

South Gate High School

“Home of the Rams”

German Cerda, Principal



“Never doubt that a small group of thoughtful citizens can change the world; indeed, it is the only thing that ever has”
Margaret Mead, American Cultural Anthropologist

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A. SUMMARY ANALYSIS

Provide an analysis of the academic achievement and culture of the proposed PSC school. Your data analysis should serve as the basis for the Instructional Plan you develop in Section B

1. Mission and Vision. Describe the mission, vision, and core beliefs as well as the school's values about teaching and learning.

MISSION AND VISION.

All students will graduate South Gate High School, college and career-ready, empowered and motivated to successfully meet life's challenges and make positive contributions to society.

Our mission is to prepare all students to become effective communicators, critical thinkers and self-directed adults. We will strive to ensure that *all* South Gate HS students will:

1. Read, write, speak, listen reflectively and critically and be technologically literate.
2. Analyze, apply, synthesize and evaluate to solve problems
3. Motivate oneself to be a self-directed adult who sets (and attains) goals.

CORE BELIEFS/VALUES ABOUT TEACHING AND LEARNING

- We believe in high expectations for all students.
- We believe that *all* students can learn and must be given appropriate support and intervention when they do not meet grade level standards.
- We believe that *all* students have the right to learn in a nurturing, positive and safe environment.
- We believe in the commitment and mutual accountability of all stakeholders to ensure student academic success.
- We believe that all stakeholders must be treated with fairness and respect.
- We believe in the delivery of a guaranteed, viable and rigorous curriculum aligned to the state standards.
- We believe in the use of evidence-based strategies that engage *all* students and makes learning meaningful and relevant.
- We believe in the work of professional learning communities (PLC collaborative content teams) that engage in a cycle of continuous improvement of student learning.
- We believe in data-driven decision-making.

2. School Data Analysis.

Review the data sheet(s) (<http://schoolinfosheet.lausd.net/budgetreports/reports.jsp>) and report card(s) (<http://getreportcard.lausd.net/reportcards/reports.jsp>) for the PSC school. For new schools, you may include information from the data sheets for feeder schools. For focus schools, the school's data is available, but you may also choose to include feeder schools' data in your analysis. You may also include any other key data points you have available to review areas including academic achievement, graduation rates, and dropout rates.

Provide an objective, critical analysis of the data by describing the major strengths and opportunities for improvement at the school. Analyze scores across subjects, grade levels, and student subgroups. Where are the gaps in achievement? Briefly outline your top priorities and necessary action steps.

Given your analysis of the data, complete the attached Performance Plan (Attachment P) to describe the specific goals you will set for key indicators. For year 1 only, describe your specific strategies for attaining the year 1 goals you set and how you will measure success. The Plan also provides space for applicant teams to set their own indicators for School Culture/Climate and Mission-Specific goals.

SCHOOL DATA ANALYSIS

After reviewing our school data from the South Gate HS Performance Meter information sheet, South Gate HS School Report Card and disaggregated CST Data from the State and LAUSD MyData Websites for our school, the following findings were observed:

Major Strengths

In the last 4 years, South Gate High School has experienced a consistent increase in its API score starting with a rise of 46 points in the 2007-2008 school year and a more recent increase of 27 points in the 2010-2011 school year. The growth during this four-year period represents a rise of over 100 API points (565 to 676).

During a four-year period from 2007-2008 to 2010-2011 our four-year graduation rate has grown by 17 percentage points, placing our school above the district's target rate for the 2010-2011 academic school year (53% to 70%).

South Gate High School has witnessed a consistent increase in the percentage of students scoring at the Proficient and Advanced levels in all four CST content categories, along with a significant drop in the percentage of students scoring Below Basic and Far Below Basic in the CST content categories in the previous four-year period.

Language Arts

From 2006-2007 to 2010-2011, the number of students scoring Proficient and Advanced on the CST English Language Arts exam at South Gate High School has increased overall by 12.6 percentage points. This was manifested by an increase of 11 percentage points for 9th grade, 14.4 percentage points for 10th grade, and 13.1 percentage points for 11th grade. In addition, our school has witnessed an 18.1 percentage point drop in the number of all students scoring Below Basic and Far Below Basic. During this period, the combined Below Basic and Far Below Basic performance levels have dropped by 13.4 percentage points for 9th grade, 23.3 percentage points for 10th grade, and 18.8 percentage points for 11th grade.

By contrast, for English learners, the increase in the percentage of students scoring at either the Proficient or Advanced levels was only 1.3 percentage points, and the drop in the percentage of students scoring at the Below Basic and Far Below Basic was 6.4 percentage points.

Mathematics

In the same four-year period between 2006-2007 to 2010-2011, the number of students scoring Proficient and Advanced on the CST Mathematics exam at South Gate High School has increased overall by 9.1 percentage points. The combined Proficiency and Advanced performance levels increased by 13.7 percentage points for 9th grade, 8.1 percentage points for 10th grade, and 8.8 percentage points for 11th grade. In addition, our school has witnessed a 19.2 percentage point drop in the number of students scoring Below Basic and Far Below Basic on the Mathematics CST exams. The combined Below Basic and Far Below Basic performance levels have dropped by 21.9 percentage points for 9th grade, 21.9 percentage points for 10th grade, and 21.9 percentage points for 11th grade.

Again, by contrast, for English learners the increase in the percentage of students scoring Proficient or Advanced consisted of only .5 percentage points, and the reduction in the percentage of students scoring at the Below Basic or Far Below Basic levels was 13.5 percentage points.

Science

From 2006-2007 to 2010-2011 South Gate High School has experienced a rise of 18.3 percentage points in the number of students scoring Proficient and Advanced on the CST Science exam. The combined Proficient and Advanced performance levels increased 22.1 percentage points for 9th grade, 16.2 percentage points for 10th grade, and 17.8 percentage points for 11th grade. During this same period our school has witnessed a drop of almost 27.9 percentage points in the number of all students scoring Below Basic and Far Below Basic. The combined Below Basic and Far Below Basic performance levels have dropped by 29.1 percentage points for 9th grade, 27.5 percentage points for 10th grade, and 27 percentage points for 11th grade.

Social Science

From 2006-2007 to 2010-2011 South Gate High School has experienced a rise of 22 percentage points in the number of students scoring Proficient and Advanced on the CST Social Science exam. Combined Proficient and Advanced performance levels increased 10 percentage points for 9th grade, 22.8 percentage points for 10th grade, and 20.5 percentage points for 11th grade. During this same period our school has witnessed a drop of almost 27.9 percentage points in the number of all students scoring Below Basic and Far Below Basic. The combined Below Basic and Far Below Basic performance levels have dropped by 22.2 percentage points for 9th grade, 23.7 percentage points for 10th grade, and 26.3 percentage points for 11th grade.

Opportunities for Improvement

Despite these improvements, South Gate High School still has a number of students who are underperforming. According to our data, students need more support in Mathematics and English with an emphasis on English learners and students with special needs.

1. Although overall student performance on the CST Mathematics exam has improved, we need to experience greater gains in the number of students scoring proficient and advanced in all mathematics courses, in particular, Algebra I. Our data reveals a need to improve student learning in numerical reasoning across the curriculum with a focus on essential mathematics skills and algebraic concepts through real-life applications.
2. Although overall student performance on all CST exams has improved, an analysis of school formative and summative assessment data, along with classroom observations, reveals a need to improve students' ability to think critically, solve problems and reason mathematically.
3. Although overall student performance on the English language Arts CST exam has improved, our data reveals a need to focus on reading comprehension and writing applications across the curriculum, with an emphasis on English learners and students with special needs.
4. Furthermore, our data reveals a need to increase our students' ability to become effective communicators, who listen, speak, read, and write reflectively and critically.
5. Although our English language learners have shown improvement in CAHSEE, CST, CELDT and EL redesignation rates, they continually underperform when compared to other subgroups. Our data reveals a need to implement Specially Designed Academic Instruction in English (SDAIE) strategies to increase English learners' access to the core curriculum, while developing their academic language proficiency.
6. We need to increase the number of students scoring Proficient and Advanced on the CAHSEE exam as well as the number of students who pass the exam the first time.
7. We need to increase our four-year cohort graduation rate.

Necessary Action Steps

1. Implementation of school-wide professional development on the Essential Elements of Effective Instruction.
2. Consistent use of SDAIE/Access to Core instructional strategies
3. Development of authentic literacy techniques
4. Incorporation of project-based learning (PBL)
5. Use of selected Marzano strategies to promote problem solving, mathematical reasoning and literacy skills
6. Ongoing curriculum calibration to ensure equity and access to a rigorous, standards-based, grade-level instructional program.

3. Applicant Team Analysis.

Provide evidence of the team's ability to successfully manage the academic operations of a school. Describe how your team is well-suited to meet the academic needs of the student population. All applicant teams, including internal school-wide teams, must provide school level data by completing the Applicant History Data Sheet (Appendix F). All applicants should also address the following questions:

What does it take to be successful in either a turnaround or a new school environment?

To achieve success in turning around a school, some key elements must be present:

- 1. Common set of core beliefs about teaching and learning.** All stakeholders must hold high expectations for all students. They must believe that all students can learn and that each deserves access to a rigorous, standards-based curriculum. They must share the belief that students have the right to learn in a nurturing, positive and safe environment and that they must be given appropriate support and intervention when they do not meet grade level standards.
- 2. Conditions for change/reform must be present.** For change to occur, there must be an atmosphere of trust and respect, openness and transparency among all stakeholders. There must be a willingness on the part of all staff to work collaboratively toward commonly defined goals, and be committed to mutual accountability. The learning environment must be safe and nurturing, one in which students are willing to take risks and in which every employee from cafeteria worker to principal is supporting what takes place in the classroom.
- 3. Data driven decision making.** All school decisions must be data-driven and monitored on a consistent, ongoing basis. Instructional decisions must be based on an ongoing analysis of student performance data (4 year cohort graduation rate, completion of a-g requirements, outcome data such as CST and benchmark assessments, academic and behavioral interventions). Budgetary decisions must be strategic, student-centered, and data-based. They must serve to enhance the instructional program and address the critical academic and emotional needs of all our students. Decisions regarding school safety and support for student learning must take into account such data as attendance, intervention, suspensions, parent and community engagement (e.g. percentage of parents who talk to their teachers about their child's schoolwork on a regular basis).
- 4. Strategies to achieve results.** All stakeholders must maintain a laser-like focus on instruction. Reform efforts should center on the use of evidence-based strategies that focus on the most essential elements of effective instruction and engage all students in learning that is meaningful and relevant. It is our belief that the most promising high leverage strategy for creating sustained, substantive school improvement is providing all teachers with the opportunity to collaborate on an ongoing basis, and engage in a cycle of continuous improvement of student learning as members of PLC collaborative content teams.

Why is your team well-positioned to do this work?

Our team holds a shared vision for the students of South Gate High School that begins with high expectations and a set of core beliefs that all students can learn and achieve at the highest levels. The driving force in our decision-making is our commitment to access and equity for all our students to a high quality, rigorous standards-based instructional program that will prepare them to be college and career-ready, empowered to be effective communicators, critical thinkers and self-directed adults.

Over the last three years, the current South Gate High School team has built a keen foundation to facilitate change, one that has produced and nurtured an atmosphere of trust, openness, and transparency for all stakeholders. This has brought about a renewed spirit of collaboration and commitment on the part of all faculty and staff, administration and parents to work together to effect change. There is an increased level of stakeholder involvement and acceptance of mutual accountability for student achievement.

Our highly motivated and well-seasoned administrative team possesses the knowledge and experience to manage all the operations of a comprehensive high school, while promoting and maintaining a laser like focus on instruction. The work of our faculty and staff to increase student achievement has already begun and has shown significant academic gains in these areas: CST results in all core subjects, meeting of API targets by all subgroups, CAHSEE passage and 4-year cohort graduation rates. Together, we have laid the foundation for focusing on the most essential elements of effective instruction and the engagement of our teachers in the professional learning community cycle of continuous improvement. As evidence of the level of trust that has been established, all teachers participate in the Peer Observation and Feedback Process on a quarterly basis.

Under the leadership of the principal, the team has fostered a high level of parent involvement. Currently, we have approximately 80 Parent Volunteers who are registered through the Parent Center and who assist with supervision and provide support to the various offices, in addition to helping in classrooms. Twice monthly, the principal hosts a Coffee with the Principal, during which time he updates parents on all matters related to the school, such as achievement data, importance of daily attendance, student behavior expectations, budgetary decisions, etc. The principal and another member of the admin team came in with the added advantage of having already established excellent relationships with students and parents, and members of the community having served as principal and assistant principal of the feeder middle school. These relationships have been developed and nurtured over a period of 6 years .

4. Informational Summary (Please see attached)

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program: Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well suited to address the needs of the student population and will help attain the goals outlined in Section A.

Instructional Framework - Professional Learning Communities and the Cycle of Continuous Improvement

In reviewing the educational reform literature of Schmoker, DuFour, Reeves, Darling-Hammond and others regarding factors that most impact improvement of student learning, it has become our firm belief that “the most promising strategy for (creating) sustained, substantive school improvement is developing the ability for school personnel to function as professional learning communities” (*DuFour & Eaker, 1998, p. xii*). A professional learning community (PLC) has been defined as an “inclusive group of people, motivated by a shared learning vision, who support and work with each other to inquire on their practices and together learn new and better approaches to enhance student learning. As a result, the instructional framework that will guide our instructional program is the engagement of all teachers in content-specific professional learning communities (PLC collaborative content teams).

According to Richard and Rebecca DuFour, professional learning communities “operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators” (*Dufour, Dufour, Eaker & Many, 2006, p. 3*). “In fact, the DuFours make a point to identify educator growth as the key to improved learning for students. So if we, as school leaders, truly want to transform (our) schools into communities that focus on student learning, we must first focus (our) school community on learning for the adults” (*Muhammad, 2008, p. 128-129*).

The PLC process, in its essence, helps us maintain an unwavering focus on student academic achievement as it focuses squarely on classroom instruction and assessment of student learning, supported by timely and appropriate intervention. In this process, teachers collaborate to define the essential standards that students must learn, align them to state assessments, and develop a curricular map to ensure that all students have access to a “guaranteed and viable curriculum” (*Marzano, 2003, p19*). Teachers then engage in an ongoing cycle of continuous improvement of student learning by creating formative assessments (“for” learning) and summative assessments (“of” learning), setting SMART goals for student performance, and planning and delivering rigorous lessons. Finally, they collaboratively analyze the student learning results, determining the intervention needed and sharing successful instructional practices.

Characteristics of a Professional Learning Community (PLC):

In accordance with the literature (*DuFour, 2004*), our professional learning communities at South Gate High School will share the following key characteristics:

- **Shared values and vision** - SGHS teachers and administrators will share a vision focused on student learning and a commitment to improvement. This vision will be used as a context for decision making about instructional practice and collaborative learning efforts. It will result in a collective responsibility for and an unwavering focus on student learning.
- **Collaborative culture** - In our professional learning communities, collaboration will mean working together toward a common purpose and sharing a commitment and responsibility for student learning. Sharing resources, designing lessons together, talking about teaching and strategies are ways in which our teachers will become stronger and more effective.
- **Focus on examining outcomes to improve student learning** - Our professional learning communities will promote results-oriented thinking that is focused on continuous improvement and student learning. Within our collaborative content teams, teachers will examine student data and student work with a focus on holding each other mutually accountable, and changing classroom practices, if necessary, for increased student learning.
- **Supportive and shared leadership** - Consistent with a collaborative culture, SGHS administrators will remain committed to sharing decision-making with teachers and providing opportunities for teachers to serve as leaders. This shared leadership will build a belief in the school's collective ability to affect student teaching.
- **Shared personal practice** - In our PLC collaborative content teams, teachers will continually evaluate the effectiveness of their practice and the needs of their students.

Questions that will guide our work as a PLC:

The overarching goals of our PLC teamwork are two-fold: (1) Increased academic achievement for ALL students, i.e. mastery of California Content Standards and (2) Attainment of the Expected School-wide Learning Results (ESLRs). The teachers at South Gate will collaborate on a regular basis with their peers in professional learning communities to engage students in a cycle of continuous improvement. Accordingly, teachers will use the following questions to guide/form/serve as the framework for their instructional program, professional development, and student intervention programs (See Appendix H):

1. What exactly do we expect ALL students to learn?

To determine exactly what students need to learn, teachers will collaboratively identify essential state content standards in the A-G core content areas and ensure that they are aligned to our instruction and benchmark/state assessments. The Expected School Wide Learning Results (ESLRs) will be unpacked and embedded into the instructional program through the formulation of lessons with high cognitive demand in which students have the opportunity to think, reason, and communicate effectively about the core content. Our students will graduate high school college-prepared and career-ready, having met our expected school-wide learning results of becoming "effective communicators", "critical thinkers", and "self-directed adults."

2. How do we guarantee that ALL students have access to a rigorous and challenging curriculum?

To guarantee that ALL students have access to a culturally relevant, rigorous and challenging curriculum, teachers will engage in curricular mapping, and plan their delivery of instruction.

- a. As part of the framework for instructional delivery and good first instruction, we will focus as a school on the implementation of the most essential elements of effective instruction: (1) Formulating Instructional Objectives, (2) Teaching to the Objectives, (3) Using Evidenced-Based Principles of Learning (e.g. Active Participation, Set and Closure, Motivation and Reinforcement), and (4) Monitoring the Progress of Learning and Adjusting the Teaching.
- b. To ensure access to a culturally relevant and responsive core curriculum for all students, in particular, English learners and students with special needs, specific SDAIE strategies will be emphasized (e.g., cooperative/communal learning environments, advanced graphic organizers, instructional conversations, and academic language development).
- c. To promote the development of “authentic literacy” in all students, purposeful and usually argumentative reading, writing, and talking (*Lunsford & Ruszkiewicz, 2009*) will be emphasized across the curriculum.
- d. In addition, selected Marzano strategies will continue to be utilized in order to promote literacy, problem solving, and mathematical reasoning.
- e. To provide students with opportunities to engage in culturally relevant projects that require problem solving, critical thinking, and effective communication, project-based learning will be incorporated into the core curriculum.
- f. To further ensure that all students have access to curriculum that reflects grade-level content standards, teachers will continue to use their curricular mappings to calibrate the curriculum to those standards on an ongoing basis.

3. How will we know if they learned it?

To assess whether students have learned the curricular concepts, teachers will create common formative assessments, set SMART goals, and come together on an ongoing basis to analyze student work. Assessments utilized will include the District Periodic Assessments, school-developed formative and summative assessments, CST and annual ESLR benchmark assessments. Teachers will analyze the results of these assessments to align curriculum for student success.

4. How will we respond if they do not learn?

Our analysis of student work and assessment results will determine the specific *interventions (RTI²) needed for those students who have not adequately learned* the curricular concepts. We will offer our students timely, systematic and directed intervention (*DuFour (2004) Whatever it takes, p. 141*) in all areas, and in particular, mathematics and authentic literacy as identified through our WASC Action Plan, Single Plan for Student Achievement (SPSA), Academic Performance Index (API), and California Standards Test (CST) results.

5. How will we respond when some students have already learned it?

For those students who demonstrate mastery of core concepts, teachers will provide enrichment opportunities that deepen students' understanding through core content and academy-based activities, and share best practices with their colleagues.

Instructional Strategies

Thus, as stated above, the PLC process helps us maintain an unwavering focus on student academic achievement as it focuses squarely on classroom instruction and assessment of student learning, supported by timely and appropriate intervention.

In accordance with our school's identified needs, in particular, authentic literacy and mathematical reasoning, the instructional strategies identified to best meet the needs of our students are:

Essential Elements of Effective Instruction

Of all the skills that our teachers must possess to be effective (classroom management, planning, knowledge of content, human relations skills, etc), research has shown that it is the set of *instructional* skills that have the most impact on student learning.

Schmoker, in his recent work, *Focus, Elevating the Essentials to Radically Improve Student Learning*, (p. 9) asserts the importance of focusing on essential instructional skills to improve student learning. He further indicates that the most profound impact of doing so will come from *all teachers applying them consistently and reasonably well.* (Schmoker, 2011, p.10)

Anthony Muhammad, in an article entitled "Teaching Matters: Leadership that Improves Professional Practice"(2008), also communicates the importance of instructional skills when he states: "Teaching has 6 to 10 times as much impact on student achievement as all other factors combined (citing Mortimore & Sammons, 1987). Linda Darling Hammond agrees and argues "that the single most important determinant of success for students is the knowledge and skills of that child's teacher" (Goldberg, 2001, p. 689).

Muhammad concludes that "if we want to make our schools centers for high levels of learning, we must address the skill of our teaching staff - and address it with vigor." Therefore, as a school community, in order to have the greatest impact on student learning, we are committed to implement the most essential elements of effective instruction as we plan and deliver high quality first instruction, implement professional development, and structure intervention for our students. The elements of effective instruction on which we will focus are the following:

1. **Formulating an Instructional Objective** - will communicate to students what is to be learned (content), the level of thinking required, and what students will be expected to do to show mastery of the standard (the proving behavior). It is like a "promise" that teachers make to students on a daily basis regarding what they will learn and be able to do by the end of the lesson.

2. **Teaching to an Objective** - means that the activities in which students are involved relate directly to the learning that the teacher wants the students to master. In addition to the *activities*, the *questions* the teacher asks, the way he/she *responds* to the learner, and the *information* he/she gives must all speak directly to the desired learning (i.e., they must all contribute directly to the accomplishment of the objective).
3. **Using Evidence-Based Principles of Learning**
 - **Active Participation** - is the consistent involvement of the *minds* of all learners during the instructional time. Teachers will employ overt and covert behaviors to elicit active participation of all of our students during instruction. (e.g., statements like, "I would like all of you to think about..." (Covert), "Talk to your elbow partner..." (Overt), "Picture in your mind..." (Covert), or "Write in your journal...(Overt)).
 - **Anticipatory Set** - refers to teacher-created opportunities for all students to become engaged in the lesson by helping them to bring forward prior knowledge that will be helpful in achieving the instructional objective of the day. This gives students the opportunity to reflect on the anticipated learning for the day and to make connections to their prior experience.
 - **Closure** - refers to the opportunity for the minds of all learners to summarize the content that has been learned. The benefit for the students is that they have the opportunity to clarify and cement what they have learned, making connections to prior knowledge. Closure provides an opportunity for the teacher to assess student understanding and the accuracy of their learning.
 - **Reinforcement** - refers to opportunities for teachers and administrators to hold face to face conversations or provide written communications in which the teacher's effort to implement a particular instructional skill is acknowledged, clarified and reinforced with the purpose of improving together the accuracy of the implementation.
 - **Motivation** - refers to the students' ability to focus during instructional time with the intent to learn. Factors that affect a student's motivation include: student's level of concern, emotional atmosphere in the classroom, knowledge of results (receiving specific and immediate feedback on responses), topics of interest to students, and a sense of accomplishment.
4. **Monitoring the Progress of Learning and Adjusting our Teaching** - refers to the ability of the teacher to observe the progress of the learning made by students during the instructional time. The teacher will check for understanding and accuracy and provide feedback to the students and then adjust his/her teaching.

As a result of the consistent implementation of these essential instructional skills, our students will experience engaging and sound lessons on a daily basis that will lead to increased student learning and academic achievement.

Specialty Designed Academic Instruction in English (SDAIE): Access to Core Strategy

SDAIE is a methodology, a set of specific strategies, designed to make instruction comprehensible and grade-level academic content accessible for English learners (ELs). In addition, it facilitates the development of academic language necessary to access rigorous core instruction. SDAIE strategies encompass four critical elements: 1. access to grade-level *content*, 2. building of *connections* to prior knowledge, 3. *comprehensibility* through such scaffolding strategies as visual clues, graphic organizers, frequent checks for understanding, modified speech, and academic language development, and 4. opportunities for *interaction* through the use of cooperative learning, modeling, and instructional conversations.

Authentic Literacy (Including Writing Across the Curriculum)

Authentic literacy has been defined as “purposeful - and usually argumentative - reading, writing, and talking” (Lunsford & Ruszkiewicz, 2009). Mike Schmoker, (Results Now, 2006, p. 59) advocates for “close, purposeful reading - sometimes rereading--with a question or specific purpose in mind” and indicates that this kind of reading is a powerful way to develop critical thinking skills. As we read with a purpose, we analyze, evaluate, and synthesize. Reading with a purpose promotes deeper understanding of the text and enables students to communicate that orally and in writing. Attention to the development of academic vocabulary to facilitate students’ ability to read and understand core academic content will also occur through such strategies as multiple reads, and reciprocal reading. Students will read for a purpose, with pen in hand (Schmoker, 2006).

Writing is likewise an essential component of authentic literacy. Ted Sizer refers to writing as “the litmus of thought...the very center of schooling.” It is writing that helps students to clarify their thinking, identify and correct misconceptions, see patterns and make connections to knowledge, refine and defend logical arguments. In effect, it helps to develop their cognitive abilities.

The third important component of authentic literacy is text-based discussion, dialogue or arguments. All students need the opportunity to talk about what they are learning, which is greatly reinforced and refined when students are able to express their ideas, test them, put forth arguments, and defend their thinking.

Our students will be given opportunities to demonstrate their authentic literacy skills through classroom activities in which they will be required to use language in “authentic” and meaningful ways (both orally and in writing) to demonstrate understanding, express ideas or viewpoints, explain one’s thinking or reasoning, and communicate effectively through clear, reasoned, persuasive arguments. Teachers will plan lessons that actively engage students in “accountable talk” about the subject matter through the use of such strategies as questioning/inquiry, cooperative learning, Think-Ink -Pair-Share, and Private-Partner-Public. Students will have the opportunity to engage in discussions in which higher level thinking is required and in which they will be able to take a position, defend, and justify their thinking. At South Gate High School, particular emphasis will be placed on the development of our students’ ability to write across the curriculum to express their thinking and reasoning.

Marzano Instructional Strategies

Teachers at South Gate HS will continue to use selected, agreed upon instructional strategies that fall within the categories of instructional strategies highlighted by Robert Marzano (*Marzano, 2004*) as being highly effective. Among them are:

- **Identifying Similarities and Differences** is a process that is shown to be analogous to basic human thought. Teachers provide guidance to explicitly identify and organize; use graphic organizers; engage in inquiry and classification.
- **Non-linguistic Representations** elaborate on knowledge so that students understand in greater depth and recall more easily. This may include making physical models, drawing pictures or pictographs, kinesthetic representations and introduction of mnemonic strategies.
- **Cooperative Learning** fosters positive interdependence, promotes positive interactions, provides for accountability and teaches communication skills.
- **Setting Objectives and Providing Feedback** by using instructional standards to narrow what students should focus on, should not be so specific as to limit self-exploration of topics. Feedback will be provided at multiple points in the instructional process, as it is the single most powerful tool for improving student achievement. This feedback will be timely, corrective, and tied to a specific criterion.
- **Cues, Questioning, and Advanced Organizers** will access students' prior knowledge and provide cues as to what is important (as opposed to what is unusual). Higher-level questions produce more learning. Wait time is important to give students time to think.
- **Summarizing and Note Taking Skills** teach students to change, omit, or retain information while logically organizing the information. Students learn to use notes as working documents that are used to prepare for exams.
- **Homework and Practice Homework**, when used at an appropriate frequency and with a clear purpose, increases student achievement.
- **Reinforcement of effort and recognition** enhances student achievement. Students can change their beliefs to an emphasis on effort; reward is most effective when it is contingent on some standard of performance and when it is abstract symbolic (not tangible).

South Gate teachers will narrow the focus, as recommended by the WASC Visiting Committee, to select a few strategies each year to implement school-wide.

Project-Based Learning (PBL)

Project-based learning is an instructional approach that emphasizes learning activities that are long-term and student-centered. Within the PBL framework, students collaborate, working together in original ways to come up with solutions to real world problems and/or learning applications of relevance to students. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision-making, investigative skills, reflection, and that emphasize teacher facilitation of learning rather than directed teaching.

Project-based learning (PBL) will be a key component of our instructional program at SGHS. All project-based learning activities will include one or more of the following aspects:

- Be interdisciplinary
- Produce a product
- Conclude with a community exhibition, gallery walk, and a parent reception
- Involve a community partner
- Require some form of written documentation
- Involve student teams of two or more, depending on the nature of the project
- Include teacher and student reflection

Every student at SGHS will be required to complete a grade-level project each year devised by the teachers in the academies. These projects will be designed to bring in elements from the academy theme. Where possible, cross-curricular projects will be planned to enhance student's thinking in "big picture" questions related to the academy focus. Completion of the senior project, in the form of a PBL, is required for graduation. This will also satisfy the service learning requirement for graduation required of all students in LAUSD.

Curriculum Calibration

Curriculum Calibration is a process in which our teachers engage periodically to ensure that all students have access to a "guaranteed and viable" curriculum that reflects grade-level content standards. This occurs when curricular mappings are developed to address the essential standards of each course. In addition, teachers calibrate their curriculum on an ongoing basis when they meet in their PLC Collaborative Content Teams to look at student work samples and analyze assessment results.

b. Core Academic Curriculum: Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards. Discuss how the school will weave community, work-based, and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning. If you are a traditional, pilot, ESBMM, or network partner team seeking curriculum and instructional autonomy, include an explanation of how you will use the autonomy.

Core Academic Curriculum

SGHS will provide all students access to a high-quality, comprehensive, coherent, and rigorous standards-based curricula with an emphasis on preparing students for career choices in the workforce and for post-secondary success. All students will be held to high expectations and will have the opportunity to take charge of their own learning through service to community, inquiry, and project-based educational experiences.

The scope and sequence of the proposed curricula for South Gate High School will be aligned with the California State Standards (soon to be replaced by the Common Core Standards adopted by the State) and the LAUSD mandated A-G course requirements. Students will have access to Honors and Advanced Placement (AP) courses, concurrent college enrollment and be able to access the Los Angeles Virtual Academy (LAVA) to take on-line courses to enhance their

educational program. In addition to core academic classes, students will have access to academy theme-based and school-wide electives.

Intervention

Intervention courses will be offered in English language arts and mathematics to all students, including English learners and students with disabilities, as needed. Students assessed to be in need of additional language support will be enrolled in an ELA support class (Strategic Literacy) or a prescriptive reading and writing program (Accelerating Academic Literacy). English Learners will be able to take an English Language Skills class as an elective to support their acquisition of English. Students in need of mathematics intervention will be provided tutoring opportunities and may be enrolled in a parallel math intervention class or a double-period *Intensified Algebra* class. *Intensified Algebra* is a rigorous Algebra I course designed to address all the essential Algebra I standards while, at the same time, embedding specific lessons designed to provide ongoing intervention and to build students' confidence in their ability to do mathematics and become persistent problem solvers.

Cultural Relevance

All State and District mandates regarding Culturally Relevant and Responsive Education (CRRE) will be adhered to. South Gate High School is structured around six smaller learning communities (academies) to provide specialized and personalized instruction. Research supports that this structure will improve attendance, achievement, graduation rates, and college application rate. All students will have equal access to the curriculum, the learning center, and to the academies.

A sample four-year curricular plan for students in their respective academy might look like the following:

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
9th	Algebra 1AB	English 9AB	Biology AB	Health/Life Skills	Advanced PE 1AB	Digital Composition AB
10th	Geometry AB	English10AB	Chemistry AB	World History AB	Advanced PE 2AB	Spanish for Spanish Speakers 1AB
11th	Algebra 2AB	American Literature/ Contemporary Composition	Physics AB	US History AB	Drawing AB	Spanish for Spanish Speakers 2AB
12th	Additional Elective	Expository Composition/ World Literature	Additional Elective	Principles of American Democracy/ Economics	Intro to Psychology/Intro to Sociology	Additional Elective

As outlined in our instructional framework, teachers will use the following instructional strategies to ensure all students access to our culturally relevant, rigorous, standards-based curriculum: Essential Elements of Effective Instruction, Specially Designed Academic Instruction in English (SDAIE), Authentic Literacy, Marzano strategies, Project-based Learning, and Curriculum Calibration.

c. WASC Accreditation: High schools only. Explain how the school will meet A-G requirements and outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

Through the careful development and monitoring of the Master Schedule, all students at South Gate High School will be provided access to the University of California A-G Academic Course Requirements as shown in the chart below:

	Social Science	English	Mathematics	Science	World Languages	Visual & Perf Arts	Elective
9th		English 9AB Honors English 9AB	Algebra 1AB Geometry AB Honors Geometry AB	Biology AB Honors Biology AB			
10th	World History AB Honors World History AB AP World History AB	English 10AB Honors English 10AB	Geometry AB Honors Geometry AB Algebra 2AB Honors Algebra 2AB	Chemistry AB Honors Chemistry AB	Spanish 1AB Spanish Speakers 1AB French 1AB	Advanced Band AB Art History AB Choir AB Digital Imaging AB Filmmaking Production AB Guitar AB Improvisation for Theatre AB Play Production AB Sculpture AB	Advanced Physical Science AB Applied Economics Constitutional Law AB Exploring Computer Science AB International Relations Introduction to Psychology Introduction to Sociology Journalism 1AB Journalism 2AB Speech AB
11th	US History AB Honors US History AB AP US History AB	American Literature Contemporary Composition Honors American Lit/Contemporary Comp AP English Language AB	Algebra 2AB Trig/Math Analysis AB Statistics & Probability AB AP Calculus AB	Physics AB Physiology AB AP Biology AB AP Chemistry AB	Spanish 2AB Spanish Speakers 2AB French 2AB AP Spanish Language AB		
12th		Expository Composition/World Literature Honors Expository Composition/World Literature AP English Literature AB	Trig/Math Analysis AB Statistics & Probability AB AP Calculus AB AP Calculus BC	Physics AB Physiology AB AP Biology AB AP Chemistry AB	French 3AB AP Spanish Language AB AP Spanish Literature AB		Principles of American Democracy/ Economics AP Government/ AP Economics
	A	B	C	D	E	F	G

WASC Accreditation

The Leadership Team of South Gate High School (as identified in Category 3), along with the department-based Home Groups and interdisciplinary Focus Groups will continue the WASC six-year cycle of monitoring the school's progress in meeting the Expected School-wide Learning Results.

As a result of our WASC visit in March, 2010, we collaboratively developed a 3-year Action Plan (See Appendix J) that focuses us on four Important goals: (1) Focus on reading comprehension and writing applications across the curriculum with special attention to English Learners; (2) Improve students' abilities to develop and apply higher level thinking skills across the curriculum; (3) Improve student learning in numerical reasoning across the curriculum with a focus on essential math skills and algebraic concepts through real-life applications; (4) Develop effective communicators who listen, speak, read and write reflectively and critically. Through our instructional framework, focused on the PLC cycle of continuous improvement and aligned to our PD plan, each of these goals, along with the Critical Areas for Follow-up outlined in the Final WASC Report, are being addressed on an ongoing basis.

Annual reviews facilitated by the Leadership Team, composed of administrators, department chairs, lead teachers, and coordinators, leading up to our three-year review in the 2012-2013

school year and eventually our six year full self study in the 2015-2016 school year will ensure that the school is making adequate yearly progress. The team will also ensure that school-wide goals and policies are aligned with the school's action plan.

d. Addressing the Needs of All Students: Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5.

Within our instructional framework, built around the concept of professional learning communities, teachers at SGHS will address the needs of our diverse student population through the PLC process of continuous improvement, which is based on an ongoing analysis of student data. As described in the instructional framework, teachers will provide ALL students access to a rigorous and challenging curriculum through the implementation of differentiated instructional strategies and teaching approaches that include, but are not limited to, the following:

- **Essential Elements of Effective Instruction**, designed to promote good first instruction that will engage all students in learning rigorous content
- **Specially Designed Academic Instruction in English (SDAIE)**, which allows teachers to employ specific instructional strategies to increase English learners' access to the core curriculum, while developing their academic language proficiency (e.g. cooperative learning, advanced graphic organizers, instructional conversations, and academic language development)
- **Authentic Literacy Techniques**, which promote the academic literacy development of all students, with a focus on reading, writing, and discussion/dialogue, whether they be English learners, students with special needs, under-achieving gifted or low socio-economic students
- **Selected Marzano Strategies** to promote literacy, problem solving, and mathematical reasoning
- **Project-Based Learning** to provide students with the opportunity to engage in culturally relevant projects that require critical thinking, problem solving, and effective communication
- **Curriculum Calibration**, to ensure that all students have access to curriculum that reflects grade level content standards

As teachers engage in the PLC cycle of continuous improvement, they will create common formative assessments, set SMART goals, and plan and execute rigorous lessons. As they come together to analyze student performance on the common assessments, they will reflect on the level of student learning and on their instructional practice, being committed to modify their instructional delivery in order to better meet the needs of the students. Through such an inquiry approach and reflection on their practice, teachers will determine the appropriate interventions for their students and share best practices with colleagues across PLCs and academies.

RTI²

As we work within the PLC instructional framework, South Gate High School will continue to implement a Response to Instruction and Intervention (RTI²) problem-solving framework where high-quality, rigorous instruction, differentiation, and progress monitoring serve as a basis for the cycle of instructional improvement. Students attending South Gate High School will be

identified, based on multiple measures, for being at-risk of not meeting levels of proficiency. At-risk students will be defined as students who are not attaining benchmark proficiency on periodic, formative and/or summative assessments; not successful with socialization, behavioral or organizational skills; students with transiency issues and/or poor attendance; not meeting benchmarks for proficiency to promote from one grade to the next; below grade level proficiency in literacy and/or mathematics. Identification will be determined by using quantitative and qualitative data sources such as: English Language Development (ELD) levels, ELD portfolios, formative assessments in core content subject areas, California English Language Development Test (CELDT), California Standards Test (CST) and California High School Exit Exam (CAHSEE), behavioral referrals, attendance and cumulative records, and teacher anecdotal records.

Tier 1 in RTI² functions as the core instructional program that all students receive in order to succeed in school. Teachers at South Gate will provide instruction that is differentiated, culturally responsive, evidence-based, and aligned to grade-level, content standards. All students will have universal access to this high-quality instruction (i.e., the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities). In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontloading. (DuFour, R., Eaker, R., Karhanek, G. and DuFour, R. , 2004).

South Gate High School is committed to addressing the needs of the 10% - 15% of students that will fall in Tier2 of the RTI² framework. In order to provide targeted and accelerated intervention to support access to the core curriculum, a two-fold strategy will be implemented:

- A bell schedule based on the model used by the Whittier Union High School District will be adopted. South Gate has chosen this schedule based on the significant gains made in Whittier after implementing this approach (*Buffum, Mattos & Weber, 2009*). The schedule includes one late start day each week so that teachers can work in their PLC collaborative content teams. Students will attend each of their 6 classes on that day. The rest of the week consists of an alternating block schedule where students will attend 3 classes in 2-hour blocks. The last 20 minutes of each of these 2 hour-blocks is designated as embedded academic support time.
- Students who need additional support will be enrolled in double-block English and/or mathematics courses (e.g. Algebra I) referenced above. Data from the multiple measures will be used to determine which students need double-blocking.

The strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy, whichever benefits the student more.

Tier 3 of the RTI² framework is known as “Intensive Intervention” and will be for an estimated 1-5% of students that will need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. Tier 3 will include the use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicates that

academic or behavioral progress is delayed despite well-implemented instruction and intervention. Progress monitoring at the Tier 3 level will be more frequent, drawing on assessments that provide in-depth information about a student's instructional needs and which are used to identify academic deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction and intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that all students have an additional opportunity to succeed and learn.

e. Vertical Articulation: Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.

To ensure that our students make a smooth transition from the middle school to the high school, South Gate High School will host an articulation day with incoming 9th grade students in the Spring, where the students will receive information regarding our school-wide expectations and RAM goals (ESLRs), academic programs, extracurricular activities and sports programs, academic intervention, and authentic student testimonials about what it means to be a RAM student.

We will also host two 9th grade Student/Parent/Guardian Orientation meetings, one in June and another one in August. Students and parents will be given a guided tour of the school campus. Students will also receive their class schedules, textbooks, syllabi and course descriptions, as well as a clearly outlined four year plan. In addition, they will have the opportunity to meet their Guidance Counselor, Academy Lead Teacher, Academy Administrator, Principal as well as their student body representatives. Parents will receive information concerning opportunities such as workshops, classes, and assistance that will be offered through the Parent Center. Parents and community members will also be given information about the number of areas in which they can play a more active leadership role through involvement in CEAC, ELAC, SBM, SSC, Booster Club, or PTA. Incoming freshman will start one day earlier following an abbreviated schedule.

f. Early Care and Education: *If you will provide services for teen parents and/or early care and education.* Discuss how you will address the needs of young children (ages 0-5) and their families. If the school site does not offer such services and you plan to include it as part of your school, discuss how you plan to initiate and implement early learning on your campus.

Not applicable

g. Service Plan for Special Education: Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's), and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Review and complete Appendix E. NOTE: The response to this section does not count towards the 100-page application limit.

All South Gate High School staff will be responsible for implementation of all special education compliance as it relates to the Special Education program at SGHS. Teachers, both general and special education, will have responsibility for assisting special education students in meeting the goals as stated in their IEP. They will have access to, or a copy of, the IEP/ 504 plan (as applicable) and a clear understanding of the supports and services required for the student. SGHS will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP/ 504 plan. Teachers will be highly qualified, NCLB Certified Special Education Professional, providing academic services for students who require support in a collaborative model.

The Special Education teacher (RSP) will assist students in the Least Restrictive Environment (LRE) and work with the general education teachers in core subjects in meeting student needs through a combination of co-teaching, consultation, collaboration in the general education classroom. Skills classes, when necessary, will be offered in the school's Learning Center, as a drop-in center, to assist students in achieving their IEP goals and accessing grade level standards. Services will be provided on a regular basis as per each student's IEP/ 504 plan. IEPs and services will be regularly tracked in Welligent with the "RST Tracker" tool. Both special education and general education staff will use professional development time to collaborate and plan for the inclusion of students with special needs into the general education population. Since some students need a small group environment and increased individual assistance with certain grade level standards and skills, the Special Day program will create an environment where students with IEPs can receive support in a small, focused educational environment.

SGHS will implement and monitor the special education process using LAUSD's Special Education Policies and Procedures manual as follows:

- **Timelines** - To continue to monitor the IEP process and ensure that they are completed in a timely manner, following district, state and federal mandates.
- **Parent participation** - Parents will continue to be included in the IEP process, with appropriate documentation of all attempts to include them. Parents will be provided with reasonable modifications and accommodations to attend the IEP meeting. Communicate all information regularly to parents regarding District- sponsored parent meetings, and other meetings concerning the social and academic progress of their children in meeting IEP goals.
- **Administrative roles and responsibilities** - All appropriate staff members will be provided with a copy of the Special Education Policies and Procedures manual. Time will be allotted for professional development, collaboration and planning between general education and special education teachers through grade level and content specific (PLC) collaborative team meetings to discuss the academic and social progress of students with IEPs toward meeting their goals.

Faculty and Staff awareness and understanding of the implementation of Section 504 and Individualized Education Plans: SGHS will ensure that all teachers and administrators know who serves as the designee for all Section 504 and IEPs. Teachers will be provided professional development on how to initiate the referral process for students who may be struggling

academically. Systems are currently in place at South Gate High School to distribute Section 504 and IEP documents to all service providers responsible for providing services to students, while maintaining confidentiality.

Individualized supports and services for students: Supply students with access to core instruction and allow them to master content standards through multi-modal instruction, differentiation (SDAIE), and intervention support. Grant priority for students with disabilities when programmatic issues of classroom assignment, teacher assignments, and instructional program are finalized annually.

Classroom management and behavior supports: School-wide and positive classroom behavior systems will be in place to promote positive student behavior and foster a nurturing and inclusive school culture. Teachers will explicitly teach and model positive replacement behaviors and social skills, implement a systematic and consistent process for addressing behavior issues that consider the classroom and school environment, the level and intensity of instruction, and the curriculum that may impede students from accessing the core.

As a provision of the Least Restrictive Environment for a student, the IEP team will recommend strategies and accommodations that will be provided to the student's teacher and parent to assist the student in learning. If further assistance needs to be provided, the team will meet to determine the next steps. This might include further assessments and/accommodations. Students with Disabilities at South Gate HS will be served through the Extended School Year (ESY). The goal of the ESY program is to maintain what was previously taught and not to meet the IEP goals or to re-teach. ESY is a District-sponsored summer program designed to reduce the risk of regression during the summer break. Extended School Year is provided to students based on the following criteria: 1) regression over time due to absences, such as periods of vacation during the school year; 2) inability to relearn material not retained over a period of time; 3) severity of disabling condition; 4) areas of learning critical to meeting IEP goals; 5) regression caused by an interruption in educational programming or placement; 6) recoupment of learning following a period of interruption.

B-2. Professional Development (PD)

a. Professional Culture: Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.

Professional Culture

South Gate HS staff envisions a professional culture reflective of a high functioning professional learning community and as such will be characterized by a shared vision, collaborative teamwork, a spirit of inquiry and a focus on results. This would not be possible without the presence of such elements as collegial trust, a strong focus on student learning, stakeholder support, and accountability for results.

At South Gate HS, teachers will actively collaborate as members of a PLC collaborative content team, regularly engaging in a nine-step process that promotes an ongoing cycle of continuous improvement of student learning. The steps are:

1. Identify essential standards
2. Align standards to benchmark/state assessments
3. Develop a curricular mapping
4. Develop common formative and summative assessments
5. Set smart goals
6. Plan/deliver rigorous lessons
7. Analyze student work
8. Determine intervention needed
9. Share best practices

To monitor the PLC process and further evaluate progress in improving instruction, teachers visit each others' classrooms as part of our collaboratively developed Peer Observation and Feedback Process. Quarterly, teachers come together during their conference period with administrative and support staff to determine the focus of the observation, and after a 20 minute observation, teachers return to a central location to discuss what was observed and determine next steps regarding classroom implementation of strategies or identified needs for professional development.

As teachers work in their PLC collaborative content teams and engage with peers in the cycle of continuous improvement, it is expected that they will continue to provide increased access for all students to a rigorous core curriculum by using specific strategies such as those of Marzano, SDAIE, and project-based learning to make the content culturally relevant and comprehensible, while fostering the development of academic language proficiency. As teachers create common formative assessments, set SMART goals, deliver rigorous lessons and analyze student assessment results, teachers will be able to clarify gaps in understanding and determine appropriate and timely intervention.

As teachers engage in this process, students are able to receive the additional support needed for conceptual understanding and academic success. Over the past few years, the staff at SGHS has received in-depth training on the implementation of professional learning communities and is committed to engaging in this cycle of continuous improvement on an ongoing basis.

b. Professional Development: Describe what effective PD will look like at your school. Identify the school's goals and strategy for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of the student population? In the appendix, attach a tentative PD schedule that illustrates your allocation of time for PD activities throughout the year. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with the PD schedule. If you are a traditional, pilot, ESBMM, or network partner team seeking PD autonomy, include a description of how you will use the autonomy.

Professional Development

Effective professional development at South Gate HS within our instructional framework of PLCs will promote professional learning that affects teaching and improves student achievement. It will include a structure that allows teachers to share, practice, reinforce, and implement their new learning. It is our belief that professional development must go far beyond the typical "sit and get" model.

Professional development experts draw a distinction between professional development from the "outside" vs. professional development from the "inside." We recognize that "professional development from the 'outside' ensures that educators keep current with best practices and assists with gaps in the knowledge base of the learners." (Martin, 2008, p. 148) This type of professional development is needed at certain times. However, the professional development must be relevant to the learners and structures must be in place to support teachers as they attempt to apply their new learning. (Martin, 2008, p.150)

However, research shows that the most powerful forms of professional development are centered on teams *within* schools. The National Staff Development Council expressed this belief when it stated: "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving." This is called professional development from the 'inside.' "Such communities are places where teachers participate in decision-making, have a shared sense of purpose and accept joint responsibility for the outcomes of their work." (Lambert, 1998, p. 11) As our professional learning communities continue to develop and function at the highest level, we expect that professional learning will permeate the entire school environment and that teachers will collaborate before school, after school, at lunch, and even during hallway conversations. "Whether scheduled or spontaneous, this professional learning is ongoing, job-embedded, and very specific to the individual needs of a school...It is a way of doing business." (Martin, 2008, p. 152)

Thus, within our instructional framework of professional learning communities, the professional development offered will serve to enhance the instructional skills of our teachers to better

address the assessed needs of our students as reflected in our school data and recent WASC evaluation. There are several key goals/components of our professional development program which align closely with our instructional framework (See Appendix H):

1. Focus on the Essential Elements of Effective Instruction

As part of the framework for instructional delivery and good first instruction, we will focus as a school over a period of 3-5 years on the implementation of the most essential elements of effective instruction: 1) Formulating Instructional Objectives, 2) Teaching to the Objectives, 3) Using Evidence-Based Principles of Learning (e.g. Active Participation, Set and Closure, Motivation and Reinforcement), and 4) Monitoring the Progress of Learning and Adjusting our Teaching.

The professional development around these important concepts will be designed as follows: After an overview of the essential elements of effective instruction is presented to the entire staff, the administrative team will facilitate the learning of each designated instructional skill, beginning with formulating instructional objectives with the teachers in his/her academy. This will occur on a designated banked time Monday, which allows students to have a “late start” so that teachers can work with their PLC collaborative content team and/or with interdisciplinary teachers in their theme-based academy. The academy administrator/designee will make follow-up classroom visits in order to provide timely feedback to individual teachers on the accuracy of their implementation of the particular instructional skill focused on during that time. The administrator will engage the teacher in an interactive process where the teacher receives frequent feedback from an observer(s) in order to support a continuing improvement cycle.

Periodically, the administrative team will acknowledge the entire staff’s progress in implementing one of the key strategies or skills at a faculty meeting or via email. Teachers have an opportunity every six weeks to engage in our collaboratively developed Peer Observation and Feedback Process, which gives teachers the opportunity to observe their peers implement a specific strategy or skill, reflect on their own practice and determine collaboratively the next steps for classroom implementation and school-wide professional development. This process provides teachers with the opportunity to learn/review instructional skills, practice them, receive feedback and refine them.

2. Implementation of SDAIE strategies in the core instructional program

In working with the Title III Coach, SDAIE strategies will be introduced and reviewed with the support of the coach whose main function will be to establish a coaching relationship with teachers to assist in classroom implementation of such SDAIE strategies as cooperative/communal learning environments, instructional conversations, advanced graphic organizers, and academic language development.

3. Development of authentic literacy with an emphasis on purposeful reading, discussion, and writing in all curricular areas

Through professional development opportunities, teachers will be provided specific strategies to engage students in purposeful reading and promote reasoned discussions/debates, along with techniques to promote writing across the curriculum.

4. Incorporation of Project-Based Learning (PBL)

Project-based learning will be designed to make the curriculum more culturally relevant and to enhance students' development of such 21st century skills as: collaborative teamwork, critical thinking, problem solving, and communication skills. Particular emphasis will be on the development of projects that will allow students to demonstrate their achievement of the expected school-wide learning results (ESLRs) which are to be: effective communicators, critical thinkers, and self-directed adults.

5. In response to our recent WASC report, SGHS will narrow its focus and identify a few specific strategies highlighted by Marzano, as stated previously in this plan, to implement school-wide to increase our students' access to rigorous lessons and to improve their mathematical reasoning and literacy skills.

6. Curriculum calibration

Teachers will continue to calibrate their curriculum on an ongoing basis as they meet in their PLC collaborative content teams to look at student work samples and analyze assessment results. This will ensure all students access to grade level, standards based curricula.

A Professional Development Calendar that illustrates the components of our professional development plan and schedule of topics throughout the year is included in Appendix K.

c. Teacher Orientation: Describe the orientation program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies, and differentiate instruction.

The orientation program for new and existing teachers will include the following:

New Teachers:

- Our orientation program for those new to teaching will be on-going throughout the year with specific content addressed in accordance with the teachers' assessed needs. New teachers will participate in training led by an administrator, one afternoon each month (after hours), focusing on topics such as: PLC process, inquiry and project-based learning, academic rigor, backwards planning, differentiation of instruction for English learners, GATE and research-based learning strategies.
- We will maintain a supportive environment where new teachers will be assigned an experienced "buddy" teacher within their assigned academy. New teachers will meet with their buddy teachers to discuss classroom observation feedback, student data results, work samples, lesson planning, program implementation and/or goal setting. Teachers will have the opportunity to observe exemplary teachers, if desired, on

instructional practices, differentiation, classroom management, and instructional planning.

- Teachers new to SGHS, but not new to teaching, will receive pertinent information on the school's professional expectations, an overview of the PLC process, inquiry and project-based learning, and effective delivery of the curriculum.

Existing Teachers:

- Each year there will be an orientation program for all existing teachers which will include the goals for the year, any changes to be anticipated, and what efforts will be relevant to the action plan for that year. What was accomplished during the past year will be acknowledged as well.

d. PD Program Evaluation: Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program may be modified to address areas of need that are identified.

The effectiveness of the PD program will be measured by regular systematic data analysis of student results, monitoring of student progress towards learning and behavior goals, and analysis of feedback and data from classroom observations. Teachers will reflect on instructional practices based on student performance on assessments and student work samples. The school's administration will conduct classroom visits to monitor and review implementation of key teaching and learning practices presented in the PD sessions. Teachers and administrators will collaborate in designing classroom observation forms that will reflect the school's academic, learning and engagement goals.

Other methods for monitoring and ensuring accountability will be used in addition to the visits, such as reviewing lesson plans, PLC meeting summaries, peer-to-peer observations and acting as a participant in PLCs and grade level or teacher team meetings. The results of the classroom and program observations will be documented and provided to the teachers with the purpose of informing them of the effectiveness of the PD program. Participants will analyze the quality of each PD at the end of each session and at the end of the semester as we analyze our framework for effective instruction.

Additionally, at the end of each PD, teachers will be given the opportunity to provide written feedback regarding the effectiveness of the training, to set goals in implementing new learning, and to reflect on the implications for their practice. Follow-up sessions with grade level teams and PLCs will be scheduled and organized to allow teachers to revisit training goals and classroom implementation design. The school's Leadership Team will collect data on program implementation, analyze results, track progress towards the set goal, and design action steps to ensure complete and thorough implementation. PD plans and follow-up support will be revised based on teacher and student need. A PD calendar will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and all topic materials and handouts will be maintained as a record of all school PD sessions.

B-3. Assessments and School-wide Data

a. Student Assessment Plan: Describe the school-wide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose.

All research on comprehensive school reform references the need for schools to become data-driven, results-oriented, and committed to equity and excellence using the cycle of continuous data analysis and inquiry tied to student achievement results. South Gate High School uses a variety of assessments to analyze student learning and inform instruction. These assessments are aligned to the California State Content Standards and the data is analyzed to ensure that every student is making academic progress and to provide targeted intervention, as needed.

We are guided by the PLC assessment structure and the need to move from assessment OF learning to assessment FOR learning (Stiggins, 2005). As part of the PLC cycle of continuous improvement, teachers will regularly come together to create common formative assessments, set SMART goals, and after teaching rigorous lessons, they will administer the assessment, look at student work and analyze the assessment results. South Gate HS will continue to use the Secondary Periodic Assessments as another formative measure of student progress in English Language Arts, Mathematics, Science, and History/Social Studies. In addition to these formative assessment measures, various summative assessments are administered: CST, CAHSEE, and CELDT. Other types of assessments used will include the ELD Portfolio and ESLR benchmark assessment.

The following table outlines our assessment plan:

Assessment	Grade Level	Frequency	Rationale
CST (summative)	9th -11th	Annually	Required state test
CELDT (summative)	9th-12th	Follow LAUSD administration	State mandated
ELD portfolio for ESL students (formative)	9th -12th	Ongoing	Authentic assessment aligned to ELD Standards and instructional guides
Teacher created benchmark tests unit assessments	9th -12th	Ongoing	Authentic standards-based measures
Teacher created formative assessments	9th – 12th	Ongoing	Provides immediate feedback that informs instruction
Project-based/ESLR projects	9th – 12th	Ongoing	ESLR benchmark assessment
Periodic Assessments (formative)	9th -12th	Follow District Administration	District assessments
CAHSEE	10th – 12th	Ongoing	Graduation requirement

b. Graduation Requirements: Describe the graduation requirements. *High schools only:* If you plan to implement graduation requirements beyond the A-G and District requirements, describe your proposed requirements

In order to participate in the high school graduation ceremony and receive the high school diploma, students at SGHS will conform to the requirements set forth by the LAUSD, with the completion of 230 credits, which include the completion of the A-G requirements.

Non-course requirements for LAUSD graduates also include computer literacy, career pathway and service learning. Students must pass the CAHSEE exam and if they are not proficient on the Fitnessgram they must continue to take Physical Education each year. In addition, as indicated above, SGHS plans to add the Senior Project as a high school graduation requirement, in order to participate in the graduation ceremony, which will also embed the District's Service Learning requirement rather than as a separate expectation. The Senior Project will function as a culminating assessment, with student exposure to multiple, smaller scale culminating projects at prior grade levels. Completion of the interdisciplinary, multi-grade level senior project along with successful completion of the LAUSD requirements will determine a student's readiness to graduate.

c. Data Collection and Monitoring: Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress.

South Gate High School will use multiple sources of data to monitor decisions regarding the PLC process and the approach to instruction. The Single Plan for School Achievement (SPSA) and the WASC report will be referred to often by the staff to ensure that *"what we said we would do instructionally, we are doing."* In monitoring the PLC process, teachers will use formative assessments to measure student attainment of the content standards and also to maintain focus on the standards that are to be taught. Peer observations will be conducted quarterly as a tool for teachers to observe their peers as they embed the Expected School-wide Learning Results (ESLRs) in the instructional program. South Gate HS has school-wide benchmarks to measure the successful attainment of the ESLRs (or RAM goals). This process also lends itself to school-wide feedback of the process. CST, CAHSEE, CELDT, and other summative assessments will continue to be analyzed by the staff at SGHS as a tool to inform instruction and provide the basis for needed intervention for those students not proficient in the core content. The school will fully utilize the Integrated Student Information System (ISIS), Secondary Information System (SIS), and MyData in school operations in accordance with the LAUSD and to monitor student academic and social/emotional progress. All teachers will utilize ISIS for attendance taking and their grade reporting records. ISIS, SIS, and MyData tools will regularly be used by the administrative and counseling staff to log, track, and monitor the progress of all students, including GATE, English Learners, and Students with Disabilities. Data will be used to inform the administration and Intervention Coordinator on how to best address student safety needs. COST will meet bi-monthly to review specific student data, monitor progress of the focus students, determine specific needs and interventions. Welligent will be used to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored.

The California Standards Test Student Profile sheet is distributed to students prior to taking the CST exams. These profiles provide students with data on their historical record of performance on CST exams. Through these profiles students gain a better understanding of their trend and now what they need to do to move to a higher performance band. This profile sheet is also used to advertise the incentive programs offered to students who do well on the CST exams.



California Standards Test - Student Profile

Name: [REDACTED]
 Birthdate: [REDACTED]
 Grade: 11



You earned the scores and placement levels listed below during the 2009 and 2010 CST Exams



You will be rewarded for your achievement with the following opportunities:

Individual Prizes

Tickets to Magic Mountain
 Edward's Theater &
 Gift Cards
 Some Surprises!

GRADE BUMP

Improve the grades in your
 classes. See back for details

Homeroom Prizes

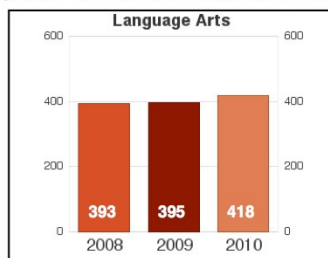
Pizza Party
 Ice Cream Sundae Party
 Trip to San Diego Zoo

Academy Prize

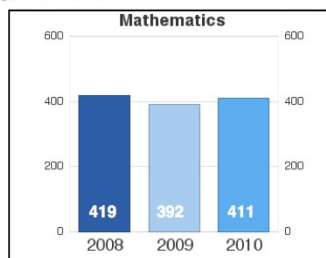
Popcorn & Movie Day

The Ultimate Prize

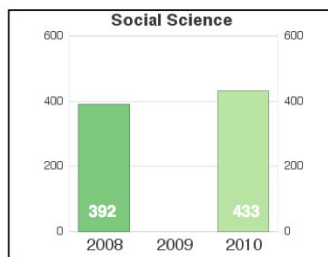
Make yourself and your
 community look great!



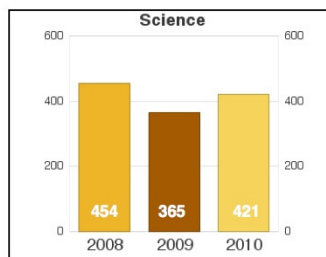
Your 2010 English CST placement level is **Advanced**. Your 3-year net gain is **25** points.



Your 2010 Math CST placement level is **Proficient**. Your 3-year net drop is **8** points.



Your 2010 Social Science CST placement level is **Advanced**. Your 3-year net gain is **41** points.



Your 2010 Science CST placement level is **Advanced**. Your 3-year net drop is **33** points.

The table below helps you determine how close you were to scoring at a higher level.

Content	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Language Arts	150-264	265-299	300-349	350-396	397-600
Mathematics	150-256	257-299	300-349	350-415	416-600
Science	150-275	276-299	300-393	350-393	394-600
Social Science	150-277	278-299	300-349	350-390	391-600

You open various academic opportunities by scoring Proficient or Advanced on CST Exams. Scoring well on CST exams also raises the level of prestige associated with your school and community. It is one of the ways in which you can contribute positively to your community!

Beginning May 16, 2011 you will take the following exams:

<u>Language Arts</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social Science</u>
Language Arts 11	HS Summative	Biology	US History

For sample tests and study guides go to <http://starsamplequestions.org/starRTQ/search.jsp>

Informational rosters are provided to teachers at the start of each semester. These rosters provide teachers with individual data for each of their students. The data includes ESL level, Language Classification, CELDT scores, Special Education information, CST performance levels, and CAHSEE information. Teachers use this data to assess the academic needs of their students in a given course.

StudentName	Birthdate	GrT	ESL	IEP	GfId	1st US Enr	LangClass	Mst Plan Pgm	Over	List	Spk	Read	Writ	ELA	Mth	Hst	Sci	ELA	Mth	Disabil	SDC	RSP	IEP Tch
Period 4	Course	US HIST 20TH A																					
StudentName	Birthdate	GrT	ESL	IEP	GfId	1st US Enr	LangClass	Mst Plan Pgm	CELDT				CST 2010				CAHSEE			Disabil	SDC	RSP	IEP Tch
									Over	List	Spk	Read	Writ	ELA	Mth	Hst	Sci	ELA	Mth				
ABELLANEDA, CESAR	05/12/94	11	R	No			R 12/04		5	5		5	5	P		A	B	P	P				
ACOSTA, DESTINY MARLA	04/10/94	11		No													BB	F	F				
ACOSTA, KAREN YESSERA	01/12/94	11	R	No		07/06/99	R 05/05		5	4		5	4	B	BB	B	A	P	P				
AYLA, JORGE JAVIER	05/10/92	11	R	No		07/01/97	R 02/10		4	5	4	3	3	P	B	A	A	P	P				
BARBA, RUBEN	05/14/92	11	P	No		08/28/98	L 10/97	Prep Redes	4	3	5	2	3	P	FBB	P	B	F	P				
BARRANCO, JESSE MANUEL	12/04/92	11	R	No			R 04/06		4	4		3	4	BB	BB	P	BB	P	P				
BALUETA, CHRISTOPHER JO	04/10/94	09	R	No		09/22/98	R 05/03		4	4		3	5										
BALUETA, KEVIN	07/05/92	11	R	No		01/01/98	R 08/10		4	3	4	4	4	B	BB	FBB	BB	F	P				
BRAYO, JESUS A.	12/02/92	12	P	No		09/01/05	L 10/05	Prep Redes	4	4	5	3	4	FBB	FBB	FBB	FBB	P	P				
BRAYO, VANESSA	05/12/92	12	R	No		08/03/98	R 07/04		5	5		3	4				P	F					
CALDERON, MARIA	05/02/92	10	P	No		07/09/98	L 07/98	Prep Redes	4	4	5	3	4			B	P	F					
CASTILLO-ESPINOZA, NETT	04/05/94	10	P	No		03/08/04	L 05/04	Prep Redes	3	2	3	4	3	B	BB	FBB	FBB						
CORTIZO, JOSE JONATHAN	05/05/92	11	P	No		07/01/03	L 10/06	Prep Redes	4	3	4	4	3	BB	B	B	B	F	F				
DE LA CRUZ, DYMA ROSA	05/05/94	11	R	No		09/07/99	R 04/04		4	4		3	3	B	BB	BB	B	P	P				
DE LA ROSA-DAVILA, JENNY	11/11/94	11	R	No		09/16/99	R 04/06		4	4		3	4	BB	FBB	BB	BB	P	F				
DIAZ JR, JAMES CORNELISON	02/02/94	11		No		07/06/99	I 01/99							BB	FBB	A	FBB	P	P				
FARRAS, JEREMY SANTIAGO	10/12/94	11		No		03/04/99								P	B	P	P	P	P				
FELIX, EDUARDO EMPIQUE	10/10/94	11	R	No		09/08/98	R 03/07		5	5	5	3	4	P	BB	P	P	P	P				
GARCIA, ALYSA MARIE	02/14/94	11		No		07/06/99								B	BB	B	BB	P	P				
GOMEZ, JORGE JAVIER	05/02/94	10	P	No		07/07/98	L 11/98	Prep Redes	4	4	4	4	5	P	FBB	B	BB						
GUERRERO, VALERIE ANDREA	05/10/94	10	P	No			L 09/99	Prep Redes															
JIMENEZ, CESAR TONAS	10/12/94	11	P	Yes		08/02/99	L 09/99	Prep Redes	3	3	4	2	3	FBB	BB	BB	BB	F	P	SLD		Y	CORIA, V
LARA, ELIZABETH	07/05/94	11		No			I 07/99																
MARTINEZ, CARINA DEOLA	05/10/94	10	R	No		07/06/98	R 12/07		4	3	4	4	4				P	A					
NEVES, ALFREDO JUNIOR	05/12/94	11	P			07/01/99	L 05/01	Prep Redes	5	4	5	4	4	BB	BB	FBB		P	P				
PICORRE IL, RONALD JOSEF	05/12/94	11		No		07/16/99								FBB	FBB	FBB	FBB	F	F				
RAMIREZ, ALBERTO ELMED	11/02/94	11	R	No			R 11/08		4	4		4	4	P	BB	P	P	P	P				
RAMIREZ, ANDREA	05/12/94	11	P	No		07/06/99	L 08/99	Prep Redes	3	2	4	2	4	B	BB	FBB	P	F	P				
UNSUBMITTAL 5																							
SGHS 2010-2011 O1 Informational Roster																							

SPRINKLE, S

SGHS 2010-2011 Q1 Informational Rosters

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture: Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.

The culture at South Gate High School will be one of high student expectations, which will reinforce the school's mission and vision. Through the personalized small structure of career themed academies, SGHS will provide a supportive environment where students can positively interface with adults and peers. This intimate structure will allow relationships to flourish over the student's four-year high school experience. It is also through this model, that we celebrate student achievement and meet the needs of students who struggle. Because research proves that building relationships is one of the three main components of an outstanding high school, we strive to make it our top priority, along with rigor and relevance (Marzano, 2003).

South Gate High School's learning culture will be guided by our Expected School Wide Learning Results (ESLRs) which are: effective communicators, critical thinkers, and self-directed adults. As detailed in our Parent Involvement section, South Gate High School's stakeholders and community partners will work collaboratively to create an environment conducive to high academic achievement for all students. Our culture will feature a rigorous education for all students aligned with the California State Content Standards. As reviewed in our instructional plan, we will implement researched based strategies in all classrooms to meet the needs of all students.

Within the academy structure, we provide the following activities: peer mentors for freshmen, academy-wide celebration assemblies, counselor's watch list, fast passes for early dismissal, and interactive parent conferences recognizing student success. For students in need of additional support, teachers will meet as an academy to discuss intervention, communicate with parents, provide programs for additional support such as tutoring, follow our Pyramid of Intervention (see appendix page), contact outside agencies for supplementary intervention and institute the Coordination of Services Team (COST). Our Personalized, Academic Student Support (PASS) program, as detailed in the School Schedule section, will provide a format for academic intervention. Through the study of Richard Dufour's work, we found these activities to be successful at comparative large urban comprehensive high schools (Dufour, 2008).

Starting in the ninth grade, students and their parents will be expected to attend a new student welcome orientation where academic and behavior expectations, parent/student responsibilities, weekly grade reports, mandatory intervention, and incentives will be shared. The event will take place prior to the opening day for other grade levels and include an abbreviated first day of school and academy assemblies. At this time the freshman will review classroom expectations and course syllabi with their teachers, receive their textbooks, as well

as have an opportunity to meet their academy senior leadership students. During this event we will also provide parent workshops, where parents will learn how to support their new high school student at home. To show our hospitality, we will provide a BBQ Picnic at the end of the day where students, parents, administrators, and teachers can mingle. Parents who are unable to attend the orientation will have an opportunity receive the same information during our Back-to-School Night event.

South Gate High School takes pride in having a campus that is safe, clean and aesthetically welcoming to students, staff and parents. Being in academy contiguous space, students and teachers will have a sense of ownership of their designated areas around campus. During the school day, and beyond, we will make certain that adults and students communicate with respect and that the transition between classes is smooth and efficient. Supervision before school, during nutrition, during lunch, and after school will be visible in all areas of the campus. All administrators, counselors, out-of-classroom personnel and campus aides have designated supervision posts and carry radios to communicate. Teachers will continue to play an important role in supervision by standing outside their classrooms, encouraging students to go to class and arrive on time.

In addition, our high school will have two full-time police who will provide assistance during major and minor situations, if they are on campus. Potential safety issues will continue to be addressed through our established safety committee and outlined in the School Safety Plans Vol. 1,2 and 3. South Gate HS is a very safe school as indicated by staff, students, and parent surveys.

b. Student Support and Success: Describe exactly what student success will mean at your school. What will you do to ensure students are successful?

At South Gate High School, student success means all students learn the skills needed for them to achieve their greatest potential. By that we mean that successful students will score proficient or advanced on state exams, demonstrate achievement of the ESLRs, successfully complete a rigorous and relevant A-G curriculum, and pass the CAHSEE. To ensure that our students are college prepared and career ready, SGHS will provide a rigorous and relevant A-G curriculum. Students will meet with their counselor and parents at least once a year to review and revise Individualized Graduation Plans (IGPs), ensuring that students are prepared to enroll at a four-year university.

We believe success also goes beyond test scores and graduation requirements. At South Gate High School, success also means that students know themselves, know where they are going and can develop and enact an action plan to get there. They are self-driven to achieve their own clearly defined objectives. They are resourceful in finding their way forward through setbacks and challenges. Students will maintain a high standard of conduct and demonstrate good character.

Designated academy teachers will be responsible for building personal relationships with

students and families to motivate students to be in regular attendance and on time to school. Each teacher in the academy will be assigned about 30 students and act as a means of social, academic and emotional support for students as they build relationships with an adult advocate on campus. Motivating incentives such as student recognition in the classroom and at assemblies, field trips, CST Red Carpet, raffles, certificates, fast passes, and grade bumps for proficient and advanced students will continue to be the norm in acknowledging high achievement, academic improvement, excellent attendance and good character. Successful and motivated students are more likely to come to school and stay in school (Hattie, 2009).

c. Social and Emotional Needs: Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis. Describe how the effectiveness of these programs will be measured.

South Gate High School will continue to utilize the academy structure to meet students' social and emotional needs. The school will be divided into six academies that consist of approximately 550 students each. An administrator or designee, a lead teacher, and an academic counselor, known as a triad, lead each academy. This structure will facilitate a small environment that focuses on personalization and support, where students and teachers feel a sense of belonging. A smaller atmosphere will allow teachers, counselors, and administrators to know each student and his/her individual needs (Wagner, 2001).

All students will have an academy counselor who will act as their advocate and help them navigate through high school. The academy counselor will continue with his/her students throughout their four years of high school. Students will be connected to resources as needed by their academy counselor. All counselors and teachers will have access to the Academy Community Resource Binder that will include contact information for services from glasses to tutoring (See Appendix L for Table of Contents). Academy counselors will monitor student progress information in academics, attendance and behavior.

By employing two Pupil Services and Attendance (PSA) counselors who will organize the Coordination of Services Team (COST), SGHS will meet the needs of the students requiring the highest level of intervention. These teams are responsible for reviewing the academic, social and behavioral progress of individual students who are referred to them through the academy. The team meets and determines how student progress can be enhanced. Each PSA counselor will be responsible for three academies. The COST protocol will be utilized to insure maximum effectiveness and follow through of intensive services. COST meetings will be held once a month and will include behavior professionals (PSA counselor, psychiatric social worker and school psychologist), the academy administrator or designee, lead teacher, counselor, and the student's teachers. Interventions for the students will be determined and the PSA counselors will follow-up with personnel to insure implementation. These interventions may include referrals to outside agencies, monitoring by a staff member, or connections to district resources. The PSA counselors will measure the implementation rate as well as the overall academic, behavior and attendance improvement of each student.

South Gate High School will provide an array of supplementary programs, activities, services, sports and extra-curricular opportunities. South Gate High School has a rich history of excellence in sports, extra-curricular activities and community service that we believe adds richness to the high school culture and the students' education experience. Research shows that there is a positive correlation between extra-curricular activities and student achievement (Gerber, 1996). SGHS's extra-curricular activities will include opportunities aligned specifically with our academy career pathways. Students will benefit from partnerships with industry professionals from business management, science, engineering, multimedia, technology, and performing arts collectives.

- **Sports** – Students at South Gate High School have the opportunity to participate in sports teams which may include football, boys and girls basketball, volleyball, soccer, cross-country, swimming, tennis, and track based on student interest and demand. In recent months, we have witnessed a huge increase in sports participation due to our Nike sponsorship. Our sports program will use the momentum built from the Nike “Revive the Pride” campaign which has improved every aspect of the program. We believe that a student engaging in sports has a positive impact on our school culture because such students gain a sense of leadership, teamwork, connection and pride.
- **Extra-Curricular Clubs/Activities** - SGHS will offer a wide variety of activities outside of the academic program. Depending on student interest and partnerships, this will include clubs, field trips, courses through local community colleges (e.g., East Los Angeles College), debating teams, and other socially focused student-initiated activities). We will also continue our partnership with the after-school Champions program that offers students a variety of activities. See Appendix M for the current list of clubs.
- **Community Service Activities** - SGHS curriculum will include individual and shared programs for character building, community service, and internship experiences in the business world. We believe service learning will be a vital element for students, which will instill a sense of individual and civic responsibility. Community service activities will enable students to use applied skills to solve community challenges.

d. College and Career Readiness: Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose. For high schools, how will you track student success in college to inform the post-secondary success rates for your students?

South Gate High School is committed to preparing students for college and career life after high school. We demonstrate our dedication by starting college and career preparation before students enter the 9th grade. During the last year of middle school, students will visit our high school and be exposed to information about our career-themed academies. Students will take a guided tour of the campus and attend our academy and club booth fair. After reviewing information that is provided to them, students will select one of our six academies. This decision will help teachers tailor their instruction based on the student's career interest. When entering the 9th Grade Health/Life Skills class, all students will take a career interest survey to help further guide their career choices. Throughout high school, the academy will also provide

multiple opportunities for students to attend field trips, engage in job shadowing, and internships based on the academy career theme. To help with such activities, partnerships with organizations that have already been established include Northrup Grumman, Nike, The Music Center, South Gate City Hall, Junior Achievement, Charles Drew Medical University and Telemundo.

Through the academy lens, we will also provide an annual school-wide Career Day. Guest speakers from various career fields will visit our school and present to classes. Speakers will be assigned to the academy that best fits their career field and, in turn, the interest of the students. Presentation guidelines are provided to the professionals that include education, work experience, high school experience, and day-to-day activities in their field. We will track our success by surveying the teachers, students and guest speakers about their experience and how we can improve the following year.

To prepare for college, all students will graduate having met the A-G requirements. Graduation requirements will be discussed at the start of the freshman year so that students are aware of expectations. Through the Individualized Graduation Plan (IGP), students will track their progress to graduation and post-secondary education two times a school year in consultation with their academy counselor. IGP meetings with the counselor and a parent present will be conducted at least annually and more often as needed.

South Gate HS will continue funding a full-time college counselor and a College Center. With the assistance of the academy counselor and lead teacher, the college counselor will track the college application process for all the senior students. The college counselor will also review the application process for post-secondary education and financial aid. In addition, the college counselor will continue to provide monthly Financial Aid workshops for parents and students during the college application season. Throughout high school, students will be exposed to at least one post secondary education institution through site visits and/or guest speakers. Before seniors graduate from SGHS, they must all complete a Post High School Exit Survey. Questions will include contact information and anticipated plans for future years. Through the results of the survey, the National Student Clearinghouse data and the Statfinder data, we will track our students after high school graduation.

Ninth through eleventh grade students will also have an opportunity to participate in college awareness activities. During their freshman year at the school, students will receive information about the education and career opportunities available through the community college system. Tenth grade students will focus on the California State University system and in eleventh grade the focus will be on the University of California school system. College and career preparation will be a shared vision held by all stakeholders. Although the college counselor is the point person, administrators, lead teachers, content teachers, counselors, and parents will contribute to the readiness of all students.

e. School Calendar/Schedule: Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher- student loads, and how the proposed schedule promotes student achievement. Attach a copy of the school year calendar as well as the daily schedule for both faculty and students (see Appendix K and L for samples). If you are a Pilot, ESBMM, or network partner team seeking scheduling autonomy, describe how the school will use the autonomy.

School Calendar/Bell Schedule: (Appendix Q) South Gate High School will implement a calendar and bell schedule that align with the school's core beliefs. SGHS will follow the district's early start calendar. Regularly scheduled time for interdisciplinary teams (academies) and PLC collaborative content teams to meet within the school day will be embedded into our daily bell schedule. Each Monday, students at SGHS will have a late start to allow professional development time for teachers to meet in both academies and PLC collaborative content teams. PLC collaborative content teams will continue to be scheduled into common preparation periods (where possible), facilitating weekly collaboration and implementation of the PLC process of continuous improvement. Additionally, full faculty meetings will be held on a regular, monthly basis in order to facilitate communication between the entire staff.

In order to promote a personalized learning environment, students and faculty will be grouped into academies consisting of approximately 550 students and 18 faculty members each. This will create a community of invested adult mentors that share in the responsibility of the student's success. The student's core academic classes will have no less than 85% purity, meaning academy students will take classes together with academy teachers. Target student to teacher ratios in core academic classes will be 34:1 in 9th and 10th grade courses and 42.5:1 in 11th & 12th grade courses.

South Gate students will receive 65,975 minutes of instructional time, which exceeds the district's requirement of 65,300 minutes. Qualified students may increase their instructional time through zero and 7th period classes, community college course offerings on or near campus, as well as summer and Saturday programs for academic credit. South Gate High School's schedule will consist of 6 periods of instructional time in core A-G academic areas, as well as college-directed electives, in order to support the school's mission to prepare students for a college and career bound future. We will use the alternating block schedule to utilize the Personalized Academic Student Support (PASS) program. (See Appendix Q).

The PASS program will include embedded academic support time at the end of each class period for individualized student intervention. Teachers will assess their students and provide needed support during the last twenty minutes of class.

Autonomy: *Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.*

Not applicable

f. Policies: Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.

In terms of graduation requirements, retention, and student behavior, South Gate High School will continue to implement LAUSD policies.

To promote a positive behavioral and social environment, South Gate teachers will establish a clear set of classroom behavioral expectations for the students. These expectations will be explicitly taught. Students will be empowered to take responsibility for their own actions and to be an integral part of maintaining a safe, positive and inviting learning environment. (See Appendix N)

As part of our Response to Instruction and Intervention model, RTI², we will support students in the area of behavior, using a three-tiered system of intervention support. We are committed to the success of our students in all three tiers. Austin Buffum states in his Pyramid Response to Intervention work, "PRTI brings together all the staff to improve learning by delivering effective instruction and interventions to all students, without first waiting for them to fail" (Buffum, 2009). In addition to asking, "what do we want students to learn", we ask, "how do we want students to act" (Buffum, 2009). The following gives a brief overview of the three tiers.

Tier 1: 80-85% of all students - The key to Tier 1 student intervention support is prevention through quality first instruction. We will provide a positive environment for all students using effective classroom management and differentiated instruction. We will continue to use strategies that engage students and provide lessons that are rigorous and relevant. Because we will know each of our students through the academy, we will build relationships that are essential for a high school student's success. In addition, we will provide predictable structures and maximize instructional time (Buffum, 2009). At this level the classroom teacher is responsible for intervention support.

Tier 2: 10-15% of all students - Similar to the academic model of PRTI, behavior Tier 2 students need intensive, immediate and individualized interventions. Our Personalized Academic Student Support (PASS) program will be the structure in which the Tier 2 academic intervention will take place for students needing timely, supplemental instruction. In terms of Tier 2 behavior interventions, we will provide peer or adult mentors, group counseling, and an individualized behavior plan. The academy counselor, lead teacher and/or administrator will facilitate Tier 2 behavior interventions in small groups.

Tier 3: 1-5% of all students - Students who fall into this tier will be immediately referred to our Intervention Coordinator and/or Pupil Services Counselors. Interventions at this level are intensive, highly individualized and, in most cases, provided by a team, rather than an individual (Buffum, 2009). South Gate High School uses the Coordination of Services Team (COST) model to provide intensive interventions for Tier 3 students in academics, behavior and attendance.

By promoting positive student behavior with rewards and consequences, South Gate will continue to adhere to LAUSD's policy Guidelines for Determining Appropriate Behavior Instruction and Intervention (REF 5052.1) and Discipline Foundation Policy (BUL 3638). Rewards will consist of but not be limited to: ceremonies, recognition in academy assemblies, fast passes to lunch, special field trips, and lunches with staff. Consequences will consist of but are not limited to: suspensions, parent conferences, in house suspensions, and loss of privileges. Students will retain due process rights and an appeal process has been conveyed to all stakeholders.

B-5. Parent and Community Engagement

a. Background: Describe the community you will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss how the school aligns with community needs and expectations.

South Gate High School is in the city of South Gate and is bordered by the cities of Downey, Huntington Park, Lynwood, and Watts. The city of South Gate is in the southeast area of Los Angeles County and has a population of 97,110 residents living within 7.3 square miles. The city is considered to be densely populated with 15,812 residents per square mile. It is a working class community with a 94% Latino, 4% White, 1% American Indian and 1% Black population. 45% of the residents are foreign born and of these, 64% are not US citizens.

The median household income in South Gate is \$41,196 with approximately 16% of the residents living below the poverty line, according to current state figures. Per capita income is \$13,799 and currently 17% are on AFDC. Renters occupy 55% of the housing units in the city, which contribute to the attendance transiency rate. Unemployment rate is at 8.6%. Of adults over 25, 49% have a high school diploma or equivalent, 6% have a bachelors degree, and less than 2% hold a graduate degree.

South Gate has two libraries and nine parks. South Gate Park is the largest park in the city at 97 acres in the heart of the city. The park is a community focal point with many recreation programs in which both residents and non-residents may participate. South Gate also has 12 elementary schools, two middle schools, two comprehensive high schools and one continuation high school.

South Gate High School is one of over 75 comprehensive high schools in the in the LAUSD district and one of six within Local District 6. The school has approximately 3400 students in grades 9 – 12. SGHS is a comprehensive, traditional calendar high school. The student population is approximately 99% Latino/Hispanic. The remaining one percent is equally split between White, Asian, African American, and Pacific Islander. Approximately 900 students (26%) are classified as English language learners, with an annual reclassification rate of approximately 13%. The high school is a Title 1 school, with 77% of students receiving free or reduced lunch. This school was founded in 1923; today, it sits on 26 acres.

Community Strengths, Assets and Values

A major strength of South Gate is its families, which have a strong sense of community pride and cultural identity. Parents and caregivers hold strong values and opinions on how their child should be educated, as they are deeply interested in advancing their child's education and creating an opportunity for a prosperous future. "Padres Unidos" is a community parent organization dedicated to the improvement of education of youth in the community, and actively recruits parents and community members to get involved in education.

South Gate has a strong sense of community and it is proud of the relationships the school and community have established. Residents have pride in their community, often referring to South Gate as a "hidden gem" and "a diamond in the rough." SGHS has a strong alumni association with many returning to the school to teach and volunteer. Several parent and community organizations actively participate in the effort to increase the success of the students at South Gate High School. South Gate High School Booster Club and PTA supports student achievement through their continuous sponsorship of student assemblies, athletic events, and awards.

Residents have a heavy religious involvement in community churches and the churches have a strong ecumenical relationship between themselves. Community churches work together to support family and teen programs. Teen Challenge and Senior Mass are two examples of combined church efforts to provide regular activities and recognition for the teens in the community. The annual Walk for Hunger is a community wide event organized by community churches and supported by student clubs from South Gate High School. Key Club and Interact Club are very involved in community service activities. Both clubs empower students through educational programs and events that also help students learn about community relationships and service.

South Gate is a safe community with a crime index lower than the national average in both violent crimes rates and property crime rates. The South Gate Police Department is highly visible in the community and residents report a feeling of confidence in the police presence.

The local community and the greater Los Angeles community are filled with people and organizations that are interested in education and are willing to offer their time, experience, and resources for the benefit of students and to help students achieve their personal and academic goals and make a difference in the community. South Gate High School has several partnerships with local businesses that encourage student internships and further involvement. See Section C "Key Community Partners" for a list of partnerships. Several local businesses, such as the Hon Company, Maloney Meat Company, and Shultz Steel support our students by providing scholarships.

Critical Needs

Despite the strong sense of community and other strengths, there are also needs within the city of South Gate. The vast majority of the families in the area face education barriers with less than 50% being high school graduates. This area faces many issues that are common to urban areas such as low graduation rate, low income, low percentage of community members seeking

post-secondary educational opportunities, and poor performance on state and district standardized assessments.

Another issue that must be addressed is that many students have responsibilities beyond education that makes focusing on school difficult. Starting in middle school and continuing into high school, many students are not only responsible for getting themselves to school and completing their own school work, but are also responsible for their younger siblings' education. Many of our students also have other familial obligations (i.e., teenage parents, expected economic support to the family) which takes away essential time needed for the students to adequately focus on school. Despite these challenges, our students are extremely resilient. Given the opportunity they are capable of achieving their dreams. South Gate High School will ensure that students complete the A-G requirements, graduate and pursue a post-secondary education. With our high quality instruction and intervention plan we are confident that students will overcome these barriers.

Many of our parents want a better life for their children, but do not know how to make that happen. We will focus on encouraging parents to be actively involved with their students' education and continue to provide training opportunities to parents. Parents are encouraged to participate in all of the decision making councils: CEAC, ELAC, SSC, Governing Council, Booster Club, Parent Teacher Association and Instructional Leadership Team and volunteer at the school in a variety of activities, serving as chaperones, guest speakers, volunteer coaches and booster club members. Through the Parent Center and the work of our Parent Community Liaison, many parent workshops, classes and other informational sessions will continue to be offered. The Parent Center will actively seek opportunities and services for helping parents become more aware of health, educational and community issues. School support personnel will be invited to the Parent Center to offer training and informational sessions for parents so they can better support their children by practicing and continuing learning at home.

b. Strategies: Describe your team's history and experience serving this or a similar community. Explain the team's vision for engaging this community and the underlying theory that supports it. Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the school will provide for parents and guardians.

Our team has a long history of working with students from the community of South Gate. Our professional experience in this local area ranges from 6 years to 35 years. We believe that home and school achievement are actively linked. There has been a strong historical connection between the community, parents, and the school. Students and parents have ties to the school for many generations and several alumni have come back to serve the school. Parental involvement is very active on campus and over 60 parent volunteers have been approved. The Parent Center attracts parents daily to campus by providing workshops and activities to keep the home-school connections strong. Students with involved parents are more likely to academically achieve and go on to post-secondary education according to The National Center for Family and Community Connections.

South Gate High School will:

- ***Include parents in student learning processes.*** Students will share class agendas and experiences with their families. Parents participate in conferences and help assess performance-based productions. Through the teachers and counselors, parents will be updated on their student's progress regularly. Parents will help develop an Individual Graduation Plan (IGP) with the counselor and reinforce the goals in the home.
- ***Support family involvement as a whole school endeavor.*** SGHS is welcoming and the staff knows students and parents well. The Parent Center is parent friendly and accessible daily.
- ***Inform parents.*** Communication is ongoing through newsletters, phone calls, memos, handbooks, school website, assemblies, parent conferences, academy activities, Coffee with the Principal every two weeks and periodic home visits as needed. We will use School Loop and ISIS Family Module to inform parents of grades and assignments. Academy teachers will contact the parents to discuss achievement and concerns. Academy counselors will request parent conferences if needed and act as an advocate for the student.
- ***Create multiple opportunities for parent involvement and provide parents with support for these opportunities.*** Parents will attend student orientations, student performances and exhibits, and volunteer their help in classrooms, on field trips, fundraising events and after school activities. They will participate in the maintenance and development of the Parent Center, attend workshops on the college admissions process, and continue to have membership in various school groups. Currently, we have approximately 80 Parent Volunteers who are registered through the Parent Center and who assist with supervision and provide support to the various offices, in addition to helping in classrooms. Twice monthly, the principal hosts a Coffee with the Principal, during which time he updates parents on all matters related to the school, such as achievement data, importance of daily attendance, student behavior expectations, budgetary decisions, etc.
- ***Develop community resources for parent access.*** SGHS will collaborate with the community to develop bilingual services, workshops, training and cultural activities for parents and caregivers.
- ***Involve parents in decision-making.*** Parents and community members will continue to participate in the school governance through the School Based Management (SBM), School Site Council (SSC), English Learner Advisory Council (ELAC) and Compensatory Education Advisory Committee (CEAC).
- ***Provide a welcoming environment for parents:*** The environment at SGHS is welcoming and parents are responded to in a timely and positive manner. Bilingual staff will be available for communication.

c. Key Community Partnerships: Discuss the specific ways in which community members will be included in the ongoing success of the school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, describe how you will develop and cultivate community partnerships with early education programs and stakeholders. **Please do not include letters of support.**

South Gate High School values the importance of the local community in our success. In recent years, we have begun to develop partnerships with local organizations. During the next five years, we plan to continue our current working relationships as well as deepen the commitment and develop new ones. At South Gate High, we believe that key local organizations can assist us in preparing our students to be college and career ready. As we work with our community partners, we realize that the process will be fluid and that some organizations work at a faster pace than others. From our experience, some partner relationships may flourish at a faster pace; therefore we use the five-year timeline as foundation of the organization's commitment. The following activities will be yearly commitments and foci as we build new affiliations with local organizations:

Year 1: Invite organization representatives to campus for Career Day. Students go on field trips to the organization.

Year 2: Invite organization representatives to Career Day. Conduct one group or individual job shadow at the organization.

Year 3: Invite organization representatives to Career Day. Conduct one group or individual job shadow at the organization. Invite organization representatives to assess student work. Provide one internship for students.

Year 4: Invite organization representatives to Career Day. Conduct one group or individual job shadow at the organization. Invite organization representatives to assess student work. Provide internships for students. Invite organization representatives to conduct curriculum consulting.

Year 5: Invite organization representatives to Career Day. Conduct one group or individual job shadow at the organization. Invite organization representatives to assess student work. Provide internships for students. Invite organization representatives to conduct curriculum consulting. Representatives come to SGHS and conduct guest teacher lessons.

Ongoing Partnerships: Current partnerships have been developed and are at the level that is most beneficial for our students. The following existing partnerships already provide many of the following activities with our students and/or teachers: field trips, job shadowing, guest speaker presentations, curriculum consulting, student internships, financial support, professional development and assessment of student work.

ACADEMY	ORGANIZATION TYPE	ORGANIZATION NAME
<u>BUSINESS AND TECHNOLOGY</u> Liaisons: Lead Teacher, Academy Administrator, Academy Counselor	Educational Organization	Junior Achievement
	Business	Nike
	Education	UCLA
<u>HEALTH SCIENCE AND MEDICINE</u> Liaisons: Lead Teacher, Academy Administrator, Academy Counselor	Education	Charles Drew Medical University
	Business	St. Francis Medical
<u>LAW GOVERNMENT AND PUBLIC SERVICE</u> Liaisons : Lead Teacher, Academy Administrator, Academy Counselor	Government	South Gate City Hall
<u>MATH, SCIENCE AND ENGINEERING</u> Liaisons: Lead Teacher, Academy Administrator, Academy Counselor	Government/Business	Northrup Grumman
<u>MEDIA AND COMMUNICATIONS</u> Liaisons: Lead Teacher, Academy Administrator, Academy Counselor	Business	Direct TV
	Non-Profit	Intercity Film Makers
<u>PERFORMING ARTS</u> Liaisons: Lead Teacher, Academy Administrator, Academy Counselor	Business	The Music Center

Newly Developed Partnerships: Additional organizations have expressed an interest in being involved in supporting South Gate High School students. All organizations listed have at least fulfilled one of the following commitments: guest speaker presentations, job shadowing, field trips or curriculum consulting.

ACADEMY	ORGANIZATION TYPE	ORGANIZATION NAME
BUSINESS AND TECHNOLOGY <u>Liaisons:</u> Lead Teacher, Academy Administrator, Academy Counselor	Business	Pixel Mags
	Business	Familias First
	Business	D&H Distributing
	Business	Wells Fargo
	Business	TPE Associates
	Business	JP Morgan Chase
	Business	Price Waterhouse Coopers
HEALTH SCIENCE AND MEDICINE <u>Liaisons:</u> Lead Teacher, Academy Administrator, Academy Counselor	Government	US Health Works
	Business	Kaiser
LAW GOVERNMENT AND PUBLIC SERVICE <u>Liaisons :</u> Lead Teacher, Academy Administrator, Academy Counselor	Government	State Controllers Office
	Government	Cudahy City Hall
	Government	Los Angeles Police Department
	Government	United States Navy
	Government	South Gate Fire Department
	Business	Prat W Attorneys
	Business	Intercity Law
	Government	Alliance for a Better Community
MATH, SCIENCE AND ENGINEERING <u>Liaisons:</u> Lead Teacher, Academy Administrator, Academy Counselor	Business	KTGY Group
	Business	Invent for Life
	Business	The Boeing Company
	Business	Jet Propulsion Laboratory
	Business	Southern California Edison
MEDIA AND COMMUNICATIONS <u>Liaisons:</u> Lead Teacher, Academy Administrator, Academy Counselor	Business	NBC - Telemundo
	Business	Sony
PERFORMING ARTS <u>Liaisons:</u> Lead Teacher, Academy Administrator, Academy Counselor	Business	Welcome Home Productions
	Business	Independent Artist
	Business	Geffen Playhouse
	Business	The Grammy Museum

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

a. **School Type:** Briefly explain the rationale for applying to operate your school as a Traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school. Explain how you will handle the logistics and any challenges related to implementing a particular model, particularly if you will be transitioning the school from a different existing model. If you are a traditional, pilot, ESBMM, or network partner team seeking governance autonomy, explain how you will use the autonomy.

South Gate High School will continue with a traditional governance model, which establishes a School Based Management council as described in the LAUSD Collective Bargaining Agreement, Article XXVII. We have always emphasized the participation and representation of all stakeholders (i.e., administrators, staff, parents, students and community members) and we continue this practice and expand our outreach while implementing our revised school vision and mission and instructional goals.

b. **School Level Committees:** Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making. Describe the process for gaining input from all stakeholder groups in making key decisions.

SGHS will continue with the two decision-making councils already established: School Based Management (SBM) and School Site Council (SSC).

School Based Management is comprised of the following members:

- Principal
- UTLA Chapter Chair
- 7 Certificated Employees (+2 alternates)
- 5 Parent/Community Members
- 1 Classified Employee
- 1 Student

SBM's responsibilities include determination on the following:

- Staff development program;
- Student discipline and code of conduct;;
- School calendar and special bell schedules;
- Guidelines for the use of school equipment;
- Specific Budgets (IMA-4170, SDN-5381, State Textbooks & Related Materials-4111,4152,&4267)

SBM subcommittees will consist of professional development, discipline, school calendar and bell schedules, equipment, and budget. Each subcommittee will have at least one member representing teachers and one member representing parents. The subcommittees will serve as

an advisory/consultative role to the SBM and will share information as well as address key issues that pertain to their specific area of focus. All councils and subcommittees will model transparency by conducting open meetings and posting agendas in a prompt and timely manner. Subcommittees will report directly to SBM to share key findings and make recommendations that will assist with decision-making, goal-setting, and progress monitoring.

School Site Council (SSC) is formed in accordance with *Education Code 52852*, and District guidelines. The council will be comprised of the following members:

- Principal
- 8 Certificated Staff
- 1 Classified/Unclassified Staff
- 5 Parents/Community Members
- 5 Students

SSC's responsibilities include the following:

- Measure effectiveness of improvement strategies at the school;
- Seek input from school advisory committees;
- Reaffirm or revise school goals;
- Revise improvement strategies and expenditures;
- Approve recommendations to the Single Plan for Student Achievement (SPSA); and submit to the School Governing Council;
- Monitor the implementation of the SPSA.

South Gate High School has two advisory committees who report to SSC: **Compensatory Education Advisory Committee (CEAC)** and the **English Learners Advisory Committee (ELAC)**, in accordance to the *Education Code 54425*, and District guidelines.

Additionally, the principal has also established a **Leadership Team**, which is invaluable source of guidance and knowledge to both councils. The Leadership Team is comprised of the principal, UTLA chapter chair, assistant principals, department chairpersons, academy lead teachers, instructional coaches, counselors, and coordinators.

The principal, as our instructional leader, is the liaison between the SBM, SSC and the Leadership Team.

a. Governing Council: Pilot schools only. Describe the composition of the Governing Council and the process for membership selection.

NOT APPLICABLE

B-7. School Leadership

a. **Principal Selection:** Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision. Also describe the process that will be used to select the school leader. In the appendix, attach a formal job description for the Principal.

High-quality student performance depends on high-quality school leadership. Every student deserves an effective principal who ensures high levels of student learning for all.

SGHS requires a visionary leader who has an unwavering belief that all students can learn and have a right to learn in a cultivating an environment filled with high expectations and high quality, rigorous instruction. The principal must lead by example and serve as a role model to others. The individual must exhibit a desire to foster a spirit of collaboration and distributed leadership. The principal must lead by example and work towards nurturing lifelong learning for all, students and adults. The individual must be able to manage conflict, build consensus and bring together individuals with divergent views to work towards common and shared goals. The principal must also be a change agent, someone who is willing to take risks and promote transparency, problem-solving, inquiry, reflection and continuous improvement.

In developing our proposal, SGHS has already identified our current principal to lead our reform effort. Mr. German Cerda has a wide range of experience working with similar populations in various K-12 settings (i.e., elementary, middle and high school). Moreover, he has experience building collaborative relationships, capacity and trust to support continuous improvement. In addition, he has a proven track record of transforming schools and improving student achievement. We strongly believe that Mr. Cerda is more than capable of leading the charge and maintaining a laser-like focus on teaching and learning.

In the future, we hope to work collaboratively with the Local District if a need for a new principal should arise. A formal job description for principal is located in the appendix. The potential candidates should meet the District's minimum education and experience requirements. The candidates should also possess the six dimensions outlined in the California Professional Standards for Educational Leaders (CPSELs) below:

1. Vision - ability to facilitate the development, articulation, implementation and stewardship of a shared vision of learning
2. School Culture - ability to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth
3. Learning Environment - ability to manage the organization, operations and resources
4. Family & Community Collaboration - ability to collaborate with families and community members and respond to and mobilize resources
5. Ethical Leadership - ability to model a personal code of ethics and develop leadership capacity
6. Operating Within Larger Contexts - ability to understand, respond to and influence larger political, social, economical, legal and cultural environments

a. Leadership Team: Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation, and evaluation of the instructional program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

The principal will continue to build capacity through the implementation of the leadership team framework developed by Marzano, Waters and McNulty (2005). Through this model, shared responsibility is given to the principal and the leadership team because a “purposeful community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed-upon processes.”

The leadership team framework will assist the principal with developing capacity and supporting all staff to become effective school leaders who make decisions based on current and reliable data that will generate greater student achievement.

The Leadership Team will be trained in the expected responsibilities and actions, listed on the included charts, that are needed to cultivate collaborative leaders committed to the high expectations and achievements of our school’s goals

Leadership Team Responsibilities and Distributed Responsibilities and Actions of the Leadership Team

Responsibility	Actions of the Leadership Team
Monitoring/Evaluating	<ul style="list-style-type: none"> • Provide feedback on classroom practices and student learning through multiple strategies. • Ensure that the aligned and intended curriculum is taught (e.g., lesson study, student work, observations and team planning).
Knowledge of Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> • Ensure that professional development is focused on agreed-upon instructional and assessment practices within the intended curriculum. • Assess knowledge needed and acquired using informal methods (e.g., observation, surveys, student work, needs assessment).
Involvement in Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> • Develop and model techniques for effective lesson design that include (1) how to effectively communicate learning goals, (2) how to help students acquire and integrate their knowledge, (3) how to help students practice and review knowledge, and (4) how to determine if students have the learned the knowledge.
Focus	<ul style="list-style-type: none"> • Adopt common agreements regarding student expectations and effort required to meet the established goals. • Communicate goals to staff and formally and informally keep them into forefront of the conversations about student achievement.
Intellectual Stimulation	<ul style="list-style-type: none"> • Use study groups, demonstrated through a leadership team “fishbowl,” to stimulate inquiry and reflection on the research around the focused goals. • Use language with peers that demonstrates knowledge of and respect for research on student learning.
Flexibility	<ul style="list-style-type: none"> • Respond to issues and concerns raised by staff in a direct, open and transparent manner. • Develop mechanisms to support teachers through the change process. • Examine leadership team practices and make necessary changes. • Support the principal when situations require a more directive style of leadership.
Resources	<ul style="list-style-type: none"> • Allocate resources based on instructional priorities. Be transparent in this work. • Determine annual priorities for faculty learning. • Provide staff development opportunities that are coordinated with the school’s focus and mission.
Contingent Rewards	<ul style="list-style-type: none"> • Support the implementation of policies and practices that are performance-based as opposed to seniority-based. • Recognize both formally and informally those whose work is congruent with the stated purpose and goals of the school.
Outreach	<ul style="list-style-type: none"> • Communicate positively with the community about the school. • Engage parents in activities that are meaningful and relevant to them. • Collect data regarding parent and community attitudes toward the school. Analyze results and design appropriate programs. • Promote the school’s accomplishments through the media and central administration.
Discipline	<ul style="list-style-type: none"> • Establish agreed-upon policies and procedures for scheduling practices that do not interrupt instructional time. • Establish routines for communication that minimize or eliminate interruptions and distractions to classroom instruction.
Change Agent	<ul style="list-style-type: none"> • Model a “can do” attitude; formulate agreements about supporting initiatives, such as “no badmouthing the change.” • Analyze change initiatives to determine implications for different stakeholders. • Lead structured dialogues to ascertain people’s underlying assumptions, values and beliefs. • Provide data that create sustained tension between what is and what it could be. • Assess the magnitude of a change and identify levels of comfort and discomfort.
Order	<ul style="list-style-type: none"> • Help the principal execute routines and procedures. • Identify ways to improve the effectiveness and utility of established routines and procedures.

Source: *School Leadership that Works: From Research to Results* by Marzano, Waters and McNulty, 2005, pp. 108-109. Copyright 2005 McREL.

B-8. Staff Recruitment and Evaluation[1]

a. Staffing Model. Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and instructional program. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

Part of our mission statement is to prepare students for the world of higher education and employment. In order to ensure equity and access for all students, we must hire highly qualified and effective teachers. We will continue to focus on maintaining and recruiting experienced and successful teachers who have high expectations and provide rigorous, standards-based instruction to all students.

SGHS staffing needs will still be based on student enrollment, so we will utilize the norm tables and budget guidelines given by LAUSD. Categorical funds, if available will be used to reduce class size and purchase additional staff to provide direct services to students. Intervention classes such as English Language Skills, Accelerated Academic Literacy, Math Tutorial and use of the Learning Center will continue to be offered to give struggling students an opportunity to succeed. In addition, Categorical funds will also be utilized to support indirect services that impact school operations (i.e., clerical, custodial, parent/community liaison).

Hiring out-of-classroom personnel who support students in their physical, mental and emotional needs is vital. Therefore, SSC will be asked to allocate resources to fund student support services positions as deemed necessary. Since we will provide our students many opportunities to complete all A-G requirements and experience several Academy related electives, we expect that our staff will remain constant for the next three years as follows:

1	Principal	2	PSA
4	Assistant Principals	1	PSW
4	Coordinators	1	Psychologist
6	Secondary Counselors	1	Financial Manager
1	College Counselor	1	School Nurse
25	ELA/ESL Teachers	1	Librarian
18	Math Teachers	1	Info. System Support Assistant
12	Social Studies Teachers	1	Parent Director
18	Health/Science Teachers	10	Clerical Support Staff (includes SAA)
6	Visual and Performing Arts Teachers	8	Custodial Support Staff (includes PM)
8	World Languages Teachers	3	Ed. Aide II
16	Special Education Teachers	5	Campus & Supervision Aides
6	Physical Education Teachers	22	Special Education Assistants
5	Computer/Technology Teachers	6	Teacher Assistants

b. **Recruitment and Selection of Teachers.** Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. If you are a traditional, pilot, ESBMM, or network partner team requesting staffing autonomy, explain how you will use the autonomy. Note that pilot school applicant teams must attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

All employees must support the school mission and vision and all aspects of the school reform plan. All faculty and staff members who are currently employed will be encouraged to remain and participate in our reform efforts.

It is the responsibility of the Principal to recruit and select future faculty and staff members. However, the Principal may create a panel and/or committee to help in the process. Personnel will be selected in accordance with District Staffing guidelines, policies and procedures. SGHS will continue to follow whatever interview procedures are already in place.

We expect future staff members to be willing to be a part of our school reform and to support our school mission and vision goals through the following:

1. Work collaboratively with colleagues through academies and PLC collaborative content teams to analyze student work, develop standards-based lessons and implement effective instructional strategies that will continuously improve student and staff achievement.
2. Integrate technology into the instructional program.
3. Establish and share high expectations for all students.
4. Teach EL and SEL students by using differentiated instruction and understanding their language development needs.
5. Meet the needs of students with disabilities as indicated in their IEP/504 plans.
6. Collaborate in the implementation of project based learning.
7. Develop consistent parent-teacher interactions.

c. **Performance Reviews.** Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff. For internal teams: Explain how the following four measures will be incorporated into evaluations: observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community.

SGHS is committed to developing and supporting all faculty to become effective and productive educators who understand the importance of their role in supporting student achievement and student development. All staff will be expected to embrace our new school reform. As such, when a staff member is evaluated, these factors will be considered. Procedures for performance reviews of all staff members will continue as established by LAUSD and the appropriate collective bargaining units.

In order to make teacher evaluations an effective tool to enhance teacher professional growth and positively impact student learning, we will consider implementing the new *Measures of Effective Teaching and the LAUSD Teaching and Learning Framework*.

As part of SGHS reform, we would like to eventually expand our classroom observations to include visits from teachers, support staff, parents and professional experts. These visits will provide valuable information, by direct observation, of whether or not plans, procedures and curriculum are being implemented with fidelity in a fair, consistent and equitable manner. These visitations will be informal where data is collected and charted on our newly developed Peer Observation Rubric.

Our goal is to develop a culture of transparency and collaboration. We want to create a school where classroom doors are always open and best practices are shared. School staff whether they be administrators, lead teachers, department chairpersons or fellow teachers will be encouraged to visit classrooms, developing an atmosphere of trust where peers work together to gather evidence and monitor progress towards advancing student and adult learning. This process will also lead to personal development and self-reflection, which are tools that we can utilize to measure teacher quality and success.

B-9. Sharing a Campus For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explain how you will ensure all operations run smoothly on-site. Describe how you would ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules. Note that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement (see Appendix M for sample). If you are proposing to collaborate with any other applicant teams for the campus, please indicate which applicant teams you plan to partner with.

NOT APPLICABLE

C. INTERNAL MANAGEMENT

C-1 Waivers - Not Applicable

C-2 Budget Development: For *Traditional, ESBMM, Pilot and Network Partner School*. Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your School Budget. In particular, explain how you will engage and incorporate input from a broad cross-section of stakeholders.

South Gate High School will work with all stakeholders and advisory councils to ensure that all categorical monies are allocated to address the needs of all our students. School Site Council will be responsible for making final informed decisions on how the money will be spent to support the overall mission and vision of our school.

The principal will meet on a monthly basis with the School's Leadership Team, (Parents, Departments Chairs, Academy Leads, Categorical Program Advisors, Student Body Representative and Administrators) to review the following types of resources:

- Categorical per pupil allocations that will supplement our school's core program.
- Unrestricted per pupil allocations, which will be based on our Average Daily Attendance (ADA).
- Centrally determined resources for specific programs and purposes (e.g. CAHSEE Intervention, Instructional Materials Account (IMA)).

Budget Development Timeline and Advisory Councils

Council/Committee	1 st Meeting	Purpose	Time	Frequency
School Site Council	Beginning of school year	Categorical Budgets/SPSA	3:10 pm	4th Thursday of the month
Compensatory Education Advisory Committee	Beginning of school year	Advises SSC	6:00 pm	1 st Thursday of the Month
English Learner Advisory Committee	Beginning of school year	Advises SSC	6:00 pm	2 nd Thursday of the month
School Based Management	Beginning of school year	Instructional Materials Account	3:10 pm	3rd Thursday of the month
Budget Committee	Beginning of school year	Bi-monthly	3:00 pm	Monthly or as needed
School Leadership Team	Beginning of school year	Advises Principal and School Site Council	3:10 pm	1 st Monday of the Month

The principal will ensure that all budget decisions are data-based and student centered. The overseeing committee will monitor all budgets on an ongoing basis with the principal as the facilitator.

D. OPERATIONAL MANAGEMENT

D-1 Portfolio Development

Not Applicable

D-2 Organizational Responsibilities and Goals

Not Applicable