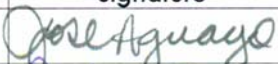
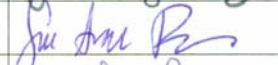
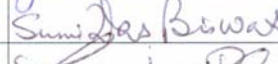
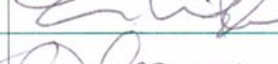

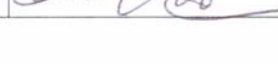


LETTER OF INTENT

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

APPLICANT TEAM INFORMATION				
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> South East High School – Latasha Buck, Assistant Principal				
Address: 2720 Tweedy Blvd., South Gate, CA 90280		Phone Number: 323-568-3400		
Website <i>(if applicable)</i> http://www.lausd.k12.ca.us/South_East_HS		Email Address: Lnb4534@lausd.net		
School site for which your team is submitting a Letter of Intent:		South East High School		
School type for which your team is applying:		<input checked="" type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter		
For multi-school campuses only: How many of the schools are you applying for? Will they all operate under separate CDS codes?		Four Small Schools and one Magnet – all operated under South East High School's CDS code		
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Jose Aguayo		562-370-7942	Jaquayo0323@rocketmail.com	SEHS/Student
2. Sue Andres-Brown		770-314-7483	Sma5022@lausd.net	SEHS/Teacher
3. Sumi Biswas		323-568-3400	Sdb4653@lausd.net	SEHS/Teacher
4. Latasha Buck		323-568-3400	Lnb4534@lausd.net	SEHS/Asst. Principal
5. Norma Carmona		323-568-3400		SEHS/Instructional Coach
6. Amoreena Castaneda		323-568-3400		SEHS/Teacher

7. Maria Che		323-788-8125	Maria.che@lausd.net	SEHS/Teacher
8. Diana Corral		323-568-3400	Dcorral@lausd.net	SEHS/Asst. Principal
9. Audrey Criss		323-229-2823	Audrey.criss@lausd.net	SEHS/Asst. Principal
10. Ashley Davila		323-243-5576	Ashley4davila@yahoo.com	SEHS/Student
11. Maria Davila				SEHS/Parent
12. Maribel Diaz		323-399-5030		SEHS/Student
13. Boris Duarte		323-568-3400	bduarte@lausd.net	SEHS/Coordinator
14. Patricia Emmett-Chavez		702-812-8062	Pxe9915@lausd.net	SEHS/Teacher
15. Raquel George		323-568-3400	rgeorge@lausd.net	SEHS/Asst. Principal
16. Joseph Gresko		310-374-5190	Jag1214@roadrunner.net	SEHS/Teacher
17. Anthony Islas		323-568-3400		SEHS/UTLA Rep/Teacher
18. Angie Leyva		323-568-3400	am19414@lausd.net	SEHS/SAA
19. Janie Long		562-896-4864	Thankyourteach1@aol.com	SEHS/Teacher
20. Gabriella Mancilla		323-568-3400	gmancill@lausd.net	SEHS/Instructional Coach
21.				
22. Maria Elena Martinez		323-568-3400	ms.memartinez@gmail.com	SEHS/Teacher
23. Natividad Martinez		323-563-3163		SEHS/Parent
24. Christina Ordonez		323-568-3400	Cxo7624@lausd.net	SEHS/Dean
25. Rain Owens		323-568-3400	Rain.owens@lausd.net	SEHS/Teacher
26. Maricela Pazos		323-566-6678		SEHS/Parent
27. Carlos Ramirez		562-485-7053	Car0409@lausd.net	SEHS/Teacher
28. Melissa Ramirez		323-369-8266	Melissa.ramirez@lausd.net	SEHS/Teacher
29. Ed Reno		323-568-3400	Jjr0566@lausd.net	SEHS/Teacher
30. Devery Rodgers		323-568-3400	Djr4384@lausd.net	SEHS/Magnet Coord
31. Levi Sanchez		323-636-9847	Kitsune_94@lausd.net	SEHS/Student
32. Maria Sotomayor		323-568-3400	msotomay@lausd.net	SEHS/Principal
33. Silvia Tinajero		562-965-8062	Sxt6107@lausd.net	SEHS/Teacher
34.				
35. Glenda Watanabe		310-540-2199	Gkw2437@lausd.net	SEHS/Teacher
36. Roger Wolfe		323-568-3400	Rwolfe01@lausd.net	SEHS/Testing Coord.

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

...

NAME OF PSC SCHOOL:

South East High School Complex

:	Applicant Team Name	Demographic							Performance																
		Size	Ethnicity				Other Groups		API	CST Proficiency															
		2010-11 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2011 Growth	Net API Gain over 5 Years	% Proficient ELA 2011	Change from 2010	% Proficient Math 2011	Change from 2010	SWD % Proficient ELA 2011	SWD % Proficient Math 2011	EL % Proficient ELA 2011	EL % Proficient Math 2011	FRPL % Proficient ELA 2011	FRPL % Proficient Math 2011	Latino % Proficient ELA 2011	Latino % Proficient Math 2011	African-American % Proficient ELA 2011	African-American % Proficient Math 2011
School-wide Teams	3053	1	99	0	0	85.5	26	11	23	95	33	5	7	2	2	1	7	1	33	8	33	7	*	*	9.9%
South East High School Complex																									

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

1. Name of PSC School: Enter the name of the school for which you are applying.

2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.

-*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.

-*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

-*School Teams.* Applicant teams that involve the entire school should provide school-level data.

-*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.


3. Demographic Data: In cases where data are not available, please note with an asterisk (*) in the box.

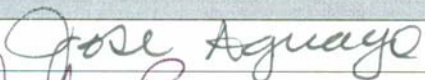
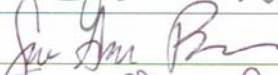
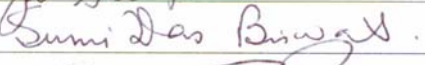
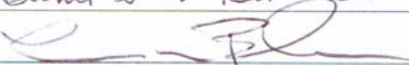


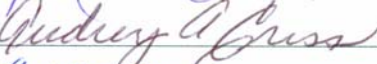

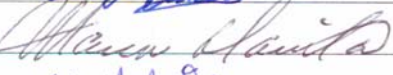


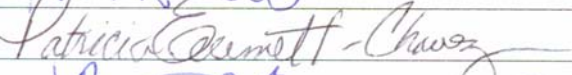


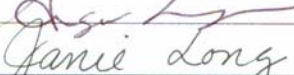

4. Performance Data: In cases where data are not available, please note with an asterisk (*) in the box.



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 East High School
Name of Team Representative	Latasha Buck
Signature of Team Representative	

Design Team Member Name	Signature
1. Jose Aguayo	
2. Sue Andres-Brown	
3. Sumi Biswas	
4. Latasha Buck	
5. Maria Che	
6. Diana Corral	
7. Audrey Criss	
8. Ashley Davila	
9. Maria Davila	
10. Maribel Diaz	
11. Boris Duarte	
12. Patricia Emmett-Chavez	
13. Raquel George	
14. Joseph Gresko	
15. Angie Leyva	
16. Janie Long	
17.	



PUBLIC SCHOOL CHOICE MOTION

18. Natividad Martinez	Natividad Martinez
19. Christina Ordonez	Christina Ordonez
20. Rain Owens	Rain Owens
21. Maricela Pazos	Maricela Pazos
22. Carlos Ramirez	Carlos Ramirez
23. Melissa Ramirez	Melissa Ramirez
24. Ed Reno	Ed Reno
25. Devery Rodgers	Devery Rodgers
26. Levi Sanchez	Levi Sanchez
27. Maria Sotomayor	Maria Sotomayor
28. Silvia Tinajero	Silvia Tinajero
29. Evencio Vargas	Evencio Vargas
30.	
31. Glenda Watanabe	Glenda Watanabe
32. Roger Wolfe	Roger Wolfe
33. Maria Elena Martinez	Maria Elena Martinez
34. Stephany Vasquez	Stephany Vasquez
35. Jessica Martinez	Jessica Martinez
36. Natividad Martinez	Natividad Martinez
36. Gabriela Manalla	Gabriela Manalla
37. Norma Carmona	Norma Carmona

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, SECONDARY SCHOOL

A. Job Purpose

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

B. Responsible to

Local District Superintendent or designee

C. Subordinates

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

D. Functions

Essential Functions

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

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

Other Functions

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

E. Qualifications

Education

Required

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

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

Experience

Required

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

Desirable

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

NOTE: *No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.*

Knowledge, Skills, Abilities, and Personal Characteristics

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

Health

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

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential

4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
5. One elementary and one secondary level credential from among the following:
 - a. Elementary School Administration or Supervision Credential
 - b. Secondary School Administration or Supervision Credential.

NOTE: This is a management class.

Public School Choice 3.0 Performance Plan

PSC School Site: South East High School

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	40	33	26	PLC Collaborative Model	Periodic Assessments	19	12
	<i>English Learners</i>	76	68	60	Dept. Scope & Sequence Data Analyses Accelerated Readers Program Peer observations /feedback	Common Formative Assessment	52	44
	<i>Special Education</i>	88	89	84	Research based strategies (Marzano, SDAIE) PD for teachers	Common Summative Assessment	79	74
	<i>African American</i>	*	*	*	CST Review in core classes Afterschool Tutoring	Quarterly Assessments	*	*
	<i>Latino</i>	40	33	26	CST Ramp Up Approach	Quizzes / Tests	19	12
	<i>White</i>	*	*	*	CST Boot Camp	CST Tests	*	*
	<i>Asian</i>	*	*	*	Enroll in intervention classes		*	*
	<i>Economically Disadvantaged</i>	40	33	26	Sp. Ed enrolled in Learning Ctr.		19	12
2	% of all students scoring Prof or	28	33	38	PLC	Periodic	43	48

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	Adv				Collaborative Model	Assessments		
	<i>English Learners</i>	3	7	12	Dept. Scope & Sequence Data Analyses Accelerated Readers Program Peer observations /feedback	Common Formative Assessment	17	22
	<i>Special Education</i>	2	2	4	Research based strategies (Marzano, SDAIE) PD for teachers	Common Summative Assessment	6	8
	<i>African American</i>	*	*	*	CST Review in core classes After school Tutoring	Quarterly Assessments	*	*
	<i>Latino</i>	28	33	38	CST Ramp Up Approach	Quizzes / Tests	43	48
	<i>White</i>	*	*	*	CST Boot Camp	CST Tests	*	*
	<i>Asian</i>	*	*	*	Enroll in intervention classes		*	*
	<i>Economically Disadv.</i>	28	33	38	Sp. Ed enrolled in Learning Ctr.		43	48
CST MATH								
3	% of all students scoring FBB/BB	78	75	70	PLC Collaborative Model	Periodic Assessments	65	60
	<i>English Learners</i>	92	93	88	Dept. Scope & Sequence	Common Formative	83	78

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Data Analyses Peer observations /feedback	Assessment		
	<i>Special Education</i>	93	95	93	Marzano's Research based strategies PD for teachers	Common Summative Assessment	90	87
	<i>African American</i>	*	*	*	CST Review in core classes After school Tutoring	Quarterly Assessments	*	*
	<i>Latino</i>	78	75	70	CST Ramp Up Approach	Quizzes / Tests	65	60
	<i>White</i>	*	*	*	CST Boot Camp	CST Tests	*	*
	<i>Asian</i>	*	*	*	Enroll in intervention classes		*	*
	<i>Economically Disadv.</i>	78	75	70	Sp. Ed enrolled in Learning Ctr.		65	60
4	% of all students scoring Prof or Adv	5	7	10	PLC Collaborative Model	Periodic Assessments	13	16
	<i>English Learners</i>	2	1	3	Dept. Scope & Sequence Data Analyses Peer observations /feedback	Common Formative Assessment	5	7
	<i>Special Education</i>	0	1	2	Marzano's Research based strategies	Common Summative Assessment	3	4
	<i>African American</i>	*	*	*	CST Review	Quarterly	*	*

Public School Choice 3.0
Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					in core classes After school Tutoring	Assessments		
	<i>Latino</i>	5	7	10	CST Ramp Up Approach	Quizzes / Tests	13	16
	<i>White</i>	*	*	*	CST Boot Camp	CST Tests	*	*
	<i>Asian</i>	*	*	*	Enroll in intervention classes		*	*
	<i>Economically Disadv.</i>	5	7	10	Sp. Ed enrolled in Learning Ctr.		13	16
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	9.3	7.3	9.3	Research based strategies(M arzano, SDAIE) PD for teacher	CELDT Testing	13.3	17.3
8	% EL Students Scoring Proficient on CELDT	30	28	30	Data Analyses within PLC EL Monitoring through Portfolios CELTD Boot Camp	CELDT Testing	34	38
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	61	60.4	63	Parent Conference week (Fall/Spring) DPC monitoring	Graduation	66	69
10	CAHSEE Pass Rate (10 th grade)	61.1	66.9	70	CAHSEE SAT Prog.	CAHSEE Exam	75	80
11	% Students In A-G Courses Receiving Grade of C or Higher	24	27	30	Student Progress	Report Cards	33	36

Public School Choice 3.0
Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					Monitoring by counselors and Small School teachers			
12	% Graduates Meeting A-G Requirements	23	29	35	Counselor & advisors monitor IGP	Parents meet w/ counselor and signs IGP once a year	41	47
RETENTION RATE (high schools only)								
	# First Time 9th Graders	767	777	770	Determined by District	Determined by District	770	770
	% Retained 9 th Graders	18	21	17	Counselors and Small School teachers monitor grades Provide intervention as needed	Monitor report cards	15	12
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	91.0	91.8	96.5	PSA & DPC Monitor attendance Assemblies Incentives	Weekly reports	98	100
14	Attendance Rate for All Staff	92.9	93.8	96.5	Incentives and recognitions	Weekly reports	98	100
15	Number of Suspensions	0.6	0.4	.2	Implement RTI ²	Weekly reports	.1	.1
16	School Experience Survey: % Parents Participating	19.2	0.8	10	Parent Outreach; Letters, Flyers and phone calls home	School Experience Survey	25	50
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	93.3	90.5	94	Parent Outreach; meetings and news letter	School Experience Survey	98	100

**Public School Choice 3.0
Performance Plan**

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
18	<i>Culture or Mission-Specific Indicator</i>							
19	<i>Culture or Mission-Specific Indicator</i>							
20	<i>Culture or Mission-Specific Indicator</i>							

South East High School

Design Team Name

Date

Applicant Team Representative Signature

Local District Superintendent Signature

Public School Choice 3.0 Performance Plan

Instructions

1. % of Students Scoring FBB/BB on CST (ELA and Math) 3.	<p>Number of students scoring Far Below Basic/Below Basic divided by the number of students tested.</p> <p>For EL and Special Education students, the School Report Card and Data Summary Sheet provide the percentage of students scoring Basic and Above. The Data are also available via MyData. If you do not have access to MyData, please contact the PSC office.</p>
2. % of Students Scoring P/Adv on CST (ELA and Math) 4.	<p>Number of students scoring Proficient or Advanced divided by the number of students tested.</p> <p>See Data Summary Sheet Boxes 3 and 4.</p>
5. Number of First Time 9th Graders	<p>Number of first time 9th graders who enrolled at the beginning of the year. Do not include students repeating 9th grade.</p>
6. % Retained 9th Graders	<p>Number of first time 9th graders who did not meet all credit requirements to advance to 10th grade status by the end of the school year.</p> <p>See School Report Card page 1.</p>
7. Reclassification Rate (EL)	<p>Number of students reclassified in 2009-10 divided by the total number of EL students from the previous year.</p> <p>See Data Summary Sheet Box 9.</p>
8. % EL Students Scoring Proficient on CELDT	<p>Number of students scoring proficient (Early Advanced and Advanced) on CELDT divided by the total number of students tested.</p> <p>See School Report Card page 4.</p>
9. Four Year Cohort Grad Rate	<p>Number of students who graduated Spring 2010 school year divided by the number of first time 9th grade students who first enrolled in the school Fall 2005, taking into account new enrollees and subtracting students who have left the school but have not dropped out.</p> <p>See School Report Card page 2.</p>
10. CAHSEE Pass Rate (10th grade)	<p>Number of 10th grade students passing both parts (ELA and math) of the CAHSEE divided by the total number of 10th grade students tested.</p> <p>See School Report Card page 1.</p>
11. % Students in A-G Courses Receiving Grade of C or Higher	<p>Number of students receiving a grade of C or higher divided by the number of students enrolled in A-G courses.</p> <p>See Data Summary Sheet.</p>

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12.	% Graduates Meeting A-G Requirements	Number of graduates meeting A-G requirements divided by the total number of graduates, from the four year cohort. See School Repot Card page 2.
13.	Attendance Rate for Students	See Data Summary Sheet Box 10. Days present divided by days enrolled.
14.	Attendance Rate for All Staff	See Data Summary Sheet Box 10.
15.	Number of Suspensions	See Data Summary Sheet Box 10.
16.	School Experience Survey: % Parents Participating	Available in School Experience Survey results. http://reportcardsurvey.lausd.net/surveys/reports.jsp
17.	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	Provide the overall percentage for the school. Available in School Experience Survey results.
18- 20.	Culture or Mission-Specific Indicators	Design teams may add their own indicators.

South East High School Complex

2012-2013 Early Start School Calendar and Tentative PD Schedule

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jul 2012	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	1	2	3	4
Aug 2012	5	6	7	8	9 Buy Back Day #1	10 Buy Back Day #2	11
	12	13 Pupil Free Day	14 1 st Day of Instruction	15	16	17	18
	19	20	21 Short Day PD #1 2:30 Dept. Mtg	22	23	24	25
	26	27	28 Banked Tues PD #1 2:40 Faculty Mtg	29	30	31	1
Sep 2012	2	3 Labor Day	4 Short Day PD #2	5	6	7	8
	9	10	11 Banked Tues PD #2	12	13	14	15
	16	17	18 Short Day PD #3	19	20	21	22
	23	24	25 Banked Tues PD #3 2:40 Faculty Mtg.	26	27	28	29
	30	1	2 CAHSEE	3 CAHSEE	4	5	6
Oct 2012	7	8	9 Banked Tues PD #4	10	11	12	13
	14	15	16 Short Day PD #4	17	18	19	20
	21	22	23 Banked Tues PD #5 2:30 Dept. Mtg.	24	25	26	27
	28	29	30 Short Day PD #5 2:40 Faculty Mtg.	31	1	2	3
Nov 2012	4	5	6 CAHSEE	7 CAHSEE	8	9	10
	11 Veterans Day	12	13 Banked Tues PD #6	14	15	16	17
	18	19	20 Short Day PD #6 2:30 Dept. Mtg.	21	22 Thanksgiving	23 Thanksgiving	24

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Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	25	26	27 Banked Tues PD #7 2:40 Faculty Mtg.	28	29	30	1
Dec 2012	2	3	4 Short Day PD #7	5	6	7	8 CAHSEE
	9	10	11 Banked Tues PD #8	12	13	14	15 CAHSEE
	16	17	18	19	20	21	22
	23	WINTER BREAK					
	30						
Jan 2013	6	7	8 Banked Tues PD #9	9	10	11	12
	13	14	15 Short Day PD #8	16	17	18	19
	20	21	22 Banked Tues PD #10 2:30 Dept. Mtg.	23	24	25	26
	27	28	29 Short Day PD #9 2:40 Faculty Mtg.	30	31	1	2
Feb 2013	3	4	5 CAHSEE	6 CAHSEE	7	8	9
	10	11	12 Banked Tues PD #11	13	14	15	16
	17	18	19 Short Day PD #10 2:30 Dept. Mtg.	20	21	22	23
	24	25	26 Banked Tues PD #12 2:40 Faculty Mtg.	27	28	1	2

South East High School Complex
2012-2013 Early Start School Calendar and Tentative PD Schedule

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Mar 2013	3	4	5 Short Day PD #11	6	7	8	9
	10	11	12 CAHSEE	13 CAHSEE	14	15	16
	17	18	19 Banked Tues PD #13 2:40 Faculty Mtg.	20	21	22	23
	24	25	26	27	28	29	30
	Spring Break						
	31	1	2	3	4	5	6
Apr 2013	7	8	9 Banked Tues PD #14	10	11	12	13
	14	15	16 Short Day PD #12	17	18	19	20
	21	22	23 Short Day PD #13	24	25	26	27
	28	29	30 2:40 Faculty Mtg.	1	2	3	4
May 2013	5	6	7	8	9	10	11
	12	13	14 CAHSEE	15 CAHSEE	16	17	18
	19	20	21	22	23	24	25
	26	27 Memorial Day	28 2:40 Faculty Mtg.	29	30	31	1
Jun 2013	2	3	4 Last Day of Instruction	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	1	2	3	4	5	6