APPENDIX

Appendix A

Los Angeles Unified School District
Public School Choice Motion

LETTER OF INTENT

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

Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)* **Local District 7 / United Teachers Los Angeles**	
Address: **Local District 7, 10616 S. Western Avenue, Los Angeles 90047** **UTLA, 3303 Wilshire Boulevard, 10th Floor, Los Angeles 90010**	**Phone Number:** **Local District 7: 323-242-1300** **UTLA: 213-487-5560**
Website *(if applicable)*	**Email Address:** **Russ Thompson: RLT4802@lausd.net** **Christopher Arellano: carearellano@utla.net**

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

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. DR. GEORGE J. MCKENNA III		323 242-1300	GEORGE.MCKENNA @LAUSD.NET	LD7
2. Russ Thompson	Russ T	323-242-1492	RLT4802 @LAUSD.NET	LD7
3. Christopher Arellano		213 368-6253	carellano@ utla.net	UTLA.
Nanetta Arceneaux		(323) 242-1341	nanetta.arceneaux @lausd.net	LD7

(Please add lines and pages as necessary)

LETTER OF INTENT (CONTINUED)

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

Local District 7 / United Teachers Los Angeles

School site for which your team is submitting a Letter of Intent:	**South Region High School #12** **Entertainment Careers High School**

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

Printed Name	Signature	Phone	Email address	School/Affiliation
5. GEORGE BROWN	George Brown	323/4042593	gwb_2000 2000 @YAHOO.Com	Flournoy ES
6. DARYL NARIMATSU	Daryl Narimatsu	323 242-1314	daryl.narimatsu @lausd.net	LD7
7. CECILIA DUENAS	Cecilia Duenas	3232421412	Cecilia.Duenas @lausd.net	LD7
8. 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-Freeny	Mary Freeny	3232421375	Mary.Jackson-Freeny@lausd.net	LD7
12. Elmer Choe	[illegible]	323242-1360	exc00311@lausd.net	LD7
13. Reginald Brookens	Reginald B	323-242-1339	reginald.brookens @lausd.net	LD7
14. Sonia Flores	Sonia Flores	3232421414	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 Entertainment Careers High School
Name of Team Representative	Dr. Russ Thompson, Principal Leader, Local District 7
Signature of Team Representative	

Design Team Member Name	Signature
Dr. George J. Mckenna III	
Russ Thompson	
Christopher Arellano	
Nanetta Arseneaux	
GEORGE Brown	
DARYL NARIMANN	
CECILIA DUENAS	
Laurice Sommers	
EARL BARNER	
Chris Downing	
Mary Jackson-Freeny	
Elmer Choe	
Reginald Brookens	
Sonia Flores	
Tameda Hailey	

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

LOCAL DISTRICT 7 HIGH SCHOOLS

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

* Data not available or not applicable

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

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 Operations	Principal Public Service Community School School A, 8867	Principal Communications and Technology School School B, 7718	Principal Green Design Community School School C, 7719	Principal Performing Arts Community School School D, 7721
Campus supervision	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

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
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.		

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
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.		

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
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.		

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: 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
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: 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.		

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: 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.		

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
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.		

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
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.		

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
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.		

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
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.		

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
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.		

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

Augustus Hawkins High School
Professional Development Schedule
2012-2013

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

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

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

Augustus Hawkins High School
2012-2013 School Calendar

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

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

School Hours

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

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

MEMBERS OF THE BOARD

MONICA GARCIA, PRESIDENT
TAMAR GALATZAN
BENNETT KAYSER
MARGUERITE POINDEXTER LAMOTTE
NURY MARTINEZ
RICHARD A. VLADOVIC
STEVEN ZIMMER

LOS ANGELES UNIFIED SCHOOL DISTRICT

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

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

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

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

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

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

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

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

Sincerely,

Dr. John E. Deasy

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

HOLIDAY
DIA DE FIESTA

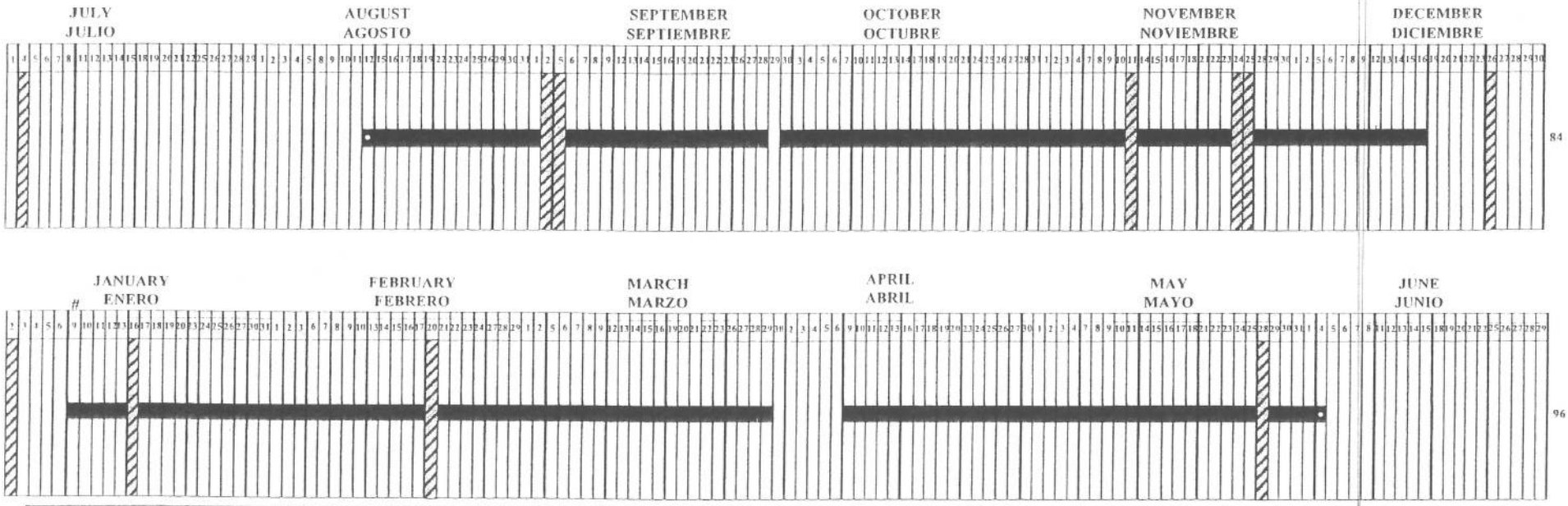
Board Approved 4/12/2011

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

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

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

Local District 6 Schools
Jaime Escalante ES
Maywood Academy Senior High



IMPORTANT DATES:

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

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

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

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

Appendix J

[redacted]

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

To: [redacted] Principal, [redacted]

Cc: [redacted]

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

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

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

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

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

Best regards,

[redacted]

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

[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: 1,280

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%	Identifed 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 per 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 per 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%

DataQuest home > Select School > School Reports > Current Page

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

CMA Results included when > 10 students tested

CST TRENDS: English Language Arts

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	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	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	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: ENTERTAINMENT 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

☐ Assessments

☐ Internal organization (e.g., SLCs)

☐ Budgeting control

☐ Teacher assignments*

☐ Discipline & codes of conduct

☐ Health and safety

☐ Curriculum

☒ Scheduling

☐ Professional development

☒ Mutual consent requirement for employees

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

☐ Other**: _____

*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: Elmer Choo Date: 2/6/2012