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FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION

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):

Los Angeles High School Internal Redesign Team (Rebuilding Rome)

Address: 4650 W Olympic Blvd
Los Angeles, CA 90019

Phone Number:
323-900-2700

Website (if applicable)
lahigh.org

Email Address:
rcl6047@lausd.net

School site for which your team is submitting a Letter of Intent:

Los Angeles Senior High School

Grade configuration of your school:

9-12

School model for which you are applying:

- Traditional
- ESBMM**
- Affiliated Charter
- Pilot
- Network Partner
- Independent Charter

Please respond:

- Are you planning to operate more than one school on the campus?
- If yes, how many schools are you proposing to operate?
- If yes, will they all operate under separate CDS codes?

- NO**
- N/A**
- N/A**

School calendar-- please provide the following dates:

- First and last date of instruction?
- Winter recess dates
- Spring recess dates

- See LAUSD Balanced Calendar 2012-13**
- See LAUSD Balanced Calendar 2012-13**
- See LAUSD Balanced Calendar 2012-13**

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. RODNEY LUSAIN	<i>Rodney Lusain</i>	[REDACTED]	rcl6047@lausd.net	L. A. H. S. TEACHER
2. KERRIE EGERTON	<i>K Egerton</i>	[REDACTED]	klm9315@lausd.net	LAHS Teacher.
3. DIANE RABINOWITZ	<i>DRab...</i>	[REDACTED]	der6454@lausd.net	LAHS teacher
4. Sergio Dacaret	<i>S Dacaret</i>	[REDACTED]	sacd3867@lausd.net	LAHS Teacher



PUBLIC SCHOOL CHOICE MOTION

Printed Name	Signature	Phone	Email address	School/Affiliation
CARMEN Brown Flanigan	<i>[Signature]</i>	[REDACTED]	gecanazf@gmail.com	LA High
6. Donna [unclear]	<i>[Signature]</i>	[REDACTED]	dos9377@lausd.net	Faculty
7. Bruce Corwin	<i>[Signature]</i>	[REDACTED]	mrcbruce@mc.com	Instruction
8. Ken Marsh	<i>[Signature]</i>	[REDACTED]	kmarsh@ca-rr.com	Alumni on Campus
9. Karla Spivey	<i>[Signature]</i>	[REDACTED]	ks2000@lausd.net	Administrator
10. Margaret Kim	<i>[Signature]</i>	[REDACTED]	margaret.kim@lausd.net	LAUSD LD3 Director
11. Malena McIntosh	<i>[Signature]</i>	[REDACTED]	aspireain@aia.com	Student
12. Tolulope Sunday	<i>[Signature]</i>	[REDACTED]	tsunday25@gmail.com	Student
13. Oksana Pivnenko	<i>[Signature]</i>	[REDACTED]	oxp9583@lausd.net	teacher
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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.



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	Los Angeles High School Internal Redesign Team (Rebuilding Rome)
Name of Team Representative	Mr. Rodney Lusain
Signature of Team Representative	<i>Rodney Lusain</i>

Design Team Member Name	Signature
RODNEY LUSAIN	<i>Rodney Lusain</i>
KERRIE EGERTON	<i>K Egerton</i>
DIANE RABINOWITZ	<i>Diane Rab</i>
Corinn Brown-Flanigan	<i>Corinn Brown-Flanigan</i>
Sergio Dacaret	<i>Sergio Dacaret</i>
Donna Griffin	<i>Donna Griffin</i>
T Bruce Corwin	<i>T Bruce Corwin</i>
Ken Marsh	<i>Ken Marsh</i>
Karla Spivey	<i>K. Spivey</i>
Margaret Kim	<i>Margaret Kim</i>
Tolulope Sunday	<i>Tolulope Sunday</i>
Malcolm McIntosh	<i>McIntosh</i>
Oksana Pivnenko	<i>Oksana Pivnenko</i>

ASSURANCES FORM

Please check the school model you have selected for your proposal:

Traditional
 Pilot
 Network Partner
 ESBMM
 Independent Charter
 Affiliated Charter

Name of School Los Angeles High

Name of Applicant Group/Applicant Team Los Angeles High School Internal Redesign Team

Lead Applicant Mr. Rodney Lusain

Title of Lead Applicant Teacher/UTLA Chapter Chair

Mailing Address 4650 W Olympic

Phone Number 323-900-2700

Bldv, Los Angeles, CA 90019

Email Address rcl6047@lausd.net

Website (if available) _____

Fax Number 323-936-8455

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity. Check one of the following statements:

- The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with the Public School Choice Request for Proposals. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes but is not limited to: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS and other systems contained within ISIS, operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with the District's Discipline Foundation Policy, all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, the Applicant Group/Applicant Team agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use and Service Use Agreements

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement and the Service Use Agreement as provided by the District. The two agreements must be signed before the applicant team gains access to the campus.

6. Resident Enrollment and Attendance Boundary Compliance

(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District’s opt-out processes outlined in the “Opt-Out and Enrollment Process for Charter Schools Operating Campuses via Public School Choice” document. See the Public School Choice Request for Proposal Appendix for a copy of the “PSC Opt-Out Form.”

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 (“Proposition 39”) for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Mr. Rodney Lusain Title of Lead Applicant Teacher/UTLA Chapter Chair

Signature of Lead Applicant  Date 2/6/12

Name of Board President* _____

Signature of Board President* _____ Date _____

**The additional name and signature of the Board President is only applicable to organizations with a Board.*

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
APPLICANT HISTORY DATA SUMMARY SHEET

APPENDIX F

NAME OF PSC SCHOOL: LOS ANGELES HIGH SCHOOL

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p><u>Identification of students with disabilities upon enrollment</u></p> <ul style="list-style-type: none"> • LAUSD Student Enrollment Form will be completed by parents for all newly enrolling students upon enrollment. The section for services regarding IEP, 504, GATE or other services will be filled out by the parent. • Out of classroom staff will understand the form and their responsibilities to promptly identify students who require special services. • IEP of students from other LAUSD schools will be reviewed on Welligent, as will copies of IEPs students entering with IEPs from outside the district • A case carrier will be assigned at the school of attendance and a 30-day IEP will be written within 30 days from their first day of attendance after enrollment. <p>Following the LAUSD Special Education Policy manual based on state and federal law governing special education, Los Angeles High School will actively seek to identify students with special needs in their student population.</p> <p>1. At the beginning of the year, LAUSD's <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure will be given to every student take home. Also, the following publications will be readily available in the main office for parents and staff upon request:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> • <p>(The Parent Resource Network poster will be posted in the main office.)</p>

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NAME OF PSC SCHOOL: LOS ANGELES HIGH SCHOOL

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>1. Los Angeles High School will use the district enrollment form for students this form includes the following five questions for parents to answer:</p> <ul style="list-style-type: none"> • Did the student receive special education services at his/her previous school? • Did the student have an Individualized Education Program (IEP) at his/her previous school? • Did the student have a Section 504 Plan at his/her previous school? • Does the student have difficulties that interfere with his/her ability to go to school or learn? • Has this student been identified for Gifted and Talented Educational services (GATE)? <p>If any of the answers to these questions are YES then, the school administrator or designee will do the following:</p> <ul style="list-style-type: none"> • If the incoming student is from another LAUSD school-the school will look up the IEP on Welligent and provide the services as stated on the IEP. Should any concerns or possible changes need to be addressed; the school will hold a review IEP. Copies of IEPs will be provided for all relevant team members. • If the incoming student is from a school in California that is outside the district/Bridge Coordinator will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held. • If the incoming student from another school where an assessment has begun – the administrator and/or designee will collaborate with the previous schools to complete the assessment and hold an initial IEP. • If the incoming student from another state – the administrator and/or designee will collaborate with parents and provide comparable services until a new evaluation is conducted.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>a. Provide the parent the Parent Request/Reasonable Accommodations form and maintain the completed form in the student's special education folder.</p> <p>b. Review the IEP and provide the student the programs and services specified.</p> <p>c. Review the IEP and provide the student the programs and services specified if the student enrolled with an IEP from another school district. Hold an IEP review meeting within thirty days.</p> <p>d. Implement the student's existing 504 plan, if available, or hold a meeting to develop a 504 plan.</p> <p>e. Take the specified actions when the parents have indicated that the student has difficulties that interfere with his/her ability to go to school or learn.</p> <p>f. Enter all appropriate information into SIS for students who have an existing IEP.</p> <p><u>Identification Of Students With Disabilities (already enrolled)</u> This process will begin with SST and recommendations from teachers, staff, parents, etc, to discuss the needs of the student and the areas that seem to cause the most difficulty. This process will begin with counselor, psychologist and teachers of the student but will also include the Bridge Coordinator (or representative from SPED) to assist with questions. COST and RCT teams meet on a weekly basis to discuss students who are having most difficulty on a variety of levels, SPED will also be represented at all of these meetings to ensure the needs of the student are being met in the current placement.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • Student participation in intervention programs will be determined through the District’s Multi-tiered Framework for Instruction and Intervention (RTI), as seen in BUL 4827.1. • Los Angeles High School will provide a Personalized Learning Environment for all students including SWD, EL, SEL, GATE and those students who are deemed ‘at risk.’ Each student will have an adult mentor and a personalized learning/education plan to motivate and ensure targets are reached. Teachers, mentors, counselors, parents and students (all stakeholders) will use student data to collaborate in the development, implementation and review of the personal plans. • All students (including SWD) will be enrolled in an advisory period to ensure that their needs are being met. During this time, intervention and enrichment classes will be offered to enable students to meet all the requirements and develop a broader knowledge of what is expected. • Homework Center will be offered four days a week after school for all students, representatives from SPED will be present to assist students as necessary, but collaboration between General Educators and Special Educators will encourage students to seek assistance outside of the school day. • Use of RTI, SDAIE to ensure all students are reached and enable maximum participation in the general education curriculum, in the least restrictive environment based on the individual needs of each student. • Student progress will be monitored by using key district, state and federal tools including CST, CMA, CELDT, periodic assessments, curriculum based measures, and behavioral data. The progress of SWD will be monitored by a Special Ed case carrier, Bridge Coordinator and the Administrator responsible for the Special Education Department. More intensive intervention will be given if students are not making sufficient progress to meet the goals set out

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>in their personal plans.</p> <ul style="list-style-type: none"> • Basic Skills Intervention Classes for all students – especially focusing on incoming 9th graders in both ELA and Math as data shows this is the most challenging time for students. • Use of Learning Centers for all students, General Educators will have the opportunity to co-teach in the learning center with a SPED teacher to ensure that all students have access to additional support in core class. • Course offerings to include vocational trainings, ‘day release program’ in collaboration with Local Community Colleges (WEST LA on campus also) to ensure that all students are able to reach their personal educational goals (whether academic or vocational).
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Los Angeles High School will implement all aspects of the LAUSD Discipline Foundation Policy: School-Wide Positive Behavior Support.</p> <p>Prevention:</p> <ul style="list-style-type: none"> • Each SLC will clearly state positive behavioral expectations. This will be developed by students and teacher and will display in common areas and all classrooms. In classrooms students and teacher will discuss and develop common understanding and definitions of the expectations. Teachers will model appropriate behaviors to ensure student understanding. School wide monitoring of the behaviors and reinforcement will ensure the behavior expectations are met by all students. Advisory periods will be used to as needed to discuss models and teach expected behaviors. <p>Intervention:</p> <ul style="list-style-type: none"> • Tier 1. School a wide plan will reflect a roman code of conduct, and Expected

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		<p>School-Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p> <ul style="list-style-type: none"> • Tier II. Collection of data, focusing on numbers of suspension and office discipline referrals will be used as a tool to monitor progress school wide and for those students with Behavior Support Plans (BSP). BSP's will be written/ reviewed for student with disabilities as needed to support academic progress. All students with an emotional disturbance or autism disability will have a BSP in place as required by MCD (Outcomes 17a, 17b and 18). • Tier III: Analysis of ODR's and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses will be conducted and used as the basis for planning and implementation more highly focused Individual Behavior Support Plans.
Necessary for Planning, will be provided	Description of Student Population	<p>Student in each Least Restrictive Environment</p> <ul style="list-style-type: none"> • 131 in SDP • 96 in RSP • 32 in MRM <p>Students with disabilities by ethnicity</p> <ul style="list-style-type: none"> • American Indian = 2 • Asian = 9 • Black = 55 • Hispanic = 193

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • White = 0 • Pacific Islanders =0
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>Los Angeles High School will offer the following Special Education Programs on campus provided in a Least Restrictive environment as per the students IEP:</p> <p><u>Resource Specialist Program (RSP)</u> The Resource Program provides standards-based instruction and services to students with disabilities who are assigned to general education classrooms for the majority of the school day. All students in this program will have a case carrier (RSP Teacher) who will meet with and mentor the student as needed. This program will also allow for RSP Teachers and General Educators to collaboratively plan, teach and execute lessons to ensure that all students have full access to the general education curriculum; all students will also have access to the learning center in a similar collaborative capacity.</p> <p><u>Special Day Program (SLD)</u> The Special Day Program provides standards-based curriculum with accommodations as needed that serves students whose disabilities impact their academic progress in the general education curriculum to a degree that a more restrictive educational environment is needed.</p> <p><u>Special Day Program (MRM)</u> The MRM Program is specially designed to meet the academic, social, emotional and behavioral needs of those students with a Mental Retardation eligibility. The program will include a mixture of academic instruction (focusing on core subjects of English, Math and Science using the District Alternate Curriculum) and social skills and behavioral instruction (focusing on preparing students for real life situations outside of the school campus, including job preparation and</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>independent living skills). Students in this program will participate in the general education curriculum for their elective classes but will be placed on an alternative academic curriculum and take the CAPA examination.</p> <p><u>Special Day Program (CBI)</u> The Community Based Instruction program is designed for those students whose disability impacts their academic success, communication, health, interpersonal relationships, safety and/or community resources in the development of their daily life skills to the extent that they require an alternative curriculum that focuses more of acquiring skills and preparing for life outside of a classroom. One possible curriculum is 'Stepping Out' which provides students with a variety of skills including banking, doing laundry and life skills.</p> <ul style="list-style-type: none"> • The Special Education program at Los Angeles High School, reflects the school-wide philosophy and provides an inclusive, productive and safe environment for all students including those with disabilities. All students are educated in the least restrictive environment and are given access to grade level standards and the general education core curriculum. For the most part, students will address those grade level standards in the general education classrooms. Support services, co-teaching, co-planning and consultation will be provided to students through the Learning Center and their case carrier. All teachers will collaborate regularly to ensure that all students have equal access to the curriculum and are able to achieve their goals. • All stake holders at Los Angeles High School will work under a shared belief that meets the needs of the whole student (physical, social, behavioral, emotional and cognitive). To ensure this happens a problem solving system will be put in to place, this will include specific intervention based on the 3

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>tier approach.</p> <ul style="list-style-type: none"> • Tier 1: Teaching Strategies for ALL students • Tier 2: Supplemental Teaching Strategies for identified students • Tier 3: Intensive Strategies for students most at risk <p>Supplemental Aides/Support The following DIS Services will be provided on campus as per the students IEP.</p> <ul style="list-style-type: none"> • Counseling and Guidance • Deaf and Hard of Hearing • Visual Impairment Services • Language and Speech • Adaptive Physical Education • Occupational Therapy • Least Restrictive Environment • Orthopedic Impairment Services
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Los Angeles High School will do the following:</p> <ul style="list-style-type: none"> • Maintain, monitor, report the percentage of SWD enrolled in the school on a regular basis. • Monitoring IEP dates and maintains a log, created from case carrier, of all IEP meetings. • Bridge Coordinator – monitors COST/SST/IEP processes to ensure that District mandated timelines are implemented and upheld • Oversee the completion of evaluations/ initial IEPs to meet compliance. • Use of Welligent master calendar function and help schedule these IEPs with case carriers. • Administrator will ensure that all members of the IEP team are present and

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>on-time for each IEP meeting. Internal Communication System:</p> <ul style="list-style-type: none"> • All staff will be notified a minimum of 15 days prior to IEP, input forms will be completed by all teachers and sent out by case carriers. Admin will contact teachers who do not submit forms at least five days prior to the IEP and reiterate/clarify the requirement and immediate due date. <p><u>IEP Space:</u> A private/confidential meeting space will be provided with access to a computer, printer and telephone.</p> <p><u>After IEP/Follow-up</u> Communication system</p> <ul style="list-style-type: none"> • ‘Passports’ – included a copy of all relevant information about each student is given to teachers at the beginning of each semester and updated after each IEP. • Teachers to meet with case carriers on a regular basis, depending on the needs of the student – open contact between them.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The special education assessment plan should be developed in cooperation with the student’s teacher(s), general and special education, and other appropriate staff, depending upon the student’s disability or suspected area of disability, such as:</p> <ul style="list-style-type: none"> • The school psychologist • Related services personnel • The school nurse • Persons developing a special education assessment plan should use information from:

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APPENDIX F

NAME OF PSC SCHOOL: LOS ANGELES HIGH SCHOOL

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • The written request for a special education assessment. • The <i>LAUSD Student Enrollment Form</i>, Section 10: Special Services. • The parent, including the <i>Student Information Questionnaire</i>. • School records, including teacher interviews and observations, student work samples, and other knowledge gathered through a process that reviews the student’s achievement. • The Student Success Team recommendations, including accommodations and modifications. • Independent assessments provided by the parent. <p>Legally, the assessment plan must provide for:</p> <ol style="list-style-type: none"> 1. Assessing the student in all areas of suspected disability. 2. Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. 3. Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. 4. Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills. 5. Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. 6. Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student. 7. Using information provided by the parent/guardian. 8. Obtaining information about how the student is involved and progressing in the

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>general curriculum.</p> <p>II. COMPLETING THE SPECIAL EDUCATION ASSESSMENT PLAN The plan should be developed on the Welligent IEP System. The System provides for the assignment of an IEP case manager who will be responsible for developing the Assessment Plan, assigning assessors to provide the assessments once the plan is approved by the parent, and monitoring that is completed on time. Be sure to:</p> <ol style="list-style-type: none"> 1. Check the appropriate reason(s) for the assessment. 2. Check the appropriate assessment areas, types of assessments, and the persons who may be conducting the assessments. 3. Identify any accommodations in test administration that may be necessary. 4. If an interpreter will assist in the assessment, include the reason(s). 5. Include the date the plan was provided to the parent and the manner in which it was delivered. 6. Print and retain a copy. 7. Provide 2 copies to the parent/guardian and attach a copy of <i>A Parent's Guide to Special Education (Including Procedural Rights and Safeguards)</i>.
Outcome 2	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • Use of grade level materials • Backwards planning/using assessments to guide instruction. • Using departmental assessments at the beginning of each semester. • Data-driven, standards based, differentiated instruction. • Collaboration with GEN ED Teachers: • Department planning with SPED (SDP/MRM/RSP) to ensure appropriate pacing for all students. • Maintaining the same academic and behavioral expectations for all students

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		and teachers in all classrooms.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Alternate standards – design of instruction including age appropriate activities/ appropriate post- secondary outcomes. • Curriculum based/informal assessments that are standards based (on alternate standards) • Curriculum meets the needs of all students (multi-age/multi-ability/multi-disability) • Data driven decision making for differentiated instruction.
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Needs of SWD will be considered/addressed when developing school schedule (master schedule) – awareness of the complex scheduling/services. • Recognize that SWD’s programs must be addressed before other programs/classes are scheduled and that changes to schedules of SWDs must not be altered without approval from SPED Coordinator/Admin or SPED Case carrier to ensure compliance with IEP. • Master Calendar for DIS services will be accommodated and modified to ensure students can receive those services. • Welligent tracker will be used to monitor and record the services provided to the student as per their IEP
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>All students that are 14 years and older will have the following in regard to transition:</p> <ul style="list-style-type: none"> • An Individual Transition Plan (ITP) will be written into the IEP • Family/student seminar for incoming 9th graders through DOTS “Preparing for Adult Life” • Transition Assessment completed annually depending on grade level/age of

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		student (IDEAS, Online/Interview etc) <ul style="list-style-type: none"> • Students will have a Student Transition Portfolio: including creation of resumes, work experience, applications etc • Transition instruction each month through ELA classes taught by the transition teacher.
Federal requirement	Access to Extra-Curricular/Non academic activities:	Students will have the same access as students without disabilities that include but are not limited to: Sports, Assemblies, Champions and other extra-curricular activities
Federal requirement	Providing Extended School Year	<ul style="list-style-type: none"> • IEP teams will use Memorandum 5410.1 to determine whether or not students qualify for ESY. • Instructional programs are developed for the ESY period to address individual student needs as per their IEP • Annual budget planning included an allocation for personnel and resources to provide ESY services.
Federal Court requirement	MCD Outcomes (to be woven among others)	<ol style="list-style-type: none"> 1. Participation in Statewide Assessments, English Language Arts 2. Participation in Statewide Assessments, Mathematics 3. Graduation Rate 4. Completion Rate 5. Reduction of Suspension 6. Least Restrictive Environment 7. Least Restrictive Environment (SLD, SLI, OHI, MD, OI) 8. Home School 9. Individual Transition Plan 10. Timely Completion of Evaluation 11. Complaint Response Time 12. Informal Dispute Resolution 13. Delivery of Special Education Services

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		14. Parent Participation at IEP Meeting 15. Timely Completion of IEP Translations 16. Qualified Special Education Teachers 17. Behavioral Support Plans for students with Autism or Emotional Disturbance 18. Comprehensive Evaluation of African American students identified with Emotional Disturbance
All	Professional Development	<ul style="list-style-type: none"> • School-wide opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students • The Special Education department will provide whole-school Professional Development focusing on: Federal and State mandate, learning how to become active participators in IEP process, Differentiated Instruction. • Special Education Teacher will participate in professional development with the General Education peers and participate in the Professional Learning Community rounds with teachers in their SLC's.
Outcomes 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • An Administrator with Special Education background will oversee operations of Special Education department in compliance with MCD outcomes. • Bridge Coordinator works with both general education and special education teachers to ensure access to the curriculum in the Least Restrictive Environment • Each teacher will be assigned a baseline paraprofessional • Clerical Support for compliance will be in place and located in the Special Education office to ensure access for all stakeholders. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Teacher recruitment procedures will ensure that highly qualified teachers are available to students with IEP's • Administration will monitor and verify credentials

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<ul style="list-style-type: none"> • MCD Clerk will communicate with parent/guardian informing them in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within a • A procedure is planned for responding to parents’ concern and complaints and providing timely response.

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NAME OF PSC SCHOOL: LOS ANGELES HIGH SCHOOL

	Demographic							Performance																						
	Size	Ethnicity			Other Groups			API		CST Proficiency											Others									
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009	
Applicant Team Name																														
Los Angeles High School Internal Design Team	2,980	10	77	10	1	77	32	12	59	82	26	2	10	-1	4.3	0.5	2.9	4.8	24	10.1	22.1	7	19.5	6.7	9.5	8.5	32	68	56	

APPENDIX K – SCHOOL CALENDAR

Los Angeles High School																																				
School Year 2012-2013																																				
BALANCED 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	FD																															15				
September					H																											34	NA			
October																																	57			
November												H																				73	NA			
December														88																						
January																	H																			
February																					H											18	NA	NA	NA	
March																																				
April	H																																55	NA		
May																																		H	77	
June																																			92	NA

First Day of School: August 8, 2012
 Last Day of School: June 21, 2013
 Number of Instructional Days: 180 (Yellow)
 Number of Holidays: 13
 Number of PD Days: 37 (Fridays, 1.5 hrs)

Los Angeles High School Bell Schedule

Under District policy, we will have 65,412 total annual instructional minutes required for High Schools with Grades 9-12. During the school year, we will keep the same uniform bell schedule to eliminate confusion for faculty and students. All the operational activities such as assemblies, orientations or testing will be scheduled during the Advisories. Los Angeles High School chooses 2 by 8 Block bell schedule to provide imbedded intervention for at-risk students as well as additional opportunities for credit recovery. Advanced studies students will have plentiful opportunities to take enrichment, honors and AP courses. Even though the efficacy of the block scheduling varies from school to school, we found the specific benefits in literature at <http://www.prel.org/products/products/block-scheduling.htm>.

LAHS has selected a Two by Eight Block bell schedule with the Late Start Fridays to provide:

- embedded intervention for at-risk students - intervention classes devoted to core subject areas such as Math, English or Science
- additional opportunities for credit recovery and plentiful opportunities to take enrichment, honors and AP courses
- personalization and guided intervention in Advisories
- concentration on adjustment needs or academic needs for Special education and ELS students
- an increase of instructional time due to the decrease of passing time between periods
- more time for interdisciplinary projects, labs or hands-on activities
- time to adjust to different learning needs and to explore topics in depth
- interactive and student-centered instruction
- support for the athletic and performing arts programs
- more opportunity for teachers to collaborate with colleagues and work on SLC thematic and cross-curricular projects on weekly bases

LAHS schedule will support all programs and needs of all students, including the intervention for core subject areas. Through the establishment of Two by Eight Block Schedule, at-risk students will be enrolled in double block content intervention classes (Math/English or Science) with the same teacher as in Algebra 1, English 9 and Biology. Students take science intervention class for one semester and one SLC thematic electives during the second semester. In these intervention classes, we will provide additional instruction, scaffolding, additional support, technology-based intervention such as ALEX or other web-based programs. Basically, the amount of time in a particular subject will be doubled in Algebra 1, English 9 or Biology; moreover students will have more time to interact with the content without disruption in a 90 minutes block period.

The eight period block 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-G and SLC specific electives, college credit courses in their final semester. 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 fresh minds for unit planning and collaboration. 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.

Two by Eight Schedule

LAHS will be in session for 180 school days: from which there will be 144 regular school days and 36 Late Start Fridays – totaling of 65,412 instructional minutes per year. Each week we will have Late Start Friday, which means students will report to school at 9:35 AM; and teachers will have professional development and collaboration time from 8:00 to 9:30 AM. Late Start Fridays will begin with Block I in the first week of school and continue alternating with Block II thereafter. On Fridays following the PHABO Night, classes will start at 9:35 AM.

Time	Monday	Tuesday	Wednesday	Thursday	Friday – Late Start at 9:40
					PD / Teacher Collaboration 8:00-9:30
08:00 - 09:30 90 min	1 Block	5 Block	1 Block	5 Block	1/2 alt. Block 68 min 9:40- 10:48 AM
9:30 – 9:45 15 min	Nutrition	Nutrition	Nutrition	Nutrition	No Nutrition
09:45 – 9:52 7 min	passing	passing	passing	passing	7 min passing 10:48 - 10:55
09:52 - 11:22 90 min	2 Block	6 Block	2 Block	6 Block	3/4 alt. Block 68 min 10:55 - 12:03
11:22 – 11:29 7 min	passing	passing	passing	passing	Lunch = 33 min 12:03 -12:36
11:29 – 12:59 90 min	3 Block	7 Block	3 Block	7 Block	7 min passing 12:36 – 12:43
12:59 - 1:34 35 min	Lunch	Lunch	Lunch	Lunch	5/6 alt. Block 68 min 12:43- 1:51 PM
1:34 – 1:41	passing	passing	passing	passing	7 min passing 1:51 – 1:58
1:41 – 3:06 90 min	4 Block	8 Block	4 Block	8 Block	7/8 alt. Block 68 min 1:58- 3:06 PM
381 instruct. minutes					293 instructional minutes

Example of Scheduling for Intervention (FBB and BB on CST) – 9th Grade				
<i>Note: athletes, band and color guard students are scheduled into Program Support Advisories</i>				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start classes begin at 9:40
1 Algebra 1	5 Math Tutoring with the same teacher	1 Algebra 1	5 Math Tutoring	1/2 alt. Block
2 Academic Literacy- READ 180	6 English 9	2 Academic Literacy	6 English 9	3/4 alt. Block
3 Biology	7 Science Support or SLC elective	3 Biology	7 Science Support or SLC elective	5/6 alt. Block
4 PE or Athletics	8 Advisory - emphasis on HW tutoring, high school survival skills, CST preparation, AVID skills	4 PE or Athletics	8 Advisory	7/8 alt. Block

Example of Scheduling for English Language Learners (ESL 1A and ESL 1B)				
<i>Note: ESL One and Two students will be in ESL Advisories, while ESL Three and Four will be mainstreamed into grade level Advisories.</i>				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start
1 ESL Algebra 1	5 ESL Math Intervention with the same teacher	1 ESL Algebra 1	5 ESL Math Int.	1/2 alt. Block
2 ESL 1A/B	6 ESL 1A/B	2 ESL 1A/B	6 ESL 1A/B	3/4 alt. Block
3 PE	7 ESL Science - Into to Science with bilingual support	3 PE	7 ESL Science	5/6 alt. Block
4 ESL History	8 Advisory – emphasis on language acquisition, tutoring, cultural and social enrichment	4 ESL History	8 Advisory	7/8 alt. Block

Example of Scheduling for Advanced or Regular Students -10th grade				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start
1 Honors/ Regular English 10	5 Honors/ Regular World History	1 Honors Regular English 10	5 Honors/ Regular World History	1/2 alt. Block
2 Honors/Regular Geometry or Algebra 2	6 Advanced PE	2 Geometry or Algebra 2	6 Advanced PE	3/4 alt. Block
3 Foreign Language	7 AP or Regular Biology	3 Foreign Language	7 Biology	5/6 alt. Block
4 SLC Aligned Elective or Technical Education	8 Advisory – emphasis of SLC Themes, CAHSEE/ CST preparation, cultural/social enrichment, AVID skills	4 SLC Elective/ Technical Education	8 Advisory	7/8 alt. Block

Example of Scheduling for Regular 11th grade				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start
1 Contemporary Composition/ American Literature	5 US History	1 Cont Comp/ Am Lit	5 US History	1/2 alt. Block
2 Geometry or Algebra 2	6 Foreign Language	2 Geometry or Algebra 2	6 Foreign Language	3/4 alt. Block
3 Art/ Music or Technical Education	7 Chemistry or Physics	3 Art/ Music or Technical Education	7 Chem./Physics	5/6 alt. Block
4 SLC Aligned Elective	8 Advisory – emphasis of SLC thematic service learning, career exploration, CST / SAT prep.	4 SLC Aligned Elective	8 Advisory	7/8 alt. Block

Example of Scheduling for Advanced Studies -11th grade				
<i>Note: athletes, band and color guard students are scheduled into Program Support Advisories</i>				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start
1 AP English Language	5 AP or Honors US History	1 AP English Language	5 AP or Honors US History	1/2 alt. Block
2 Math Analysis	6 Foreign Language	2 Math Analysis	6 Foreign Language	3/4 alt. Block
3 AP Art	7 AP Chemistry or Physics	3 AP Art	7 AP Chem./ Physics	5/6 alt. Block
4 SLC Aligned Elective	8 Advisory – emphasis of SLC thematic service learning, career exploration, CST/ SAT preparation, AVID	4 SLC Aligned Elective	8 Advisory	7/8 alt. Block

Example of Scheduling for Regular 12th grade				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start
1 Expository Composition/ World Literature	5 Government/ Economics	1 Expository Comp/ World Lit	5 Government/ Economics	1/2 alt. Block
2 Technical Education or Credit recovery class	6 Psychology/ Sociology/ World of Education	2 Technical Educ. or Credit recovery	6 Psych/ Soc/ World of Educ.	3/4 alt. Block
3 Foreign Language	7 Physiology or Environ. Science or Geography or other Science elective	3 Foreign Language	7 Physiology or Environ. Science elect.	5/6 alt. Block
4 Journalism or Cinema other SLC aligned elective	8 Advisory - SLC theme related job shadowing, internships, peer mentoring & college related portfolio, AVID	4 Journalism or Cinema	8 Advisory	7/8 alt. Block

Example of Scheduling for Advanced Studies -12th grade				
Monday	Tuesday	Wednesday	Thursday	Friday Late Start
1 AP English Literature	5 AP or regular Government/ Econ	1 AP English Lit	5 AP or regular Government/ Econ	1/2 alt. Block 68 min
2 AP Calculus	6 Physiology/ Psych/ Soc	2 AP Calculus	6 Physiology/ Psych/ Soc	3/4 alt. Block
3 AP Foreign Language or AP Spanish Lit	7 AP Environ. Science or AP Statistics	3 AP Foreign Language or AP Spanish Lit	7 AP Environ. Science/ AP Stat.	5/6 alt. Block 68 min
4 Journalism or Cinema	8 Advisory - SLC Theme related job shadowing, internships, peer mentoring and college related portfolio	4 Journalism or Cinema	8 Advisory - SLC Theme related job shadowing, internships, peer mentoring and college related portfolio	7/8 alt. Block 68 min

Example of Programming for Advanced Studies for students who are proficient or advanced on the CST and express interest to be in AP/Honors classes:

9th grade	10th grade	11th grade	12th grade
Honors English 9	Honors English 10	AP English Language	AP English Literature
Honors Biology A & B	AP Biology or Honors Chemistry	AP Chemistry or Physics	Advanced Science course: AP Envir. Science
Algebra 2 A & B	Geometry A & B	Math Analysis A & B	AP Calculus
Health / Computers	Honors World History	Honors/ AP US History	Honors or AP Govern./ Econ.
PE/ Athletic	Advanced PE/ Athletic	PE if not passed Physical Fitness or Athletic	Athletic
Advisory - Emphasis on Study Skills and other High School requirements	Advisory - Emphasis on SLC Theme	Advisory - Emphasis on College Prep	Advisory - Emphasis on Career Exploration and Service Learning
	Foreign Language	Foreign Language	AP Spanish and/or AP Spanish Literature
Art or Technical Education	SLC Aligned Electives	AP Art, Physiology, Sociology, etc.	AP Psychology, Journalism or Cinema

**Public School Choice 3.0
Performance Plan**

Appendix P

APPENDIX P – PERFORMANCE PLAN

PSC School Site: Los Angeles High School

Design Team Name: Internal Redesign Team

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
C.ST ELA								
1	% of all students scoring FBB/BB	44%	40%	34%	<ol style="list-style-type: none"> 1. Enroll all students in Avid classes to focus on study skills and test taking strategies. 2. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to focus on at risk students. 3. Offer essential English skills classes by incorporating flexible scheduling during the instructional day. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G requirements. 2. The decrease of FBB/BB scores on CST, STS, CMA, and CAPA. 3. An increase percentage in credit recovery. 	29%	25%
	<i>English Learners</i>	44%	40%	35%	<ol style="list-style-type: none"> 1. Offer supplemental classes in English Language Skills. 2. Offer essential English skills classes by incorporating flexible scheduling during the instructional day. 	<ol style="list-style-type: none"> 1. A decrease of FBB/BB scores on CST and STS. 2. An increase percentage of students passing the CELDT and reclassifying to English proficient. 	30%	25%
	<i>Special Education</i>	85%	81%	61%	<ol style="list-style-type: none"> 1. Qualify more students to take the California Modified Assessment (CMA) through the IEP process. 2. Offer essential English skills classes by incorporating flexible scheduling during the instructional day 	<ol style="list-style-type: none"> 1. A decrease percentage of students scoring FBB/BB on CST and scoring proficient on CMA 2. An increase in students passing A-G requirement in English. 	51%	40%
	<i>African American</i>	50%	51%	42%	<ol style="list-style-type: none"> 1. Offer essential English skills classes by incorporating flexible scheduling during the instructional day 2. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to focus on at risk students. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G requirements and passing the periodic assessments 2. A decrease in FBB/BB scores on CST and an increase of students passing the periodic assessments in English. 	33%	25%
	<i>Latino</i>	45%	40%	35%	<ol style="list-style-type: none"> 1. Offer essential English skills classes by incorporating flexible scheduling during the instructional day 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G requirements and a decrease in FBB/BB scores on CST. 	30%	25%
	<i>White</i>	18%	20%	15%	<ol style="list-style-type: none"> 1. Embed test taking teacher strategies 	<ol style="list-style-type: none"> 1. Decrease in FBB/BB scores on CST 	10%	5%
	<i>Asian</i>	39%	32%	27%	<ol style="list-style-type: none"> 1. Offer after school tutoring to assist students with core classes and embed test taking strategies. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G requirements 	22%	18%

**Public School Choice 3.0
Performance Plan**

Appendix P

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	<i>Economically Disadvantaged</i>	44%	40%	35%	<ol style="list-style-type: none"> 1. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in core classes. 2. Offer essential English skills classes by incorporating flexible scheduling during the instructional day 5. Develop Incentives to increase student participation in the National Meal Program. 	<p>and a decrease in FBB/BB scores on CST.</p> <ol style="list-style-type: none"> 1. A decrease of FBB/BB scores on CST, STS, CMA, and CAPA. 2. An increase percentage of students receiving a C or better in A-G requirements 3. An increase in revenue to Title I budget for additional resources to support and supplement student achievement. 	30%	25%
2	% of all students scoring Prof or Adv	24%	26%	34%	<ol style="list-style-type: none"> 1. Enroll more students in rigorous courses such as honors and AP classes with additional support and resources to address their needs. 2. Identify gifted and talented students and develop enrichment activities to enhance their educational program. 3. Develop partnerships to provide resources and internship to prepare students for career and college readiness. 	<ol style="list-style-type: none"> 1. Student scores increase on AP Exam to 4, or 5 an increase students receiving a C or better in A-G requirements 2. An increase of students enrolling in college courses and scoring proficient / advance on CST, STS, CMA, and CAPA. 3. An increase in students applying to a four-year university and securing career positions in the work force. 	43%	53%
	<i>English Learners</i>	3%	5%	10%	<ol style="list-style-type: none"> 1. Offer additional supplemental classes in English during instructional day to provide support in reclassifying students by developing flexible scheduling. 2. Increase the number of EL students taking AP and honor classes by early recruitment. 3. Implement Professional Developments with skillful facilitators to focus on test taking strategies to enhance the ESL program. 	<ol style="list-style-type: none"> 1. Increase percentage of students re-designated English proficient An increase of students receiving a C or better in A-G requirements. 2. An increase of students scoring 3, 4, or 5 on AP Exam. 3. An increase in students scoring proficient / advance on CST, STS 	15%	25%
	<i>Special Education</i>	4%	4%	10%	<ol style="list-style-type: none"> 1. Assess SWD IEP to take the California Modified Assessment. (CMA) 2. Build professional development with skillful facilitators to focus on students with special needs 	<ol style="list-style-type: none"> 1. An increase percentage of students passing the CMA with proficiency 2. An increase in students scoring proficient/ advance on CST, CMA and CAPA. 	15%	20%
	<i>African American</i>	20%	23%	27%	<ol style="list-style-type: none"> 1. Increase enrollment in AP and honors classes by early recruiting during middle school. 2. Build professional development with skillful facilitators to focus on educating the Black Child. 	<ol style="list-style-type: none"> 1. Students score 3, 4, or 5 on AP Exam increase students receiving a C or better in A-G requirements. 2. Increase percentage of student's passing core classes and scoring proficiency/advance on CST. 	31%	35%
	<i>Latino</i>	22%	25%	28%	<ol style="list-style-type: none"> 1. Increase enrollment in AP and honors classes by 	<ol style="list-style-type: none"> 1. An increase of students scoring 3, 4, 5 on 	31%	35%

**Public School Choice 3.0
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Appendix P

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					early recruitment focus on test taking strategies. 2 Build professional development with skillful facilitator to focus on challenging curriculum for high achieving student	AP Exams and receiving C or better in A-G requirements. 2 An increase in students passing the CST with proficiency.		
	<i>White</i>	64%	60%	65%	1. Increase enrollment in AP and honors classes by early recruitment focus on test taking strategies. 2 Build professional development with skillful facilitator to focus on challenging curriculum for high achieving students	1. An increase of students scoring 3, 4, 5 on AP Exams and receiving C or better in A-G requirements. 2 An increase in students passing the CST with proficiency	70%	75%
	<i>Asian</i>	35%	42%	48%	1. Increase enrollment in AP and honors classes by early recruitment focus on test taking strategies. 2 Build professional development with skillful facilitator to focus on challenging curriculum for high achieving students.	1. An increase of students scoring 3, 4, 5 on AP Exams and receiving C or better in A-G requirements. 2 An increase in students passing the CST with proficiency.	54%	60%
	<i>Economically Disadv.</i>	24%	26%	30%	1. Enroll more students in rigorous courses such as honors and AP classes with additional support and resources to address their needs. 2. Identify gifted and talented students and develop enrichment activities to enhance their educational program. 4 Develop partnerships to provide resources and internship to prepare students for career and college readiness.	1. An increase of students scoring 3, 4, 5 on AP Exams and receiving C or better in A-G requirements. 2. An increase of students enrolling in college courses while matriculating in high school and scoring proficient/advance on CST, STS, CMA, and CAPA. 4. An increase in students applying to a four-year university and securing career positions in the work force, an increase students passing the Early Placement Assessment. (EAP)	36%	45%
CST MATH								
3	% of all students scoring FBB/BB	69%	62%	55%	1. Utilize technology with content to enhance achievement. 2. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to implement teaching strategies to focus on at risk students. 3. Offer essential skills classes in math during the instructional day by developing flexible scheduling.	1. An increase percentage of students receiving C or better in A-G requirements for math. 2. The decrease of FBB/BB scores on CST, STS, CMA, and CAPA 3. An increase percentage of students passing Algebra	48%	40%

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	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	<i>English Learners</i>	68%	70%	60%	<ol style="list-style-type: none"> 1. Utilize technology content to assist students with passing algebra 2. Offer essential math skills by incorporating flexible scheduling classes during the instructional day. 3. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to implement teaching strategies to focus on at risk students. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving C or better in A-G requirements in math. 2. An increase of 9th graders passing Algebra and a decrease of FBB/BB scores on CST and STS. 3. An increase percentage of students passing math CST with proficiency (350). A decrease retention rate of students repeating Algebra 	50%	40%
	<i>Special Education</i>	91%	95%	85%	<ol style="list-style-type: none"> 1. Qualify more students to take the California Modified Assessment (CMA) through the IEP process. 2. Offer essential math skills classes by incorporating flexible scheduling during the instructional day. 3. Utilize technology with content to enhance student achievement. 	<ol style="list-style-type: none"> 1. A decrease percentage of students scoring FBB/BB on CST in math and scoring proficient on CMA 2. An increase percentage of students receiving C or better in A-G requirements 3. A decrease percentage retention rate in grades (9-12) in math 	75%	65%
	<i>African American</i>	79%	85%	77%	<ol style="list-style-type: none"> 1. Offer essential math skills classes by incorporating flexible scheduling during the instructional day. 2. Utilize technology with content to enhance student achievement 3. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to implement teaching strategies to focus on at risk students. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving C or better in A-G requirements 2. An Increase in students passing the math portion of the CST. 3. A decrease in FBB/BB scores on CST 	69%	62%
	<i>Latino</i>	72%	73%	66%	<ol style="list-style-type: none"> 1. Offer essential math skills classes during the instructional day by implementing flexible scheduling. 2. Utilize technology with content to enhance student achievement 3. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to implement teaching strategies to focus on at risk students. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving C or better in A-G math requirements an increase passing the math portion of the CST 2. A decrease percentage retention rate in grades (9-12) in math core classes. 3. A decrease in FBB/BB scores on CST and an increase of students passing the periodic assessments in math. 	56%	45%
	<i>White</i>	36%	22%	13%	<ol style="list-style-type: none"> 1. Utilize technology with content to enhance student achievement 	<ol style="list-style-type: none"> 1. Decease in FBB/BB scores on CST and 2. An increase in students enrolling in higher level math classes. 	8%	5%

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	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	<i>Asian</i>	36%	37%	30%	<ol style="list-style-type: none"> Utilize technology with content to enhance student achievement. Establish Professional Developments with skillful facilitators to assist teachers in identifying caps in mastery of skills in order to implement teaching strategies to focus on at risk students. 	<ol style="list-style-type: none"> An increase in students enrolling in higher level math classes. A decrease in FBB/BB scores on CST and 	24%	20%
	<i>Economically Disadv.</i>	68%	69%	62%	<ol style="list-style-type: none"> Establish Professional Developments with skillful facilitators to assist teachers in implementing lesson plans to focus on at risk students. Develop Incentives to increase participation in National Meal Program Offer essential math skills classes during the instructional day by implementing flexible scheduling. 	<ol style="list-style-type: none"> A decrease of FBB/BB scores on CST, STS, CMA, and CAPA. An increase in revenue to Title I budget for additional resources to support and supplement student achievement An increase percentage of students receiving a C or better in A-G math requirements and increase passing the algebra periodic assessments. 	57%	42%
4	% of all students scoring Prof or Adv	10%	9%	12%	<ol style="list-style-type: none"> Enroll more students in rigorous high level math courses such as honors and AP with additional support and resources to address their needs. Enroll all students in Avid classes to focus on study skills. Identify gifted and talented students and develop enrichment activities to enhance their educational program. Develop partnerships to provide resources and internship to prepare students for career and college readiness. 	<ol style="list-style-type: none"> Student scores increase on AP Exam to 3, 4, or 5 an increase percentage of students receiving a C or better in A-G math requirements. An increase in students receiving proficient/advance scores in algebra on CST, STS, CMA, and CAPA. An increase of students enrolling in college courses and higher level math courses. An increase in students applying to a four-year university and passing the Early Advance Placement (EAP) math section of the CST. 	15%	20%
	<i>English Learners</i>	5%	4%	9%	<ol style="list-style-type: none"> Increase the number of EL students taking AP and honor classes. Build professional development with skillful facilitators to focus on lesson plans to enhance the ESL program. 	<ol style="list-style-type: none"> An increase of students receiving C or better in A-G math requirements scoring 3, 4, or 5 on AP Exam An increase in students scoring proficient / advance on math section of the CST, STS 	15%	20%
	<i>Special Education</i>	0.5%	0.7%	3%	<ol style="list-style-type: none"> Assess more students IEP to take the California Modified Assessment. (CMA) in algebra and geometry. Build professional development with skillful facilitators to focus on students with special needs Offer after school tutoring for SWD to assist in Core classes. 	<ol style="list-style-type: none"> An increase percentage of students passing the CMA with proficiency An increase in students scoring proficient / advance on CST, CMA, CAPA An increase percentage of students receiving C or better in A-G math 	6%	10%

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	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	<i>African American</i>	7%	4%	10%	<ol style="list-style-type: none"> 1. Develop professional development with skillful facilitators to focus on educating the Black Child. 2. Increase enrollment in AP and honors classes. 3. Offer after school tutoring to assist students in Core classes. 	requirements. <ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G math requirements. 2. An increase of student scoring 3, 4, or 5 on AP Exam. 3. Increase percentage of Students scoring proficient/advance(350) in math 	14%	20%
	<i>Latino</i>	7%	6%	10%	<ol style="list-style-type: none"> 1. I. Utilize technology with content to enhance student achievement and increase enrollment in AP and honors classes. 2. Enroll students in Avid to focus on study skills. 	<ol style="list-style-type: none"> 1. An increase of students scoring. 3, 4, 5 on AP Exam and passing the CST with proficiency. 2. An increase percentage of students receiving C or better in A-G math requirements. 	14%	20%
	<i>White</i>	18%	n/a	25%	<ol style="list-style-type: none"> 1. Build professional development with skillful facilitators to focus on challenging curriculum for high achieving students. 2. Increase enrollments in AP and honors classes and enroll students in Avid to focus on study skills. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G math requirements and passing the CST with proficiency. 2. An increase of students scoring. 3, 4,5 on AP Exam 	35%	50%
	<i>Asian</i>	39%	35%	43%	<ol style="list-style-type: none"> 1. Build professional development with skillful facilitators to focus on challenging curriculum for high achieving students. 2. Increase enrollments in AP and honors classes and enroll students in Avid to focus on study skills. 	<ol style="list-style-type: none"> 1. An increase percentage of students receiving a C or better in A-G math requirements and passing the CST with proficiency. 2. An increase of students scoring. 3, 4,5 on AP Exam 	47%	52%
	<i>Economically Disadv.</i>	10%	9%	15%	<ol style="list-style-type: none"> 1. Enroll more students in rigorous courses such as honors and AP classes with additional support and resources to address their needs. 2. Enroll all students in Avid classes to focus on study skills. 	<ol style="list-style-type: none"> 1. Student scores increase on AP Exam to 3, 4, or 5 and students receiving C or better in A-G math requirements. 2. An increase in students scoring proficient / advance on CST, STS, CMA, and CAPA. 3. An increase of students enrolling in college courses and applying to a four-year university. 	23%	35%
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	8.5%	8.8%	12%	<ol style="list-style-type: none"> 1. Offer essential English skills classes by incorporating flexible scheduling during the instructional day. 2. Enroll students in Avid classes to focus on study 	<ol style="list-style-type: none"> 1. An increase percentage of students passing the CELDT and reclassifying to English proficient 2. An increase of students receiving a C or 	16%	22%

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	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					skills.	better in A-G requirements and scoring basic and above on CST and STS.		
8	% EL Students Scoring Proficient on CELDT	54%	49%	54%	<ol style="list-style-type: none"> 1. Enroll All students in Avid classes to focus on study skills. 2. Offer essential English skills classes by incorporating flexible scheduling during the instructional day. 3. Offer supplemental classes in English Language Skills. 	<ol style="list-style-type: none"> 1. An increase of students receiving a C or better in A-G requirements. 2. An increase percentage of students scoring proficient on the CELDT and reclassifying to English proficient. 3. An increase of students scoring passing the CST and STS with proficiency. 	60%	70%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	41%	46%	50%	<ol style="list-style-type: none"> 1. Increase opportunities for students to have credit recovery classes during the instructional day by offering flexible programming and scheduling. 2. Form partnerships with community businesses offering mentoring programs internships, and work incentives for students. 3. Enroll students in Avid to focus on study skills. 4. Ensure Principals have core knowledge, as well as management skills, to inform and lead change and effectively communicate the mission and vision of the school. 4. Build self-discipline among students by staff members focusing on the holistic student. 5. Reduce class size reduction and quality teaching experience through funds generated by categorical funding. 6. Developing cultural enrichment activities through motivational assemblies and school wide fairs. 	<ol style="list-style-type: none"> 1. A decrease in student retention from one grade level to the next. 2. A decrease in the dropout rate as students matriculate from one grade level to another resulting in an increase in the cohort graduation rate. 3. An increase of students receiving a C or better in A-G requirements. 4. Feedback from administrator evaluations will measure whether the administrator was instrumental in developing strategies to achieve goals. 4. An increase in student attendance rate moving to proficiency (97 %.) A decrease in the suspension and failure rate 5. Increase in student achieving high academic success by decreasing 9th grade retention rate. 6. An increase in students enrolling in college classes and passing with proficiency. 	55%	60%
10	CAHSEE Pass Rate (10 th grade)	63%	64%	67%	<ol style="list-style-type: none"> 1. Offer CAHSEE prep classes after school to 10th grades prior to taking CAHSEE to focus on test taking strategies. 2. Enroll low achieving students in essential ELA and Math classes during instructional day. 3. Utilize technology with content to enhance student achievement. 	<ol style="list-style-type: none"> 1. & 2 Increase percentage of students passing both ELA and math with proficiency by receiving a score of (380) 3. Increase the percent of students prepared to take the CAHSEE. 	70%	75%

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	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
11	% Students In A-G Courses Receiving Grade of C or Higher	9 th = 20% 10 th = 15% 11 th = 11% 12 th = 8%	9 th = 22% 10 th = 16% 11 th = 11% 12 th = 11%	9 th = 25% 10 th = 18% 11 th = 13% 12 th = 13%	<ol style="list-style-type: none"> 1. Reduce class size reduction and quality teaching experience through funds generated by categorical budgets. 2. Enroll students in Avid to focus on study skills and rigorous courses with additional support and resources to address their needs. 	<ol style="list-style-type: none"> 1. An increase of students receiving a C or better in A-G requirements. 3. A decrease in student retention from one grade level to the next. 	9 th = 30% 10 th = 22% 11 th = 16% 12 th = 16%	9 th = 38% 10 th = 28% 11 th = 20% 12 th = 20%
12	% Graduates Meeting A-G Requirements	22%	29%	38%	<ol style="list-style-type: none"> 1. Reduce class size reduction and quality teaching experience through funds generated by categorical budgets. 2. Build self-discipline among students to instill school pride by implementing the Youth Empowerment Seminar (YES) to build student character and resilience. 	<ol style="list-style-type: none"> 1. An increase of students enrolling in A-G requirements. 2. A decrease in student retention from one grade level to the next. 	49%	64%
RETENTION RATE (high schools only)								
	# First Time 9th Graders	467	448	496	<ol style="list-style-type: none"> 1. Offer summer institute for entering at risk 9th graders. 2. Recruit potential 8th graders from feeder middle schools by offering incentives for enrolling in LA High such as small class sizes, award winning band program, math and science magnet program, Small learning communities that offer a variety of career choices and college readiness. 3. Initiate 9th grade orientation at the middle school. 	<ol style="list-style-type: none"> 1. An Increase in 9th grade students that transition to high school. 2. An increase enrollment of 9th graders from feeder middle schools and open enrollment applications. 3. Increase middle school students and parents information concerning LA High. 	546	600
	% Retained 9 th Graders	30%	30%	23%	<ol style="list-style-type: none"> 1. Enroll students in avid to increase study skills. 2. Reduce class size reduction and quality teaching experience through funds generated by categorical budgets. 3. Build self-discipline among students to instill school pride by implementing the Youth Empowerment Seminar (YES) to build student character and resilience. 5. Offer credit recovery classes during the instructional day by implementing flexible scheduling. 	<ol style="list-style-type: none"> 1. Student's report card show passing core classes at the 5 week progress. Midterm, 15 week and final grades. 2. An increase of students receiving a C or better in A-G requirements. 3. An increase percentage of student attendance rates moving to proficiency (97%). 5. A decrease in student retention rate from one grade level to the next. 	17%	12%
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance	90%	93%	95%	<ol style="list-style-type: none"> 1. Build self-discipline among students to instill school pride by implementing the Youth 	<ol style="list-style-type: none"> 1 & 2. Decrease in student tardy and truancy. 3. School wide attendance increase to 	97%	98%

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	Rate for Students				Empowerment Seminar (YES) to build student character and resilience. 2. Publicize the consequences of becoming classified as a truant and enforce the rule by offering attendance recovery programs. 3. Clarify school standards related to attendance by making sure students understand state law. 4. Keep accurate attendance records through SLC clerks and purchase PSA counselors to make home visits concerning student excessive absences.	proficiency. (97%) 4. Student's grades increase on progress reports, midterm and final grades in core classes. 5. Decrease in revenue lost from ADA, ensuring school meets norm requirements.		
14	Attendance Rate for All Staff	93%	94%	96%	1. Reduce the level of work related stress from the school environment by involving faculty in policy change decisions. 2. Use incentives such as year-end bonus, teacher of the month recognition and paid professional development to show appreciation for staff.	1. Decrease in staff and faculty tardy. 2. A decrease in faculty and staff absences moving teacher attendance rate from 95% to an increase of 96% or higher.	98%	99%
15	Number of Suspensions	4%	10%	8%	1. Build self-discipline among students to instill school pride by implementing the Youth Empowerment Seminar (YES) to build student character and resilience. 2. Offer in school suspensions as an alternative to school wide suspension.	1. A decrease in student altercations on campus. 2. Decrease in student's tardy and trancies and decrease in the school wide suspension rate.	6%	5%
1.	School Experience Survey: % Parents Participating	20%	14%	25%	1. Keep accurate and updated records of student information. 2. Offer workshops for parents in completing the school survey. 3. Offer computer technology workshop to assist parents in completing survey via the internet.	1. A decrease in student mail being return undeliverable. 2. An increase in percentage of parents completing and returning the survey through the mail. 3. Increase in surveys returned.	43%	75%
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School	84%	85%	90%	1. Develop outreach to parents through parent center and SLCs. 2. Publicize classes through School Web page and parent newsletter. 3. Initiate phone tree to increase personal contacts between parents. 4. Invite parents for student final SLC cross curriculum projects and all student presentations.	1, 2, 3 & 4 Increase the parent participation category of school involvement in the School Experience Survey.	95%	100%

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	Involvement”							
18	<i>Culture or Mission-Specific Indicator</i>							
19	<i>Culture or Mission-Specific Indicator</i>							
20	<i>Culture or Mission-Specific Indicator</i>							

Implementation Plan – Public School Choice 3.0

	2011-12	2012-13	2013-14	Rationale
Advisories	(Spring semester) Professional Development for all teachers in grade level cohorts within SLCs to develop curriculum.	Full implementation of advisories in grades 9-12.	Evaluate effectiveness of program through data focused on matriculation to next grade level, test scores, grades and student surveys, making changes as needed.	Developing personal and academic goals, test preparation, high school success and career path orientation skills. Providing intervention and increasing personalization of SLCs.
Linked Learning	Professional Development conducted by LAUSD and ISCA. Use professional development time in SLCs and departments to develop interdisciplinary lessons and units.	Use advisories to link learning to student interest and SLC themes. Service learning projects for students linked to their SLC theme through community involvement and career pathway.	Provide work experience, internships and job shadowing opportunities for students linked to their SLC themes and career pathways.	Makes learning more relevant for students. Provides opportunities to connect with the community. Effective with at-risk students because it engages their interests and provides concrete connections to learning.
Cognitive Apprenticeships	Professional development focusing on instructional strategies through LAEP.	Teachers will provide intellectual scaffolding through modeling, coaching, articulation and reflection. Begin cooperative learning that involves students working with peers who have mastered content.	Evaluate effectiveness of instructional program through analysis of grades, credit completion, test scores and student surveys. Continue cooperative learning through community and career based experts.	Collaborative approaches to learning are effective with SWDs, ELLs and African American students. Connects students to industry professionals, making learning more relevant.

Authentic Intellectual Work	Professional development to focus on and develop interdisciplinary, project-based units that reinforce the SLC themes.	Students will complete interdisciplinary projects that will incorporate learning from core classes based on SLC themes and community needs.	Evaluate effectiveness of project-based learning through analysis of grades, credit completion and student surveys.	To make classroom learning more authentic and linked to the real world. Develop basic knowledge and skills to ensure higher level thinking.
SLCs	Master schedule planning to include merging of the 9th grade house and developing electives to support the existing SLC themes. Counselors visit middle schools to discuss options concerning SLCs.	Full merging of the 9th grade house into the other thematic SLCs. Support 9th graders through cohorts and mentoring. Further development of SLC themes, electives and interdisciplinary projects.	Evaluate academic performance levels of the ninth graders after merging with thematic SLCs. Small Learning Communities will place an emphasis on working with community partners and businesses.	Less segregation and full inclusion of all students. Greater autonomy for SLCs and increased number of thematic electives offered.
Bell Schedule	Professional development to focus on effective instruction for block scheduling. Analyze data to determine intervention and enrichment needs to effectively place students.	Full implementation of a 2x8 block schedule.	Evaluate academic performance levels of all students and data focusing on student success and provide further opportunities for intervention and enrichment.	Provides embedded intervention and credit recovery during the school day. Also provides opportunities for further enrichment through a wider selection of electives.
Balanced Calendar	Professional development focusing on the implementation of the balanced calendar.	Full implementation of the LAUSD balanced calendar.	Evaluate data focusing on student participation in credit recovery programs. Evaluate the cohort graduation rate.	Greater opportunities for credit recovery (winter and summer). Increased retention of student learning.

Partnerships	<p>Formalize agreement with partners and outline specific services and expectations.</p> <p>Research the availability of additional partners to reinforce SLC career themes.</p> <p>Consider available funding and identify revenue sources.</p>	<p>ENCORPS teaching interns will provide industry expertise and classroom support to reinforce relevance of instruction.</p> <p>ISCA will provide lesson design seminars and follow up with cohorts of teachers.</p> <p>LAEP will assist in transforming SLCs into Career Academies.</p>	<p>Create connections between the companies associated with ENCORPS and Los Angeles High School.</p> <p>ISCA will continue to implement lesson design on a broader scale including more teacher cohorts.</p> <p>LAEP will continue to support the transformation of SLCs.</p>	<p>Enhance the relevance of instruction and connect it to real life experience.</p> <p>Enhance effectiveness of teacher collaboration and lesson design.</p> <p>Enhance the transformation of SLCs into Career Academies.</p>
ESBMM	<p>Inform all stakeholders of the organizational structure of the school's governance model.</p> <p>Leadership council will convene to select the school's administrative team.</p>	<p>Formation of sub committees and meetings of advisory councils. (see ESBMM Leadership Diagram).</p> <p>Implementation of supplemental teacher evaluation system. Use of autonomy over budget to ensure the instructional program is implemented effectively.</p> <p>Hiring committees will interview and hire candidates who enhance the instructional program.</p>	<p>Review the application of ESBMM autonomies to ensure effective governance.</p>	<p>Greater autonomy over professional development, hiring, funding, curriculum and bell schedule.</p>

LOS ANGELES HIGH SCHOOL REFERRAL PROCESS PROCEDURE

- Every referral from classroom must accompany a completed referral form
- Students with an IEP that has a Behavior Support Plan (BSP) must adhere to and/or implement the BSP prior to being referred to the dean
- Special Education teachers will share accommodations and the content of the BSP with general education teachers at the beginning of the school year and maintain communication as needed

<u>Level A:</u> Behavior that requires Classroom Teacher Intervention	<u>Level B:</u> Behavior that Requires a Collaborative Team/SLC Intervention	<u>Level C:</u> Serious Behavior that requires Dean or School Police Intervention
<ul style="list-style-type: none"> • Minor classroom disruption (e.g. speaking out, out of seat) • No supplies or books • Dress code violation • Not doing homework/incomplete work • Chewing gum, eating in class • Grooming in class • Occasional tardiness 	<ul style="list-style-type: none"> • Obscene act, habitual profanity, vulgarity • Urgent personal, emotional and/or family problems • Lethargic, withdrawn behavior or noticeable change in behavior • Student program issues • Excessive absences and tardiness • Persistent problem with academic performance. • Defiance • Damage to school or personal property 	<ul style="list-style-type: none"> • Fighting, willful use of force and violence • Possession of a firearm, knife or any dangerous object • Possession, selling of any controlled substance and paraphernalia • Robbery or extortion • Stealing or attempting to steal school or personal property • Sexual harassment, assault, or battery • Harassing, threatening, intimidating others • Gang activities
Examples of Consequences	Examples of Consequences	Examples of Consequences
<ul style="list-style-type: none"> • Use time-out, demerit, loss of privileges or points • With the student, develop a contract with explicit expectations for behavior and consequences • Assign student to write an apology • Call parents • Assign a contribution plan (i.e., contributing back to the classroom environment) 	<ul style="list-style-type: none"> • Assign detention or in-school suspension • Involve student in the development of individual behavior support plan • Daily behavior report signed by parent • Clean up/make restitution • Loss of privileges • Assign out-of-school suspension • Possible arrest 	<ul style="list-style-type: none"> • Assign out-of-school suspension • Expulsion • Possible arrest

LOS ANGELES HIGH SCHOOL

ROMAN PRIDE IS...

- Los Angeles High School is a Drug-Free/Alcohol-Free Campus.
- Los Angeles High School Students will wear their school uniform.
- Los Angeles High School Students will carry their I.D. at all times.
- Los Angeles High School is a Bully-Free/Violence-Free Campus.

COMMON AREA	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
Classroom	<ul style="list-style-type: none"> • Remain in seats unless directed • Respect others' personal space • Ask permission to leave assigned areas 	<ul style="list-style-type: none"> • Arrive to every class on time daily • Bring all necessary supplies to class • Cooperate with other students • Complete and turn in all assignments 	<ul style="list-style-type: none"> • Treat others' property with respect • Keep Electronic use out of the classroom • Listen while teacher or students are speaking
All Common Areas	<ul style="list-style-type: none"> • Follow all adult directions the first time given 	<ul style="list-style-type: none"> • Help maintain a clean campus • Report drugs or dangerous objects to an adult 	<ul style="list-style-type: none"> • Avoid being a distraction to classrooms • Refrain from Public Acts of Affection
Eating Areas	<ul style="list-style-type: none"> • Keep hands and feet to self • Walk at all times • Keep walkways clear 	<ul style="list-style-type: none"> • Keep area clean, throw trash away in trash can • Use appropriate voice and language 	<ul style="list-style-type: none"> • Clean up after self • Treat others and property with respect
Assemblies / Special Events	<ul style="list-style-type: none"> • Keep hands and feet to self • Enter and exit in an orderly fashion 	<ul style="list-style-type: none"> • Be attentive • Listen with an open mind 	<ul style="list-style-type: none"> • Sit quietly • Applaud appropriately
Library	<ul style="list-style-type: none"> • Keep hands and feet to self • Use chairs and tables appropriately 	<ul style="list-style-type: none"> • Return materials on time • Carry your I.D. everyday 	<ul style="list-style-type: none"> • Use soft voices • Be considerate to those around you • Respect property – yours and others
Hallways	<ul style="list-style-type: none"> • Walk at all times • Move to class on time • Keep hands and feet to self 	<ul style="list-style-type: none"> • Consume food and drinks during assigned times only • Carry a hall pass • Follow and respond to adult directions 	<ul style="list-style-type: none"> • Avoid being a distraction to classrooms • Use appropriate voice volume and language
Office / SLC	<ul style="list-style-type: none"> • Enter and Exit in an orderly fashion 	<ul style="list-style-type: none"> • State your purpose politely 	<ul style="list-style-type: none"> • Be polite and respectful
Bathrooms	<ul style="list-style-type: none"> • Wash hands • Put towels in the trash can 	<ul style="list-style-type: none"> • Flush toilets • Keep area clean 	<ul style="list-style-type: none"> • Give people privacy • Respect property – yours and others

APPENDIX B – INFORMATIONAL SUMMARY

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

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

Designing Data Driven & Student Centered Instructional Programs

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

Instructional program

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

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

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

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

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

A Day in the Life of Two Students

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

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

As recommended by her counselor Mr. Rios, Rosalia's remaining classes are additional English and math classes. Upon getting to know her, Mr. Rios noticed Rosalia's academic records, low CST scores, and low grades in both the Summer Bridge Program and her eighth grade Algebra 1 class, and thus recommended intervention courses for her to take. Her parents agreed to the recommended classes and she is currently enrolled in an English intervention course called Read 180, where the class size is limited to 21 students and where students utilize materials and computer programs purchased from Scholastic, Inc. She is also enrolled in a math intervention course called Math Lab, which will help support her Algebra 1 class. These intervention courses will ensure that Rosalia is exposed to English and math everyday. By contrast, Claudia had excelled in her eighth grade English and math classes and is enrolled in Honors English and Geometry A. As she does not need any intervention, her two remaining classes are Spanish and Health. On the right is a period-by-period schedule of each sister's schedule, where even and odd periods are alternated daily.

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

Appendix U English

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

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

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

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

Extra- Curricular Activities that will be provided at the school

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

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

After School Program: Champions

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

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

Parent Engagement and Involvement

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

Parents as equal partners will be able to:

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

Staffing

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

공립학교 선택 3.0 (Public School Choice) 개요 (Summary)

로스앤젤레스고등학교

미션 (사명): 지역사회 학교인 로스앤젤레스고등학교는 진정한 현장 관련 교육 체험이 이루어지는 활기차고 역동적인 학교가 될 것이며, 학생들의 고조된 배움에의 열의, 졸업과 출석률의 향상, 지역사회 구축 프로젝트에의 늘어난 참여는 이를 증명해 줄 것입니다. 혁신적인 교육 프로그램의 구현과 더불어 그 효율성과 지속적인 발전은 정기적으로 점검되고 평가될 것입니다. 로스앤젤레스고등학교는 대학 진학, 장래의 커리어에 잘 준비된 학생들을 길러 내는 배움의 산실이 될 것입니다.

비전 (미래상): 로스앤젤레스고등학교에는 학생들이 고등 교육의 성공에 대한 꿈을 키우는 변환의 문화가 일고 있습니다. 학생들은 학교에서의 배움이 어떻게 개인의 성장으로 연결되는지, 교실에서 교실을 넘어, 대학 및 직업 준비에 이르게 되는지, 지역사회와 함께하며, 더 큰 세계 속으로 나아가는지 알게 될 것입니다. 창의적이고 비판적이며 탄력적인 사고를 지닌 학생들은 명료한 의사소통을 하며, 효과적으로 서로 협력하고, 과학기술을 상황에 따라 적절히 활용하여 목표를 달성할 것입니다. 학생들은 21 세기의 훌륭한 성인으로 성장하면서 지도력 자질, 공감, 관용, 인내심을 기를 것입니다.

데이터를 기반으로 한 학생 중심의 교육 프로그램 설계

로스앤젤레스 고등학교는 데이터를 기반으로 교육, 교과 과정/커리큘럼, 전문적인 개발 교육, 인터벤션과 학생들의 필요에 맞는 결정을 하는 지속적인 학교 개선 문화의 실천을 위해 전력을 기울이고 있습니다.

교육 프로그램

학생들에게 도전적이며 연관성이 있는 교육, 프로젝트 중심의 상호교류 학습 (다른 과목끼리), 충분한 비계 설정 학습법으로 차별화된 교수법, 학과목 속에 포함된 경험적 지식에 바탕을 둔 인지적 도제를 활용함으로써 모든 학생은 고등학교를 졸업하고 고등학교 후의 교육과 직업에 대한 기회를 성공적으로 추구하는 명료하고 효율적이며 건설적인 학습자가 될 수 있습니다.

다양한 학생 인구의 요구에 부응하기 위해 개별적인 그룹들에게 제공되는 교육 프로그램은 다음과 같습니다.

영재 학생	<ul style="list-style-type: none"> 차별화된 수준 높은 참여 영재 학생들을 위한 인식영역 확대의 기회 복합적이고 다중적인 능력별 교육 재능있는 학생들을 위한 특수 보강교육의 기회
영어 미숙 학생	<ul style="list-style-type: none"> 충실한 학년 수준별 교과 과정 제공 SDAIE (영어를 배우는 학생들이 쉽게 학과목을 배울 수 있도록 특별히 고안된 영어 교수법) 전략을 통한 비계 설정 (Scaffolding)
장애 학생	<ul style="list-style-type: none"> 독립심 고양과 미래의 성공을 위한 실생활 교육의 연계 개별 교육 계획(IEP)의 준수

	<ul style="list-style-type: none"> • 내용의 이해를 위한 다중지능 (multiple intelligence) 접근법
사회 경제적으로 어려운 학생	<ul style="list-style-type: none"> • 그룹 간의 틈을 줄이기 위한 읽고 쓰는 능력과 수리 능력에 대한 지원 • 실제 체험 교육 • 구조적인 환경 조성 과 일관성의 유지
표준 영어학습자	<ul style="list-style-type: none"> • 가정의 문화에 상호 연결된 배움 • 적절한 상황에 맞는 학문적 언어를 연습할 기회 • 개인의 학습스타일에 맞는 학생 중심의 학습방법 • 문화적으로 연관성이 있는 교육 • 문화와 경험과 행동지표

학교 문화

LA 고등학교는 학생들이 교문을 들어서서 순간부터 100% 오직 최상의 학업 목표에 매진하는 역동적인 배움의 공동체입니다. 학생들은 다양성, 동등한 최상의 교육 제공, 신체적, 사회적 및 정서적 건강, 재능 및 기술 개발, 목표 설정 및 달성 그리고 부단한 노력과 책임감이 존중되는 문화의 전인적인 지원을 받습니다. LA 고등학교는 모든 사람의 창의력과 비판적인 사고가 존중받고 개발되는 환경입니다. LA 고등학교는 모든 것이 열려 있고 발전의 기회를 찾는 환경입니다. LA 고등학교는 지역사회와 학교 사이에 가로막힌 인위적이 벽이 무너졌으며, 그 대신에 지역사회 내에서 큰 포부를 이루고자 하는 학생을 도우려는 다리가 세워졌습니다.

두 학생의 하루 학교생활

9학년 학생인 로잘리아와 클라우디아 바스케스는 쌍둥이 자매입니다. 그러면 이 자매의 하루 생활은 어떻게 다를까요? 로잘리아는 행동파이고, 동네에 모르는 사람이 없고 항상 친구들과 나가 놀기 좋아하는 사교성이 많은 학생입니다. 반면에 클라우디아는 조용하고 내성적인 학생입니다. 클라우디아는 집에 앉아서 마야, 잉카나 아스텍에 관한 것을 읽는 것을 좋아합니다. 이 쌍둥이 자매의 특성은 로스앤젤레스고등학교의 일상에서도 그대로 드러납니다. 로잘리아와 클라우디아의 LA 고등학교의 첫 학기 생활을 소개하겠습니다.

로잘리아와 클라우디아는 가을 학기에 2 x 8 시간표에 따라 8 과목을 듣습니다. 로잘리아는 Public Service Academy (공공 서비스 아카데미) SLC(HERO)에 등록되었으며 클라우디아는 Global Awareness Academy SLC (Global Team)에 속합니다.

*SLC: Small Learning Community - 소규모 배움 공동체

두 자매는 전형적인 9학년 영어, 수학, 과학, 체육, 9학년 Advisory 클래스와 SLC 선택과목의 6 과목을 듣습니다. 그러나 나머지 두 과목은 각자 다른 과목을 선택하게 됩니다.

로잘리아는 카운슬러인 리오스 선생님의 권고로 영어와 수학 과목을 추가로 듣습니다. 리오스 선생님은 로잘리아의 학업 성적 기록 - 낮은 CST (가주표준학력고사) 점수, 그리고 서머 브리지 프로그램과 8학년 대수 1 (Algebra)의 좋지 않은 성적을 토대로 영어와 수학의 보충수업을 택하도록

교시	로잘리아의 스케줄	클라우디아의 스케줄
1	영어 9A	H 영어 9A
2	Read 180	스페니쉬
3	대수 (Algebra) 1A	기하 (Geometry) A
4	수학 랩 (Math Lab)	보건 (Health)
5	I.C. Science (과학)	I.C. Science (과학)
6	Humanities	Global Studies
7	PE	PE
8	Advisory	Advisory

권고하였습니다. 부모님의 동의하에 영어는 Read 180 이라고 불리는 영어보충과목을 듣고 있습니다. 이 학과의 학생 수는 21 명의 소수 인원으로 제한되며, 학생은 Scholastic, Inc. 회사의 학습자료와 컴퓨터 프로그램을 활용합니다. 또한, 수학은 Math Lab (수학 랩)이라 불리는 인터벤션 코스에 등록되어 있으며, 이 반은 대수 1 을 공부하는 데 도움을 줍니다. 이 인터벤션 코스들은 매일 영어와 수학에 더 많은 시간을 접할 기회를 주게 됩니다. 그와는 대조적으로, 클라우디아는 8학년 영어와 수학에서 아주 좋은 성적을 받았기 때문에 Honors English (우수 반 영어)와 기하 (geometry)에 등록했습니다. 인터벤션 코스가 필요하지 않은 클라우디아의 나머지 두 과목은 스페인 어 (Spanish)와 보건 (Health)입니다. 오른쪽에 있는 표는 짝수와 홀수가 매일 번갈아 가며 교차하는 두 학생의 스케줄입니다.

오늘은 월요일 - 홀수의 날이며 자매의 스케줄은 비슷합니다. 두 학생은 1 교시를 각자의 영어 시간에서 CST 대비 연습 문제를 풀면서 시작합니다. 1 교시 후엔, 학생들은 20 분의 휴식 시간 (nutrition), 그 다음이 3 교시 수학 시간입니다. 로잘리아는 대수 시간에 가고 클라우디아는 기하 시간에 들어갑니다. 3 교시 후에 자매는 5 교시에 들어가게 되고, 그 시간은 둘 다 Inter Coordinated Science (기초 종합 과학) 1A 를 듣습니다. 이 ICS 1A 과목은 학생들이 10 학년에 듣게 될 생물, 그리고 다음에 듣게 될 화학과 물리 과목을 위한 준비 과정의 과학 시간입니다. 두 학생의 선생님은 각자의 SLC 에 속한 과학 선생님이십니다. 클라우디아는 부에나벤투라 (Ms. Buenaventura) 선생님께 배우고 있고, 로잘리아는 빅스 선생님께 (Mr. Vicks) 배웁니다.

5 교시 다음은 점심시간입니다. 로잘리아와 클라우디아 둘 다 서둘러 점심을 가지러 가고, 점심을 각자의 SLC 사무실로 가져갑니다. (각 SLC 에는 별도의 사무실이 있습니다.) 클라우디아는 글로벌 팀 사무실에 가서 내년엔 역사 선생님이 되실 마티네스 선생님과 얘기를 나눕니다. 두 사람은 위대한 pre-Columbian 제국의 역사에 대해 관심이 많습니다. 마티네스 선생님은 클라우디아에게 베르날 디아스의 “신 스페인의 정복”이라는 책 한 권을 빌려 주십니다. 클라우디아는 원전 스페인어판을 살펴봅니다. 클라우디아는 테노치티틀란(Tenochtitlan)을 맨 처음 만났을 때를 묘사한 구절을 마티네스 선생님을 도와 가며 같이 읽습니다. 두 소녀의 하루가 끝이 나는 마지막 시간인 7 교시는 체육 시간입니다.

다음 날, 화요일은 자매의 스케줄이 조금 다른 짝수 날입니다. 로잘리아는 영어와 수학을 추가로 더 들어야 하므로, 영어로 오늘 하루를 시작하지만, 이번 영어 시간은 Read 180,

인터벤션 반입니다. 휴식 시간 (nutrition, 20 분) 다음에는 4 교시이며, 이 시간에 또 수학을 듣지만, 이번은 Math Lab (수학 랩) 시간입니다. 클라우디아는 인터벤션이 필요한 과목이 없으므로 스페니쉬로 하루를 시작하며, 이 과목은 첫 번째로 듣는 선택과목이기도 합니다. Nutrition 시간이 끝난 다음엔 졸업 필수과목 중의 하나인 보건(Health)을 듣습니다. 점심 후에, 들은 자신의 SLC 특별 선택과목 시간에 갑니다. HERO 아카데미의 학생인 로잘리아는 Humanities (인문학)을 듣고, Global Team (글로벌 팀)에 속한 클라우디아는 Intro to Global Studies(글로벌 스타디스 입문)과목에 등록되어 있습니다. 하루의 마지막 시간인 8 교시는 학생의 효율적인 공부를 돕기 위해 학습 기술과 조직 기술을 길러 주려는, 학년별 Advisory (자문/상담) 코스-학교에 이미 시행되고 있는 AVID 프로그램-입니다.

로잘리아와 클라우디아뿐만 아니라 로스앤젤레스고등학교 학생이 들을 수 있는 개별 교과 편성에 대한 상세한 설명은 부록에 있는 교과 과정 진로의 보기를 참조하십시오.

방과 후 학교에서 제공될 과외 활동

과외활동은 학생들이 자신의 시간을 건설적으로 쓰게 해 줍니다. 과외활동은 학생들을 지역사회와 연결해 줄 뿐만 아니라 학생들의 고등학교 생활을 보람 있고 알차게 보낼 수 있도록 해 줍니다. 또한, 인성개발 같은 기술을 발달하는 기회를 주며 자신과 팀 그리고 사회에 대한 책임감, 리더십 자질, 노력과 헌신의 중요성을 이해하고, 절제를 배웁니다. 학생들은 위험성을 감수하고 공동의 목표를 달성하기 위해 협력하는 것을 배웁니다. 다음과 같은 과외활동이 로스앤젤레스고등학교에서 제공됩니다.

- **스포츠:** 풋볼, 배구, 축구, 농구, 야구, 소프트볼, 수영, 워터 폴로, 치어리딩, 트랙, 크로스컨트리
- 챔피언십 밴드와 컬러 가드
- **학생회**
학생회, 위원회 그리고 클럽 등에서의 참여는 학생들의 지도력을 함양합니다. 선출된 임원으로서 의사 결정에 참여함으로써 학생들이 자신의 목소리를 내게 해 줍니다.

방과 후 프로그램: 챔피언스

방과 후 프로그램에는 학생이 참여할 수 있는 여러 가지 활동이 있으며 모든 학생이 참여하도록 독려합니다. 이 프로그램의 목표 중 하나는 학생과 학생 사이의 교류이며 또 이는 학생들의 학교에 대한 긍정적인 태도의 형성에도 도움을 줄 것입니다. 방과 후 프로그램, 챔피언스에는 웨스트사이드 복싱과 파트너십을 맺고 있는 권투, 태권도, 레이디 로만 피트니스, 수영, 의상 디자인, 도시 예술, 극장, 음악 교실 등이 있습니다.

학부모의 참여

로스앤젤레스 고등학교는 학부모님을 환영하는 학부모 친화적인 학교입니다. 로스앤젤레스 고등학교의 문화는 가정-학교의 든든한 동반자 관계를 지지하며 모든 교육 프로그램과 배움에서 가정의 자산과 공헌을 소중하게 생각합니다.

동등한 동반자로서의 학부모는 다음과 같은 일을 하실 수 있습니다.

- 학교 지역위원회(School Site Council)의 선출된 회원 자격으로 학교 결정에 참여하실 수 있습니다. 우리의 새로운 확대된 위원회의 모델에 의하면, 학교 지역위원회(SSC)에 세 자리가 허용됩니다.
- 학교운영위원회 (School Based Management Council)에 선출된 회원으로 참여할 수 있습니다. 제안된 관리 모델에 의하면 이 위원회의 회원으로서의 학부모는 교과 과정, 채용, 스케줄, 훈육 등 필요한 결정을 하는 데 있어서 투표권자로서, 또 분과위원회의 회원 자격으로서 자신의 목소리를 낼 수 있습니다.
- 교육 프로그램을 지원하기 위해 자원봉사를 할 수도 있고, 학부모와 지역사회가 함께하는 문화를 개발할 수도 있습니다. 효율적인 자원봉사와 어떻게 고등학교 학생들과 의사소통을 잘할 수 있을지와 자원봉사 교육구 지침에 대한 훈련을 받을 수 있습니다.
- 학생들의 학업성취나 학교 발전을 위해 회원 자격이나 자문위원의 자격으로 피드백이나 제안을 할 수 있습니다.
- 자녀의 학교 교사의 평가에 학기말 조사를 통해서 피드백을 제공할 수도 있습니다.
- 학교 수업을 참관하고 그에 따른 피드백도 제공할 기회가 있습니다.
- 교직원이나 다른 외부의 지역사회 기관에서 제공하는 학부모 워크숍에도 참가할 수 있습니다.
- 개인의 필요에 의해서나 학생 그리고 가족의 필요에 의해서 지역사회 서비스에 연결 될 수 있습니다.
- 적시에 정보를 받을 수 있습니다.

직원 채용

확장된 학교운영위원회(Expanded School Basement Management Model/ESBMM) 모델에 의하면 학교에 공석이 생긴 경우, 리더십 위원회의 분과 위원인 고용위원회가 고르고, 인터뷰를 통해 교사와 행정직 (교장, 교감 등) 그리고 교직원을 고용합니다. 이 모델을 따르면 다른 학교를 떠난 교사나 행정직이 현재 비어 있는 자리를 자동으로 채울 수 없습니다. 모든 공석은 학교의 모든 이해 당사자와 학부모를 포함하는 소정의 고용과정을 거쳐야 합니다. 후보자는 교육 프로그램을 지지하고 로스앤젤레스 고등학교의 학생과 가족들에게 온 힘을 다할 것이며 학교의 미션과 비전에 맞게 실천하고 실행하는 전문성과 품성을 지녀야만 합니다.

RESUMEN INFORMATIVO DEL PLAN PSC 3.0
Escuela Preparatoria Los Ángeles

Misión: La escuela preparatoria Los Ángeles, una escuela comunitaria, será una vibrante y dinámica atmósfera donde los estudiantes se involucrarán en auténticas y relevantes experiencias educativas como será evidente por medio de: mejoramiento de la motivación del estudiante; incremento en asistencia y número de estudiantes que se gradúan; y un aumento en involucración en la formación de proyectos comunitarios. La implementación de programas instruccionales inovativos será revisada periódicamente y medida para su eficacia y continuo mejoramiento. La escuela preparatoria Los Ángeles producirá estudiantes quienes estarán listos para la universidad y preparados para carreras.

Visión: La escuela preparatoria Los Ángeles será una cultura transformada donde los estudiantes querrán un progreso educativo. Los estudiantes sabrán como el aprendizaje académico está ligado al desarrollo personal, alineado de salón a salón, relacionado con estar preparado para la universidad o profesiones, lo cual se una con la comunidad, y se una a la perspectiva global. Como pensadores creativos, críticos y pensadores que no se rinden, ellos se comunicarán de una forma articulada, colaborarán eficazmente y tendrán la habilidad de utilizar tecnología y alcanzar metas. Los estudiantes tendrán cualidades de liderazgo, empatía, generosidad, y perseverancia, la cual madurará a un adulto del siglo vigésimo primero.

Desarrollando Programas Educativos Basados en Información y Centrados en el Estudiante

La escuela preparatoria Los Ángeles está propuesta a una cultura de mejoramiento continuo la cual utiliza información para desarrollar decisiones sobre instrucción, currículo, desarrollo profesional, intervención y necesidades del estudiante.

Programa Instructivo

Creemos que proveyendo acceso a instrucción rigurosa y relevante para todos los estudiantes, aprendizaje interdisciplinario basado en proyectos, instrucción diferenciada y oportunidades de aprender cognitivamente incluidas en el programa académico. Todos los estudiantes pueden convertirse en estudiantes articulados y productivos, quienes estarán listos para graduarse de la preparatoria y continuar de una manera satisfactoria con una educación mas allá de la preparatoria y con otras oportunidades de carreras.

El programa educativo se enfocará en las necesidades de una diversa población estudiantil y proveerá el siguiente apoyo a subgrupos individuales:

Estudiantes Superdotados	<ul style="list-style-type: none"> Alta involucración en diferentes niveles Oportunidades para una mayor diversidad de taxonomías para superdotados Diferentes niveles de complejidad Oportunidades para enriquecimiento específico para estudiantes superdotados
Estudiantes Aprendiendo Inglés	<ul style="list-style-type: none"> Acceso a un currículo riguroso y a nivel de grado apropiado Necesaria instrucción diferenciada que incluya estrategias SDAIE
Estudiantes con Descapacidades	<ul style="list-style-type: none"> Conexiones con la vida real las cuales ayuden a forjar un futuro sobresaliente Estar al corriente con IEPs (Programas Individualizados de Aprendizaje) Acceso al contenido académico por medio de inteligencias múltiples

Estudiantes con Desventajas Socio-económicas	<ul style="list-style-type: none"> • Apoyo para la alfabetización y conocimientos de aritmética con metas a cerrar el espacio de aprendizaje • Involucración total en el aprendizaje • Una atmósfera estructurada y consistente
Estudiantes de Inglés Regular	<ul style="list-style-type: none"> • Aprendizaje interconectado a la cultura del hogar • Oportunidades de practicar lenguaje académico en situaciones apropiadas • Aprendizaje centrado en el estudiante con énfasis en estilos personalizados de aprendizaje • Culturalmente relevante • Culturas y experiencias como cuadros de referencia

Cultura Escolar

La preparatoria Los Ángeles es una comunidad de aprendizaje vibrante donde los estudiantes están enfocados el 100% del tiempo en alcanzar excelencia en cuanto entran al plantel escolar. Están apoyados completamente por una cultura que valúa diversidad; accesibilidad igual para oportunidades de aprendizaje avanzado; salud física, social y emocional; talento y desarrollo de habilidades; desarrollo de metas y aprendizaje; y un esfuerzo sólido y contabilidad de todas los miembros involucrados. La escuela preparatoria Los Ángeles es una atmósfera donde las paredes artificiales entre la escuela y comunidad han caído, y en vez, se han construido puentes a la comunidad para apoyar estudiantes a alcanzar sus metas dentro de la comunidad.

Un Día en la Vida de Dos Estudiantes

Estudiantes del noveno grado, Rosalía y Claudia Vásquez son gemelas idénticas. Pero, ¿cuán diferentes pueden ser dos hermanas? Rosalía es muy social. Conoce a todo mundo y está constantemente fuera con amigas. Claudia, en contraste, es callada y seria. Prefiere quedarse en casa y leer sobre los mayas, incas y aztecas. Las diferencias entre las gemelas también se reflejan en su vida diaria en la preparatoria Los Ángeles.

Lo siguiente es un ejemplo del primer semestre de Claudia y Rosalía en nuestra escuela. Rosalía y Claudia están programadas en ocho clases durante el semestre de otoño, siguiendo el modelo de horario 2X8. Rosalía está inscrita en la academia de servicio público (HERO) y Claudia pertenece a la academia de reconocimiento global (Global Team). Las dos hermanas tienen las clases típicas de inglés, matemáticas, ciencias, educación física, una clase de consejería y una clase electiva específica a su pequeña comunidad de aprendizaje; pero las dos últimas clases son diferentes para cada niña.

Siguiendo las recomendaciones de su consejero, el señor Ríos, las otras clases de Rosalía son clases extras de matemáticas e inglés. Los archivos académicos de Rosalía muestran bajas calificaciones en exámenes estatales, grados bajos en el programa de verano y en la clase de Algebra 1 del octavo grado. Basado en estos archivos, el señor Ríos recomienda que tome clases de intervención. Los padres están de acuerdo en que tome las clases recomendadas de intervención de inglés, llamadas Read 180, las cuales tienen un máximo de 21 estudiantes y donde los estudiantes utilizan materiales y programas de computación comprados de la compañía Scholastic, Inc. También está inscrita en una clase de intervención en matemáticas, la cual se llama Laboratorio de Matemáticas, la cual le ayudará a tener éxito en la clase de Algebra 1. Estas clases de intervención asegurarán que Rosalía esté

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

expuesta a inglés y matemáticas todos los días. En contraste, Claudia sobresalió en sus clases de matemáticas e inglés en el octavo grado, y fue inscrita en clases de honores de inglés y geometría A. Debido a que no necesita clases de intervención, sus otras dos clases son español y salud. A la derecha están los horarios de las hermanas, identificando los días pares e impares alternando diariamente.

Hoy es lunes, día impar, y Rosalía y Claudia tienen clases similares. Las dos estudiantes tienen inglés primero, y empiezan con una pregunta para prepararles para los exámenes estatales como actividad de repaso. Después del primer período, las estudiantes tienen desayuno por 20 minutos, seguido por el tercer período, el cual, para las dos muchachas, es matemáticas. Rosalía va a Álgebra y Claudia a Geometría. Durante el quinto período, ambas van a ciencias intercoordinadas. Esta clase les ayudara para el décimo grado, cuando tomen biología y después química y física en el futuro. Cada hermana toma la clase con el maestro de su pequeña comunidad de aprendizaje – Claudia con el señor Buenaventura y Rosalía con el señor Vicks.

Almuerzo toma lugar después del quinto período. Rosalía y Claudia se apresuran a agarrar sus almuerzos, para después dirigirse a las diferentes oficinas de las pequeñas comunidades de aprendizaje. Cada pequeña comunidad tiene su propia oficina. Claudia va a la oficina del “Global Team” y platica con el señor Martínez, quien será su maestro de historia el próximo año. Ellos comparten la pasión de la historia de los grandes imperios pre-columbinos. El señor Martínez le presta a Claudia una copia del libro de Bernal Díaz, La Conquista de la Nueva España. Claudia se interesa por una copia de la versión original en español. Ella asiste al señor Martínez cuando leen el pasaje en el cual Bernal Díaz describe la primera vez que ve Tenochtitlán. Las dos muchachas están registradas en la clase de educación física, en el séptimo período, el cual es el último del día.

El siguiente día, el martes, es un día par y las hermanas tienen horarios un poco diferentes. Debido a que Rosalía necesita clases de inglés y matemáticas extras, empieza su día con inglés – esta vez con la clase de intervención, Read 180. Después del desayuno es el cuarto período, y le toca matemáticas, pero esta vez es la clase de intervención, el laboratorio de matemáticas. Debido a que Claudia no necesita intervención en ninguna materia, ella empieza el día con español, su primera clase electiva; después del desayuno, tiene Salud. Después del almuerzo, ambas se reportan a su clase electiva específica a su pequeña comunidad de aprendizaje. Rosalía, quien es parte de HERO, está tomando Humanidades, y Claudia, quien está en el “Global Team” está tomando un curso introductorio a Estudios Globales. Su último período del día, el octavo, es el curso de consejería AVID, apropiado a su grado educativo, en el cual los estudiantes trabajan en sus habilidades de organización y de estudio.

Para ver una información detallada sobre las actividades curriculares disponibles para Rosalía y Claudia, y todos los estudiantes de la preparatoria Los Ángeles, vean el apéndice sobre ejemplos de actividades curriculares.

Actividades Extra Curriculares que Serán Ofrecidas en la Escuela

Actividades extra curriculares permiten a los estudiantes el utilizar su tiempo constructivamente y a la vez dan a los estudiantes la oportunidad de conectarse a la comunidad escolar y al mismo tiempo desarrollar habilidades que apoyarán el enriquecimiento de su experiencia en la preparatoria. Estas actividades proveen oportunidades para desarrollar habilidades de carácter, un sentido de responsabilidad a si mismos, a un equipo y a la comunidad, y obtener habilidades de liderazgo. A la vez, tendrán un entendimiento de la importancia de trabajar arduamente y de una forma dedicada y disciplinada. Los estudiantes aprenderán a manejar riesgos y a trabajar colaborativamente para alcanzar una meta común.

- Deportes: Fútbol Americano, voleibol, fútbol, baloncesto, béisbol, pelota suave, natación, waterpolo, porristas, carreras y maratones
- Banda y banderistas
- Gobierno estudiantil

- Involucración en el gobierno de la escuela, concilios, y clubes los cuales promueven liderazgo. La participación como miembros electos en los concilios que hacen decisiones proveen a los estudiantes una voz.

Programa Después de Escuela: Campeones

Nuestro programa de después de escuela provee una variedad de actividades e invita a todos los estudiantes a participar. Una de las metas del programa es la de conectar a estudiantes con estudiantes y ayudarles a formar una actitud positiva sobre la escuela. Campeones ofrece boxeo, mediante una conexión con el gimnasio Westside Boxing, una organización comunitaria; tae kwon do, natación, diseño de modas, arte urbano, teatro, clases de música y oratoria.

Involucración de los Padres

La preparatoria Los Ángeles tiene una atmósfera amigable. La cultura de la escuela apoya una fuerte unión entre los valores familiares y la contribución al aprendizaje y el programa educativo.

Padres como compañeros aliados podrán:

- Participar para hacer decisiones como miembros elegidos del Concilio de Sitio Escolar (SSC).
- Participar como miembros electos del Concilio de Mando Basado en la Escuela (SBM). Bajo el modelo de gobernación propuesto, los padres como miembros de este concilio podrán tener una voz en decisiones relacionadas al currículo, emplear a personal, horarios y disciplina como miembros votantes y miembros de los subcomités.
- Tener oportunidades como voluntarios para apoyar el programa educacional y el desarrollo de una cultura fuerte entre padres y la comunidad. Recibir entrenamiento en estrategias efectivas para los voluntarios en como comunicarse efectivamente con estudiantes de preparatoria y aprender la póliza para voluntarios del distrito.
- Proveer recomendaciones sobre mejoramiento de los estudiantes y la escuela en general por medio de membresía en los concilios.
- Tener la oportunidad de participar en la evaluación de los maestros proveyendo información por medio de encuestas al final del curso.
- Tener la oportunidad de observar instrucción de clases en una manera estructurada y proveer información.
- Participar en talleres educativos proveídos por miembros del personal de la escuela y de agencias comunitarias para promover el aprendizaje.
- Estar ligado a servicios comunitarios basados en las necesidades individuales de estudiantes y/o sus familias.
- Recibir información al tiempo adecuado.

Empleo

Bajo el Modelo Extendido de Manejo Basado en la Escuela (ESBMM), conforme posiciones estén disponibles, un subcomité del concilio de liderazgo entrevistará y contratará a maestros, administradores y personal clasificado. Bajo este modelo, maestros y administradores que dejan otras escuelas no podrán llenar posiciones vacantes automáticamente. Todas las posiciones vacantes serán sujetas a un proceso de empleo el cual incluirá a todos los miembros, incluyendo padres. Candidatos tienen que tener características las cuales apoyarán al programa educativo, mostrar ganas de servir a los estudiantes y las familias de la preparatoria Los Ángeles, y estar dispuestos a promover y alinear práctica profesional con la visión y misión de la escuela.



**Los Angeles High School Professional Development Calendar –
Overview (Spring 2012 onwards)**

Date	PD Topic	Instructional Focus
SPRING 2012		
February –June 2012	Whole Faculty PD Sessions: <ul style="list-style-type: none"> • Evaluation of staff – intro to the domains • Advisory Preparation • Block Schedule Teaching • SLC/Dept focus on curriculum development 	Advisory Curriculum Development Staff Evaluation & Reflection Block Scheduling-lesson planning Project Based Learning Cross-curricular design & collaboration SLC Theme development & preparation – designing instruction to coincide with the theme.
SUMMER 2012		
July 2012	Rationale for instructional focus 2012 onwards. Focus on PBL and gradual implementation (LAEP) <ul style="list-style-type: none"> • Long Term Planning • Curriculum Mapping • Unit Planning & Project Descriptions • Collaboration • Evaluation of Staff • Advisory Preparation • SLC Theme development & PBL ideas • Focus on LA High’s needs (writing across the curriculum, reading comprehension & math proficiency) 	Project Based Learning Cross-Curricular design & collaboration SLC Theme development and preparation – designing to coincide with the theme.



**Los Angeles High School Professional Development Calendar –
Overview (Spring 2012 onwards)**

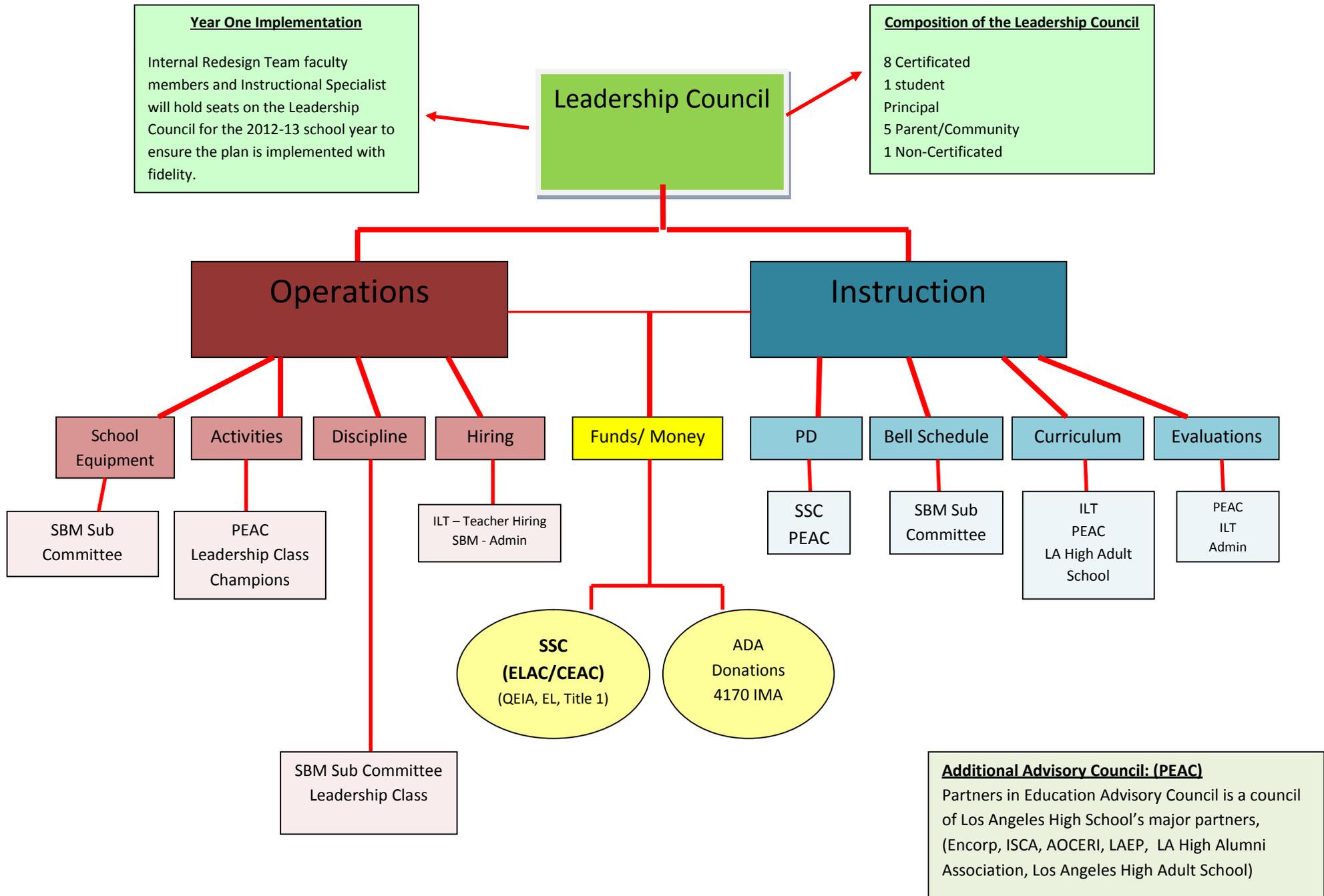
FALL 2012		
August /September 2012	<p><u>SLC /DEPARTMENT PD:</u> Focus on their theme-based project. Discuss & analyze student work. Intervention using Rti once all programming is complete. Cross-curricular implementation of PBL.</p> <p><u>Whole Faculty PD:</u> Classroom Management & implementing PBL.</p> <p><u>Department 'Rounds' Teacher Observation Day and PD</u> Teachers work in their 'Rounds' focusing on one of the domains of evaluation. Post-discussion.</p>	<p>Project-Based Learning Cross-curricular planning Implementation & intervention Rti (Response to Intervention) Differentiated Instruction Classroom Management of PBL</p> <p>Use of rubrics to inform performance and reflection.</p>
October 2012	<p><u>SLC /Department PD:</u> Continued focus on Rti – struggling students & effective intervention. Using data to inform instruction.</p> <p><u>Department 'Rounds' Teacher Observation Day and PD</u></p>	<p>Rti Data-Driven Intervention & Instruction.</p>
November 2012	<p><u>SLC/Department PD:</u> Rti & enrichment –advisory. Cross-curricular project.</p> <p><u>SLC PD:</u> End of first semester project & reflection.</p> <p><u>Department 'Rounds' Teacher Observation Day and PD</u></p>	<p>Rti Enrichment Advisory Curriculum Project Based Learning</p>

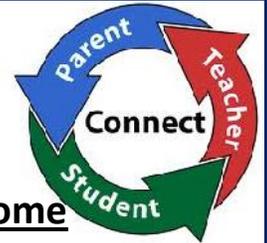


**Los Angeles High School Professional Development Calendar –
Overview (Spring 2012 onwards)**

December 2012	<p><u>SLC/Department PD:</u> Data analysis and success of Rti. Update student info for Spring. Reflect on PBL and impact on learning. Development of end of semester assessments.</p> <p><u>Whole Staff PD:</u> PD Survey – reflect on first semester.</p> <p><u>Final Departmental ROUNDS</u></p>	<p>Rti Project Based Learning Collaboration Curriculum Development Cross-curricular alignment</p> <p>Use of rubrics to inform performance & reflection.</p>
	SPRING 2013	
February 2013	<p><u>Whole Staff PD:</u> Analysis of Data from PD survey CST/CAHSEE Preparation.</p> <p><u>SLC/Department PD:</u> Theme Project Development Cross-curricular projects</p> <p><u>SLC 'Rounds' Teacher Observation Day & PD.</u></p>	<p>Testing preparation Collaborative planning Data Driven Instruction Interpreting Data Sharing data with students in a constructive format Reflection Rti – impact on success</p>
	March/April 2013	<p><u>SLC/Department PD:</u> Analysis of periodic assessments Use of MyData CST Preparation – formulation of lessons/activities</p> <p><u>SLC 'Rounds' Teacher Observation Day & PD.</u></p>
May/June 2013	<p><u>SLC 'Rounds' Teacher Observation Day & PD</u></p> <p><u>SLC/Department PD:</u> End of semester project Final Assessments</p> <p><u>Final SLC 'ROUNDS' Teacher Observation Day & PD</u></p>	<p>Reflection on teaching & learning Collaborative assessment planning</p>

ESBMM Leadership Diagram





Los Angeles High School

Commitment to High School Completion and Rebuilding Rome

Los Angeles High School is not just a school; it is a way of life. Every minute of every day is designed to ensure that every student completes high school and is committed to their success, their future and to becoming contributing members of their community. The **Commitment to High School Completion** is shared by all of us...Los Angeles High School staff, students and parents/guardians and it defines the **Whatever It Takes** spirit that all of us are expected to demonstrate in the daily pursuit of this goal.

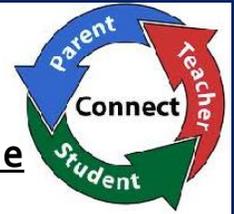
Student Commitments: I fully commit to the implementation of the Los Angeles High School Public School Choice plan in the following ways:

- I will arrive at school on time and will remain for the entirety of the school day.
- I will attend Los Angeles High School on appropriate Saturdays (as needed).
- I will attend the Los Angeles High School summer program (as needed).
- I will complete all of my homework. If there is something I do not understand, I will call on my fellow classmates and teachers. I will ask questions in class.
- I will remain after school for tutoring or additional classes should my counselor or teachers feel it is necessary for my success.
- I will stay after school as required should I choose to disrespect the Los Angeles High School staff.
- I will always behave in a way that protects the safety, interest and rights of all individuals in the classrooms and on campus; I will respect everyone in the Los Angeles High School family.
- I will adhere to the Los Angeles High School dress code.
- I will always work, think and behave in the best way I know how, and I will do **WHATEVER IT TAKES** for my fellow students and myself to learn.
- For the whole time I am a student at Los Angeles High School, I commit to the work required of me in order to graduate and complete my high school education on time.
- I understand that I am responsible for my behavior and actions.
- I understand that as I progress through high school, my goal is to mature from adolescence to adult life.

I have read the above, and by signing, I agree to abide by this commitment to the plan.

Student's Signature: _____

Date: _____



Los Angeles High School Commitment to Rebuilding Rome

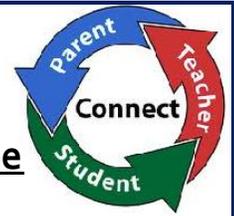
Parent/Guardian Commitments: I/We fully commit to the implementation of the Los Angeles High School Public School Choice plan in the following ways:

- I/We will make sure our child arrives to Los Angeles High School on time and remains for the entirety of the school day.
- I/We will arrange for our child to attend Saturday and summer programs (as needed).
- I/We will send our child to school every day, excluding serious illness. In the **rare** case that our child is absent, we will call the school that day to notify the school of the absence.
- I/We will always help our child in the best way we know how, and we will do **WHATEVER IT TAKES** for him/her to learn. This means that we will attempt to do the following: provide a quiet place for study, review homework, and contact the teacher if we have any questions or concerns.
- I/We understand that our child must remain after school for tutoring or additional classes if their counselor or teachers feel it is necessary.
- I/We will always make ourselves available to our child and to the school and we will address any concerns that arise.
- I/We will read all papers sent home carefully, sign them (if necessary) and return them to school within 2 days. If we fail to return these papers, we understand that our child make lose privileges on campus.
- I/We will attend all (if possible) required parent meetings, exhibitions and conferences.
- I/We will allow our child to go on Los Angeles High School field trips.
- I/We will make sure our child adheres to the Los Angeles High School dress code.
- I/We understand that our child must follow all Los Angeles High School rules as stated in the school handbook in order to protect the safety, interests and rights of all individuals in the classroom and on campus.
- I/We will work together with the staff at Los Angeles High School to ensure that the behavior, actions and expectations of our child coincides with school rules and policies and we will intervene as necessary.
- For the whole time my child is a student at Los Angeles High School, I/We will do **WHATEVER IT TAKES**, to support the work required of me and my child, in order for him or her to graduate and complete their high school education on time.

I have read the above, and by signing, I agree to abide by this commitment to the plan.

Parent's Signature: _____

Date: _____



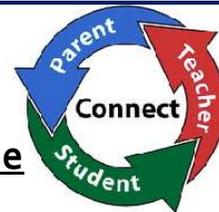
Los Angeles High School Commitment to Rebuilding Rome

Los Angeles High School Community members' commitments: I fully commit to the implementation of the Los Angeles High School Public School Choice plan in the following ways:

- I commit to helping our students connect to the pride and legacy of our school's past.
- I will work together with the staff at Los Angeles High School to protect the safety, interests and rights of all individuals on campus at all times.
- I understand that there are opportunities to participate in advisory councils on campus, such as PEAC, SSC, and SBM.
- I understand that I am able to contribute to some educational decisions at Los Angeles High School by participating and offering advice on the Partner in Education Advisory Council (PEAC).
- I understand that I may be required to participate in training in order to assist students through the mentoring program.
- I will abide by the LAUSD Volunteer policy, including but not limited to fingerprinting, to ensure the safety and protection of all stakeholders.
- I will participate and support extracurricular activities at Los Angeles High School.
- I will help raise funds, seek and provide resources to assist Los Angeles High School's continued progress including connections with career pathways and work experience opportunities for students.
- I will endeavor to actively engage in all activities on campus and encourage other community members to do the same.
- I understand the importance of my role as a Los Angeles High School community member and respect boundaries and protocols outlined by LAUSD and the State of California.
- I commit to do **WHATEVER IT TAKES** to ensure the continued success of Los Angeles High School and strive to assist all stakeholders in the rebuilding of Rome.

I have read the above, and by signing, I agree to abide by this commitment to the plan.

Community Member Signature: _____ Date: _____



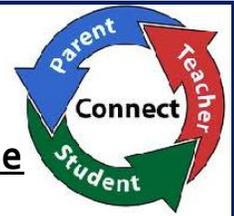
Los Angeles High School Commitment to Rebuilding Rome

Teacher/Staff Commitments: We fully commit to the implementation of the Public School Choice plan for Los Angeles High School in the following ways:

- I will arrive at Los Angeles High School on time and remain for the entirety of the school day.
- I will arrive at Los Angeles High School on appropriate Saturdays and during the summer (if needed).
- I will attend and participate in all staff meetings and professional development.
- I will teach Los Angeles High School students in the best way I know how and I will do **WHATEVER IT TAKES** for our students to learn including providing students with additional support and time after school (if needed).
- I will always make myself available to work with students and parents and I will address any concerns they might have.
- I will be the first to both correct and congratulate our students.
- I will provide tutorials for our students to support their learning.
- I will respond to communication from students, parents and colleagues within 24 hours.
- I will provide a curriculum that is both rigorous and relevant; ensuring that all students receive an education and have the chance to learn.
- I will work collaboratively with colleagues, parents, students and community members to ensure that Los Angeles High School is successful and that our students become well-rounded, contributing members of society.
- I will always protect the safety, interests and rights of all students in the classroom and on campus.
- I will provide all the support necessary for every student on campus and I will do **WHATEVER IT TAKES** to ensure students graduate and complete their high school education on time.

I have read the above, and by signing, I understand that it is my professional responsibility to uphold and abide by this commitment to the plan. I also understand that this professional commitment and responsibility is one domain of the evaluation process and considered part of my annual review.

Teacher/Staff Member Signature: _____ Date: _____



Los Angeles High School Commitment to Rebuilding Rome

Administration at Los Angeles High School Commitments: I fully commit to the implementation of the Public School Choice plan for Los Angeles High School in the following ways:

- I will arrive at Los Angeles High School on appropriate Saturdays and during the summer (if needed).
- I will attend and participate in all staff meetings and professional development.
- I will always make myself available to work with students, parents and staff at Los Angeles High School and I will address any concerns they might have.
- I will be the first to both correct and congratulate our students, faculty and staff.
- I will provide professional development opportunities for our faculty to support their progress and development.
- I will respond to communication from students, parents and colleagues within 24 hours.
- I will ensure a curriculum is provided for all that is both rigorous and relevant; ensuring that all students receive an education and have the chance to learn.
- I will work collaboratively with colleagues, parents, students and community members to ensure that Los Angeles High School is successful and that our students become well-rounded, contributing members of society.
- I will always protect the safety, interests and rights of all students in the classroom and on campus.
- I will participate in the evaluation process as outlined in the plan and established through ESBMM.
- I will honor the autonomies provided through the ESBMM guidelines and understand the importance of our role in this governance model.
- I will provide all the support necessary for every student and faculty member on campus and I will do **WHATEVER IT TAKES** to ensure students graduate and complete their high school education on time.

Administrators signature: _____ Date: _____

Teacher to Teacher Evaluation

Please respond to the questions below by marking the appropriate column.

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
Uses pedagogical content knowledge to plan instruction.				
Uses knowledge of students' skills, knowledge, language proficiency to plan instruction				
Selects and writes clear outcomes important to the discipline, follows a sequence of learning and are aligns to standards				
Activities are designed to engage students in cognitively challenging work that is aligned to the standards				
Criteria for the assessments are clear and reflect the standards and outcomes being taught				
Domain 2: The Classroom Environment				
The classroom environment is "safe" and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.				
Teacher has clear and high expectations about what is expected of students in order for them to learn and achieve				
Teacher links content to students' lives,				
Routines, procedures, transitions, and non-instructional duties are managed in such a way that there is little to no loss of instructional time.				
Volunteers and/or paraprofessionals have clear roles that promote student learning (if applicable)				
Behavior expectations are clear to all students and parents; teacher responds to behaviors in a way that promotes student dignity and does not disrupt the learning				
Domain 3: Delivery of Instruction				
The learning expectations, directions, and procedures are communicated clearly to all students				
Academic language is used to explain content in ways that all students can understand.				
Questions are designed to challenge students, and techniques are used to elicit high level thinking and participation from all students.				
The lesson is logically structured and allows students the time needed to learn cognitively challenging work.				
Students receive instructive and timely feedback that will move their learning forward				
The teacher adjusts the lesson or project in response to the learning needs of the students and does not give up on students who may be having difficulty meeting the established learning outcomes				

Domain 4: Additional Professional Responsibilities				
Teacher accurately manages and submits records within an expected timeline.				
Teachers inform families about the instructional program in order to be clear about learning expectations, and the progress of their own children.				
The teacher exhibits integrity and ethical conduct in all interactions with colleagues, parents, and students; and complies with all rules and regulations of the profession				
The teacher is aware of students’ needs and advocates for all students, particularly those who may be underserved				
Domain 5: Professional Growth				
Teacher uses reflection and various forms of data to determine professional development needs and inform future lessons.				
The teacher promotes a culture of inquiry for the purpose of improving teaching and learning and collaborates with colleagues to promote a professional school culture				

Parent Evaluation of Teachers

Please respond to the questions below by marking the appropriate number.
The rating scale goes from 5 – very satisfied to 1 – very dissatisfied.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
INSTRUCTOR'S PERFORMANCE					
1. The teacher's syllabus is clear and understandable.	5	4	3	2	1
2. The teacher alerts me concerning my child's academic progress, attendance, and behavior.	5	4	3	2	1
3. The teacher welcomes and encourages my questions and comments.	5	4	3	2	1
4. My child has a positive attitude about this teacher	5	4	3	2	1
5. Homework assignments are clear and adequate.	5	4	3	2	1
6. The teacher allows my child to make up late or failed assignments.	5	4	3	2	1
7. My student reports that his/her learning needs are met in this classroom.	5	4	3	2	1
8. My child is appropriately challenged by this class and I appreciate what my child is learning.	5	4	3	2	1
9. The teacher is equitable in time spent with me during PHBAO night.	5	4	3	2	1
10. Overall I am satisfied with this teacher.	5	4	3	2	1

PARENT INFORMATION

A. My ethnicity is:	African American	Asian	Latino	Other	
B. My child's grade level is:	<input type="radio"/> 9th	<input type="radio"/> 10th	<input type="radio"/> 11th	<input type="radio"/> 12th	
C. I attend ___ Parent Conferences / Meetings per year	<input type="radio"/> zero	<input type="radio"/> 1-2	<input type="radio"/> 3-4	<input type="radio"/> 5-8	<input type="radio"/> more than 8
D. I check with my child about classwork, homework, grades:	<input type="radio"/> daily	<input type="radio"/> weekly	<input type="radio"/> monthly	<input type="radio"/> my child is independent	
E. My level of schooling is:	<input type="radio"/> not HS graduate	<input type="radio"/> HS graduate	<input type="radio"/> some college	<input type="radio"/> college graduate	<input type="radio"/> graduate school

COMMENTS: (optional)

Student Evaluation of Teachers

Please respond to the questions below by marking the appropriate number.
The rating scale goes from 5 – strongly agree to 1 – strongly disagree.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
INSTRUCTOR'S PERFORMANCE					
1. The teacher is enthusiastic about teaching.	5	4	3	2	1
2. The teacher treats all students fairly.	5	4	3	2	1
3. The teacher welcomes and encourages questions and comments	5	4	3	2	1
4. The teacher's lesson is clear and understandable.	5	4	3	2	1
5. The teacher is always prepared for the class.	5	4	3	2	1
6. The teacher provides individual help when asked.	5	4	3	2	1
7. The teacher shows understanding of other cultures.	5	4	3	2	1
8. The teacher assigns work that is challenging.	5	4	3	2	1
9. The teacher is able to control the class.	5	4	3	2	1
10. Overall the teacher is effective.	5	4	3	2	1
COURSE EVALUATION					
1. Assignments were relevant and useful.	5	4	3	2	1
2. Expectations were clearly stated.	5	4	3	2	1
3. Testing and evaluation were fair.	5	4	3	2	1
4. Class syllabus made course expectations clear.	5	4	3	2	1
5. Overall the course was a valuable learning experience	5	4	3	2	1

STUDENT INFORMATION

<p>A. I'm taking this class because:</p> <ul style="list-style-type: none"> <input type="radio"/> It's an A-G requirement <input type="radio"/> I want to receive a better grade than I failed it before. <input type="radio"/> It's an elective I'm interested in 	<p>B. The grade I expect to receive in this course:</p> <p style="text-align: center;">A B C D F</p>	<p>C. The approximate number of hours I spent each week studying for this class:</p> <ul style="list-style-type: none"> none 1-3 hours 4-6 hours 7-10 hours
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COMMENTS: (optional)

Parent Evaluation of Counselors

Please respond to the questions below by marking the appropriate number.
The rating scale goes from 5 – very satisfied to 1 – very dissatisfied.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
COUNSELOR'S PERFORMANCE					
1. The counselor provides me with clear information about the graduation requirements and the A-G requirements.	5	4	3	2	1
2. The counselor helps me to understand my child's academic development and progress towards meeting graduation requirements.	5	4	3	2	1
3. The counselor alerts me concerning my child's academic progress, attendance and behavior.	5	4	3	2	1
4. The counselor welcomes and encourages my questions and comments.	5	4	3	2	1
5. My child has a positive attitude about his/her counselor.	5	4	3	2	1
6. My child reports that his/her academic, social/emotional/and career goals are being met.	5	4	3	2	1
7. My child is appropriately challenged and I appreciate that he is receiving the appropriate classes based upon his academic needs as well as his personal and career goals.	5	4	3	2	1
8. The counselor is equitable in time spent with me during the AB1802 meetings and during the PHBAO night.	5	4	3	2	1
9. Overall I am satisfied with the counselor and the services he provides to my child and me.	5	4	3	2	1

PARENT INFORMATION

A. My ethnicity is:	African American	Asian	Latino	Other	
B. My child's grade level is:	9th	10th	11th	12th	
C. I attend ___ Parent Conferences / Meetings per year	zero	1-2	3-4	5-8	more than 8

COMMENTS: (optional)

Student Evaluation of Counselor

- A. My current program mostly consists of classes that:
 fulfill a graduation requirements
 are A-G requirements
 I'm repeating to earn a better grade
 I need to repeat to earn the credit
 are electives I'm interested in taking
 provides me with the academic support or the necessary intervention I need to master the subject

B. Please respond to the questions below by marking the appropriate number.
 The rating scale goes from 5 – strongly agree to 1 – strongly disagree.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
COUNSELOR'S PERFORMANCE					
My counselor assists me in:					
1. Meeting graduation and college entrance requirements by providing me with clear information about graduation requirements and A-G UC/CSU entrance requirements	5	4	3	2	1
2. Acquiring the skills necessary to investigate the world of work	5	4	3	2	1
3. Developing career readiness skills.	5	4	3	2	1
4. Resolving conflicts between myself and teachers, parents and/or peers	5	4	3	2	1
5. Understanding the importance of testing and in interpreting my results	5	4	3	2	1
6. Acquiring the skills of respect, acceptance and appreciation of differences.	5	4	3	2	1
7. Learning skills and behaviors to eliminate conflicts.	5	4	3	2	1
8. Identifying and achieving my goals, identifying alternative ways of achieving goals and developing an action plan for setting and achieving my goals.	5	4	3	2	1
9. Applying effective problem-solving and decision-making skills to make safe and healthy choices.	5	4	3	2	1
10. Learning coping skills for managing life events	5	4	3	2	1

C. STUDENT INFORMATION

My ethnicity is:	African American	Asian	Latino	Other
My grade level is:	9 th	10 th	11 th	12 th
I have had _____ meetings with my counselor this year.				

COMMENTS: (optional)

ADMINISTRATOR EVALUATION: Select the degree to which the administrator exercises leadership in the following areas:

DOMAINS	Ineffective	Needs Improvement	Effective	Highly Effective
Shared vision: The administrator....				
Uses collaboration to develop the school’s vision				
Articulates vision and school-wide goals and results.				
Monitors goals and aligns decisions to achieve the school’s vision.				
Builds staff ownership for schoolwide goals and holds teachers accountable for student learning.				
Incorporates criticism into improvement of leadership				
Supervision of instruction: The administrator.....				
Assesses pedagogical practices to build teacher capacity in supporting student learning				
Uses data to identify areas of instructional improvement				
Focuses staff in differentiating instruction and implementing intervention				
Makes evaluation of staff performance clear and transparent.				
Provides prompt feedback after observation of staff				
Investing in Teacher Quality: The administrator.....				
Provides regular feedback to support teacher development				
Is effective in assessing teacher’s professional development needs				
Provides support for teachers to assume leadership opportunities				
Uses strategies to retain effective, highly qualified teachers				
Provides coaching and support to new or struggling teachers				
Culture of Learning and Positive Behavior: The administrator.....				
Develops teacher workshops and trainings to implement school values and behaviors to students				
Creates a variety of ways to expose students to college and career opportunities				
Models efficacy for all staff and students to achieve at high levels given the tools, support and sufficient effort.				
Creates structures and opportunities for student voice and leadership				

Provides support for all adults to develop cultural responsiveness and support adolescent socio-emotional development				
Family and Community Engagement: The administrator....				
Supports positive relationships among all stakeholders and engages external partners in meeting school goals				
Engages increased family presence in school and enlists family support in achieving school-wide goals				
Creates a communication plan that supports the achievement of school-wide goals.				
Creates a structure to support consistent communication from teachers to families about student progress and key events at the school				
Promotes open communication to broaden perspective and improve school-wide practices.				
School Operations: The Administrator....				
Uses data to drive decision making about goals, strategies, and activities.				
Allocates resources effectively to align with school vision and student learning goals.				
Effectively plans and manages a fiscally responsible budget to support student learning goals.				
Ensures that the school environment is safe and that teachers have necessary materials, equipment and supplies				
Develops systems to ensure consistent implementation of school and district initiatives.				

Appendix Z - Principal Job Description

Los Angeles High School seeks a visionary instructional leader that will work collaboratively with all stakeholders to:

- Promote the success of all students facilitating the development, articulation, implementation, and stewardship of the school vision of learning that is shared and supported by the school community
- Promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development (culture of learning)
- Promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
- Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources
- Promote the success of all students by acting with integrity, fairness and in an ethical manner
- Promote the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context (societal context)

The Principal shall:

- 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
- 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.
- Evaluate staff and provides ongoing coaching for improvement.
- 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

Result of Advisory Votes for ‘Rebuilding Rome’

Below are the results of the Faculty’s advisory vote on different aspects of the PSC plan. The vote took place during the after school faculty meeting on Tues. Jan. 24, 2012.

<p style="text-align: center;"><i>Integrate the IX Grade House</i></p> <p>Yes Votes: 30 (38.5 %) No Votes: 48 (61.5%) Implications:</p> <ul style="list-style-type: none"> • An essential element of this plan is the transformation of our SLCs into Career Academies, which requires the integration of the ninth grade house. • The faculty needs further clarification to inform their vote. 	<p style="text-align: center;"><i>Advisories</i></p> <p>Yes Votes: 48 (60%) No Votes: 32 (40%) Implications:</p> <ul style="list-style-type: none"> • Trainings are necessary to inform faculty about the proposed structure and curriculum for advisories. • Trainings should begin during the Spring.
<p style="text-align: center;"><i>Partnerships</i></p> <p>Yes Votes: 63 (82.9%) No Votes: 13 (17.1%) Implications:</p> <ul style="list-style-type: none"> • We’ll continue to move forward with the proposed partnerships with LAEP and ISCA.. • Partnerships will help reinforce the themes of the SLCs and strengthen community connections. 	<p style="text-align: center;"><i>2x8 Bell Schedule</i></p> <p>Yes Votes: 41 (52.6%) No Votes: 37 (48.4%) Implications:</p> <ul style="list-style-type: none"> • Training on teaching in a block schedule will take place this Spring along with the training on Advisories. • This schedule will support SLCs by allowing for common planning time to develop interdisciplinary lessons and projects.
<p style="text-align: center;"><i>ESBMM</i></p> <p>(This vote took place of October 25th 2011) Yes Votes: 58 (63.7%) No Votes: 7 (7.7%) Undecided: 26 (28.6%)</p> <p>Implications:</p> <ul style="list-style-type: none"> • We anticipate taking a formal vote as outlined in the ESBMM M.O.U in the spring 2012 semester. 	