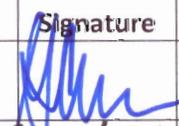
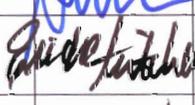
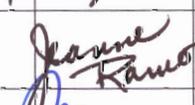
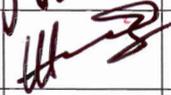
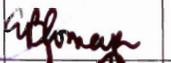
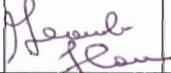
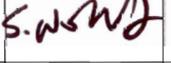
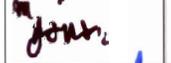
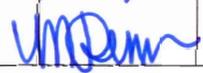


APPENDICES

LETTER OF INTENT

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

APPLICANT TEAM INFORMATION				
Name of Applicant Team <i>(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.)</i>				
South Gate High School Design Team German Cerda, Principal				
Address:	Phone Number:			
3351 Firestone Blvd South Gate, CA 90280	323-568-5600			
Website <i>(if applicable)</i> www.southgatehs.org	Email Address: german.cerda@lausd.net			
School site for which your team is submitting a Letter of Intent:				
South Gate Senior High School				
School type for which your team is applying:	<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter			
For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?				
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
01. German Cerda		323-568-5662	german.cerda@lausd.net	SGHS/Principal
02. Erick Mitchell		323-568-5622	ecm1210@lausd.net	SGHS/Assistant Principal
03. Jeanne Ramos		323-568-5646	jeanne.ramos@lausd.net	SGHS/Assistant Principal
04. Janet Mack		323-568-5619	jmack1@lausd.net	SGHS/Assistant Principal

05. Joseph DiLeva		323-568-5618	joseph.dileva@lausd.net	SGHS/Assistant Principal
06. Lourdes Hernández		323-568-5683	lherna25@lausd.net	SGHS/Testing Coordinator
07. Suzanne Berry		323-568-5600	suzanne.berry@lausd.net	SGHS/Special Education
08. Elaine Blomeyer		323-568-5600	elaine.blomeyer@lausd.net	SGHS/Computers
09. Garey Fong		323-568-5600	gef0226@lausd.net	SGHS/Science
10. Armando Franco		323-568-5600	axf1117@lausd.net	SGHS/Social Science
11. Kavita Kajla		323-568-5600	kxk2817@lausd.net	SGHS/English
12. Gerardo Llamas		323-568-5647	gllamas@me.com	SGHS/Master Program Coordinator
13. Perla Llamas		323-568-5730	pk19311@lausd.net	SGHS/Bilingual Coordinator
14. Mariela Neira		323-568-5682	mneira@lausd.net	SGHS/World Languages
15. Rachel Nguyen		323-568-5657	rtn4954@lausd.net	SGHS/Counselor
16. Oliver Rivas		323-568-5600	orivas@lausd.net	SGHS/English
17. Scott Wetendorf		323-568-5600	spw4478@lausd.net	SGHS/Mathematics
18. Dominga Lara	ON LEAVE	323-568-5617	dlara4@lausd.net	SGHS/Classified
19. Irma Toscano		323-249-6866	itoscano@lausd.net	SGHS/Community Rep
20. Kevin Argueta		323-868-7619	k.argueta@sbcglobal.net	SGHS/Student
21. Michael Jones		323-568-5600	mjones3@lausd.net	SGHS/UTLA Chair/Soc. Science
22. Patricia García		323-683-7924	pgarcia@aspirepublicschools.org	SGHS/Parent
23. Mailelei Penn		323-568-5689	mkr0114@lausd.net	S.L.C. Coordinator

PSC 3.0 Commitments and Expectations Form

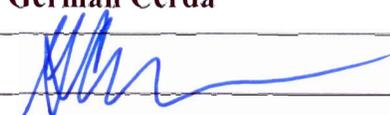
*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to psc@lausd.net.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

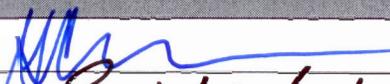
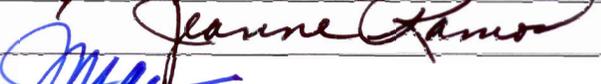
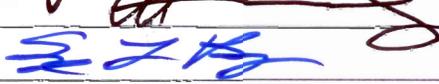
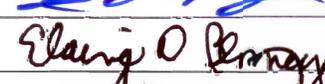
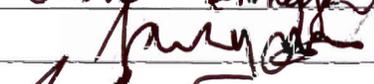
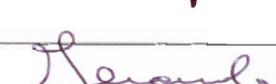
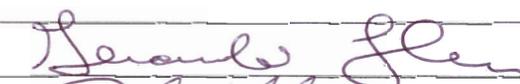
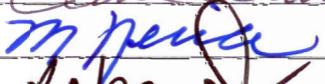
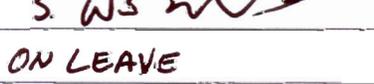
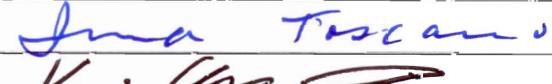
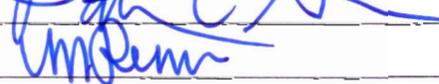
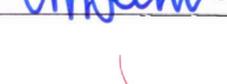
We agree to:

- 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	South Gate High School
Name of Team Representative	German Cerda
Signature of Team Representative	

Design Team Member Name	Signature
01. German Cerda	
02. Erick Mitchell	
03. Jeanne Ramos	
04. Janet Mack	
05. Joseph DiLeva	
06. Lourdes Hernández	
07. Suzanne Berry	
08. Elaine Blomeyer	
09. Garey Fong	
10. Armando Franco	
11. Kavita Kajla	
12. Gerardo Llamas	
13. Perla Llamas	
14. Mariela Neira	
15. Rachel Nguyen	
16. Oliver Rivas	
17. Scott Wetendorf	
18. Dominga Lara	ON LEAVE
19. Irma Toscano	
20. Kevin Argueta	
21. Michael Jones	
22. Patricia Garcia	
23. Mailela Penn	

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet**

NAME OF PSC SCHOOL:

South Gate High School

Applicant Team Name	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
School-wide Team South Gate High School	3,297	99				72	51	9	27	111	32.6	4	18.3	5	2.6	2.2	3.1	2.1	29.4	8.8	32.6	13.3			13.8	12.8	25.4	70.1	78.5

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PSC 3.0: Unwavering Focus on Academic Achievement
INSTRUCTIONAL FRAMEWORK ALIGNED TO PD PLAN
(2012-13)

Overarching Goals:

- 1) Increased Student Academic Achievement
- 2) Attainment of Student Goals (ESLRs)

Our Foundation:

- 1) PLC Cycle of Continuous Improvement
- 2) Peer to Peer Observation and Feedback Process

Essential Questions that will guide our work:

<i>What exactly do we expect ALL students to learn?</i>	<i>How do we guarantee that ALL students have access to a rigorous and challenging curriculum?</i>	<i>How will we know if they have learned it?</i>	<i>How will we respond if some don't learn?</i>	<i>How will we respond when some students have already learned it?</i>
<p>Identify Essential Standards/Aligned to State Assessments (SPSA/PLC)</p> <ul style="list-style-type: none"> • A-G Core Curriculum (SPSA/PLC/WASC) • Embedding of ESLRs (Student Goals) – “RAM goals”: R: Read, write, speak, listen reflectively and critically and be technologically literate (“Effective Communicators”) A: Analyze, apply, synthesize, evaluate (“Critical Thinkers”) M: Motivate oneself to be a self-directed adults who set goals (“Self-Directed Adults”) (WASC) 	<p>Curricular Mapping/Pacing Plans Planning/Delivery of Rigorous Lessons (SPSA/PLC/WASC)</p> <ul style="list-style-type: none"> • Essential Elements of Effective Instruction (<i>Formulating Instructional Objectives, Teaching to the Objective, Active Participation, Set & Closure, Motivation/ Reinforcement</i>) (SPSA/PLC/WASC) • Access Strategies/SDAIE (SPSA/PLC) (WASC) • Authentic Literacy /Writing Across the Curriculum • Marzano Instructional Strategies (problem solving, mathematical reasoning)(SPSA/PLC) (WASC) • Project-Based Learning • Curriculum Calibration (WASC) 	<p>Smart Goals Common Formative Assessments Analysis of Student Work (SPSA/PLC)</p> <ul style="list-style-type: none"> • Assessments: Common Formative Assessments, Periodic Assessments (PA), Summative Assessments, CST (SPSA/PLC) • ESLR Benchmark Assessments (WASC) 	<p>Determine Intervention Needed – Repair/Rebuild (SPSA/PLC)</p> <ul style="list-style-type: none"> • Mathematics: Focus on numerical reasoning and algebraic concepts (SPSA/PLC) (WASC) • Literacy: Focus on reading, writing, and vocabulary development across curriculum (SPSA/PLC) (WASC) • Prescriptive Reading and Writing Program (SPSA/PLC) (WASC) 	<p>Sharing Best Practices (SPSA/PLC)</p> <ul style="list-style-type: none"> • Enrichment within the classroom (WASC) • Sharing best practices across PLCs, Departments, SLCs (WASC)
<p><i>Monitor PLC Process:</i></p> <ul style="list-style-type: none"> • LASW (CFA/Lesson) (SPSA/PLC/WASC) • Peer Observation and Feedback (WASC) 	<p><i>Monitor PLC Process:</i></p> <ul style="list-style-type: none"> • LASW (CFA/Lesson) (SPSA/PLC/WASC) • Peer Observation and Feedback (WASC) 	<p><i>Monitor PLC Process:</i></p> <ul style="list-style-type: none"> • LASW (CFA/Lesson) (SPSA/PLC/WASC) • Peer Observation and Feedback (WASC) 	<p><i>Monitor PLC Process:</i></p> <ul style="list-style-type: none"> • LASW (CFA/Lesson) (SPSA/PLC/WASC) • Peer Observation and Feedback (WASC) 	<p><i>Monitor PLC Process:</i></p> <ul style="list-style-type: none"> • LASW (CFA/Lesson) (SPSA/PLC/WASC) • Peer Observation and Feedback (WASC)

PLC Cycle of Continuous Improvement

1. Identify Essential Standards



2. Align to State Assessments



3. Curricular Mapping



4. Develop Common Formative Assessments



5. Set Smart Goals



6. Plan/Deliver Rigorous Lessons



7. Analysis of Student Work



8. Determine Intervention Needed



9. Share Best Practices



Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Goal 1: Focus on reading comprehension and writing applications across the curriculum with special attention to English Language Learners (ELs).

Rationale for Critical Need:

Over 73% of students performed in the Basic, Below Basic, and Far Below Basic categories in the English section of CST. Although our English Language Learners have shown improvement in CAHSEE, CST, CELDT and EL redesignation rates, they continually underperform when compared to other subgroups. For example, 30% of the English Language Learners passed the English portion of CAHSEE, under half of the rate of the entire sophomore class. CASHEE results show all students score lowest in reading comprehension and writing applications, therefore we need to focus on these areas in all core content areas.

ESLRs Addressed:

Effective communicators who listen, speak, read and write reflectively and critically

Critical thinkers who use application, analysis, synthesis and evaluation to solve both academic and real-life problems

Self-directed adults who assess, establish and accomplish goals.

Empowered community members who maintain an informed worldview, respect cultural diversity and are technologically literate.

TASK	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Provide school site professional development to integrate and apply research-based strategies for reading and vocabulary development into the instructional program to increase the learning experiences that support active student engagement and development of deep conceptual understanding, in particular, for English learners and students with special needs.	Administrators Instructional Coaches Department Chairs	District Instructional Guides Concept Lessons Common pacing plans Professional Learning Communities (PLCs) Marzano strategies Monthly cadre (PD) Categorical funding	Teacher peer observation tool Formal and informal teacher observations Common formative assessments Periodic assessments CST, CAHSEE and CELDT data	Implemented school-wide June 2013	Faculty meetings Department meetings Lead teacher meetings CEAC, ELAC, SSC SPSA

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Establish a system where teachers can observe one another in teaching reading and writing (lesson delivery) and participate in the feedback process, which will lead to the identification of additional professional development needs. Through this process, teachers will maintain accurate calibration of standards	Department Chairs Instructional Coaches	Department meetings Academy meetings California Standards for the Teaching Profession (CSTP) PLC cycle Reflection protocols	Teacher peer observation data Reflection protocols	We will finalize an observation tool in December 2010 and participate in the feedback process by June 2011.	Faculty meetings Department chair meetings Academy Meetings Leadership team meetings
Use a common writing rubric. A school-wide common writing rubric will be created and used in all content areas.	Department Chairs Instructional Coaches	Review and research sample writing rubrics PLC meetings Dufour's PLC and CFA cycle Department meetings	Periodic assessment results CST scores CAHSEE pass rates CELDT scores CFA results Department summative assessment	June 2012	Department meetings Faculty meetings SPSA Parent/student conferences
Continue with prescriptive reading and writing programs that support literacy. All departments will focus on authentic literacy by targeting writing and speaking more explicitly.	Literacy Coach EL Coordinator Department Chairs	Instructional coaches Professional development meetings Read 180 program High Point program Jane Schaffer writing program Categorical funding Outside providers District support personnel	Periodic assessment results CST CAHSEE pass rates -CELDT scores CFA results Unit summative assessments Department summative assessments	September 2010	CEAC, ELAC, SSC SPSA School website Faculty meetings Parent and community meetings

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Each Academy will apply the school-wide tiered pyramid of instruction and intervention (RTI ²) to meet the specific needs in the area of reading and writing of students at all grade levels, in particular, English learners and students with special needs.	SLC Coordinator Lead Teachers	Weekly academy meetings Lead Teacher monthly meetings Leadership Team meetings CST, CELDT, and CAHSEE data Progress reports	Quarterly academic marks Academy SMART Goals Academy Scoreboard	June, 2011	Faculty Meeting Campus Score Boards Parent Newsletter Faculty email Coffee with the Principal
Provide all students in need of academic intervention in reading and writing a targeted study hall and evaluate its effectiveness periodically. Students who need enrichment in this area will be provided appropriate opportunities.	Administrators Master Program Coordinator Counselors	Quarterly cadre meetings Banked Time Tuesdays CST, CELDT and CAHSEE data Progress reports Research-based intervention materials	Pre and Post Tests Standardized test data (CST/CAHSEE/ CELDT) Student portfolio for study hall Student/teacher survey	September 2011	Faculty meetings Weekly academy meetings Coffee with the Principal

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Goal 2: Improve students' abilities to develop and apply higher level thinking skills across the curriculum.

Rationale for Critical Need:

Standardized tests assess students' ability to reason, analyze and problem solve which requires students to use higher-level thinking skills to score Proficient or Advanced. Although 70% of students passed the CAHSEE, only 36% in English and 37% in Mathematics scored Proficient or Above. Teaching students to think and solve problems is a skill that will help them perform better on high stakes exams and in the real world.

ESLRs Addressed:

Effective communicators who listen, speak, read and write reflectively and critically

Critical thinkers who use application, analysis, synthesis and evaluation to solve both academic and real-life problems

TASK	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Revise pacing plans in each core subject area to include rigorous instructional tasks where students can develop and apply higher-level thinking skills.	Administrators Department Chairs	Instructional Guides (Math, Science, ELA and SS) Common pacing plans Department syllabi Teacher observations PLC cycle Banked Time Tuesdays Monthly cadre meetings Categorical funding Outside providers	Report cards Course pass rates Department SMART goals Culminating tasks Academy presentations	Departments will establish rigorous instructional tasks by June 2012	SPSA Department meetings CEAC, ELAC, SSC Academy meetings Open House Back to School Night
Teachers function as facilitators of learning and incorporate inquiry-based learning to allow students to develop conceptual understanding and apply their knowledge in classes.	Administrators Instructional Coaches	Instructional coaches Questioning strategies Common pacing plans Bloom's Taxonomy Concept tasks Technology	Peer/Administrator observations Concept task rubrics Culminating tasks/Projects CST results CAHSEE pass rates CELDT scores	September 2013.	Department meetings PLC meetings Faculty meetings Leadership Team meetings

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Provide professional development on strategies that focus on literacy and problem-solving skills that can be embedded in daily instruction and applied in all classrooms. Teachers across PLCs will continue to receive training on Marzano strategies to support all learners. School-wide implementation will be monitored to maintain accurate calibration of standards	Administrators Instructional coaches	Marzano strategies Questioning strategies SDAIE strategies PLC cycle Common pacing plans Banked Time Tuesdays Monthly cadre meetings Categorical funding District support personnel Outside providers	Peer/Administrator observations CAHSEE pass rates CST results CELDT scores	June 2011.	SPSA CEAC, ELAC, SSC PD Plan Department meetings PLC meetings Faculty meetings Leadership Team meetings
Use CST, CAHSEE, periodic assessment and common formative assessment data to modify, to inform, to deepen instruction and re-establish goals as a way of formalizing culture of high expectations for all students.	Administrators	Dufour's PLC Cycle Academy meetings Core K-12 Website (Periodic Assessment Data) PLC formative assessments Department summative assessments PLC meetings MyData	Periodic assessment results Scoreboards Common formative assessment data Department summative assessment results Parent and student surveys	June 2011	SPSA CEAC, ELAC, SSC School website Department meetings PLC meetings Faculty meetings Leadership Team meetings
Integrate technology into classrooms and to provide opportunities for students to use technology to demonstrate learning.	Administrators	Technology support personnel Technology PD offered by teachers, school support and district support personnel. Smartboards Categorical funding	Student surveys Parent surveys Technology inventory Computer lab and cart sign up sheets Student technology-based assignments	June 2013.	CEAC, ELAC, SSC Leadership Team Academy meetings Department meetings PLC meetings Faculty meetings

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Goal 3: Improve student learning in numerical reasoning across the curriculum with a focus on essential math skills and algebraic concepts through real-life applications.

Rationale for Critical Need:

Over 75% of all students are performing in the Below Basic or Far Below Basic category for the Mathematics section of CST. The lowest CAHSEE subtest score was found in Algebra 1, 51.3%. In our report card analysis 46.9% of grades in math courses were D's and F's. Exposing students to number sense and offering additional opportunities to use mathematical reasoning in all courses will expand their learning.

ESLRs Addressed:

Critical thinkers who use application, analysis, synthesis and evaluation to solve both academic and real-life problems

Self-directed adults who assess, establish and accomplish goals.

Empowered community members who maintain an informed worldview and are technologically literate.

TASK	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Use of rigorous concept tasks that build conceptual understanding and promote students' ability to reason, solve problems and transfer learning to new situations.	Administrators Instructional Coaches	Instructional Guides (Math, Science, ELA, and SS) Conceptual tasks/lessons Monthly Cadre (PD) PLC teams Instructional planning tool Banked Time Tuesday PD Categorical funding (PD)	Looking at student work Peer/Administrator Observations Rubrics/Criteria charts SMART Goals Common assessments ESLR benchmark assessments	June, 2012	Department/ Faculty meetings Department Chair meetings Lead teacher meetings CEAC, ELAC, SSC SPSA

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Use specific strategies that promote students' ability to reason mathematically such as questioning to assess/advance/probe students' thinking, cooperative learning environments, strategic use of graphic organizers and multiple representations. Strategies will be monitored periodically for school-wide implementation	Administrators Instructional Coaches	Access to Core methodologies Marzano strategies SDAIE strategies Questioning strategies Instructional planning tool Monthly Cadre (PD) Banked Time Tuesday PD PLC teams	Peer/Administrator observations Department SMART goals Data collection Teacher reflections Student work	June, 2012	Department/ Faculty meetings Department Chair meetings Lead teacher meetings CEAC, ELAC, SSC SPSA
Provide students opportunities to explain, defend, or justify their thinking and engage in problem solving situations that require numerical reasoning and/or algebraic thinking.	Administrators Department Chairs Instructional Coaches	Questioning strategies Access to Core methodologies Marzano strategies SDAIE strategies Instructional planning tool Monthly Cadre (PD) Bank Time Tuesday PD	Peer/Administrator observations Department SMART goals Data collection Teacher reflections Student work	June, 2011	Faculty meetings Department meetings Lead teacher meetings CEAC, ELAC, SSC SPSA
Provide professional development on instructional strategies that promote mathematical reasoning and a lesson planning protocol for the implementation of a rigorous task/lesson. School-wide implementation will be monitored to maintain accurate calibration of standards.	Administrators Instructional Coaches Department Chairs	Professional development plan Instructional planning tool Instructional Guides Pacing guides PLC cycle Monthly Cadre (PD) Banked Time Tuesday PD	PD evaluations Teacher surveys Lesson plans PLC portfolio	June, 2011 (Instructional Strategies) June, 2012 (Lesson Planning Tools)	Faculty meetings Department meetings Lead teacher meetings CEAC, ELAC, SSC SPSA
Each Academy will apply the school-wide tiered pyramid of instruction and intervention (RTI ²) to meet the specific needs in the area of numerical reasoning and algebraic thinking of students at all grade levels, in particular, English learners and students with special needs.	SLC Coordinator Lead Teachers	Weekly academy meetings Lead Teacher monthly meetings Leadership Team meetings CST, CELDT, and CAHSEE data Progress reports	Quarterly academic marks Academy SMART goals Academy score board Teacher tutoring logs	June 2011	Faculty meeting Campus score boards Parent Newsletter Faculty email Coffee with the Principal

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Provide all students in need of academic intervention in numerical reasoning and algebraic concepts a targeted Study Hall and evaluate its effectiveness periodically. Students who need enrichment in this area will be provided appropriate opportunities.	Administrators Master Program Coordinator Counselors	Monthly Cadre meetings Banked Time Tuesdays Research-based intervention materials	Pre and post tests Standardized test data (CST/ CAHSEE/ CELDT) Student portfolio for study hall Student/teacher survey	September 2011	Faculty meetings Weekly academy meetings Coffee with the Principal
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Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
South Gate, California

Goal 4: Develop effective communicators who listen, speak, read and write reflectively and critically.

Rationale for Critical Need:

Since teachers are working toward becoming facilitators of learning and asking students to be more involved in the learning process, we need students to be able to think, learn, and question reflectively and critically, then articulate it such as way that demonstrates good understanding and new learnings. This will also help them to be successful regardless of what path they choose after high school.

Effective communication is an essential skill needed for the 21st century. CAHSEE data indicates that we need to support students in writing conventions and writing applications since the average score in 2008 was under 60%. ??

ESLRs Addressed:

Critical thinkers who use application, analysis, synthesis and evaluation to solve both academic and real-life problems

Self-directed adults who assess, establish and accomplish goals.

Empowered community members who maintain an informed worldview and are technologically literate.

TASK	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT/RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Continue to strengthen the link between the content standards and the ESLRs, create benchmark assignments, and implement a school-wide system and rubric for assessing the ESLRS to measure school-wide growth.	Administrators Department Chairs	Department Chair meetings Instructional Coaches PLC meetings ESLR benchmark assignments ESLR rubrics	Data collection and analysis of benchmark assessment results	We have established benchmark assignments. We will implement school-wide measurement and reporting by September 2012.	Faculty meetings Academy homeroom assemblies Department meetings ELAC, CEAC, SSC School website
Provide all students opportunities to listen, speak, read and write reflectively and critically	Administrators Teachers	Access to Core methodologies SDAIE strategies Marzano strategies Monthly Cadre (PD) Banked Time Tuesdays	Student shadowing (EL, SWD, Regular, Gifted) Peer/Administrator observations Data collection and analysis	December 2010.	Faculty meetings Department meetings Academy meetings Parent/community meetings

Revised WASC Action Plan (June, 2010)
SOUTH GATE HIGH SCHOOL
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Involve students in the development of classroom assessment criteria for effective communication among teachers and students.	Administrators Teachers Students	Protocols for creation of rubrics and/or criteria charts Sample assessment tasks and rubrics Outside providers Dufour's PLC cycle Banked Time Tuesdays	Student developed rubrics Completed assessments and student reflections sheets Assessment results Course pass rates Student surveys Student goal sheets	June, 2011	Faculty meetings PLC meetings Department meetings Open House Back to School Night and other parent functions
Provide parents with workshops to strengthen their strategies on how to assist their children with the development of effective communication skills.	Categorical Program Advisors (Title I and English Learner) Instructional Coaches	Coffee with the Principal meetings ESL, Math skills, technology and computer workshops Academy meetings Outside providers	Parent Center visitor logs SGHS visitor logs Parent and student survey results	June 2011	School Marquee and website Connect Ed ISIS Family Module CEAC, ELAC, SSC

NOTE:

This Focus on Learning Action Plan will be integrated into South Gate High School's Single Plan for Student Achievement (LAUSD) prior to the commencement of the 2010-11 academic year. The Leadership Team will be responsible for the annual evaluation and ongoing implementation of the plan.

Teachers, through their work in professional learning communities (PLCs) and school wide professional development, share best practices in all areas, including instruction, assessment, and intervention, for consistent school-wide implementation.

**PSC 3.0 Unwavering Focus on Academic Achievement
Professional Development Plan (2012 - 2013)
PLC Cycle of Continuous Improvement**

Month/ Model	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
PLCs Content Teams Banked Time Mondays & Monthly Meetings	PLC Cycle Essential Standards Curricular Mapping	PLC Cycle Delivery of Rigorous Lessons	PLC Cycle Common Formative Assess./ SMART Goals SDAIE – Coop. Learning	PLC Cycle Looking at Student Work SDAIE Graphic Organizers	PLC Cycle Determine Interven./ Sharing Best Practices SDAIE Academic Lang. Dev	PLC Cycle Delivery of Rigorous Lessons SDAIE Instruct. Conversat	PLC Cycle Common Formative Assess./ SMART goals Authentic Literacy - Reading	PLC Cycle Looking at Student Work Authentic Literacy - Writing	PLC Cycle Determine Interven./ Sharing Best Practices Authentic Literacy - Discussion	PLC Cycle
SLCs/ Academy Banked Time Mondays & Monthly Meetings	Essential Elements of Effective Instruction – Overview Form. Inst. Objectives	Reinforce Form. Inst. Objectives Ongoing Visits & Feedback	Teaching to the Obj. Elements Ongoing Visits & Feedback	Reinforce Teaching to the Obj. Ongoing Visits & Feedback	Reinforce Teaching to the Obj. Ongoing Visits & Feedback	Active Particip. Ongoing Visits & Feedback	Reinforce Active Particip. PBL Ongoing Visits & Feedback	Set and Closure PBL Ongoing Visits & Feedback	Reinforce Set and Closure Marzano Strategies CST Prep	Celebrate Student Success PBL
School- Wide Period by Period Conf.	Review of CST Results	Peer to Peer Observ. & Feedback	Peer to Peer Observ. & Feedback	Team Building	Peer to Peer Observ. & Feedback	Peer to Peer Observ. & Feedback	Peer to Peer Observ. & Feedback	Peer to Peer Observ. & Feedback		

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**SOUTH GATE HIGH SCHOOL
CLUB/SPORTS ROSTER
2011 - 2012**

Appendix M

Academic Decathlon	Interact Club
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Boys Soccer	Leadership
Boys Volleyball	Loud Club
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Cross Country	Ram's Society
Dance Team	Rocket Club
Drill Team	Sierra Club
Football	Softball
G.L.E.E. Club	Speech Club
Girls Basketball	Tennis
Girls Soccer	Track & Field
Girls Volleyball	Water Polo
Go Green Club	Yearbook
GSA Club	Youth Action

South Gate High School
“HOME OF THE RAMS”
INTERVENTION PACKET

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South Gate High School
“HOME OF THE RAMS”
INTERVENTION PACKET

I. Intervention Protocol

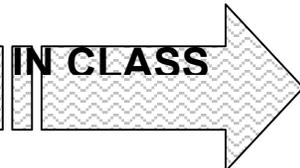
The protocol was designed to show teachers and staff what to do when certain student behaviors occur at South Gate High School. This provides an overview of intervention procedures; the following will give examples of what to do when a student(s) exhibits a certain type of behavior:

Student Behavior	Faculty/Staff Response
Student(s) uses profane language towards teacher or staff	Immediately fill out a referral slip and describe the behavior thoroughly. Refer to the <i>Intervention Office using the ODR process.</i>
Student(s) threatens teacher or staff	Maintain your composure. Immediately contact the main office at ext. An adult will be in the room shortly to diffuse the situation. Student will be taken to the <i>Intervention Office and School Police will be notified and appropriate consequences will be assigned to the student.</i>
Student(s) is caught vandalizing school property	Immediately fill out an ODR and describe the behavior thoroughly. Refer to the <i>Intervention Office for consequences.</i>
Students fighting	Immediately fill out a referral slip and describe the behavior thoroughly. Call main office for assistance. Refer to the <i>Intervention Office for consequences.</i>
Student is dressed inappropriately	Immediately send student to the Parent Center.
Student(s) did not bring their required materials to work (e.g. pencil, paper, book, pen)	Conduct teacher-student interventions (e.g. teacher student conference, call parent, behavior reflection, etc.) If problem still persists, then refer to <i>Counseling Office</i>
Student(s) is not staying on task and is bothering other students	Conduct teacher-student interventions (e.g. teacher student conference, call parent, behavior reflection, etc.) If problem still persists, then refer to <i>Counseling Office.</i> Counselors will then refer the student(s) to the <i>Intervention Office</i> , based on their assessment of the situation, for the appropriate consequences.
Student(s) is throwing items in the classroom	Conduct teacher-student interventions (e.g. teacher student conference, call parent, behavior reflection, etc.) If problem still persists, then refer to <i>Intervention Office for consequences.</i>
<p>Final Thoughts: The following behaviors identified on the table above are possible examples and do not represent all of the possible behaviors students may exhibit during a school day. A few things to keep in mind with referring students:</p> <ul style="list-style-type: none"> • Refer students to the counseling office for work habits issues or emotional problems • Refer students to the Intervention Office for disciplinary issues using ODR • Refer students when you have executed your consequences thoroughly. Constantly referring students out of class forfeits your power. • Always send students with a referral and/or student to ensure arrival to desired destination. 	

South Gate High School
 "HOME OF THE RAMS"
 INTERVENTION PACKET

SCHOOLWIDE Intervention Protocol:

1. **TEACHER Responsibility:** (Complete two prior to referral)

- 
- a. Teacher – Student Conference
 b. Phone Call Home
 c. Parent-Teacher Conference
 d. Teacher Intervention Activity --(e.g. behavior reflection, detention, etc.)

FOR CLASS-STOPPING STUDENT DEFIANCE PLEASE INFORM INTERVENTION COORDINATOR OF THE INFRACTION (e.g. Fighting, Threats, etc) IMMEDIATELY WHEN IT OCCURS. CALL COORDINATOR DIRECTLY AT x5731 OR x5720

2. **COUNSELOR (Emotional/Personal/Work Habits Issues):**

- 
- a. Teacher Completed Referral received
 b. Parent & Teacher/SLC Conference
 c. Daily Progress Report
 d. Student Success Team

3. **Intervention Coordinator (Discipline Issues):**

- 
- a. Teacher Completed Referral received
 b. Parent, Teacher, & Coordinator Conference
 c. Campus Ecology
 d. Behavior Contract/Daily Progress Report
 e. Suspension
 f. Other Possible School Options

4. **ADMINISTRATOR Responsibility:**

- a. Extreme cases will be handled with an administrator, dean, and teacher to explore possible options (e.g. Community Referral, Expulsion, Group Counseling, Suspension, etc.)

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Behavior contracts are normally set up with a student who has been suspended from school, is an Opportunity Transfer (O.T.) from another school, or is requested by a teacher or parent due to behavior issues. The function of the behavior contract is to monitor student behavior, so that the individual may be a more effective student at South Gate High School. These contracts are done in collaboration with the parent, student, and Intervention Coordinator to ensure there is buy-in from all parties. Teachers interested in putting students on behavior contracts need to see their Counselor in the counseling office to discuss your specific needs.

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INTERVENTION PACKET

STATEMENT TO PARENT/GUARDIAN AND STUDENT

On _____ will begin this contract that will
(Starting Date) (Name of Student)

insure his/her success at South Gate High School. This contract will be used to chart the progress of the aforementioned student and as a tool to determine their future at South Gate High School.

GOALS FOR STUDENT:

- 1. Follow all school rules and behavior expectations at South Gate High School
- 2.
- 3.

SCHOOL AND PARENT CONSEQUENCES IF GOALS ARE NOT MET:

Consequences at School	Consequences at Home
1. AFTER SCHOOL CLEAN UP FOR TWO WEEKS THIRTY MINUTES EACH DAY	To be determined by parent
2. LUNCH AND AFTER SCHOOL CLEAN UP FOR THREE WEEKS THIRTY MINUTES EACH DAY	To be determined by parent
3. O.T. TO ANOTHER SCHOOL	To be determined by parent

Special Note: The consequences mentioned above are null and void if student commits an act that would require a suspension and/or expulsion. This will be determined by the Dean of Students and/or Administration. Examples are listed on the next page.

REWARDS GIVEN BY PARENT IF GOALS ARE MET:

- 1. HANG OUT WITH FRIENDS FOR THIRTY EXTRA MINUTES ON WEEKEND (1ST WEEK)
- 2. GO TO MOVIES WITH FRIENDS (2ND WEEK)
- 3. BUY VIDEO GAME (3RD WEEK)

By signing this contract all parties agree to the stipulations in the document and will following accordingly.

The following contract will be reviewed on the following date _____.

(Printed Name of Student)

(Signed Name of Student)

(Printed Name of Parent)

(Signed Name of Parent/Guardian)

(Printed Name Intervention Coordinator)

(Signed Name of Intervention Coordinator)

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ACTIONS THAT COULD RESULT IN SUSPENSION OR EXPLUSION PER LAUSD POLICY

1. Threatened, attempted, or caused physical injury to another person. (Fighting)
2. Possessed, sold, or furnished any firearm, knife, explosive, or other dangerous object.
3. Possessed, used, sold, or furnished, or been under the influence of, any controlled substance or intoxicant of any kind.
4. Offered, furnished, or sold any substitute substance represented as a controlled substance or intoxicant of any kind.
5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school or private property.
7. Stole or attempted to steal school or private property.
8. Possessed or used tobacco/nicotine products.
9. Committed an obscene act or engage in habitual profanity or vulgarity.
10. Offered, furnished, or sold any drug paraphernalia.
11. Disrupted school activities or willfully defied the authority of school personnel.
12. Knowingly received stolen school or private property.
13. Committed acts of sexual harassment.
14. Participated in, caused, or threatened to cause an act of hate violence.
15. Intentionally engaged in harassment, threats or intimidation that is severe or pervasive.

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TARDIES AND CAMPUS ECOLOGY

Students at South Gate High School are expected to be in class at all times. Students who are tardy to classes should be marked tardy in ISIS with the time they entered your class. When a student is marked tardy in ISIS an automated message is sent to the phone numbers on file for the specific student. These automated messages are sent out at 10 a.m. and 6 p.m. on the same day of the tardy or absence.

Teachers are encouraged to implement their own tardy policy for their classrooms. If a student(s) for period one arrives late to your class, prior to 8:30 A.M., then mark him/her tardy in ISIS. After marking the student(s) tardy in ISIS, please give them the appropriate consequence based on your syllabus. Please do not send tardy students to the Main Office for blue tardy slips. Students may receive blue slips on a case-by-case basis. The supervision staff will be walking the campus to ensure students are getting to class on time and implementing unannounced tardy sweeps.

When students are assigned campus clean-up during lunch time, they will receive the following from the Intervention Office during the period following lunch along with trash bags.

South Gate High School
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INTERVENTION PACKET

School Wide Behaviors and Expectations

The following school wide behaviors and expectations were decided upon by the Public School Choice Ad Hoc Committee December 2011. These expectations are the cornerstone of our school and should be followed at all times. Please take time reviewing them with your students.

Where	Be Respectful	Be Responsible	Be Safe
General Personal Conduct	-Respect self, teachers, staff, and peers -Refrain from using profanity & vulgarity -Respect others opinions and abilities	-Refrain from engaging in poor conduct -Report any inappropriate conduct -Attend school daily and be on time	-Follow the dress code -Keep hands and feet to yourself -Walk away from altercations -Bring only educationally relevant materials
Classroom	-Use proper language and tones -Respect teachers, staff, and peers -Respect others opinions and abilities -Respect yourself	-Be on time and prepared -Stay on task and complete your own work -Follow directions at all times -Bring all necessary supplies	-Sit properly in assigned seat -Keep hands and feet to yourself -Use materials appropriately
Hallways & Stairways	-Respect property -Respect classes in session by limiting noise levels	-Move purposely to class without loitering -Use appropriate decorum -Use appropriate language, tones, and behavior -Limit public displays of affection	-Walk at all times unless directed otherwise -Keep hands and feet to yourself -Be courteous to others -Respect personal space
Lunch Area & Quad	-Wait in line patiently without pushing, shoving, or cutting in line -Be courteous and respectful	-Use good manners -Eat in designated areas only -Clean up after yourself (put your trash in the trash)	-Refrain from horseplay and throwing items
Restrooms	-Keep restrooms clean -Use restrooms for their intended purposes	-Do not deface restrooms -Use good manners -Be clean and quick	-Use restroom during specified times -Practice good hygiene
PE Area	-Show good sportsmanship -Follow all teacher instructions/expectations -Use proper language and tones -Be a team player and encourage others	-Use equipment for intended purpose -Participate to the best of your ability	-Stay with your class -Use equipment appropriately -Refrain from horseplay
Library	-Sit properly and quietly -Use appropriate voice level -Be considerate of others using library	-Follow appropriate procedures -Use the library for its intended use -Use the materials appropriately	-Follow library rules -Comply with internet use policies
Auditorium Assemblies	-Listen attentively -Be considerate to everyone -Respond/applaud appropriately to presenters	-Sit in designated seat -Sit properly and quietly -Follow directives from adults -Focus on the presenters	-Move purposely to your seat -Keep hands and feet to yourself -Wait for dismissal instructions
Offices	-State your purpose politely -Use kind words and actions	-Follow all office procedures	-Wait calmly and quietly inside the office
Emergencies and Drills	-Follow teachers/administrator's directives attentively -Refrain from horseplay	-Go directly to your assigned areas -Follow the directions given by the adults in charge	-Use quiet voices -Stay in your assigned area and follow all directions

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Following the dress code at South Gate is a school-wide expectation. Students who do not adhere to the dress code policy are to be referred to the Parent Center for clothing distribution and possibly to the Intervention Office for the appropriate consequence.

DRESS CODE

The Los Angeles Unified School District Board of Education policy states that *“the dress and grooming of the students shall be clean and shall not cause actual disruption from or disturbance in any school activity or actually interfere with the participation of a student in a school activity, create a hazard to the safety of him/herself or others, create a health hazard.”*

The following guidelines apply to all students at South Gate High School:

1. No Clothing with profanity, alcohol, tobacco or drug advertising of any sort, including on team jerseys.
2. No gang attire. This may include prison culture by name, insignia or color; pendletons, initial buckles, dickies, Ben Davis, solo pants, creased oversized white T-shirts, and baggy shorts with high stockings.
3. Hats, caps, beanies, or head covering outside of building. No logos or lettering. Hoods are to be down indoors.
4. No bandannas, including those hanging from pockets, backpacks, etc.
5. No body piercing that creates a safety hazard.
6. No open toed sandals or flip flops.

Young men: No sagging or oversized (by 2 sizes) baggy pants or shorts.

Young ladies:

Dresses, skirts and shorts, including slit in skirts must be below end of finger tips.

Blouses: No bare midriff (area between the waist and the chest), transparent blouses (unless worn over another non-transparent blouses), no strapless or backless blouses. No extremely low cut blouses.

For the safety of all students, any accessory or clothing that constitutes a possible safety hazard will not be allowed. Students who continually violate the dress code will be subject to disciplinary actions.

RESPONSIBILITY

Parents have the responsibility for seeing that students are dressed properly for school. School personnel have the responsibility for maintaining and enforcing an appropriate dress code conducive to learning.

South Gate High School
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Referrals:

South Gate High School currently utilizes the district recommended on-line referral program. That on-line program can be accessed by entering the following website: <http://odr.lausd.net>. Teachers have been encouraged to use the system for all office referrals at South Gate High School.

LOS ANGELES UNIFIED SCHOOL DISTRICT
 Human Resources Division
 Class Description
PRINCIPAL, SECONDARY SCHOOL

Job Purpose

Serves as the instructional leader, chief fiscal officer, and the chief administrator of a secondary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

Responsible to

Local District Superintendent or designee

Subordinates

Assistant Principal, Secondary School and/or Assistant Principal, Secondary Counseling Services as assigned. Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; JROTC Instructors and Senior Instructors as assigned; Career Adviser, Secondary School Counselors, and Counseling-Assistants as assigned; School Nurse, Student Attendance and Adjustment Services Counselor, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aides as assigned; and other certificated and classified personnel as assigned.

FunctionsEssential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measure the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts student extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

Qualifications

Education

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language, and methodology to meet the requirements of the District's Master Plan for English Language Learners.

For additional information on Master Plan requirements, refer to Human Resources Division bulletin on "Culture, Language, and Methodology Requirements for Administrators."

Credentials

1. One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:
 2. Service Credential with a specialization in administrative services
 3. Standard or General Administration Credential
 4. General Supervision Credential
 5. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
6. One elementary and one secondary level credential from among the following:
 - a. Elementary School Administration or Supervision Credential
 - b. Secondary School Administration or Supervision Credential.

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.

- b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
- c. Certificated experience at a minimum of two locations.

Desirable

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year, or six-year day high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

NOTE: No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. Above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.OCTOBER 2007 PRINCIPAL, SECONDARY SCHOOL 0611 Page 3 of 3

Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
 - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
 - b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
 - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
 - b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 - c. Ability to recognize, use, and credit ideas of others;
 - d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of District policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
7. Knowledge of effective administrative and managerial practices and ability to implement them.
8. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
9. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
10. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.
11. Ability to compose and comprehend written communication.
12. Knowledge of and skill in budget preparation and control.
13. Ability to observe and evaluate subordinates' activities.

14. Mobility to traverse all areas of the work site.
15. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

This is a Master Salary (G) Table classification.

South Gate High School

	Indicators	Baseline Data (2010-11)**	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2 Goal/Target	Year 3 Goal/Target		
Academic	Participation on State Assessments	2443		Schoolwide campaign and CST prep	Daily attendance during testing				
	Graduation Rate	70.1	75	Individualized Grad plans for all students		80	85		
	A-G Grade of C or Higher	89.5	100	Counselor monitoring and master schedule development	Ensuring that master schedule addresses all the needs of the students	100	100		
	CAHSEE Pass Rate	61.1	75			80	85		
	Retention Rate (students completing year and returning)			Intervention /Referral to Programs					
	Reclassification Rate	12.5	17.5	Tutoring/SDAIE Instruction	Monitoring master schedule	22.5	27.5		
	% of students graduating having completed A-G requirements	30%	100	Development of master schedule	Monitoring master schedule	100	100		
	CST ELA								
	Total % of all students moving out of FBB/BB*	6.4	10	Curricular Mapping/Pacing Plans/Planning/ Delivery of Rigorous Lessons Essential Elements of Effective Instruction: •Formulation of Instructional Objectives •Teaching to the Objectives •Active Learning Strategies •Monitoring Student Progress & Adjusting Teaching Access Strategies/SDAIE Authentic Literacy and Writing across the Curriculum Marzano Instructional Strategies to promote •Problem Solving •Mathematical Reasoning Project Based Learning Provide Intervention	Smart Goals Analysis of Student Work Assessments •Common Formative Assessments •Periodic Assessments •Summative Assessments •California Standards Test •ESLR Benchmark Assessments Classroom Visitations Peer Observation and Feedback Process		15	20	
	English Learners								
	Special Education								
	African-American								
	Latino								
	White								
	Asian								
	Economically Disadvantaged								
	Total % of all students scoring Proficient or Advanced	32.6	38					38	45
	English Learners	23.6	28.6					33.6	38.6
	Special Education	2.6	7.6					12.6	17.6
	African-American								
	Latino	2.6	7.6					12.6	17.6
	White								
	Asian								
Economically Disadvantaged	34.1	39.1			44.1	49.1			
CST Math									
Total % of all students moving out of FBB/BB	10	15	Curricular Mapping/Pacing Plans/Planning/ Delivery of Rigorous Lessons Essential Elements of Effective Instruction: •Formulation of Instructional Objectives •Teaching to the Objectives •Active Learning Strategies •Monitoring Student Progress & Adjusting Teaching Access Strategies/SDAIE Authentic Literacy and Writing across the Curriculum Marzano Instructional Strategies to promote: •Problem Solving •Mathematical Reasoning Project Based Learning Provide Intervention	Smart Goals Analysis of Student Work Assessments •Common Formative Assessments •Periodic Assessments •Summative Assessments •California Standards Test •ESLR Benchmark Assessments Classroom Visitations Peer Observation and Feedback Process		20	25		
English Learners									
Special Education									
African-American									
Latino									
White									
Asian									
Economically Disadvantaged									
Total % of all students scoring Proficient or Advanced	13.2	18.2					23	28	
English Learners	2.7	7.7					12.7	17.7	
Special Education	2.2	7.2					12.2	17.2	
African-American									
Latino	13.3	18.3					23.3	28.3	
White									
Asian									
Economically Disadvantaged	14.2	19.2			24.2	29.2			
Culture/Climate	Attendance Rates	93.6	95	Increase parent involvement and the contact with parents. Provide alternatives to suspensions and intervention..	Monitoring attendance daily and maintaining database on behaviors and interventions. (Counseling)	95	98		
	Suspension Rates	4.6	3			3	2		
	Insert additional indicator								
Mission-Specific	Insert indicator								
	Insert Indicator								
	Insert Indicator								

*FBB/BB = Far Below Basic/Below Basic

**If applying for a new school with more than one feeder school, provide the baseline data for the school whose students will make up the majority of the new school. If the student composition of the new school is estimated to be even across feeder schools, please provide the data for each feeder school. In the Performance Plan, please include a note to indicate how you calculated the baseline data.

South Gate High School

2012-2013 BELL SCHEDULE

PROFESSIONAL DEVELOPMENT MONDAYS

<u>Period</u>	<u>Start</u>		<u>End</u>	<u>Minutes</u>
0	7:00	-	7:53	53
PD	8:00	-	8:55	55
1	9:00	-	9:50	50
2	9:55	-	10:42	47
Nutrition	10:42	-	10:52	10
3	10:57	-	11:44	47
4	11:49	-	12:36	47
Lunch	12:36	-	1:06	30
5	1:11	-	1:58	47
6	2:03	-	2:50	47

(5 Minutes Passing)

South Gate High School

2012-2013 BELL SCHEDULE

WEDNESDAY & FRIDAY

<u>Period</u>	<u>Start</u>		<u>End</u>	<u>Minutes</u>
0	7:00	-	7:55	55
2	8:00	-	10:00	120
Nutrition	10:00	-	10:10	10
4	10:15	-	12:15	120
Lunch	12:15	-	12:45	30
6	12:50	-	2:50	120

(5 Minutes Passing)

South Gate High School

2012-2013 BELL SCHEDULE

TUESDAY & THURSDAY

<u>Period</u>	<u>Start</u>		<u>End</u>	<u>Minutes</u>
0	7:00	-	7:55	55
2	8:00	-	10:00	120
Nutrition	10:00	-	10:10	10
4	10:15	-	12:15	120
Lunch	12:15	-	12:45	30
6	12:50	-	2:50	120

(5 Minutes Passing)