	11.1%	14.5%	3.4	69.4%	63.0%	-6.4
US History	700	4.3%	15.9%	24.7%	22.0%	33.1%	15.6%	20.1%	4.5	60.5%	55.1%	-5.4
Life Science	699	7.7%	17.7%	28.3%	18.7%	27.5%	15.1%	25.5%	10.4	58.8%	46.2%	-12.6
Biology	932	2.8%	13.9%	30.8%	24.5%	28.0%	14.0%	16.7%	2.7	56.7%	52.5%	-4.2
Chemistry	529	0.0%	2.3%	24.0%	34.8%	38.9%	2.5%	2.3%	-0.2	77.0%	73.7%	-3.3
Earth Science	20	0.0%	10.0%	30.0%	5.0%	55.0%	0.0%	10.0%		100.0%	60.0%	
Physics	59	3.4%	13.6%	45.8%	23.7%	13.6%	28.6%	16.9%	-11.7	25.0%	37.3%	12.3
Int Science	543	0.0%	1.8%	26.2%	29.3%	42.7%	3.1%	1.8%	-1.3	69.6%	72.0%	2.4

CST Trends is based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

MANUAL ARTS SENIOR HIGH

Appendix K

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate	37%	46%	51%	48%				60%	63%	70%
B. Students On-Track for Meeting A-G Requirements			16%	20%				38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary:								60%	67%	74%
B. English Language Arts, Secondary:	13%	14%	15%	18%				45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced								69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced	3%	3%	3%	6%				36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts								49%	55%	62%
F. Proficiency in Algebra	3%	4%	3%	8%				38%	47%	55%
G. Reclassification Rates	9%	10%	10%	7%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	34%	36%	51%	45%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	68%	70%	66%	53%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		43%	54%	49%						
B. Parent participation on School Experience Surveys		16%	23%	6%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	1,113	1,093	498	414				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)		71%	83%	68%				86%	88%	90%

Appendix K

2010 - 11 Growth Academic Performance Index (API) Chart

School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
9/22/2011

School: John Muir Middle
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-6058176
School Type: Middle

2011 Growth API Links:
- School Report - Growth
- School Chart
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics
These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	Percent
Black or African American	21
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0

**These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.*

Participants in Free or Reduced-Price Lunch (STAR)	81
Participants in Gifted and Talented Education Program (STAR)	6
Participants in Migrant Education Program (STAR)	0
English Learners (STAR)	31
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	28
Students with Disabilities (STAR)	12

Enrollments**(STAR)	Percent
Grade 2	0
Grades 3-5	0
Grade 6	32
Grades 7-8	68
Grades 9-11	0

***This is a percentage of all enrollments in grades 2-11.*

Parent Education Level (STAR)	
Percentage with a response***	54
Of those with a response:	
Not a high school graduate	55
High school graduate	26
Some college	13
College graduate	5
Graduate school	2

****This is the percentage of student answer documents with stated parent education level information.*

	Average
Average Parent Education Level (STAR)	1.73

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Average Class Size (CALPADS)
(These data will not be available until October.)

Grades	Average
K-3	

PERFORMANCE METER - DATA SUMMARY SHEET

Appendix K

MUIR MIDDLE SCHOOL
5929 S VERMONT AVE LOS ANGELES 90044

Student Demographics (2010-11)

Total Students Enrolled: 1,365

African American	23%	English Learners	32%
American Indian	0%	Reclassified ELs (RFEP)	27%
Asian	0%	Students with Disabilites	12%
Filipino	0%	Economically disadvantaged	80%
Latino	76%	Identified Gifted - All	6%
Pacific Islander	0%	Identified Gifted - African Amer	3%
White (not Latino)	0%	Identified Gifted - Latino	7%

API

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2006-07	545	552	7	No	1	2
2007-08	552	557	5	No	1	2
2008-09	550	578	28	No	1	1
2009-10	576	567	-9	No	1	2
2010-11	567	613	46	Yes	1	1

AYP

Met AYP 2010-11	No
Criteria Met	14
Criteria Possible	25
PI Year	5
Year Entered PI	1997-1998

GOAL 3: 100% Attendance

Attendance Rate

	2009-10	2010-11	Chg
Staff	89.0%	89.9%	0.9
Student	94.9%	95.4%	0.5
Student transiency	31.0%	27.5%	3.5

Percentage with 96% or Higher Attendance

	2009-10	2010-11	Chg
Staff	41.4%	38.7%	-2.7
	58.7%	61.9%	3.2

GOAL 4: Parent and Community Engagement

Parent Survey	2009-10	2010-11
% of Parents that responded	16.7%	3.6%
% Strong Agree or Agree		
Opportunities for Involvement	78.5%	78.3%
Feel Welcome at school	80.0%	84.4%
Talk with Teacher About Child's Schoolwork	56.2%	47.7%

GOAL 5: School Safety

Student Suspensions

	2009-10	2010-11	Chg
% Students Suspended			
All	12.3%	5.2%	-7.1
African American	26.7%	10.0%	-16.7
Latino	8.0%	3.8%	-4.2
SWD	18.3%	4.8%	-13.6
Instructional Days Lost to Suspension	678	176	-502

Student Survey

	2009-10	2010-11	Chg
% of Students that responded	45.7%	55.4%	9.7
% Strong Agree or Agree			
Feel safe on school grounds	78.5%	58.1%	-20.4

GOAL 2: Proficiency For All

English Learner Progress

	2009-10	2010-11
Scoring Proficient on CELDT	31.1%	47.3%
Scoring Basic or Above on CST ELA	13.3%	24.8%
Passing English/Adv ESL with "C" or above	52.8%	59.2%

	2008-09	2009-10	2010-11
Reclassification Rate Trend	15.9%	8.5%	5.4%

English Learner Accountabilities

	MET	2009-10	2010-11
AMAO 1 - CELDT Annual Growth	No	51.1%	47.9%
AMAO 2 - Attaining Eng Prof < 5 Yrs	Yes	15.6%	31.0%
> 5 yrs	No	36.0%	29.2%
AMAO 3 - Proficiency in ELA	No	11.3%	15.3%
Proficiency in MATH	No	14.7%	13.2%

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CST ELA	9.1%	19.1%	10.1
CST Math	6.3%	14.7%	8.4

Students With Disabilites (SWD)

% Basic and Above	2009-10	2010-11	Chg
CMA ELA		26.5%	
CMA Math		28.8%	

CST TRENDS: English Language Arts

CMA Results included when > 10 students tested

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	2,232	2,098	1,915	1,750	1,220	11.5%	14.8%	16.8%	18.2%	23.0%	4.8	11.5	2.9
African American	534	466	454	412	246	9.7%	10.9%	11.0%	13.6%	18.7%	5.1	9.0	2.2
Asian													
Latino	1,691	1,622	1,452	1,329	959	12.1%	15.8%	18.7%	19.6%	23.9%	4.3	11.8	3.0
White													
English Learner	1,010	881	680	565	346	1.9%	2.2%	1.0%	0.5%	1.2%	0.7	-0.7	0.2
SWD	234	229	217	209	47	3.4%	1.7%	0.0%	2.4%	10.6%	8.2	7.2	1.8
Socio-Eco Disadv	1,919	1,820	1,643	1,486	1,054	11.7%	15.0%	16.4%	18.6%	24.1%	5.5	12.4	3.1

CST TRENDS: Mathematics

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	2,214	2,013	1,923	1,741	1,230	10.2%	11.5%	13.8%	17.2%	18.0%	0.8	7.8	2.0
African American	528	448	459	408	252	4.2%	5.8%	8.1%	8.6%	11.9%	3.3	7.7	1.9
Asian													
Latino	1,678	1,554	1,455	1,324	973	12.2%	13.1%	15.6%	19.7%	19.5%	-0.2	7.3	1.8
White													
English Learner	1,002	838	678	562	356	4.0%	3.0%	3.5%	3.6%	2.8%	-0.8	-1.2	-0.3
SWD	230	214	219	205	68	3.5%	1.9%	3.2%	1.0%	2.9%	1.9	0.6	-0.2
Socio-Eco Disadv	1,905	1,746	1,650	1,478	1,063	10.4%	12.0%	13.9%	16.0%	19.0%	1.0	8.6	2.2

CALIFORNIA STANDARDS TESTS (CST) (2010-11)

	#Tested	%ADV	%PROF	%BASIC	%BB	%FBB	CHANGE IN PROF/ADV 2009-10	2010-11	Chg	CHANGE IN BB/FBB 2009-10	2010-11	Chg
ELA Gr 6	383	5.0%	13.1%	35.2%	30.3%	16.4%	17.5%	18.0%	0.5	55.9%	46.7%	-9.2
ELA Gr 7	410	4.6%	19.0%	33.7%	29.3%	13.4%	18.6%	23.7%	5.1	55.6%	42.7%	-12.9
ELA Gr 8	427	8.0%	18.7%	30.2%	26.0%	17.1%	18.5%	26.7%	8.2	54.4%	43.1%	-11.3
Math Gr 6	382	3.4%	13.4%	27.5%	35.9%	19.9%	12.3%	16.8%	4.5	63.7%	55.8%	-7.9
Math Gr 7	411	4.6%	13.9%	30.9%	36.7%	13.9%	21.3%	18.5%	-2.8	56.4%	50.6%	-5.8
General Math	262	0.8%	8.4%	22.9%	41.2%	26.7%	5.6%	9.2%	3.6	70.6%	67.9%	-2.7
Algebra I	175	9.1%	23.4%	19.4%	35.4%	12.6%	39.4%	32.6%	-6.8	29.7%	48.0%	18.3
History-Soc Sci	450	9.3%	18.4%	28.2%	17.3%	26.7%	18.4%	27.8%	9.4	56.7%	44.0%	-12.7
Science Gr 8	426	18.3%	21.1%	25.8%	16.7%	18.1%	34.5%	39.4%	4.9	43.1%	34.8%	-8.3

s based on CST results only, not AYP Reports. For detailed information, go to http://star.cde.ca.gov

MUIR MIDDLE SCHOOL

Appendix K

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary:								60%	67%	74%
B. English Language Arts, Secondary:	15%	17%	18%	23%				45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced								69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced	12%	14%	17%	18%				36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts								49%	55%	62%
F. Proficiency in Algebra	18%	35%	39%	33%				38%	47%	55%
G. Reclassification Rates	16%	16%	8%	5%				21%	24%	27%
GOAL 3: 100% ATTENDANCE	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of students with 96% or higher attendance	63%	63%	59%	62%				66%	71%	76%
B. Percentage of staff with 96% or higher attendance	55%	45%	41%	39%				69%	74%	79%
GOAL 4: PARENT AND COMMUNITY ENGAGEMENT	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Percentage of parents who talk with the teacher about their child's schoolwork		36%	56%	48%						
B. Parent participation on School Experience Surveys		16%	17%	4%				35%	40%	50%
GOAL 5: SCHOOL SAFETY	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Instructional days lost to suspension	1,293		678	176				43,506	41,006	38,506
B. % of students who feel safe on school grounds (agree or strongly agree)		68%	79%	58%				86%	88%	90%

Waiver Identification Form

School Site: AUGUSTUS HAWKINS HIGH SCHOOL

Proposed School/Design Team Name: ENVIRONMENTAL CAREERS HIGH SCHOOL

Proposed Governance Model (mark all that apply):

☐ Traditional ☒ Local Initiative School ☐ Expanded School Based Management

☐ Pilot ☐ Network Partner

Waiver Request:

☐ Methods of improving pedagogy ☐ Curriculum

☐ Assessments ☒ Scheduling

☐ Internal organization (e.g., SLCs) ☐ Professional development

☐ Budgeting control ☒ Mutual consent requirement for employees

☐ Teacher assignments* ☐ Staff appointments (e.g., department chairs)*

☐ Discipline & codes of conduct ☐ Other**: _____

☐ Health and safety

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rational for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: Russ T Russ Thompson Date: 2/6/2012

UTLA Chapter Chair/Rep: Elva Chu Date: 2/6/2012