# APPENDIX

Los Angeles Unified School District
Public School Choice Motion

# LETTER OF INTENT

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

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

**Local District 7 / United Teachers Los Angeles**

| | |
|---|---|
| **Address:**<br>**Local District 7, 10616 S. Western Avenue, Los Angeles 90047**<br>**UTLA, 3303 Wilshire Boulevard, 10th Floor, Los Angeles 90010** | **Phone Number:**<br>**Local District 7: 323-242-1300**<br>**UTLA: 213-487-5560** |
| **Website** *(if applicable)* | **Email Address:**<br>**Russ Thompson: RLT4802@lausd.net**<br>**Christopher Arellano: carearellano@utla.net** |

| | |
|---|---|
| **School site for which your team is submitting a Letter of Intent:** | **South Region High School #12**<br>**Business Careers High School** |
| **School type for which your team is applying:** | ☐ Traditional X Pilot<br>☐ ESBMM ☐ Network Partner<br>☐ Affiliated Charter ☐ Independent Charter |
| **For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?** | **Local District 7 and UTLA are applying for all four schools on the site. Each school will have a separate CDS code.** |

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

| Printed Name | Signature | Phone | Email address | School/Affiliation |
|---|---|---|---|---|
| 1. Dr. George J. McKenna III | [illegible] | 323 242-1300 | GEORGE.MCKENNA@LAUSD.NET | LD7 |
| 2. Russ Thompson | Russ T | 323-242-1492 | RLT4802@LAUSD.NET | LD7 |
| 3. Christopher Arellano | [illegible] | 213-216-9155 | Carellano@UTLA.NET | L.D. 7. UTLA |
| Nanetta Arceneaux | Nanetta Arceneaux | (323) 242-1341 | nanetta.arceneaux@lausd.net | LD7 |

(Please add lines and pages as necessary)

Los Angeles Unified School District
Public School Choice Motion

# LETTER OF INTENT (CONTINUED)

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

**Local District 7 / United Teachers Los Angeles**

| | |
|---|---|
| **School site for which your team is submitting a Letter of Intent:** | **South Region High School #12**<br>**Business Careers High School** |

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

| Printed Name | Signature | Phone | Email address | School/Affiliation |
|---|---|---|---|---|
| 5. GEORGE BROWN | George Brown | 323/404-2593 | GWB_2000@yahoo.com | Fleurnoy St |
| 6. DARYL NARUMANSU | Daryl Narumansu | 323 242-1314 | daryl.narumansu@lausd.net | LD7 |
| 7. CECILIA DUENAS | Cecilia Duenas | 323-242-1412 | cecilia.duenas@lausd.net | LD7 |
| Laurice Sommers | Laurice Sommers | 323-242-1338 | penny.sommers@lausd.net | LD7 |
| 9. EARL BARNER | Earl Barner | 323 242 1426 | eeb1271@LAUSD.Net | LD7 |
| 10. Chris Downing | Chris Downing | (323) 242-1302 | christopher.downing@lausd.net | LD7 |
| 11. Mary Jackson | Mary Jackson | 323 242-1375 | mary.jackson@lausd.net | LD7 |
| 12. Elmer Choe | [illegible] | 323 242-1360 | ex[illegible]@lausd.net | LD7 |
| 13. Reginald Brookens | Reginald Brookens | 323-242-1339 | reginald.brookens@lausd.net | LD7 |
| 14. Sonia Flores | Sonia Flores | (323) 242-1414 | sonia.flores@lausd.net | LD7 |
| 15. Taneda Hailey | Taneda Hailey | 323-242-1385 | taneda.hailey@lausd.net | LD7 |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |
| 21. | | | | |

# PSC 3.0
# Commitments and Expectations Form

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

**We agree to:**

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

# PSC 3.0
## Commitments and Expectations Form

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

| | |
|---|---|
| **Applicant Team Name/Organization** | South Region High School #12<br>Business Careers High School |
| **Name of Team Representative** | Dr. Russ Thompson, Principal Leader, Local District 7 |
| **Signature of Team Representative** | |

| Design Team Member Name | Signature |
|---|---|
| Dr. George J. McKenna III | |
| Russ Thompson | |
| Christopher Arellano | |
| Nanetta Arceneaux | |
| GEORGE BROWN | |
| DARYL NAEUMANN | |
| CECILIA DUENAS | |
| Laurice Sommers | |
| EARL BARNER | |
| Chris Downing | |
| Mary Jackson-Freeny | |
| Elmer Choe | |
| Reginald Brookens | |
| Sonia Flores | |
| Taneda Hailey | |
| | |

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Public School Choice Resolution 3.0

## Applicant History Data Summary Sheet

### LOCAL DISTRICT 7 HIGH SCHOOLS

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

* Data not available or not applicable

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

Appendix D

# SOUTH REGION LEARNING COMPLEX #2

## Communications and Technology School

## Principal, Small School

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

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

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

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

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

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

**Required Experience**

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

**Minimum Requirements include:**

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

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

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

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

**Submit materials to:**

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

# DEADLINE DATE: APRIL 1, 2011

FAXED COPIES WILL NOT BE ACCEPTED

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

# LOS ANGELES UNIFIED SCHOOL DISTRICT

Today's Learners, Tomorrow's Leaders

## SOUTH REGION LEARNING COMPLEX #2
## Site Operations Principal

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

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

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

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

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

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

**Minimum Requirements include:**

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

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

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

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

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

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

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

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

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

# SOUTH REGION HIGH SCHOOL #12
# PUBLIC SCHOOL CHOICE 3.0
# PERFORMANCE PLAN

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

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

# SOUTH REGION HIGH SCHOOL #12
# PUBLIC SCHOOL CHOICE 3.0
# PERFORMANCE PLAN

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

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

# SOUTH REGION HIGH SCHOOL #12
## PUBLIC SCHOOL CHOICE 3.0
## PERFORMANCE PLAN

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

# SOUTH REGION HIGH SCHOOL #12
## PUBLIC SCHOOL CHOICE 3.0
## PERFORMANCE PLAN

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

# SOUTH REGION HIGH SCHOOL #12
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| Indicators | Baseline Data (2010-11)** | Year 1: Goal/Target | Year 1: Strategies for Achieving Goal | Year 1: Measures for Evaluating Success | Year 2 Goal/Target | Year 3 Goal/Target |
|---|---|---|---|---|---|---|
| ELA: English Learners Leaving CST FBB/BB/B | 0% | 15% | Teachers will place a very high priority on ensuring that all students become fluent in the use of academic language. Specially designed academic instruction in English (SDAIE) will be utilized throughout all instruction to constantly build academic language skillls. These strategies will be utilized for all students, including standard English learners. Counselors and teachers in advisory classes will use MyData to monitor the language status of students on a regular basis and provide guidance to help students reclassify at higher rates. Parents will be encouraged to enroll in adult classes to build English skills. | Achievement data from California English Language Development Test (CELDT), the California Standards Test (CST), and LAUSD periodic assessments. | | |

# SOUTH REGION HIGH SCHOOL #12
# PUBLIC SCHOOL CHOICE 3.0
# PERFORMANCE PLAN

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

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

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

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

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

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

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

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

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

Augustus Hawkins High School
Professional Development Schedule
2012-2013

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

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

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

# Augustus Hawkins High School
## 2012-2013 School Calendar

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

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

School Hours

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

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

MEMBERS OF THE BOARD

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BENNETT KAYSER
MARGUERITE POINDEXTER LAMOTTE
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LOS ANGELES UNIFIED SCHOOL DISTRICT

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

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

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

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

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

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

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

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

Sincerely,

Dr. John E. Deasy

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

HOLIDAY
DIA DE FIESTA

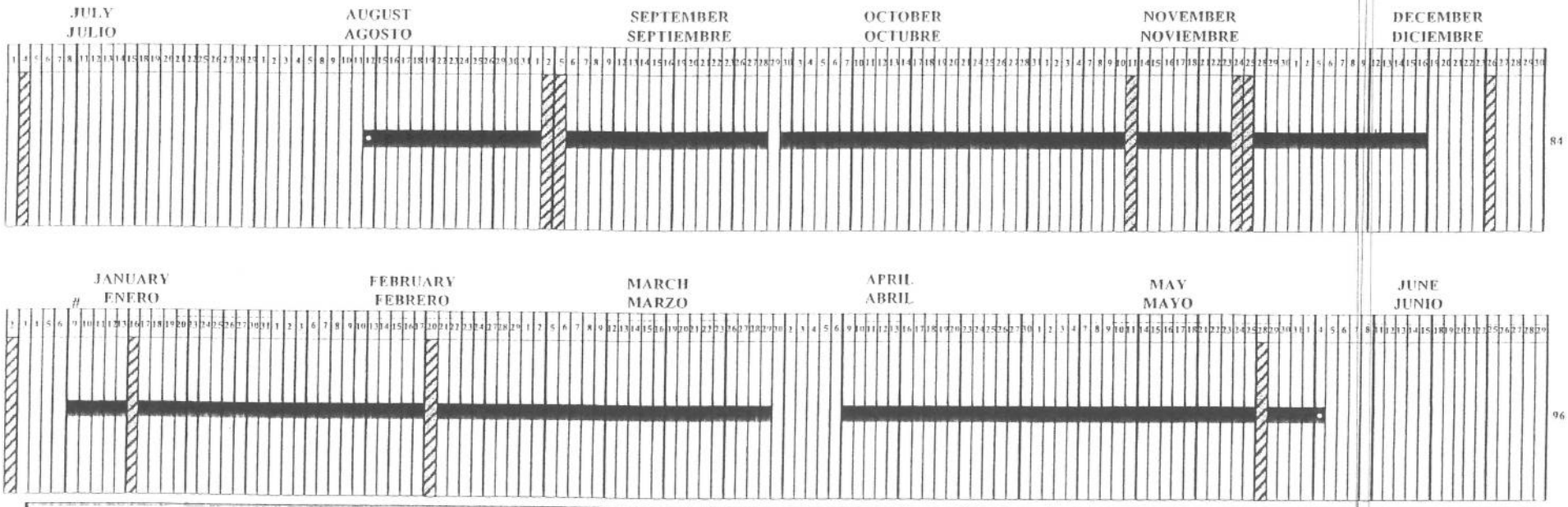
**Board Approved 4/12/2011**

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

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

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

**Local District 6 Schools**
Jaime Escalante ES
Maywood Academy Senior High




*IMPORTANT DATES:*

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

## LOS ANGELES UNIFIED SCHOOL DISTRICT

### 2010 - 2011 Graduation Requirements and *Minimum* College Admission "A-G" Requirements

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

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

Appendix J

[redacted]

**From:** [redacted]

**Sent:** [redacted]

**To:** [redacted]

**Cc:** [redacted]

**Subject:** [redacted] OBSERVATION REPORT, [redacted]

To: [redacted] Principal, [redacted]

Cc: [redacted]

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

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

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

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

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

Best regards,

[redacted]

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

[redacted]

Appendix K



# 2010 - 11 Growth Academic Performance Index (API) Chart

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

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

School: Charles Drew Middle
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-6057962
School Type: Middle

2011 Growth API Links:

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

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

Direct Funded Charter School: No

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

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

| **Ethnic/Racial*** (STAR) | Percent |
|---|---|
| Black or African American | 16 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 84 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0 |
| Two or More Races | 0 |

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

| | |
|---|---|
| **Participants in Free or Reduced-Price Lunch** (STAR) | 100 |
| **Participants in Gifted and Talented Education Program** (STAR) | 7 |
| **Participants in Migrant Education Program** (STAR) | 0 |
| **English Learners** (STAR) | 35 |
| **Reclassified Fluent-English-Proficient (RFEP) Students** (STAR) | 35 |
| **Students with Disabilities** (STAR) | 12 |

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

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

**Parent Education Level** (STAR)

| | |
|---|---|
| Percentage with a response*** | 52 |
| Of those with a response: | |
| Not a high school graduate | 68 |
| High school graduate | 21 |
| Some college | 7 |
| College graduate | 2 |
| Graduate school | 1 |

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

| | Average |
|---|---|
| **Average Parent Education Level** (STAR) | 1.47 |

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

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

| Grades | Average |
|---|---|
| K-3 | |

# PERFORMANCE METER - DATA SUMMARY SHEET

Appendix K

DREW MIDDLE SCHOOL
8511 COMPTON AVE LOS ANGELES 90001

## Student Demographics (2010-11)

| Total Students Enrolled: 280 | | | |
|---|---|---|---|
| African American | 15% | English Learners | 32% |
| American Indian | 0% | Reclassified ELs (RFEP) | 35% |
| Asian | 0% | Students with Disabilites | 11% |
| Filipino | 0% | Economically disadvantaged | 100% |
| Latino | 84% | Identifed Gifted - All | 7% |
| Pacific Islander | 0% | Identifed Gifted - African Amer | 3% |
| White (not Latino) | 0% | Identifed Gifted - Latino | 8% |

## API

| | BASE | GROWTH | PTS | MET ALL | STATEWIDE RANK | SIMILAR SCHOOLS RANK |
|---|---|---|---|---|---|---|
| 2006-07 | 534 | 522 | -12 | No | 1 | 1 |
| 2007-08 | 522 | 539 | 17 | No | 1 | 1 |
| 2008-09 | 536 | 569 | 33 | Yes | 1 | 1 |
| 2009-10 | 568 | 556 | -12 | No | 1 | 1 |
| 2010-11 | 556 | 571 | 15 | No | 1 | 1 |

## AYP

| | |
|---|---|
| Met AYP 2010-11 | No |
| Criteria Met | 13 |
| Criteria Possible | 25 |
| PI Year | 5 |
| Year Entered PI | 1997-1998 |

## GOAL 3: 100% Attendance

### Attendance Rate

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Staff | 92.2% | 92.3% | 0.1 |
| Student | 94.9% | 95.5% | 0.6 |
| Student transiency | 36.2% | 34.9% | -1.3 |

### Percentage with 96% or Higher Attendance

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Staff | 44.7% | 49.0% | 4.4 |
| Student | 62.3% | 62.6% | 0.3 |

## GOAL 4: Parent and Community Engagement

| Parent Survey | 2009-10 | 2010-11 |
|---|---|---|
| % of Parents that responded | 17.6% | 20.3% |
| % Strong Agree or Agree | | |
| Opportunities for Involvement | 83.6% | 84.3% |
| Feel Welcome at school | 80.2% | 83.1% |
| Talk with Teacher About Child's Schoolwork | 40.0% | 46.3% |

## GOAL 5: School Safety

### Student Suspensions

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| % Students Suspended: | | | |
| All | 11.8% | 16.1% | 4.3 |
| African American: | 29.3% | 41.1% | 11.8 |
| Latino: | 8.3% | 11.3% | 3.0 |
| SWD: | 19.7% | 23.4% | 3.8 |
| Instructional Days Lost to Suspension: | 535 | 702 | 167 |

### Student Survey

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| % of Students that responded | 25.9% | 3.5% | -22.4 |
| % Strong Agree or Agree: | | | |
| Feel safe on school grounds | 77.8% | 51.2% | -26.6 |

## GOAL 2: Proficiency For All

### English Learner Progress

| | 2009-10 | 2010-11 |
|---|---|---|
| Scoring Proficient on CELDT | 35.1% | 40.3% |
| Scoring Basic or Above on CST ELA | 17.0% | 14.7% |
| Passing English/Adv ESL with "C" or above | 63.1% | 71.2% |

| | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|
| Reclassification Rate Trend: | 14.6% | 11.6% | 6.5% |

### English Learner Accountabilities

| | MET | 2009-10 | 2010-11 |
|---|---|---|---|
| AMAO 1 - CELDT Annual Growth | No | 35.1% | 40.3% |
| AMAO 2 - Attaining Eng Prof: < 5 Yrs | Yes | 11.2% | 22.4% |
| > 5 yrs | No | 20.3% | 21.1% |
| AMAO 3 - Proficiency in ELA | No | 8.9% | 10.8% |
| Proficiency in MATH | No | 12.7% | 13.4% |

### Students With Disabilites (SWD)

| % Basic and Above | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| CST ELA | 7.7% | 8.6% | 0.9 |
| CST Math | 10.2% | 10.9% | 0.7 |

### Students With Disabilites (SWD)

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

### CST TRENDS: English Language Arts

CMA Results included when > 10 students tested

| Subgroup | Students Tested | | | | | % Proficient & Advanced | | | | | 1 Yr Change | 5 Yr Change | Avg per Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | | | |
| All Students | 2,458 | 2,305 | 2,177 | 2,053 | 1,211 | 10.8% | 14.3% | 17.5% | 15.7% | 19.8% | 4.1 | 9.0 | 2.2 |
| African American | 435 | 373 | 346 | 324 | 183 | 8.5% | 12.6% | 11.3% | 6.8% | 10.9% | 4.1 | 2.4 | 0.6 |
| Asian | | | | | | | | | | | | | |
| Latino | 2,012 | 1,918 | 1,815 | 1,718 | 1,014 | 11.3% | 14.6% | 18.6% | 17.4% | 21.7% | 4.3 | 10.4 | 2.6 |
| White | | | | | | | | | | | | | |
| English Learner | 1,056 | 964 | 849 | 753 | 415 | 1.1% | 0.9% | 0.8% | 1.6% | 1.4% | -0.2 | 0.3 | 0.1 |
| SWD | 221 | 198 | 183 | 208 | 128 | 0.9% | 1.0% | 1.6% | 1.0% | 0.0% | -1.0 | -0.9 | -0.2 |
| Socio-Eco Disadv | 2,244 | 2,065 | 2,176 | 2,052 | 1,210 | 11.0% | 14.1% | 17.5% | 15.7% | 19.8% | 4.1 | 8.8 | 2.2 |

### CST TRENDS: Mathematics

| Subgroup | Students Tested | | | | | % Proficient & Advanced | | | | | 1 Yr Change | 5 Yr Change | Avg per Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | | | |
| All Students | 2,454 | 2,304 | 2,175 | 2,050 | 1,196 | 7.9% | 9.3% | 15.5% | 16.1% | 19.6% | 3.5 | 11.7 | 2.9 |
| African American | 435 | 372 | 345 | 323 | 178 | 3.9% | 4.3% | 8.1% | 9.6% | 11.8% | 2.2 | 7.9 | 2.0 |
| Asian | | | | | | | | | | | | | |
| Latino | 2,008 | 1,918 | 1,814 | 1,716 | 1,006 | 8.8% | 10.2% | 17.1% | 17.4% | 21.1% | 3.7 | 12.3 | 3.1 |
| White | | | | | | | | | | | | | |
| English Learner | 1,055 | 965 | 848 | 751 | 408 | 1.4% | 1.2% | 2.4% | 4.8% | 3.4% | -1.4 | 2.0 | 0.5 |
| SWD | 220 | 198 | 182 | 206 | 128 | 0.9% | 1.0% | 1.6% | 1.9% | 3.1% | 1.2 | 2.2 | 0.6 |
| Socio-Eco Disadv | 2,240 | 2,063 | 2,174 | 2,049 | 1,195 | 8.2% | 9.6% | 15.5% | 16.1% | 19.6% | 3.5 | 11.4 | 2.8 |

### CALIFORNIA STANDARDS TESTS (CST) (2010-11)

| | #Tested | %ADV | %PROF | %BASIC | %BB | %FBB | CHANGE IN PROF/ADV 2009-10 | 2010-11 | Chg | CHANGE IN BB/FBB 2009-10 | 2010-11 | Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA Gr 7 | 583 | 4.1% | 15.8% | 27.1% | 24.0% | 29.0% | 18.0% | 19.9% | 1.9 | 53.3% | 53.0% | -0.3 |
| ELA Gr 8 | 628 | 6.2% | 13.5% | 28.8% | 24.7% | 26.8% | 14.4% | 19.7% | 5.3 | 60.8% | 51.5% | -9.3 |
| Math Gr 7 | 571 | 4.7% | 9.1% | 23.6% | 39.9% | 22.6% | 21.7% | 13.8% | -7.9 | 51.4% | 62.5% | 11.1 |
| General Math | 484 | 6.6% | 18.6% | 24.6% | 29.5% | 20.7% | 8.6% | 25.2% | 16.6 | 68.9% | 50.2% | -18.7 |
| Algebra I | 140 | 4.3% | 19.3% | 30.7% | 25.7% | 20.0% | 15.1% | 23.6% | 8.5 | 54.0% | 45.7% | -8.3 |
| History-Soc Sci | 623 | 8.8% | 11.2% | 21.5% | 17.5% | 40.9% | 13.4% | 20.1% | 6.7 | 63.9% | 58.4% | -5.5 |
| Science Gr 8 | 622 | 16.2% | 11.9% | 16.4% | 20.6% | 34.9% | 26.6% | 28.1% | 1.5 | 55.4% | 55.5% | 0.1 |



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

# DREW MIDDLE SCHOOL

| GOAL 1: 100% GRADUATION | School Baseline | | | | School Annual Target | | | LAUSD Annual Target | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Four-Year Cohort Graduation Rate | | | | | | | | 60% | 63% | 70% |
| B. Students On-Track for Meeting A-G Requirements | | | | | | | | 38% | 50% | 75% |
| **GOAL 2: PROFICIENCY FOR ALL** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. English Language Arts, Elementary: | | | | | | | | 60% | 67% | 74% |
| B. English Language Arts, Secondary: | 14% | 18% | 16% | 20% | | | | 45% | 50% | 54% |
| C. Mathematics, Elementary: Proficient & Advanced | | | | | | | | 69% | 75% | 82% |
| D. Mathematics, Secondary: Proficient & Advanced | 9% | 16% | 16% | 20% | | | | 36% | 41% | 47% |
| E. 3rd Grade Proficiency Rate in English Language Arts | | | | | | | | 49% | 55% | 62% |
| F. Proficiency in Algebra | 2% | 19% | 15% | 24% | | | | 38% | 47% | 55% |
| G. Reclassification Rates | 12% | 15% | 12% | 6% | | | | 21% | 24% | 27% |
| **GOAL 3: 100% ATTENDANCE** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Percentage of students with 96% or higher attendance | 62% | 58% | 62% | 63% | | | | 66% | 71% | 76% |
| B. Percentage of staff with 96% or higher attendance | 45% | 46% | 45% | 49% | | | | 69% | 74% | 79% |
| **GOAL 4: PARENT AND COMMUNITY ENGAGEMENT** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Percentage of parents who talk with the teacher about their child's schoolwork | | 58% | 40% | 46% | | | | | | |
| B. Parent participation on School Experience Surveys | | 20% | 18% | 20% | | | | 35% | 40% | 50% |
| **GOAL 5: SCHOOL SAFETY** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Instructional days lost to suspension | 587 | 979 | 535 | 702 | | | | 43,506 | 41,006 | 38,506 |
| B. % of students who feel safe on school grounds (agree or strongly agree) | | | 78% | 51% | | | | 86% | 88% | 90% |

Appendix K



# 2010 - 11 Growth Academic Performance Index (API) Chart

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

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

School: John C. Fremont Senior High
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-1933118
School Type: High

2011 Growth API Links:

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

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

Direct Funded Charter School: No

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

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

| **Ethnic/Racial*** (STAR) | Percent |
|---|---|
| Black or African American | 9 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 91 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0 |
| Two or More Races | 0 |

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

| | |
|---|---|
| **Participants in Free or Reduced-Price Lunch** (STAR) | 72 |
| **Participants in Gifted and Talented Education Program** (STAR) | 5 |
| **Participants in Migrant Education Program** (STAR) | 0 |
| **English Learners** (STAR) | 37 |
| **Reclassified Fluent-English-Proficient (RFEP) Students** (STAR) | 42 |
| **Students with Disabilities** (STAR) | 12 |

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

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

| **Parent Education Level** (STAR) | |
|---|---|
| Percentage with a response*** | 55 |
| Of those with a response: | |
| Not a high school graduate | 61 |
| High school graduate | 26 |
| Some college | 7 |
| College graduate | 4 |
| Graduate school | 3 |

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

| | Average |
|---|---|
| **Average Parent Education Level** (STAR) | 1.62 |

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

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

| Grades | Average |
|---|---|
| K-3 | |

# PERFORMANCE METER - DATA SUMMARY SHEET

Appendix K

FREMONT SENIOR HIGH
7676 S SAN PEDRO ST LOS ANGELES 90003

## Student Demographics (2010-11)

Total Students Enrolled: 4,337

| | | | |
|---|---|---|---|
| African American | 9% | English Learners | 36% |
| American Indian | 0% | Reclassified ELs (RFEP) | 43% |
| Asian | 0% | Students with Disabilites | 12% |
| Filipino | 0% | Economically disadvantaged | 71% |
| Latino | 90% | Identifed Gifted - All | 5% |
| Pacific Islander | 0% | Identifed Gifted - African Amer | 3% |
| White (not Latino) | 0% | Identified Gifted - Latino | 5% |

## API

| | BASE | GROWTH | PTS | MET ALL | STATEWIDE RANK | SIMILAR SCHOOLS RANK |
|---|---|---|---|---|---|---|
| 2006-07: | 494 | 492 | -2 | No | 1 | 2 |
| 2007-08: | 492 | 516 | 24 | No | 1 | 1 |
| 2008-09 | 516 | 525 | 9 | No | 1 | 2 |
| 2009-10 | 524 | 552 | 28 | No | 1 | 2 |
| 2010-11: | 551 | 571 | 20 | No | 1 | 2 |

## AYP

| | |
|---|---|
| Met AYP 2010-11 | No |
| Criteria Met | 2 |
| Criteria Possible | 21 |
| PI Year | 5 |
| Year Entered PI | 1997-1998 |

## GOAL 1: 100% Graduation

### College Readiness - A-G Courses

| Grade | 2009-10 % Taking A-G Sequence | 2009-10 % A-G with C or Better | 2010-11 % Taking A-G Sequence | 2010-11 % A-G with C or Better |
|---|---|---|---|---|
| 9th Grade | 86.4% | 25.1% | 66.0% | 17.0% |
| 10th Grade | 81.5% | 20.9% | 65.6% | 19.7% |
| 11th Grade | 60.1% | 13.3% | 59.1% | 17.6% |
| 12th Grade | 61.0% | 19.8% | 55.1% | 13.1% |

### CAHSEE Pass Rate (as of May)

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| 10th grade: | 40.9% | 46.7% | 5.9 |
| 11th grade: | 58.4% | 70.7% | 12.2 |
| 12th grade: | 84.9% | 78.6% | -6.3 |

### Graduation and Dropout Rates

| | 2008-09 | 2009-10 | Chg |
|---|---|---|---|
| Graduation Rate (NCLB) | 54.4% | 59.7% | 5.3 |
| 4-year Dropout Rate | 50.9% | 28.4% | -22.5 |

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Four Year Cohort Rate | 35.0% | 37.1% | 2.1 |

### Advanced Placement

| | 2009-10 | 2010-11 |
|---|---|---|
| Students taking at least one AP course | 11.2% | 13.1% |
| Students passing at least one AP course | 75.0% | 84.8% |

## GOAL 3: 100% Attendance

### Attendance Rate

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Staff | 90.6% | 92.1% | 1.4 |
| Student | 89.6% | 88.3% | -1.3 |
| Student transiency | 41.5% | 39.6% | -2.0 |

### Percentage with 96% or Higher Attendance

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Staff | 43.7% | 48.6% | 4.9 |
| Student | 46.2% | 35.7% | -10.6 |

## GOAL 4: Parent and Community Engagement

| Parent Survey | 2009-10 | 2010-11 |
|---|---|---|
| % of Parents that responded | 14.3% | 8.7% |
| % Strong Agree or Agree | | |
| Opportunities for Involvement | 88.0% | 87.3% |
| Feel Welcome at school | 80.3% | 93.2% |
| Talk with Teacher About Child's Schoolwork | 36.8% | 44.4% |

## GOAL 5: School Safety

### Student Suspensions

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| % Students Suspended | | | |
| All: | 2.8% | 2.5% | -0.3 |
| African American: | 8.7% | 9.5% | 0.8 |
| Latino: | 2.2% | 1.8% | -0.4 |
| SWD: | 3.2% | 5.7% | 2.5 |
| Instructional Days Lost to Suspension: | 244 | 182 | -62 |

### Student Survey

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| % of Students that responded | 47.4% | 55.1% | 7.7 |
| % Strong Agree or Agree: | | | |
| Feel safe on school grounds | 84.5% | 70.5% | -14.0 |

## GOAL 2: Proficiency For All

### English Learner Progress

| | 2009-10 | 2010-11 |
|---|---|---|
| Scoring Proficient on CELDT | 59.0% | 25.3% |
| Scoring Basic or Above on CST ELA | 15.3% | 17.0% |
| Passing English/Adv ESL with "C" or above | 48.2% | 43.5% |

| | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|
| Reclassification Rate Trend: | 8.2% | 9.8% | 5.1% |

### English Learner Accountabilities

| | MET | 2009-10 | 2010-11 |
|---|---|---|---|
| AMAO 1 - CELDT Annual Growth | No | 59.0% | 25.3% |
| AMAO 2 - Attaining Eng Prof: < 5 Yrs | No | 15.6% | 5.6% |
| > 5 yrs | No | 34.4% | 17.0% |
| AMAO 3 - Proficiency in ELA | No | 13.5% | 13.9% |
| Proficiency in MATH | No | 14.6% | 21.8% |

### Students With Disabilites (SWD)

| % Basic and Above | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| CST ELA | 9.0% | 10.5% | 1.5 |
| CST Math | 2.4% | 3.3% | 0.9 |

### Students With Disabilites (SWD)

| % Basic and Above | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| CMA ELA | | 25.0% | |
| CMA Math | | 12.5% | |

### CST TRENDS: English Language Arts

CMA Results included when > 10 students tested

| Subgroup | Students Tested 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Proficient & Advanced 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 1 Yr Change | 5 Yr Change | Avg 5 Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 3,418 | 3,389 | 3,392 | 3,242 | 3,246 | 10.9% | 12.5% | 13.6% | 14.3% | 15.7% | 1.4 | 4.8 | 1.2 |
| African American | 309 | 270 | 306 | 239 | 267 | 8.1% | 10.4% | 9.8% | 11.7% | 7.1% | -4.6 | -1.0 | -0.2 |
| Asian | | | | | | | | | | | | | |
| Latino | 3,098 | 3,103 | 3,077 | 2,983 | 2,963 | 11.1% | 12.6% | 14.0% | 14.4% | 16.4% | 2.0 | 5.3 | 1.3 |
| White | | | | | | | | | | | | | |
| English Learner | 1,388 | 1,315 | 1,287 | 1,247 | 1,141 | 0.6% | 0.5% | 0.9% | 1.4% | 1.3% | -0.1 | 0.7 | 0.2 |
| SWD | 342 | 310 | 316 | 301 | 324 | 1.2% | 0.6% | 1.9% | 0.7% | 0.9% | 0.2 | -0.3 | -0.1 |
| Socio-Eco Disadv | 2,917 | 2,842 | 2,960 | 2,907 | 2,632 | 10.7% | 13.1% | 14.1% | 14.4% | 16.5% | 2.1 | 5.8 | 1.4 |

### CST TRENDS: Mathematics

| Subgroup | Students Tested 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Proficient & Advanced 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 1 Yr Change | 5 Yr Change | Avg 5 Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 3,298 | 3,223 | 3,226 | 3,141 | 3,133 | 0.5% | 1.1% | 1.5% | 2.5% | 3.9% | 1.4 | 3.4 | 0.8 |
| African American | 302 | 254 | 286 | 242 | 260 | 0.0% | 1.2% | 0.3% | 1.2% | 2.3% | 1.1 | 2.3 | 0.6 |
| Asian | | | | | | | | | | | | | |
| Latino | 2,985 | 2,954 | 2,933 | 2,881 | 2,856 | 0.5% | 1.1% | 1.6% | 2.6% | 4.0% | 1.4 | 3.5 | 0.9 |
| White | | | | | | | | | | | | | |
| English Learner | 1,323 | 1,247 | 1,219 | 1,189 | 1,091 | 0.2% | 0.3% | 0.3% | 0.9% | 0.7% | -0.2 | 0.5 | 0.1 |
| SWD | 318 | 291 | 286 | 292 | 300 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0 | 0.0 | 0.0 |
| Socio-Eco Disadv | 2,817 | 2,705 | 2,817 | 2,826 | 2,546 | 0.6% | 1.1% | 1.6% | 2.7% | 4.2% | 1.5 | 3.6 | 0.9 |

### CALIFORNIA STANDARDS TESTS (CST) (2010-11)

| | Tested | %ADV | %PROF | %BASIC | %BB | %FBB | CHANGE IN PROF/ADV 2009-10 | 2010-11 | Chg | CHANGE IN BB/FBB 2009-10 | 2010-11 | Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA Gr 9 | 1451 | 2.7% | 10.9% | 28.2% | 28.9% | 29.4% | 15.6% | 13.6% | -2.0 | 57.2% | 58.3% | 1.1 |
| ELA Gr 10 | 1052 | 3.3% | 13.2% | 34.4% | 27.7% | 21.4% | 13.4% | 16.5% | 3.1 | 54.3% | 49.1% | -5.2 |
| ELA Gr 11 | 743 | 3.4% | 15.1% | 35.5% | 25.4% | 20.6% | 13.0% | 18.4% | 5.4 | 60.5% | 46.0% | -14.5 |
| General Math | 16 | 0.0% | 0.0% | 31.3% | 50.0% | 18.8% | 16.7% | 0.0% | | 83.4% | 68.8% | |
| Algebra I | 1358 | 0.2% | 5.1% | 14.4% | 45.4% | 35.0% | 3.3% | 5.3% | 2.0 | 86.7% | 80.4% | -6.3 |
| Geometry | 968 | 0.3% | 3.1% | 13.9% | 47.8% | 34.8% | 2.2% | 3.4% | 1.2 | 89.6% | 82.6% | -7.0 |
| Algebra II | 608 | 0.3% | 1.0% | 12.8% | 32.9% | 53.0% | 1.3% | 1.3% | 0.0 | 92.7% | 85.9% | -6.8 |
| HS Math | 180 | 0.0% | 4.4% | 8.3% | 45.6% | 41.7% | 5.8% | 4.4% | -1.4 | 84.1% | 87.3% | 3.2 |
| World History | 1168 | 5.1% | 10.9% | 22.8% | 18.9% | 42.4% | 12.9% | 15.9% | 3.0 | 65.1% | 61.3% | -3.8 |
| US History | 738 | 7.3% | 17.5% | 27.2% | 20.7% | 27.2% | 15.7% | 24.8% | 9.1 | 61.0% | 47.9% | -13.1 |
| Life Science | 1029 | 6.1% | 11.8% | 30.2% | 22.6% | 29.3% | 15.6% | 17.9% | 2.3 | 52.0% | 51.9% | -0.1 |
| Biology | 1758 | 2.0% | 9.3% | 30.0% | 32.1% | 26.6% | 13.6% | 11.3% | -2.3 | 52.6% | 58.7% | 6.1 |
| Chemistry | 902 | 0.4% | 4.7% | 28.9% | 33.7% | 32.3% | 3.9% | 5.1% | 1.2 | 73.7% | 66.0% | -7.7 |
| Physics | 317 | 4.4% | 11.7% | 43.8% | 26.8% | 13.2% | 7.3% | 16.1% | 8.8 | 60.4% | 40.0% | -20.4 |

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

## FREMONT SENIOR HIGH

| GOAL 1: 100% GRADUATION | School Baseline | | | | School Annual Target | | | LAUSD Annual Target | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Four-Year Cohort Graduation Rate | 29% | 35% | 35% | 37% | | | | 60% | 63% | 70% |
| B. Students On-Track for Meeting A-G Requirements | | | 21% | 17% | | | | 38% | 50% | 75% |
| **GOAL 2: PROFICIENCY FOR ALL** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. English Language Arts, Elementary: | | | | | | | | 60% | 67% | 74% |
| B. English Language Arts, Secondary: | 13% | 14% | 14% | 16% | | | | 45% | 50% | 54% |
| C. Mathematics, Elementary: Proficient & Advanced | | | | | | | | 69% | 75% | 82% |
| D. Mathematics, Secondary: Proficient & Advanced | 1% | 2% | 3% | 4% | | | | 36% | 41% | 47% |
| E. 3rd Grade Proficiency Rate in English Language Arts | | | | | | | | 49% | 55% | 62% |
| F. Proficiency in Algebra | 2% | 2% | 3% | 5% | | | | 38% | 47% | 55% |
| G. Reclassification Rates | 7% | 8% | 10% | 5% | | | | 21% | 24% | 27% |
| **GOAL 3: 100% ATTENDANCE** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Percentage of students with 96% or higher attendance | 44% | 45% | 46% | 36% | | | | 66% | 71% | 76% |
| B. Percentage of staff with 96% or higher attendance | 57% | 57% | 44% | 49% | | | | 69% | 74% | 79% |
| **GOAL 4: PARENT AND COMMUNITY ENGAGEMENT** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Percentage of parents who talk with the teacher about their child's schoolwork | | 32% | 37% | 44% | | | | | | |
| B. Parent participation on School Experience Surveys | | 15% | 14% | 9% | | | | 35% | 40% | 50% |
| **GOAL 5: SCHOOL SAFETY** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Instructional days lost to suspension | 832 | 430 | 244 | 182 | | | | 43,506 | 41,006 | 38,506 |
| B. % of students who feel safe on school grounds (agree or strongly agree) | | | 84% | 70% | | | | 86% | 88% | 90% |

Appendix K

# 2010 - 11 Growth Academic Performance Index (API) Chart

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

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

School: Bret Harte Preparatory Middle
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-6058044
School Type: Middle

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

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

Direct Funded Charter School: No

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

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

| **Ethnic/Racial*** (STAR) | Percent |
|---|---|
| Black or African American | 27 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 72 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0 |
| Two or More Races | 0 |

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

| | |
|---|---|
| **Participants in Free or Reduced-Price Lunch** (STAR) | 98 |
| **Participants in Gifted and Talented Education Program** (STAR) | 6 |
| **Participants in Migrant Education Program** (STAR) | 0 |
| **English Learners** (STAR) | 25 |
| **Reclassified Fluent-English-Proficient (RFEP) Students** (STAR) | 30 |
| **Students with Disabilities** (STAR) | 12 |

| **Enrollments****(STAR) | Percent |
|---|---|
| Grade 2 | 0 |
| Grades 3-5 | 0 |
| Grade 6 | 29 |
| Grades 7-8 | 71 |
| Grades 9-11 | 0 |

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

**Parent Education Level** (STAR)

| | |
|---|---|
| Percentage with a response*** | 78 |
| Of those with a response: | |
| Not a high school graduate | 51 |
| High school graduate | 31 |
| Some college | 13 |
| College graduate | 4 |
| Graduate school | 1 |

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

| | Average |
|---|---|
| **Average Parent Education Level** (STAR) | 1.72 |

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

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

| Grades | Average |
|---|---|
| K-3 | |

# PERFORMANCE METER - DATA SUMMARY SHEET

Appendix K

HARTE MIDDLE SCHOOL
9301 S HOOVER ST LOS ANGELES 90044

## Student Demographics (2010-11)

Total Students Enrolled: 1,145

| | | | |
|---|---|---|---|
| African American | 26% | English Learners | 25% |
| American Indian | 0% | Reclassified ELs (RFEP) | 29% |
| Asian | 0% | Students with Disabilites | 12% |
| Filipino | 0% | Economically disadvantaged | 100% |
| Latino | 73% | Identifed Gifted - All | 7% |
| Pacific Islander | 0% | Identifed Gifted - African Amer | 6% |
| White (not Latino) | 0% | Identifed Gifted - Latino | 8% |

## API

| | BASE | GROWTH | PTS | MET ALL | STATEWIDE RANK | SIMILAR SCHOOLS RANK |
|---|---|---|---|---|---|---|
| 2006-07 | 544 | 557 | 13 | No | 1 | 1 |
| 2007-08 | 557 | 591 | 34 | No | 1 | 2 |
| 2008-09 | 588 | 592 | 4 | No | 1 | 2 |
| 2009-10 | 590 | 633 | 43 | Yes | 1 | 2 |
| 2010-11 | 633 | 627 | -6 | No | 1 | 4 |

## AYP

| | |
|---|---|
| Met AYP 2010-11 | No |
| Criteria Met | 12 |
| Criteria Possible | 25 |
| PI Year | 5 |
| Year Entered PI | 1997-1998 |

## GOAL 3: 100% Attendance

### Attendance Rate

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Staff | 94.3% | 94.7% | 0.5 |
| Student | 94.2% | 94.8% | 0.6 |
| Student transiency | 29.4% | 29.1% | -0.2 |

### Percentage with 96% or Higher Attendance

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| Staff | 62.2% | 53.8% | -8.3 |
| Student | 56.0% | 59.9% | 3.9 |

## GOAL 4: Parent and Community Engagement

| Parent Survey | 2009-10 | 2010-11 |
|---|---|---|
| % of Parents that responded | 21.3% | 7.9% |
| % Strong Agree or Agree | | |
| Opportunities for Involvement | 88.1% | 90.2% |
| Feel Welcome at school | 89.4% | 90.4% |
| Talk with Teacher About Child's Schoolwork | 54.3% | 57.8% |

## GOAL 5: School Safety

### Student Suspensions

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| % Students Suspended: | | | |
| All: | 16.9% | 18.2% | 1.3 |
| African American: | 34.4% | 36.4% | 2.0 |
| Latino: | 9.9% | 11.7% | 1.8 |
| SWD: | 28.8% | 30.2% | 1.4 |
| Instructional Days Lost to Suspension | 545 | 425 | -120 |

### Student Survey

| | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| % of Students that responded | 86.5% | 59.1% | -27.5 |
| % Strong Agree or Agree: | | | |
| Feel safe on school grounds | 84.7% | 71.9% | -12.7 |

## GOAL 2: Proficiency For All

### English Learner Progress

| | 2009-10 | 2010-11 |
|---|---|---|
| Scoring Proficient on CELDT | 55.8% | 51.1% |
| Scoring Basic or Above on CST ELA | 17.4% | 23.5% |
| Passing English/Adv ESL with "C" or above | 69.2% | 79.0% |

| | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|
| Reclassification Rate Trend: | 17.2% | 17.8% | 14.2% |

### English Learner Accountabilities

| | MET | 2009-10 | 2010-11 |
|---|---|---|---|
| AMAO 1 - CELDT Annual Growth | Yes | 55.8% | 51.1% |
| AMAO 2 - Attaining Eng Prof: < 5 Yrs | No | 14.3% | 20.8% |
| > 5 yrs | Yes | 36.9% | 37.9% |
| AMAO 3 - Proficiency in ELA | No | 17.5% | 13.1% |
| Proficiency in MATH | No | 15.5% | 13.5% |

### Students With Disabilites (SWD)

| % Basic and Above | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| CST ELA | 12.1% | 18.4% | 6.3 |
| CST Math | 8.0% | 6.6% | -1.4 |

### Students With Disabilites (SWD)

| % Basic and Above | 2009-10 | 2010-11 | Chg |
|---|---|---|---|
| CMA ELA | 26.1% | 23.5% | -2.6 |
| CMA Math | 50.0% | 13.7% | -36.3 |

### CST TRENDS: English Language Arts

CMA Results included when > 10 students tested

| Subgroup | Students Tested | | | | | % Proficient & Advanced | | | | | 1 Yr Change | 5 Yr Change | Ave per Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | | | |
| All Students | 1,537 | 1,416 | 1,304 | 1,211 | 1,114 | 11.3% | 17.1% | 19.6% | 26.5% | 26.1% | -0.4 | 14.8 | 3.7 |
| African American | 560 | 467 | 394 | 343 | 286 | 8.8% | 14.8% | 16.0% | 20.4% | 19.6% | -0.8 | 10.8 | 2.7 |
| Asian | | | | | | | | | | | | | |
| Latino | 970 | 944 | 904 | 860 | 817 | 12.8% | 18.2% | 21.0% | 29.0% | 28.5% | -0.5 | 15.7 | 3.9 |
| White | | | | | | | | | | | | | |
| English Learner | 550 | 465 | 381 | 305 | 273 | 2.2% | 1.5% | 2.1% | 2.0% | 2.6% | 0.6 | 0.4 | 0.1 |
| SWD | 172 | 153 | 125 | 99 | 76 | 1.2% | 0.0% | 0.0% | 1.0% | 7.9% | 6.9 | 6.7 | 1.7 |
| Socio-Eco Disadv | 1,384 | 1,263 | 1,298 | 1,208 | 1,103 | 11.1% | 17.0% | 19.6% | 26.6% | 26.2% | -0.4 | 15.1 | 3.8 |

### CST TRENDS: Mathematics

| Subgroup | Students Tested | | | | | % Proficient & Advanced | | | | | 1 Yr Change | 5 Yr Change | Ave per Yr |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | | | |
| All Students | 1,537 | 1,413 | 1,302 | 1,211 | 1,111 | 7.6% | 10.9% | 13.8% | 19.2% | 19.0% | -0.2 | 11.4 | 2.8 |
| African American | 561 | 466 | 393 | 344 | 284 | 4.3% | 7.9% | 7.1% | 12.8% | 10.2% | -2.6 | 5.9 | 1.5 |
| Asian | | | | | | | | | | | | | |
| Latino | 969 | 942 | 903 | 859 | 816 | 9.6% | 12.3% | 16.6% | 21.8% | 22.3% | 0.5 | 12.7 | 3.2 |
| White | | | | | | | | | | | | | |
| English Learner | 549 | 465 | 381 | 304 | 272 | 3.8% | 2.2% | 2.9% | 2.6% | 4.4% | 1.8 | 0.6 | 0.2 |
| SWD | 172 | 152 | 125 | 100 | 76 | 0.0% | 0.0% | 0.0% | 0.0% | 1.3% | 1.3 | 1.3 | 0.3 |
| Socio-Eco Disadv | 1,384 | 1,262 | 1,296 | 1,208 | 1,100 | 7.8% | 10.9% | 13.9% | 19.1% | 19.0% | -0.1 | 11.2 | 2.8 |

### CALIFORNIA STANDARDS TESTS (CST) (2010-11)

| | #Tested | %ADV | %PROF | %BASIC | %BB | %FBB | CHANGE IN PROF/ADV 2009-10 | 2010-11 | Chg | CHANGE IN BB/FBB 2009-10 | 2010-11 | Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELA Gr 6 | 324 | 8.6% | 17.9% | 34.0% | 27.2% | 12.3% | 31.8% | 26.5% | -5.3 | 37.9% | 39.5% | 1.6 |
| ELA Gr 7 | 364 | 3.6% | 23.6% | 33.2% | 18.7% | 20.9% | 24.9% | 27.2% | 2.3 | 41.2% | 39.6% | -1.6 |
| ELA Gr 8 | 426 | 7.0% | 17.8% | 31.9% | 20.7% | 22.5% | 23.7% | 24.9% | 1.2 | 43.6% | 43.2% | -0.4 |
| Math Gr 6 | 324 | 4.6% | 18.8% | 28.4% | 32.4% | 15.7% | 20.6% | 23.5% | 2.9 | 48.2% | 48.1% | -0.1 |
| Math Gr 7 | 364 | 3.3% | 17.0% | 28.0% | 34.3% | 17.3% | 23.7% | 20.3% | -3.4 | 46.9% | 51.6% | 4.7 |
| Algebra I | 422 | 0.7% | 13.5% | 14.7% | 44.1% | 27.0% | 13.6% | 14.2% | 0.6 | 66.4% | 71.1% | 4.7 |
| History-Soc Sci | 441 | 8.6% | 16.1% | 22.9% | 20.6% | 31.7% | 15.9% | 24.7% | 8.8 | 54.3% | 52.3% | -2.0 |
| Science Gr 8 | 426 | 14.1% | 19.0% | 23.5% | 19.7% | 23.7% | 32.9% | 33.1% | 0.2 | 47.3% | 43.4% | -3.9 |



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

## HARTE MIDDLE SCHOOL

| GOAL 1: 100% GRADUATION | School Baseline | | | | School Annual Target | | | LAUSD Annual Target | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Four-Year Cohort Graduation Rate | | | | | | | | 60% | 63% | 70% |
| B. Students On-Track for Meeting A-G Requirements | | | | | | | | 38% | 50% | 75% |
| **GOAL 2: PROFICIENCY FOR ALL** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. English Language Arts, Elementary: | | | | | | | | 60% | 67% | 74% |
| B. English Language Arts, Secondary: | 17% | 20% | 27% | 26% | | | | 45% | 50% | 54% |
| C. Mathematics, Elementary: Proficient & Advanced | | | | | | | | 69% | 75% | 82% |
| D. Mathematics, Secondary: Proficient & Advanced | 11% | 14% | 19% | 19% | | | | 36% | 41% | 47% |
| E. 3rd Grade Proficiency Rate in English Language Arts | | | | | | | | 49% | 55% | 62% |
| F. Proficiency in Algebra | 5% | 6% | 14% | 14% | | | | 38% | 47% | 55% |
| G. Reclassification Rates | 22% | 17% | 18% | 14% | | | | 21% | 24% | 27% |
| **GOAL 3: 100% ATTENDANCE** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Percentage of students with 96% or higher attendance | 60% | 59% | 56% | 60% | | | | 66% | 71% | 76% |
| B. Percentage of staff with 96% or higher attendance | 53% | 50% | 62% | 54% | | | | 69% | 74% | 79% |
| **GOAL 4: PARENT AND COMMUNITY ENGAGEMENT** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Percentage of parents who talk with the teacher about their child's schoolwork | | 55% | 54% | 58% | | | | | | |
| B. Parent participation on School Experience Surveys | | 22% | 21% | 8% | | | | 35% | 40% | 50% |
| **GOAL 5: SCHOOL SAFETY** | **School Baseline** | | | | **School Annual Target** | | | **LAUSD Annual Target** | | |
| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| A. Instructional days lost to suspension | 548 | 623 | 545 | 425 | | | | 43,506 | 41,006 | 38,506 |
| B. % of students who feel safe on school grounds (agree or strongly agree) | | 75% | 85% | 72% | | | | 86% | 88% | 90% |

# Waiver Identification Form

School Site: SOUTH REGION HIGH SCHOOL #12

Proposed School/Design Team Name: BUSINESS CAREERS HIGH SCHOOL

**Proposed Governance Model (mark all that apply):**

☐ Traditional ☒ Local Initiative School ☐ Expanded School Based Management

☐ Pilot ☐ Network Partner

**Waiver Request:**

☐ Methods of improving pedagogy ☐ Curriculum

☐ Assessments ☒ Scheduling

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

☐ Budgeting control ☒ Mutual consent requirement for employees

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

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

☐ Health and safety

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

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

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

**Approval Signature:**

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

UTLA Chapter Chair/Rep: Elwer Choe Date: 2/6/2012